

Faith in Our Students



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

2012-2015 Three-Year Education Plan

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Faith in Our Students

Accountability Statement

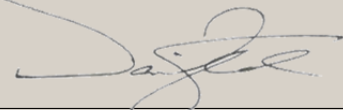
The Education Plan for Greater St. Albert Catholic Roman Catholic Separate School District No. 734 for the three years commencing September 1, 2012 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education 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 2012 – 2015 on November 26, 2012.



(Board Chair)



(Superintendent of Schools)



Back Row: Lauri-Ann Turnbull, Dave Caron, Noreen Radford, Rosaleen McEvoy
Front Row: Cathy Proulx, Jacquie Hansen, Joan Crockett

District Foundation Statements

The following information clarifies the mission, vision, values, and core commitment statements of the school district and their relevance to decision-making processes that are made on behalf of the students who we serve. The intention of the school district is to reference ongoing decisions against the authority that is implicit within these directional statements.



Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

Our Vision

Excellence in learning through faith, relationships and engagement.



Value and Core Commitments

Values are the beliefs that reflect our mission and guide our actions on our progress to our vision. Core commitments are expressed in terms of behaviours that reflect our values. Core commitments are not goals, they are the actions we are committed to performing in every aspect of our organizational life.

Passion

We celebrate all students as gifts from God, so we further our dedication to their needs;

Relationships

We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;

Commitment

Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;

Hope

We constantly communicate a belief of what is possible for the student;

Innovation

We are committed to innovation, best practice and lifelong learning;

Excellence

We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results.



Accountability Pillar Overall Summary

October 2012

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert Schools			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.7	92.1	90.1	88.6	88.1	87.5	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	85.4	87.1	85.3	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	92.5	92.0	90.9	89.4	89.4	89.3	Very High	Improved	Excellent
		Drop Out Rate	2.2	3.0	3.2	3.2	4.2	4.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	81.1	82.6	78.2	74.1	72.6	71.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	88.9	87.5	88.5	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	23.4	21.8	22.1	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.0	88.6	86.0	83.5	82.6	83.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	19.8	19.7	17.6	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	63.3	62.6	60.1	56.2	54.9	53.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	76.4	73.0	66.0	61.5	59.6	58.0	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	66.7	64.4	66.2	58.4	59.3	59.5	High	Maintained	Good
		Work Preparation	82.9	81.1	79.2	79.7	80.1	79.9	High	Improved	Good
		Citizenship	87.9	87.3	84.9	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	84.5	83.2	81.9	79.7	79.9	80.0	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	85.8	85.2	83.9	80.0	80.1	79.8	Very High	Improved	Excellent

District Profile

On July 1, 2012, new legislation came into effect which assured that Catholic and public secular education could be provided to residents who live within St. Albert, Morinville, Legal and adjacent service areas. The Greater St. Albert Catholic Schools legal name was formally changed to Greater St. Albert Roman Catholic Separate School District No. 734. The District continues to operate under the Greater St. Albert Catholic Schools name. All schools under the previous District infrastructure have remained except Georges P. Vanier School in Morinville which was reassigned by the Minister of Education to Sturgeon School Division for the provision of public secular education. At the same time, St. Albert Protestant became the public school provider in the City of St. Albert and also received a name change to reflect its new status as the public board. With the new Roman Catholic Separate School status in the region, the existing non-operating 4 by 4 districts of Cardiff and Cunningham are now included as a part of Greater St. Albert Catholic School District.

Our Catholic schools enable students to realize their God given gifts. Furthermore, all educational experiences within our system enhances a student's relationship to God through the example of Jesus Christ. Throughout this experience, we expect that students will realize their potential so that students become Christ for others, and as such, are always in pursuit of the common good. When further examined from this perspective, the academic success of students is essential to the fulfillment of God's plan for the goodness of creation. It is for this reason that we take the academic formation and the fulfillment of our students' learning potential as being integral to our faith mandate. We believe that by supporting the accountability expectations of the provincial government within the context of the teachings of our faith, we are able to realize our vision for "excellence" in the education of our students.

As the evidence within our Accountability Pillar Report Card indicates, GSACRD continues to be amongst the highest performing jurisdictions in the province. The Board thanks its students, parents/guardians, staff, administration, and Catholic parishes for their faithful commitment and support.

Trends and Issues

As the Catholic Church's Sacred Congregation on Catholic Education reminds us, our Catholic schools are "an irreplaceable source of service, not only to the pupils and its other members but also to society." Indeed, "society can take note from the Catholic school that it is possible to create true communities out of a common effort for the common good."¹ This means that we tap into the collective expertise and wisdom of teachers, parents, and community resources who work closely with the learning of children, thereby making their common interest to be of primary importance.

¹ *The Sacred Congregation for Catholic Education, The Catholic School, p. 11.*

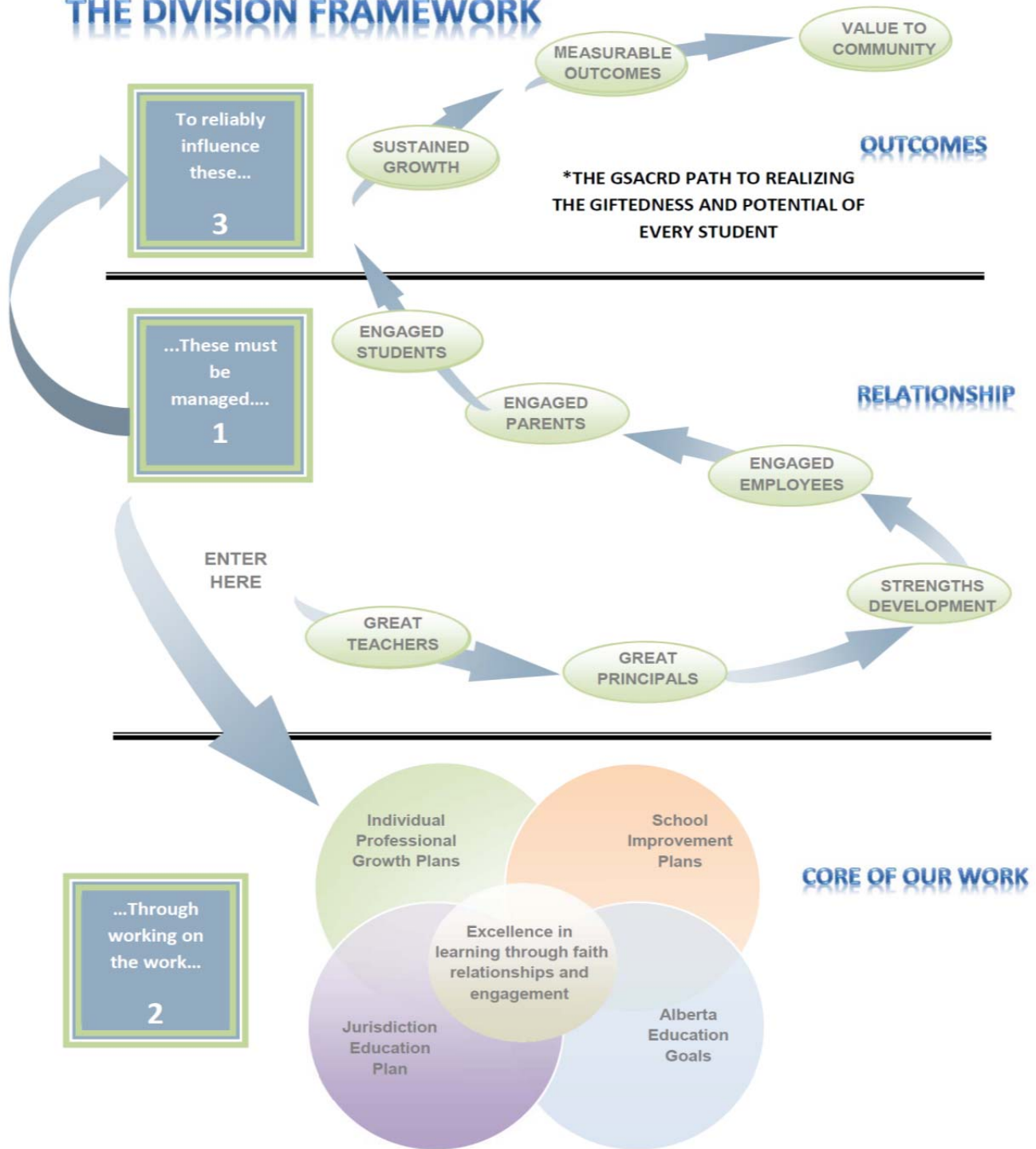
For this reason, we are proud to confirm that the strategies stressed within this educational plan have been derived by extensive consultation with our school and parish communities, and district- wide administration. Two public stakeholder forums conducted in the fall and spring of the 2011 and 2012 school year have set the stage for the faith based and student engagement strategies contained within this document. AISI (Alberta Initiative for School Improvement) learning goals have been established by our school-based and district leadership teams to determine the best ways that our schools can further their locally developed goals to improve student learning. In order to maximize application of the broad scope of community interest that has been invested into this plan, but make such interest achievable, we have allocated strategies to current year, subsequent year, or three-year commitments. Any strategy listed beside an asterix (*) is considered to be of priority for the 2012 – 2013 school year.

In order to determine how the work of our schools and parents will relate to the parameters for learning that have been established by the provincial government, a common framework for school improvement called the “GSACRD Path” has been established. As the following diagram indicates, the interrelationship between what defines “relationship,” the “core of our work,” and “outcomes” is clearly stated. The centre circle within the overlay of responsibilities at the school, district, and provincial levels is our district vision statement. Maintaining an awareness of the relationship between all stakeholders in our educational journey and the personalized, precise, and professional practices required to enhance these is at the heart of influencing meaningful growth opportunities within our school district.

Our evidence continues to indicate that the most important improvement priorities for our school district rests in the following areas: the success of our First Nations, Métis, and Inuit (FNMI) learners, reducing the drop-out rate of grades 9 – 12 students, and enhancing achievement within Diploma exams by grade 12. The great news for Greater St. Albert Catholic Schools is that we have been on a four-year journey that demonstrates continued improvement in each of these areas.

We believe that it is our moral imperative to see the face of Christ in every child. This belief not only drives the faith dimension of our work, but it is also at the heart of our passion and motivation to apply current and research based professional practice to all endeavours. This includes the approaches to teaching and learning that achieve the outcomes and measurements for learning that the government sets, and the processes applied to realizing effective community engagement. All of these efforts are at the heart of enabling the giftedness and potential of each child to be realized through the dedicated vocation of our employees and the additional support of our home, community leadership, and parish communities.

THE DIVISION FRAMEWORK



*Adapted from the GALLUP PATH™

Faith Dimension Goal: **CALLED TO BE GOD'S OWN PEOPLE; LIVING THE MISSION**

GSACRD Outcome: Furthering a culture of Evangelization, Faith Formation, and Vocations within our schools. Students, staff, and parents know, model, and witness Jesus Christ.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0%	90.3%	Very High	Improved	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.1%	89.2%	Very High	Improved Significantly	Excellent
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9%	84.9%	Very High	Improved Significantly	Excellent
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.9%	79.2%	High	Improved	Good

Strategy:

- ***2012 – 2015** – Schools demonstrate a preferential option for the poor and needy through social justice / community service activities that support Catholic Social Services and Canadian Development and Peace.
- ***2012 – 2015** – The evangelization efforts of the Archdiocese of Edmonton's Nothing More Beautiful Program become a basis for staff faith formation within our schools.
- ***2012 – 2013** – Engage youth groups in nurturing knowledge, modelling, and Witness of Christ within our Schools through: community service, bearing witness to Oblate Youth Ministries, conducting retreats for all students.
- **2013 – 2014** – Make faith formation more accessible for staff, students, and parents through: encouraging spiritual growth plan development for staff and support growth initiatives, offering evening faith development programs for families.
- **2014 – 2015** – Help families grow in their faith through conducting family welcoming instructional masses linked to the school district theme, involving the parish in school based faith initiatives, engage parents in their children's religious education programs.

Alberta Education Goal One: **SUCCESS FOR EVERY STUDENT**

Provincial Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).**	87.5%	88.4%	High	Maintained	Good
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.8%	21.7%	High	Maintained	Good

Strategy:

- ***2012 – 2015** – Diagnostic efforts and intervention plans dedicated to student success (K – 9) in meeting literacy and numeracy standards are exercised at the school level.



Provincial Outcome: Students achieve student learning outcomes.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).**	88.6%	85.0%	High	Improved	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.7%	17.1%	Intermediate	Improved	Good
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	81.1%	78.2%	High	Maintained	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.2%	3.2%	Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	63.3%	60.1%	High	Maintained	Good
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.7%	66.2%	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	76.4%	66.0%	Very High	Improved Significantly	Excellent

Strategies

- ***2012 – 2015** – AISI / school learning goals focused on Differentiation.
- ***2012 – 2013** - AISI / school learning goals focused on Assessment through furthering instructional practice that does not allow failure to be an option in schools, promotes common formative assessment strategies across disciplines, and enables descriptive feedback to be a mechanism through which students can improve their work.
- **2013 – 2014** – AISI / school learning goals focused on Differentiation and Assessment.
- **2014 – 2015** – AISI / school learning goals focused on Positive Behavioural Supports, Assessment, and Differentiation.

Provincial Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9%	84.9%	Very High	Improved Significantly	Excellent
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.9%	79.2%	High	Improved	Good

Strategies:

- ***2012 – 2015** – Schools implement the Gallup Student Poll annually and make programming and student support adaptations according to the results.
- ***2012 – 2015** – Promote critical thinking, and student initiative linked to advancing the Catholic principles of the protection of human life and pursuit of the “common good”; whereby the sum total of social conditions allow people, either as groups or individuals to reach their fulfilment more fully and more easily.²
- ***2012 – 2015** - An ethos of any time, any place, any pace learning is established through adapting scheduling to meet student needs, and enabling students to do what they do best in learning:
 - ❖ ***2012 – 2013** – Focus on how to build positive relationships with students.
 - ❖ **2013 – 2014** – Ensure that technological access of current devices, software, and hardware are equally accessible for all students in the district.
 - ❖ **2014 – 2015** – Implement technology to support differentiation of learning for all students.



² *Second Vatican Ecumenical Council, Gaudium et Spes, 26.*

Alberta Education Goal 2: **HIGH QUALITY EDUCATION THROUGH COLLABORATION AND INNOVATION**

Provincial Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.5%	90.9%	Very High	Improved	Excellent
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.4%	85.3%	Very High	Maintained	Excellent
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.7%	90.1%	Very High	Improved	Excellent

Strategy:

- ***2012 – 2015** – Review the School District's Safe and Caring Schools procedures to assure the sanctity and dignity of all students.

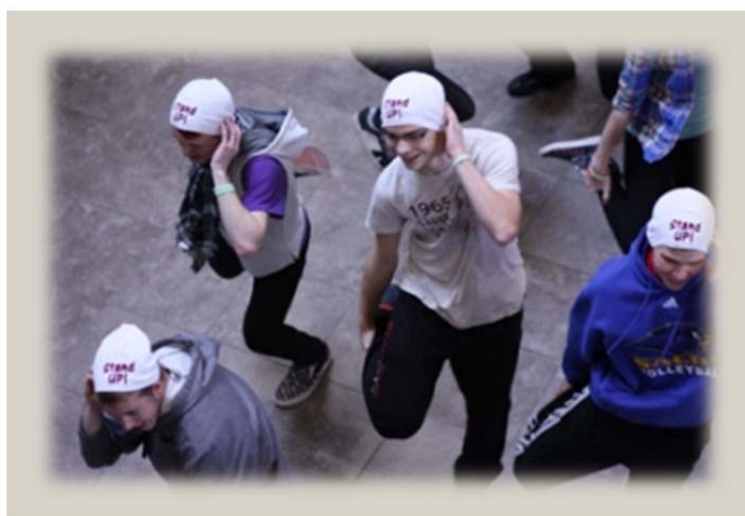


Provincial Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.5%	81.9%	Very High	Improved	Excellent
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.8%	83.9%	Very High	Improved	Excellent

Strategies:

- ***2012 – 2015** – School learning communities enhance the focus of collaboration to enhance lateral learning within and outside the system, with the goal of furthering the success of all students within the classroom.
- ***2012 – 2015** – School leadership teams assess progress relative to the “GSACRD Path” and adjust focuses for improving results accordingly.
- ***2012 – 2015** – Public participation in the generative governance component of school board work impacts the focus of district and school education plans (continue to implement Fall and Spring Stakeholder meetings).



Alberta Education Goal 3: **SUCCESS FOR FIRST NATIONS, MÉTIS AND INUIT (FNMI) STUDENTS**

**Provincial Outcome: FNMI students are engaged in learning.*

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation			Target		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall	2012/2013	2013/2014	2014/2015
Student Learning Opportunities	n/a	Drop Out Rate	3.0	5.3	7.2	9.0	10.4	10.9	High	Improved	Good			
		High School Completion Rate (3 yr)	61.0	80.4	61.7	40.2	38.2	36.0	Low	Maintained	Issue	70.0	72.0	74.0
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.5	72.6	72.7	58.3	58.1	57.8	Intermediate	Improved	Good			
		PAT: Excellence	12.8	8.5	10.0	6.6	6.0	5.9	Intermediate	Maintained	Acceptable			
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	89.3	72.4	73.7	77.6	77.7	77.0	High	Improved	Good			
		Diploma: Excellence	14.3	6.9	8.8	8.8	7.4	8.1	Low	Maintained	Issue	15.0	17.0	19.0
		Diploma Exam Participation Rate (4+ Exams)	36.6	33.5	46.7	19.6	19.1	17.7	Low	Maintained	Issue	39.0	41.0	43.0
		Rutherford Scholarship Eligibility Rate (Revised)	58.8	31.3	47.1	34.4	32.1	29.6	Intermediate	Maintained	Acceptable			
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	61.4	50.2	30.2	31.2	32.3	*	*	*			

*Targets have been set for measures where overall evaluations of "issue" or "concern" are stated.

Strategies:

- ***2012 – 2015** – Conduct an assessment of FNMI engagement in schools through the assistance of the Gallup Student Path survey instrument, and activate program modifications based upon the results.
- ***2012 – 2015** – Collaborate with students, families, and elders with the intent of maximizing student engagement in learning.

Budget Highlights

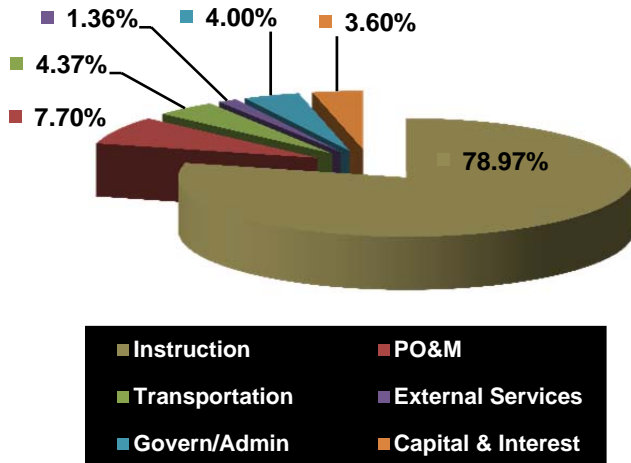
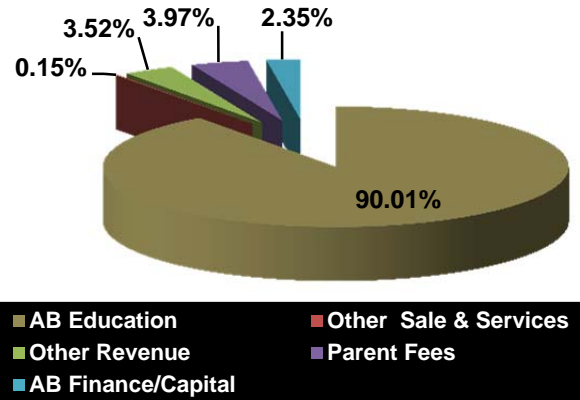
PRINCIPLES FOR THE BASIS OF ALLOCATIONS

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 site-based and the District's budgets may be required to facilitate prudent fiscal stewardship of the District.

The complete annual document of the Principles for the Basis of Allocations can be found at www.gsacrd.ab.ca by June 30th of each year.

BUDGETED REVENUES 2012-13

AB Education	\$63,191,008
Parent Fees	\$2,768,978
AB Fin/Capital	\$1,649,737
Other Revenue	\$2,468,789
Other Sale & Services	\$108,400
Total Revenues	\$70,204,904



BUDGETED EXPENDITURES 2012-13

Instruction	\$55,499,778
PO&M	\$5,409,548
Transportation	\$3,072,391
External Services	\$957,400
Govern/Admin	\$2,811,118
Capital & Interest (supported)	\$2,527,723
Total Expenditures	\$70,277,958

BUDGETED OPERATIONAL DEFICIT (\$73,054)

To view the Budget Report, please visit <http://www.gsacrd.ab.ca> and select Quick Links – Forms and Reports.

Highlights of Facility and Capital Plans

The Board has clarified its priorities to the Government of Alberta based upon three Categories of facility projects: new, modernizations, and expansions. New and modernization applications overlap with respect to St. Albert Catholic High School because a modernized school serves as a contingency in the event that a new high school partnership project is not deemed to be feasible.

New Schools:

✓ *Three – School Partnership with the Greater North Central Francophone School Board*

This partnership envisions a state of the art high school that could house programming facilities to accommodate approximately 1200 students, while maintaining the distinct identities of a grades 7 – 12 Francophone School, the existing 10 – 12 grades of St. Albert Catholic High, and the existing 10 – 12 grades of École Secondaire Sainte Marguerite d'Youville (ESSMY). The project would feature a common learning area that has enhanced gymnasium and technology focused learning centres, but distinct wings that would enable three schools to function under one campus. The goals of this partnership are to bring efficiency to the current utilization and long-term maintenance of our schools, retain students who leave our system for other programs after grade 9, and most importantly, maximize equity in program opportunity for all of our St. Albert high school students.

✓ *Elementary School for Morinville*

As a result of new legislation that enabled the Sturgeon School Division to operate public secular education in the Town of Morinville, the Minister assigned an elementary school to the newly operating Public School Board. The strong retention of our students within one fewer school has resulted in a utilization rate of 91% for the three GSACRD schools that operate in Morinville. Important to this matter is the fact that the only elementary school, Notre Dame, has a current utilization rate of 110%. Given this unusually high utilization rate in Morinville, it is important that a new elementary school will be developed to accommodate our growth needs.

✓ *New Kindergarten to Grade 9 School in Erin Ridge (North, St. Albert)*

For the 2010 - 2011 School Year, the existing attendance boundary in the East Kingswood area of St. Albert was removed to promote parental choice in selecting elementary programming. This decision enabled new students who reside in close proximity to Neil M. Ross School to attend its programs, while also enabling new opportunities to be in place for Vital Grandin who has in place a City wide-transportation service to access the new Fine Arts and Media Enhancement (FAME) program. This opportunity will continue for the 2012 – 2013 school year. It is anticipated that the expected growth in both school communities will assist their feeder junior high school, R.S. Fowler, to experience growth as well. The total impact of these expected enrolment trends will be the need to plan for a new elementary school to the north of these programs, in the rapidly developing Erin Ridge area.

Modernized Schools:

✓ *Modernization of St. Albert Catholic High School*

With the first phase of this project completed, an additional capital investment would result in the improvement of washroom facilities, HVAC systems, programming for students with diverse needs, and physical education facilities.

✓ *Modernization of Vincent J. Maloney (VJM) Junior High School*

This additional upgrade would result in the modernization of instructional spaces that house programming for students with diverse learning needs, library services, and Career and Technology Studies.

Further information about Greater St. Albert Catholic School's Facility and Capital Plan can be found at www.gsacrd.ab.ca under Quick Links, Forms and Reports.



Parental Involvement & Publication Statement

The 2012-2015 Three-Year Education Plan can be accessed on the GSACRD website www.gsacrd.ab.ca under Quick Links, Forms and Reports

Letters have been sent to community stakeholders informing them of the website address and link.

Copies of the 2012-2015 Three-Year Education plan will be distributed to schools and principals will communicate the plan to their school councils.

Highlights of the 2012-2015 Three-Year Education Plan will be distributed to staff and parents and will be available at the Catholic parishes.

GSACRD promotes the involvement of school councils by:

- Engaging school councils and the Council of Councils in assisting the school board's promotion of generative governance by determining the focus for stakeholder forums;
- Sharing information and planning at school council meetings and our Council of Councils meetings;
- Collaborating on matters such as AISI, school year calendar, administrative procedures, and reporting student achievement;
- Having trustee liaison opportunities occur at school council meetings;
- Establishing as a communications link for our School Council Chairs access to our online communications network; and
- Furthering ongoing communication between senior administration and the Council of Councils' chairperson.

GSACRD school principals invite input from their respective school councils into the annual improvement plans. School improvement plans are aligned with the Alberta Education Business Plan, the GSACRD Three-Year Education Plan, and the priorities of the local school community. Such work is aligned with Section 13 of the School Councils Regulation (Alberta Regulation 113/2007).