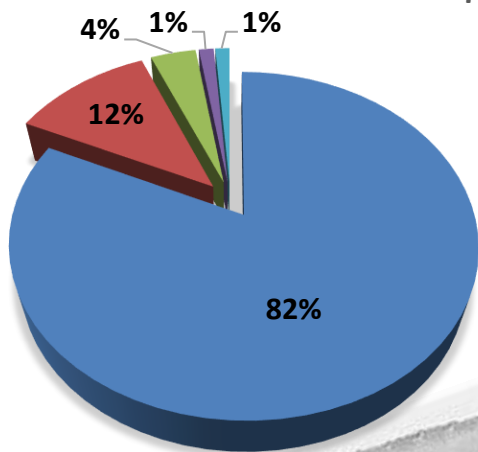




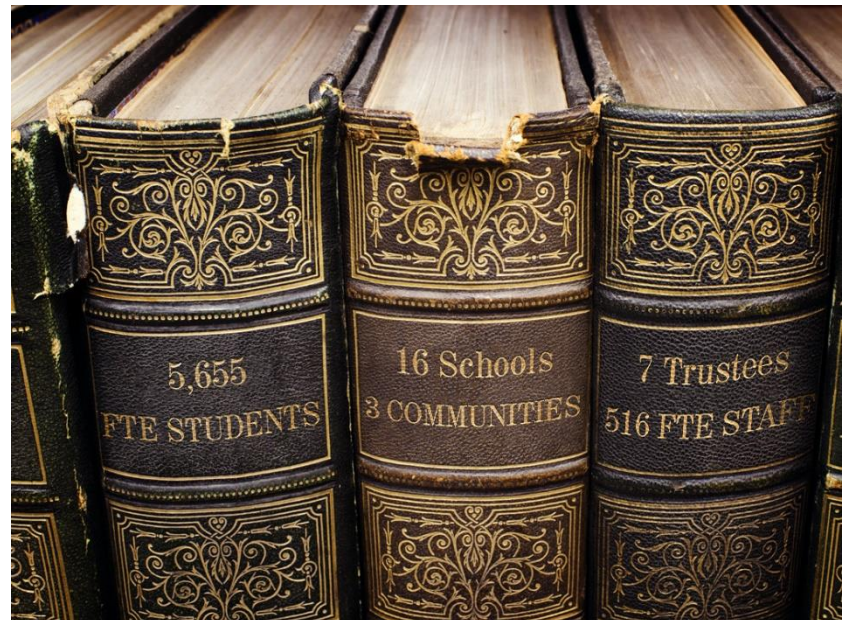
Greater St. Albert Catholic Schools 2017-2018 Budget Highlights



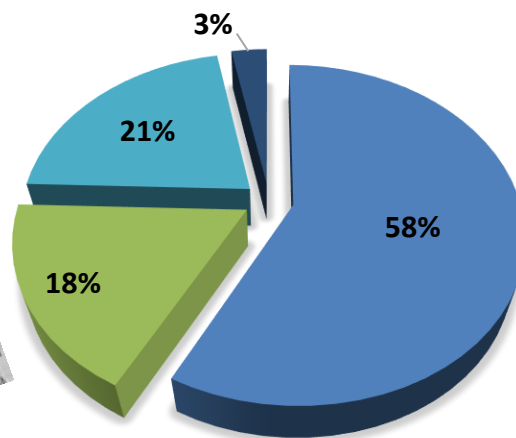
TOTAL REVENUES - \$69,308,440



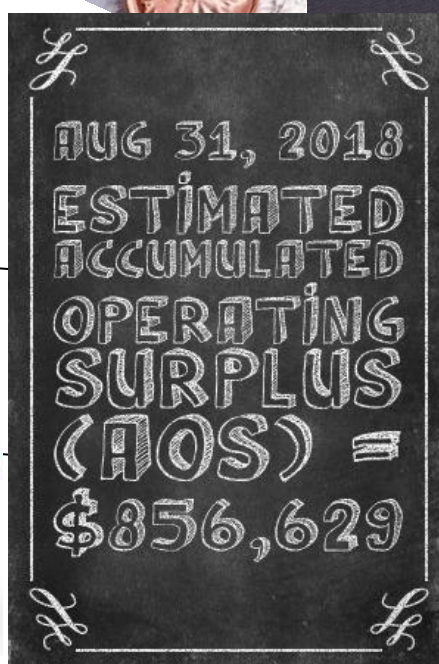
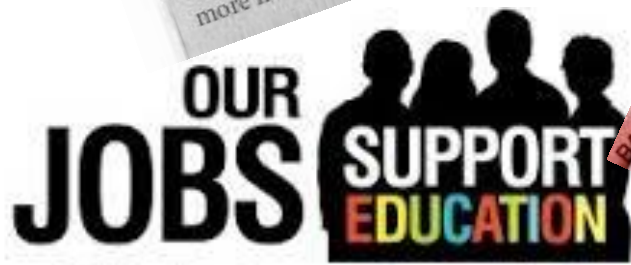
- AB Education - \$56,854,344
- Property Taxes - \$8,115,000
- Fees - \$2,641,476
- Other Sales & Services - \$868,108
- All Other Revenue - \$829,512



TOTAL EXPENDITURES - \$69,798,602



- Certificated Salaries & Benefits - \$40,276,793
- Non-certificated Salaries and Wages - \$12,429,698
- Services, contracts, and supplies - \$15,007,071



MISSION: POSSIBLE



**AOS covers 2.45 days of operating expenses
1.2% of Budgeted Expenditures**

Instructional Spending per FTE Student: \$9,826

Operational Spending per FTE Student: \$12,343

2017-2018 Budget Highlights

BU-GETARY PRINCIPLE

All Schools and Departments will:

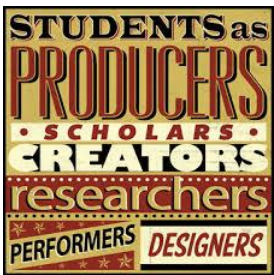
Be responsive to programming needs that enable students to meet the Standards of Education prescribed by the Minister of Education



Ensure that K-12 Religious Education may be part of a student's program plan

Religious and Moral Education

"Takes you to places where no other subject goes"

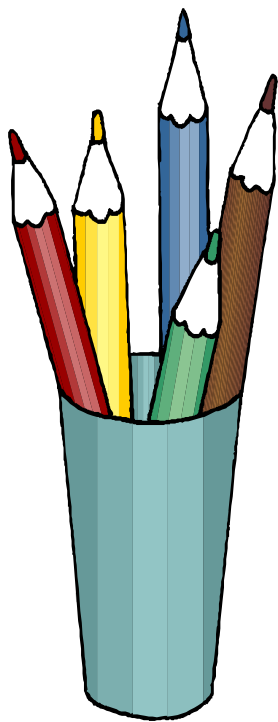
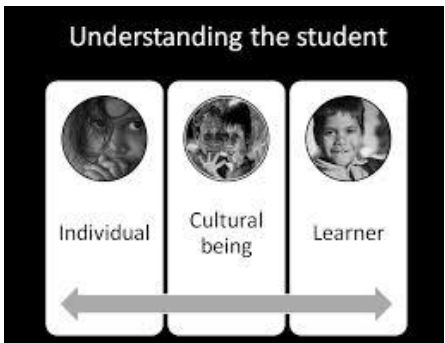


Develop program plans and pedagogy that places students in the center and in charge of the learning process

Deploy technology supporting pedagogy that improves learning for all students



Support targeted and specific intervention plans for FNMI learners with the differentiated FNMI grant dollars provided



Faith in Our Students

PASSION * RELATIONSHIPS * COMMITMENT * HOPE * INNOVATION * EXCELLENCE

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.



Jesus said:
Here I am among you
as one who serves.

Lk 22:27

