



St. Albert
PUBLIC SCHOOLS

FOUR-YEAR EDUCATION PLAN 2025-2029

May 2025





TABLE OF CONTENTS

Message from the Board Chair..... 3

Message from the Superintendent 4

School Listing 5

Profile 6

Our Purpose Our Principles..... 7

Outcome Areas 11

Evaluating Impact..... 13

Accountability & Alignment 16

Financials..... 17

Definitions..... 19

Our Board of Trustees

John Allen	Kim Armstrong
<i>Chair</i>	<i>Trustee</i>
Kristi Rouse	Stanley Haroun
<i>Vice Chair</i>	<i>Trustee</i>
	Sheyanne Levall-Crouse
	<i>Trustee</i>

Division Administration Office

60 Sir Winston Churchill Ave.
 St. Albert, AB T8N 0G4
 780.460.3712
www.spschools.org



MESSAGE FROM THE BOARD CHAIR

The Board of Trustees is proud of our exceptional school division and the great work done in our schools. We are thrilled that this new 2025-2029 Education Plan is based on the division's re-visioned foundation statement. The foundation framework authentically captures who we are as a division and sets out our purpose and principles that will guide our future work.

As locally-elected trustees, we are committed to a strong governance approach that supports connection to community and an assurance approach that demonstrates that our actions align with our values and priorities. The foundation statement and education plan were developed through a year-long collaborative process. Trustees, school and division leaders, school staff, parents, community members, and students had opportunities to inform the plan and provide feedback on drafts.

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.

Our board thanks our staff, parents, and students for their dedication and commitment to equity and excellence.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Allen', with a long horizontal flourish extending to the right.

John Allen
Chair, Board of Trustees



MESSAGE FROM THE SUPERINTENDENT

It is such a pleasure to share with you St. Albert Public Schools' 2025-2029 Education Plan.

As you review this strategic plan, you will note that equity and excellence are at the heart of our work. Our commitment to our principles: **Diversity is a fact; Inclusion is a commitment; Belonging is a feeling; Disruption is an imperative; Pedagogy is a catalyst; and, Accountability is a responsibility** is strong. We thoughtfully chose our outcome areas as we relentlessly strive to further alignment between our principles and our work.

In our pursuit of equity and excellence, 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.

- English language programming
- Early and Late French Immersion
- Logos Christian programming
- Cogito programming
- Advanced Placement and International Baccalaureate
- Hockey, soccer, 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
- A multitude of clubs and extracurricular activities

I am truly grateful to our staff for all they do to make a difference for our students and families.

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 dark ink, appearing to read 'Krimsen Sumners', with a long, flowing horizontal stroke extending to the right.

Krimsen Sumners
Superintendent



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

St. Albert Public Preschool

Multiple locations
c/o 60 Sir Winston Churchill Avenue
780.419.6545
preschool.spschools.org



Wild Rose
ELEMENTARY SCHOOL

Wild Rose

Grade K-4
58 Grenfell Avenue
780.460.3737
wildrose.spschools.org

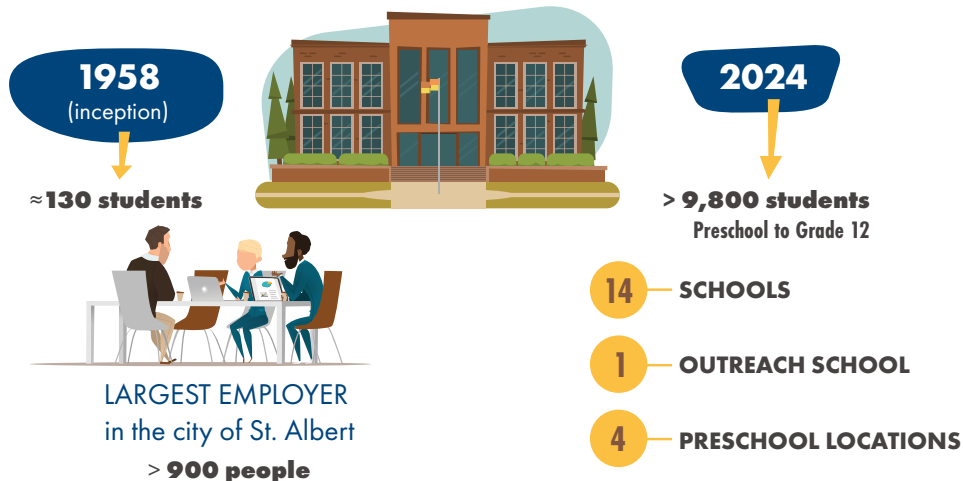


WILLIAM D. CUTS
JUNIOR HIGH SCHOOL

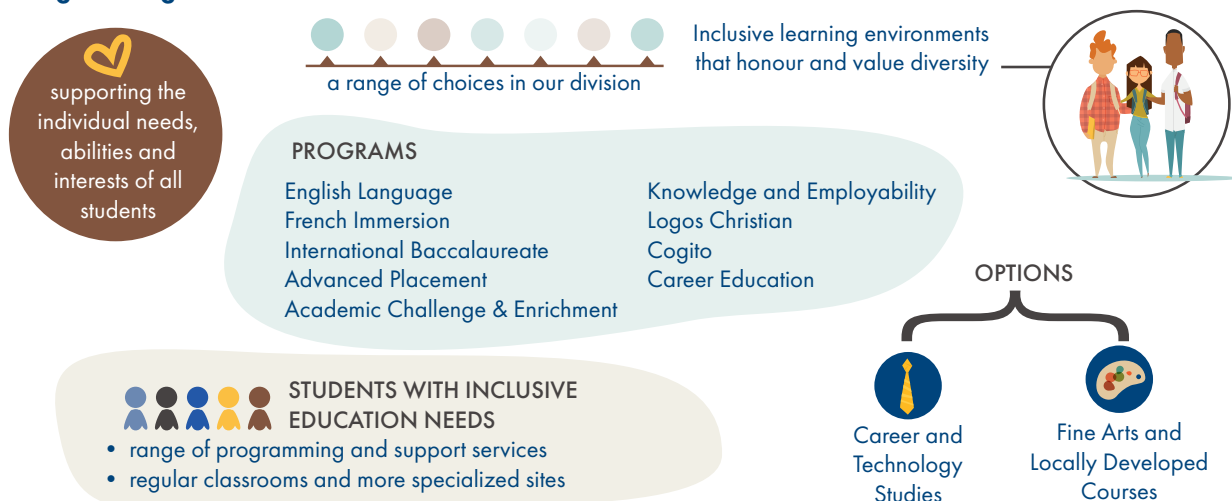
William D. Cuts

Grade 7-9
149 Larose Drive
780.458.8585
wdcuts.spschools.org

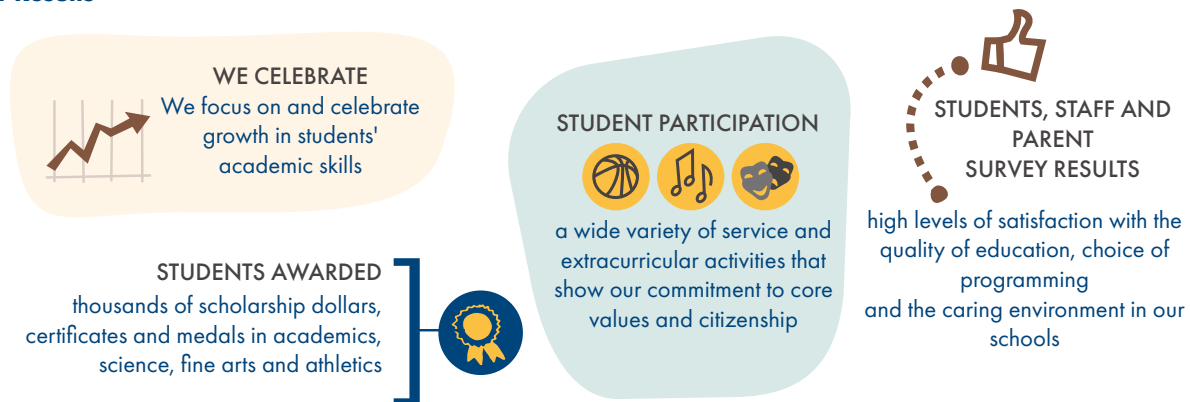
About Us



Programming



Our Results



Our Growth

PROGRAM ACCOMMODATION



work has started on an expansion and modernization of Bellerose Composite High School

the Board of Trustees and the superintendent are advocating for a third high school in the north part of the city

funding for a new K-9 school was announced in the spring of 2025



Our Purpose

Equity is our process. Excellence is our goal.

We pursue equity and excellence by:

- Nurturing each other with kindness, dignity, and compassion.
- Contributing to the development of curious and reflective learners who question, take action, and seek purpose in their lives.
- Committing to a common goal of at least one year of growth for each student every year.
- Engaging in intentional and differentiated actions to meet the diverse needs of individuals and groups.
- Dismantling discrimination and addressing the impacts of oppression.

Our Principles

Diversity is a fact. We are all diverse.

We honour diversity by:

- Celebrating the many aspects of our identity that make us unique.
- Challenging the systemic injustices that perpetuate inequities.
- Identifying and overcoming barriers to equity and inclusion.

Inclusion is a commitment. We act to value, respect, and empower others every day.

We champion inclusion by:

- Understanding each other's stories, strengths, needs, and aspirations.
- Meeting each other where we are at.
- Working together for learning and growth every day.

Belonging is a feeling. Each person has the right to be accepted as their authentic selves.

We cultivate belonging by:

- Knowing every person and every person feeling known.
- Empowering voices and inspiring agency.
- Engaging in equitable processes that make every person feel valued.

Disruption is an imperative. We challenge singular views, experiences, or stories.

We nurture disruption by:

- Amplifying marginalized voices and perspectives.
- Questioning the superiority of the dominant ways of knowing and examining how colonization shapes identity and impacts feelings of belonging.
- Weaving diverse ways of knowing, being, and experiencing into our practices.

Pedagogy is a catalyst. We grow in our learning when we connect, explore, and take risks.

We leverage pedagogy by:

- Designing learning experiences that challenge, support, and inspire.
- Elevating the practice of teaching through reflection, renewal, and growth.
- Embracing the many ways of knowing and the many ways of showing what we know.

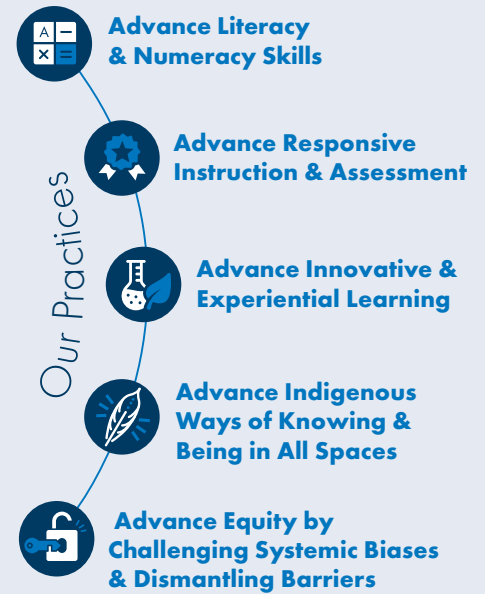
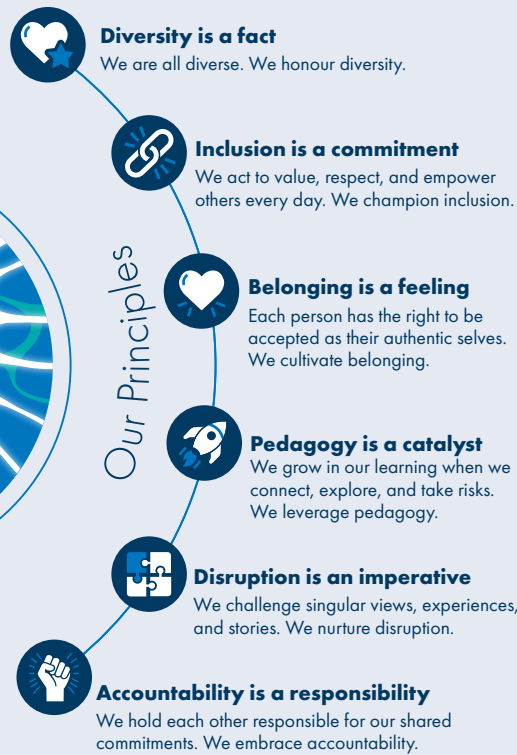
Accountability is a responsibility. We hold each other responsible for our shared commitments.

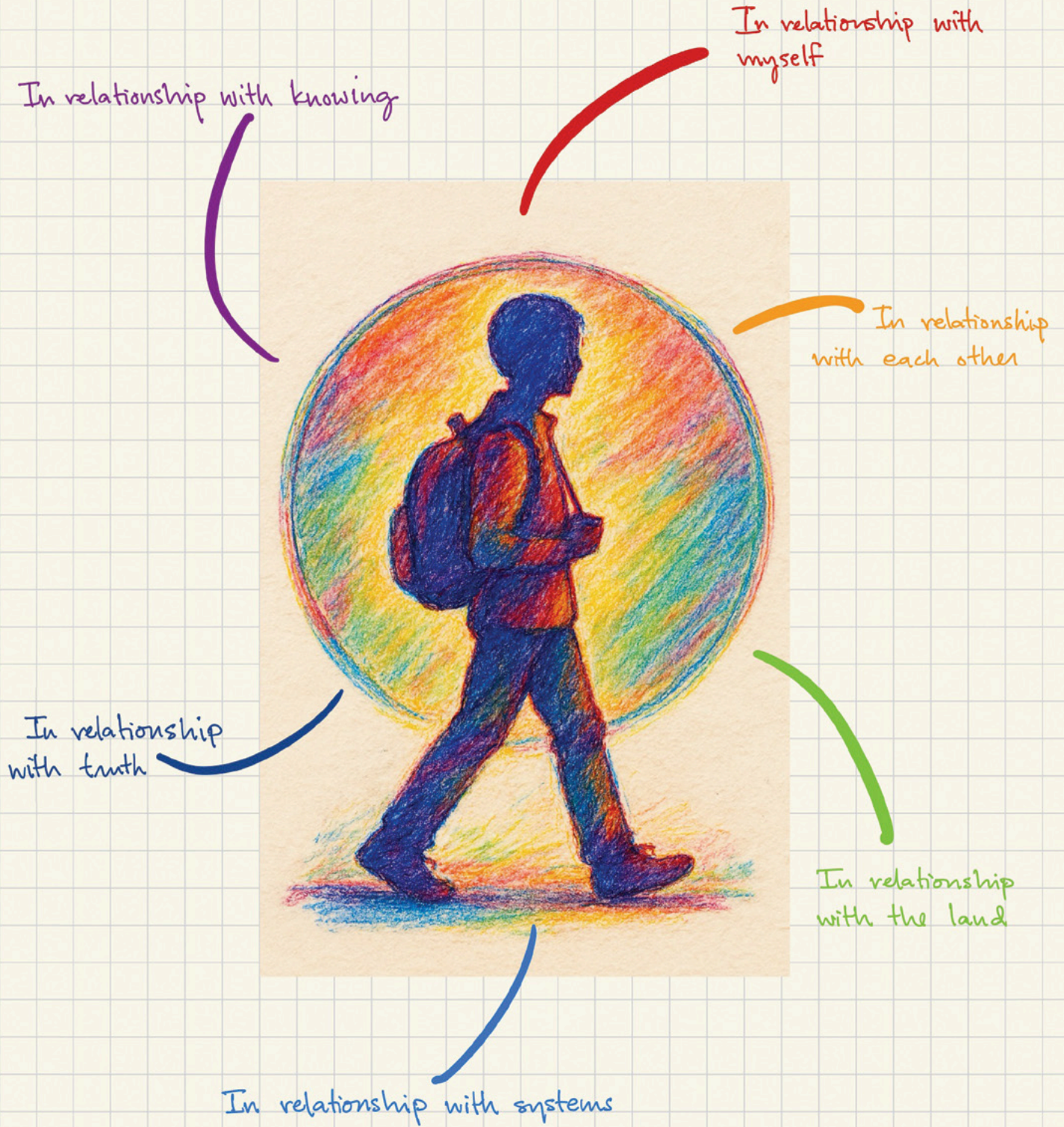
We embrace accountability by:

- Holding ourselves and each other to high standards.
- Living our principles of diversity, inclusion, belonging, pedagogy, disruption, and accountability in a good way.
- Evaluating evidence to celebrate successes and drive growth.

In service of
public school education
and students,

we strive to deliver on
our purpose and live by
our principles.





Advance literacy and numeracy pedagogy

- Align and support literacy and numeracy in curriculum through a comprehensive approach.
- Advance understanding of the division's learning progressions framework.
- Advance the use and consistent application of provincial and local assessment measures (in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and student growth and achievement.
- Advance the use of high-impact evidence-informed practices in literacy, numeracy, French as an additional language, and English as an additional language pedagogies.
- Advance school leader capacity to support evidence-informed literacy and numeracy programming.
- Advance partnerships (e.g. post-secondary institutions, provincial, and national organizations) in support of literacy and numeracy.

Advance responsive instruction and assessment

- Strengthen universal, targeted, and individualized supports for students and how teachers meet students where they are at and move them forward in their learning.
- Support the enactment and embodiment of the division's assessment policy and regulation, focusing on:
 - Triangulating evidence of student learning including conversations, observations, and products.
 - Providing ongoing feedback that is clear, specific, meaningful, and timely.
 - Employing varied methods of communicating and reporting student learning.
- Support the enactment and embodiment of the division's Responsible Inclusion Framework, focusing on:
 - Knowing each learner's strengths, needs, and hopes.
 - Embedding the principles of Universal Design for Learning (UDL).
 - Triangulating evidence of student learning.

- Analyzing the impact of pedagogical choices and adjusting accordingly.
- Collaborating with partners to ensure responsive and integrated strategies and supports.
- Develop and apply an instructional coaching model, focusing on:
 - Co-constructing criteria to illuminate Leadership Quality Standard - Providing Instructional Leadership.
 - Creating differentiated pathways for leaders to enhance their instructional leadership skills.
 - Creating opportunities for support and accountability in instructional coaching and feedback.
- Advance student agency in instructional design.

Advance innovative and experiential learning

- Advance a career pathways approach across the division.
- Advance learning opportunities beyond classroom walls.
- Advance learning that connects to real life experiences.
- Advance learning that is hands-on.
- Advance land-based learning.
- Advance partnerships with post-secondary institutions, local businesses, and community organizations.
- Advance cross-school collaborative structures in support of innovation.



Advance Indigenous ways of knowing and being in all spaces

- Advance the use of decolonizing and indigenizing practices.
- Advance the enactment and embodiment of the division's Supporting Reconciliation and First Nations, Métis, and Inuit Students' Success policy and regulations, focusing on:
 - Advancing schools as places where First Nations, Métis, and Inuit identities, cultures, languages, values, ways of knowing, and knowledge systems flourish.
 - Ensuring a holistic approach to First Nations, Métis, and Inuit education that includes culturally-responsive pedagogy and assessment, valuing First Nations, Métis, and Inuit expertise, and promoting First Nations, Métis, and Inuit languages.
- Strengthen relationships with Indigenous families, local knowledge keepers, elders, and communities based on the principle of reciprocity.
- Strengthen assurance processes related to First Nations, Métis, and Inuit education.

Advance equity by challenging systemic biases and dismantling barriers

- Build capacity in understanding of equity and systemic barriers.
- Develop an Equity Leadership Competency Framework.
- Engage with staff, students, families, and members of the community to help support and inform the division's equity work.

- Advance partnerships with local community groups who work in the areas of equity, diversity, and inclusion.
- Support the enactment and embodiment of the division's Anti-Racism policy and regulation, focusing on:
 - Listening and learning from people of colour and Indigenous peoples about how race and racism affects their lived experiences.
 - Dismantling racism, discrimination, and privilege from our learning and working environments.
- Expand staff knowledge of, and commitment to, anti-racism work.
- Advance student voice in anti-racism work.
- Advance initiatives that support Sexual Orientation and Gender Identity (SOGI).
- Support the enactment and embodiment of the division's Sexual Orientation and Gender Identity (SOGI) policy and regulations, focusing on:
 - Ensuring all sexual and gender minority students, staff, and families are treated fairly, equitably, and with dignity and respect.
 - Implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures, and communities.
 - Ensuring that hateful, prejudicial, discriminating or harassing language or behaviour will not be tolerated.
- Advance the enactment and embodiment of the division's Responsible Inclusion Framework to strengthen our support of students with diverse needs.
- Expand staff knowledge of, and commitment to, combating ableism in the educational context.



Evaluating the impact of our strategic actions outlined in the Four-Year Education Plan occurs through a variety of processes across multiple levels within the division. At both the division and school levels, we use qualitative data, as well as local and provincial survey and other quantitative measures as indicators of progress toward growing in our efforts to meet our purpose and principles. Based on the division's four-year plan, schools share goals and strategies through their school education plans and collaborative conversations. At the division level, the Four-Year Education Plan Update reports, presented to the Board of Trustees, extend from the Annual Education Results Report and provide a more in-depth analysis of specific activities undertaken in support of the actions outlined in the Four-Year Education Plan.

Outcome Areas



Advance literacy
and numeracy
pedagogy



Advance
responsive
instruction and
assessment



Advance
innovative and
experiential
learning



Advance
Indigenous ways
of knowing and
being in all spaces



Advance equity
by challenging
systemic biases
and dismantling
barriers

Success Criteria

Shifts in Instructional Practice

- ▲ Increased use of evidence to inform instructional practice.
- ▲ Increased documentation of, and reflection on, pedagogical choices.
- ▲ Increased triangulation of evidence in assessment practices.
- ▲ Increased use of high impact evidence-informed instructional practices.
- ↔ Shifts in how we illuminate evidence of student learning (e.g. digital portfolios).
- ▲ Increase in the variety of learning experiences (e.g. land-based learning, collaboration with post-secondary institutions/business community)
- ♀ Evidence of significant shifts away from cultural anchor events to embedding other ways of knowing and being into daily practice.
- ♀ Evidence of dismantling "ableism."



Shifts in Survey Results

Students

An increase in the percentage of students who indicate:

- their teachers and school staff show they care about their success.
- they feel accepted for who they are at school.
- their school is a place where they feel like they belong.
- they like being at school.
- all students are welcome to participate in school activities (e.g. clubs, teams).
- their school is a safe place for all students.
- their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).
- their teachers make the topics they learn about interesting.
- teachers and school staff provide a variety of ways for them to learn.
- that teachers provide feedback that helps them learn.
- they are learning about Indigenous cultures, identities, and ways of knowing.
- they are learning about gender diversity and sexual orientation.
- they are satisfied with the overall quality of teaching at their school.
- they are satisfied with the variety of courses at their school.

A decrease in the percentage of students who indicate:

- they have witnessed or experienced racism at school.
- they have witnessed or experienced homophobia and/or transphobia at school.

Parents

An increase in the percentage of parents who are satisfied:

- teachers care about their children.
- their child's school is a positive, caring, and welcoming place.
- with the support and resources available to meet the diverse needs of students.
- their child's learning needs are being met.
- with their child's opportunities to learn about First Nations, Métis, and Inuit world views, identities, and cultures.
- with their child's opportunities to learn about gender identity, sexual orientation, and family diversity in age appropriate ways.
- their child's opportunities to learn about people from different races, ethnicities, or cultures.
- their child's school is a place where staff anticipate, value, and support diversity and learner differences.
- with the quality of education their child is receiving.
- with the choice of courses and programs available in their school.

Teachers

An increase in the percentage of teachers who are satisfied:

- staff care about students.
- their school is a positive, caring, and welcoming place.
- they are provided the support and resources needed to meet the diverse needs of students.
- they have the support necessary to be effective and successful in their job.
- with the opportunities to collaborate with colleagues.
- that the professional growth plan process helps them improve their skills.
- with the opportunities to assume leadership roles.
- with the opportunities to learn about First Nations, Métis, and Inuit world views, identities, and cultures.
- with the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.
- with opportunities to learn about anti-racism and culturally-responsive practices.
- that their school is a place where staff anticipate, value, and support diversity and learner differences.
- with the quality of education that students are receiving in school.
- with the choice of courses and programs available for students in the school division.

Provincial Assurance Framework

Survey Measures

Access to Supports and Services

The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

Student Learning Engagement

The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Education Quality

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

Parent Involvement

The percentage of teachers, and parents satisfied with parental involvement in decisions about their child's education.

Provincial Outcome Measures

- Increase in the percentage of students achieving the acceptable standard and the standard of excellence on **provincial achievement tests and diploma examinations**.
- Increase in the three and five-year high school completion rates.
- Increase in the six-year transition rate – the percentage of students in the Grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering Grade 10.



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. In addition to provincial and local data, we also hosted a series of consultations from November to April 2025.

The complete document is available at:

1. Division office
60 Sir Winston Churchill Avenue
St. Albert, AB T8N 0G4
2. Division website: www.spschools.org
3. school websites

Accountability Statement for the Four-Year Education Plan

The Four-Year Education Plan for St. Albert Public Schools, commencing September 1, 2025, 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 on May 28, 2025.

Alignment with Ministry Business Plan - Education

The St. Albert Public Schools Four-Year Education Plan was developed in alignment with the Alberta Education 2025-2028 Business Plan, including the following provincial outcomes:

Outcome 1

Alberta's students are successful

The ministry supports the success of Alberta's students through a strong Kindergarten to Grade 12 education system that provides opportunities for students to form the foundations for successful and fulfilling lives.

Outcome 2

First Nations, Métis and Inuit students in Alberta are successful

Alberta Education collaborates with education partners and provides supports to improve First Nations, Métis, and Inuit student education outcomes.

Outcome 3

Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

The ministry provides innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce.

Outcome 4

Alberta's K-12 education system is well governed and managed

The department directs the education system and oversees the administration of safe and effective education programs and services, through legislation, provision of funds, and planning suitable learning facilities.

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 purpose, principles, 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

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

Changes in Priorities

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

Surplus/Deficit

- 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

- 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

St. Albert Public Schools' Budget Report Documents

www.spschools.org/board-governance/financials

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

www.spschools.org/board-governance/plans-reports

CONTACT

For additional information,
please contact:

Financial Services

780.460.3712

info@spschools.org

Agency

Agency is when learners feel empowered to take ownership of their own learning, know their voices are valued and heard, and actively participate in their educational journey.

Disruption

To disrupt means to challenge the normative assumptions of how things “should” be done that are typically based on the perceived superiority of western ways of knowing and doing. Disruption creates space and values other ways of knowing and doing and, thus, begins to take apart structures (systemic, physical, psychological, traditional) that prevent learners from fully participating in learning and social environments.

High Impact Evidence-based Practices

Using high impact evidence-based practices means accessing teaching methods, strategies, and interventions that have been deemed, through rigorous study and evidence, to improve student learning outcomes. Evidence-based practices do not rely on personal preference, tradition, the way we’ve always done something, or anecdotal recountings. Evidence-based practices take into consideration the learner, the goals of learning, and what practices have already been tried with the learner. Engaging in evidence-based practice rejects a one-size fits all methodology and is a highly reflective process.

Pedagogy

Pedagogy refers to the various methods and strategies that educators use to facilitate learning. Pedagogical choices are made with intention to support the learning and clarity for the intended outcomes. There is no one-size-fits-all pedagogical approach but rather the approach must reflect the learners, the context, the content/skills, and the intended outcome of the learning.

Triangulating

To triangulate means to collect various data points and analyze the information gathered for trends, consistencies, and anomalies to make well-informed decisions.

Universal Design for Learning

Universal Design for Learning (UDL) is a framework for creating inclusive learning environments that support diverse learners by offering multiple means of access, representation, engagement, action, and expression. The goal of UDL is to reduce barriers, and maximize motivation and learning for all.



