WETASKIWIN REGIONAL PUBLIC SCHOOLS

Wetaskiwin Regional Public Schools

Funding Distribution Model

Inspiring students to become the best they can be.
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Beliefs

Wetaskiwin Regional Public Schools (WRPS) is committed to Site-Based Decision-Making (SBDM) and Site-Based Budgeting (SBB), and therefore the preponderant share of the entire Division’s budget, along with corresponding decision-making authority, will be transferred to sites.

The Division believes that the responsibility for expending funds should be delegated to sites through the Funding Distribution Model (FDM). The allocation to sites establishes and maintains principles of equity and sufficiency in material and human resources based on revenues received and needs of students and staff in the current school year.

Definition of Equity:

WRPS believes that funds must be allocated on an equitable lump-sum basis, based on a differentiated per student allocation and in a manner that addresses sufficiency because each school has different needs due to the makeup of students enrolled in that school. The differentiated per student allocation will be determined by

- Understanding that high school students on average cost more to educate than junior high and elementary school students.
- Understanding that students with identified special needs cost more to educate than students without special needs.

A full description of the various components to the model is outlined in this Handbook.
Foundational Statements

1. Schools shall provide instructional programs that ensure students meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies.

2. Schools shall engage students in a variety of activities that enable them to acquire the expected learning as outlined in the Program of Studies.

3. Sites shall ensure basic information and communication technology is available for students so that they are prepared for the workplace, further studies and lifelong learning.

4. The Division will develop methods of school organization and program delivery that best meet the needs of their students.

5. Students with mild, moderate and severe special needs, and those who are gifted and talented, shall be provided with specialized learning opportunities and programs consistent with their needs.

6. Funding is provided to sites with the expectation that they offer the necessary programs and services to meet the needs of all students.

7. The allocation formula shall ensure that a quality education is provided that reflects the needs of students, the school, and the Division.

8. The allocation formula distributes funds equitably and addresses sufficiency, in order to provide maximum flexibility to accommodate site-based decision-making, and makes sites publicly accountable for the use of resources and the results achieved.

9. The allocation formula shall be understandable and based on clearly understood objective criteria.

10. The allocation formula provides sites with the flexibility to allocate funds to programs and services as they choose in order to meet the educational needs of students and to address priorities.

11. Targeted funding for provincial initiatives (e.g., AISI, SHIP, FNMI, etc) shall be spent in the area for which it was provided.
1. The Division generates funding. The Funding Distribution Model funds based on equity and sufficiency in the current year.

2. Funding distribution model allocations will be based on a differentiated per student formula for senior high school, and elementary/junior high school students. The rationale being that it costs more to educate a high school student due to the higher cost of instructional resources and the multiple courses that are required, than it does to educate a student at the junior high school and elementary school levels. The allocation formula is as follows:
   2.1 Level One: Grades 1 – 9
   2.2 Level Two: Grades 10 - 12

3. The Division Pupil Teacher Ratio should align with the Alberta Commission on Learning guidelines:
   
<table>
<thead>
<tr>
<th>Division</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division One</td>
<td>17:1</td>
</tr>
<tr>
<td>Division Two</td>
<td>23:1</td>
</tr>
<tr>
<td>Division Three</td>
<td>25:1</td>
</tr>
<tr>
<td>Division Four</td>
<td>27:1</td>
</tr>
</tbody>
</table>

4. Schools are expected to timetable based on need not funding.

5. The purpose of Early Childhood Services (ECS) funding is to address sufficiency. ECS programs will be funded based on a pre-determined minimum staffing level allocation. Step funding ensures equality of ECS programs across the Division. When possible, a per-child allocation will be provided for services, contracts and fees.

6. Small School by Necessity Allotments will be allocated to small high schools, junior high schools and elementary schools on a sliding scale; this does not apply to schools on Hutterite Colonies. The intention of this allotment formula is to address sufficiency.

7. A pool of funds will be created to address Inclusive Education needs.

8. Shared Services Funding pool will pay for those services that are delivered more efficiently and effectively on a Divisional basis.

9. Instructional Materials Fees will be pooled by division (i.e. division 1, division 2, and division 3) and the net funding generated will be distributed to schools by division on an equal amount per student.

10. School Generated Funds shall be spent for the purposes they were raised.
WRPS FUNDING DISTRIBUTION MODEL

11. Professional Development Funding shall be provided to ensure access to effective professional development. Professional development will focus on enhancing professional practice, leadership capacity, and achieving the Board’s priorities through division, site and individual based professional development. To be effective professional development must be systemically planned, systemic, supported, sustained and research based.

12. Sites should not budget for a deficit.

13. Certificated staffing is charged to sites at an estimated average salary and benefit cost.

14. Teacher Assistants, Administrative Assistants, FNMI workers and Librarians are charged to sites at average salary and benefit cost.

15. All schools should not have to pay for flexibility decisions made at individual sites. Therefore, the estimated average salary and benefits cost will include all mandatory administrative allowances but site revenues will be reduced by the actual cost of discretionary administrative allowances.

16. Enrolment projections are based on a combination of the Alberta Education’s Forecasting model, the WRPS 5-year cohort method, actual enrolment moving forward one grade, and Principal insight

17. The Division reserves the right to appropriate site operating surpluses, contingencies and reserves.

18. To provide for consistency and continuity the Funding Distribution Model will be reviewed annually to identify strengths and weaknesses but will only be amended, if necessary, once every three-years.
Financial Guidelines

Sites shall follow standard financial guidelines outlined in the Financial Procedures Handbook as these guidelines assist site administration with the budgeting and accounting processes, and complies with relevant legislation.

1. Staffing expenditures should not exceed 95% of the budget. Sites wishing to consider exceeding the 95% guideline must obtain prior approval of the Superintendent or designate.

2. Any funds not required for current year expenditure will be assigned to a designated trust at the site.

3. Sites will provide a detailed rationale and plan for any contingency, surplus and/or reserve. The Superintendent or designate approves the appropriateness of site contingency, surplus and/or reserve carry-forwards.

4. Site’s budgeting for a deficit shall submit a Deficit Elimination Plan to the Superintendent or designate. The Plan must eliminate the deficit within a maximum of two years.

5. Funds shall be expended for the specific purpose specified in the budget.

6. Sites may establish School Generated Fund reserves for specific purposes. School Generated Fund surplus not in an established reserve shall be returned to the students who raised the funds.

7. The Division, in consultation with the school administrator, will determine how to address any funding shortfalls.
1. Differentiated Basic Grant Model

The funding distribution model allocations are based on a differentiated per student formula for senior high school and elementary/junior high school. The rationale being that it costs more to educate a high school student due to the higher cost of instructional resources and the multiple courses that are required, than it does to educate a student at the junior high school and elementary school levels. The weighted allocation formula shall be as follows:

Level One: Grades 1-9 = 1.00
Level Two: Grades 10-12 = 1.06

2. Early Childhood Services (ECS):

In order to ensure equality of all ECS programs within the Division, the following pooled allocation model has been established:

- The ECS Funding Pool shall include all basic grants and class size initiative (CSI) funding for ECS children.

- Each school offering an ECS program shall be provided with the following certificated teacher allocation:

<table>
<thead>
<tr>
<th># of Children</th>
<th>Teacher FTE</th>
<th>Program Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 10</td>
<td>0.25</td>
<td>1 combined program (e.g. K-1)</td>
</tr>
<tr>
<td>10 – 25</td>
<td>0.50</td>
<td>1 stand alone program</td>
</tr>
<tr>
<td>26 – 34</td>
<td>0.75</td>
<td>1 stand alone &amp; 1 combined</td>
</tr>
<tr>
<td>35 – 43</td>
<td>1.00</td>
<td>2 stand alone</td>
</tr>
<tr>
<td>44 – 52</td>
<td>1.25</td>
<td>2 stand alone &amp; 1 combined</td>
</tr>
<tr>
<td>53 - above</td>
<td>1.50</td>
<td>3 stand alone</td>
</tr>
</tbody>
</table>

- The Division will annually review the steps in consultation with school administrators. Any changes will be finalized for the spring budget.

- Programs with a pupil teacher ratio (PTR) greater than 21 children shall receive funding for a teaching assistant.

- Any surplus left in the ECS Funding Pool after staffing allocations are made, shall be provided to sites on a per child basis.
3. Small Schools

In order to ensure viability of small schools, a supplementary allocation, as follows is necessary:

- The small school allocation shall equal the total amount of the Alberta Education Small School by Necessity (SSBN) grant.

- After taking into consideration Basic Grant funding allocated to sites, the Small School formula will ensure that the following needs are met:

  - Grade 1 – 6 school needs:
    - .5 Admin
    - 1.0 admin asst / librarian
    - $200 per student for services contract and fees
    - 3.25 FTE teachers
    - 0.25 FTE learning support teacher

  - Grade 1 – 4 school needs:
    - .5 Admin
    - 1.0 admin asst / librarian
    - $200 per student for services contract and fees
    - 2.00 FTE teachers
    - 0.25 FTE learning support teacher

  - Grade 5 – 9 school needs:
    - .5 Admin
    - 1.0 admin asst / librarian
    - $200 per student for services contract and fees
    - 3.50 FTE teachers
    - 0.25 FTE learning support teacher

  - Grade 1 - 9 school needs:
    - .5 Admin
    - 1.0 admin asst / librarian
    - $200 per student for services contract and fees
    - 5.25 teachers
    - 0.25 FTE learning support teacher

  - Grade 7 – 12 school needs:
    - 1.0 Admin
    - 2.0 admin assistant / librarian
    - $200 per Gr. 7-9 student for services contract and fees
    - $300 per Gr. 10–12 student for services contract and fees
    - 8.25 teachers
    - 0.25 FTE learning support teacher
WRPS FUNDING DISTRIBUTION MODEL

- ‘Flat amount’ funding will guarantee the smallest of small schools funding to meet timetable needs.

- Remaining funds from the small school grant will be distributed on a per pupil basis to all small schools as defined by Alberta Education (but not necessarily “by necessity”).

- Schools receiving small school ‘flat amount’ funding may carry forward an approved services, contracts and fees reserve.

- Schools receiving small school ‘flat amount’ funding will not carry forward surplus or contingency.

4. French Immersion

The Division is committed to offer a grade K – 9 French Immersion program for students living east of Highway 2.

Schools offering French Immersion programming are expected to timetable based on need.

The Division, in consultation with the school administrator, will determine how to address any funding shortfalls to achieve sufficiency.

5. Class Size (CSI)

In order to address class size in Grades 1 - 3 CSI funding from Alberta Education shall be allocated, (less CTS portion), to sites offering these grades.

The allocation formula is designed to address the certificated staffing required to achieve Alberta Education’s guideline of an average of 18 grades 1 - 3 students per certificated teacher (PTR):

- By site, total basic grants and small school revenues for grades 1 - 3 students is calculated;

- The estimated cost of achieving a PTR of 18 students is calculated;

- Sites are allocated CSI funding where there is a shortfall between the total revenue available (bullet 1) and estimated expenses (bullet 2).
6. First Nations Métis Inuit (FNMI) Funding Allocation

In order to be provided with FNMI funding, schools are required to include FNMI goals, strategies and measures in their Annual Education Plans that are aimed at improving one or more of the following priorities:

- FNMI learner success;
- FNMI parent involvement;
- FNMI high school completion rates;
- A school environment that is respectful and appreciates local FNMI culture and history

The FNMI Pool shall guarantee:

- A basic allocation per FNMI self-identified student;
- Supplemental funding to ensure a total allocation of 0.5 FTE certificated FNMI cultural resource teacher to support Lakedell School as a Board designated FNMI bicultural school;
- Provision for an FNMI Coordinator as well as his/her expenses;
7. Special Education Services:

Special education services, through a pooling of resources, provides funding for all students with a severe disability and supports inclusive practices to ensure schools have the flexibility to address the unique needs of every learner. The pool is created through a combination of basic and severe grants for code 40 students and when necessary, supplemented by all basic grants. The pool will guarantee the following allocations:

a) **System Programs** - programs that, regardless of the number of students served or their disability code, exist to meet the needs of students from any part of the jurisdiction.

- Central Office staff establishes eligibility requirements and must be involved in placement decisions;
- Funding is provided on a program basis rather than a per pupil basis;
- Flexibility to change the program or target population does not reside at the school level;
- Daily management of the program and responsibility for student outcomes resides with school administration;
- System programs are programs with a definable population of students, having similar needs, who are congregated, at an approved school site, to meet those needs; and
- System programs meet a need identified by “the system” and will be reviewed annually

b) **Level 1 Teacher Assistants**

- Funding provided to hire teacher assistants required to work one-on-one with multiply challenged students

c) **Learning Support Teacher**

- Funding shall be provided to support a 0.50 certificated FTE, except for those schools receiving Small School Flat Amount which are provided funding to support a 0.25 certificated FTE.

d) **Central Special Education Services budget**
e) **Central Special Education Services contingency**

Any remaining balance in the pool will be distributed proportionally to sites based on approved Learning Support Plans.
8. **Counseling Services**

In consideration of the exceptionally high incident rate of WRPS students with mild, moderate or severe emotional, behavioural or psychiatric challenges, there is a clear need for each school to receive the financial resources required to provide critical counseling services.

The counseling model shall be a combination of a standard level of service combined with site based certified teacher with a Masters in counseling working as a counselor or a family school liaison worker providing counseling services at the site.

The Counseling Pool shall be created by combining the Student Health Initiative (SHIP) funding with an amount ‘off the top’ of the basic student grants. The size of the pool will be determined annually in consultation with the Director of Support Services.

9. **Student Community Health Education Program (SCHEP)**

SCHEP is a partnership between the Health Board and the Division that promotes healthy living in schools and the community. With support from a SCHEP coordinator (0.20 FTE) and a Health Board coordinator (0.20 FTE), each school site develops programming to implement health curriculum and promote a healthy lifestyle.

The SCHEP Pool shall be created by combining the funding received from Alberta Health Services with an internal allocation taken ‘off the top’ of the basic student grants.

Note: It is anticipated that Alberta Health Services will discontinue funding SCHEP effective September 1, 2012.
10. Career Technology Services

A Career Technology Services (CTS) pool shall be established, by an allocation ‘off the top’ of the basic student grants, which is intended to ensure school CTS labs are properly serviced and maintained.

- The allocations are to be based upon funding received to equip a new CTS lab in a new school (2003 Infrastructure manual), amortized over ten years;

- The following table indicates new lab funding and site offerings as well as the annual CTS allocation:

<table>
<thead>
<tr>
<th>CTS Labs</th>
<th>CV</th>
<th>GS</th>
<th>QE</th>
<th>PLRS</th>
<th>BMCS</th>
<th>WCHS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>120,000</td>
<td></td>
<td>220,000</td>
</tr>
<tr>
<td>Cosmetology</td>
<td></td>
<td>15,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120,000</td>
</tr>
<tr>
<td>Fabrication</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td></td>
<td></td>
<td>210,000</td>
</tr>
<tr>
<td>Fashion</td>
<td>20,000</td>
<td>25,000</td>
<td>20,000</td>
<td>20,000</td>
<td>30,000</td>
<td></td>
<td>90,000</td>
</tr>
<tr>
<td>Multi-Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60,000</td>
<td>60,000</td>
<td></td>
</tr>
<tr>
<td>Foods</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td></td>
<td>30,000</td>
<td>130,000</td>
</tr>
<tr>
<td>Mechanics</td>
<td>10,000</td>
<td></td>
<td>10,000</td>
<td>10,000</td>
<td>120,000</td>
<td></td>
<td>150,000</td>
</tr>
<tr>
<td>Electronics</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
<td>10,000</td>
<td></td>
<td>59,000</td>
<td>103,500</td>
</tr>
</tbody>
</table>

**Total:** 115,000 50,000 105,000 130,000 95,000 590,000 1,035,000

**Annual Allocation by site:**

@ 10 yrs useful life

|               | 11,500 | 5,000 | 10,500 | 13,000 | 9,500 | 59,000 | 103,500 |

- Any surplus or deficit in the CTS annual allocation shall be carried forward into the subsequent year as a CTS reserve and does not become part of the overall site contingency and/or surplus.
11. **Technology**

Technology Services are designed to provide:
- An efficient, well managed, and consistent technology solution;
- Technology that addresses both curricular and administrative Alberta Education requirements;
- A stable network infrastructure;
- Assistive technology that supports students with special needs;
- A centralized database that informs decision-making and provides tools that increase efficiency;
- Evergreening on a 6-year rotation; and
- Capacity through training rather than contracting.

The Technology Pool shall be created by taking funds “off the top” of the basic student grants. The size of the pool will be determined annually in consultation with the Manager of Technology.

Note: A review of technology is currently being conducted in order to determine a more cost effective way of standardizing Division wide hardware and software required to optimize student learning opportunities.

12. **Shared Services Funding Pool**

In order to ensure that Division priorities may be addressed, services are provided to school sites, without cost, from the Shared Services Funding Pool. Additionally, significant leave costs which would otherwise be the responsibility of the site can be addressed centrally, without impacting the school budget.

- The Shared Services Funding Pool is created by taking funds “off the top” of the basic student grants.

- The Shared Services Funding Pool shall fund the following services:
  - Certificated and uncertificated leave and benefit expense
  - Professional development activities
  - Principal and vice-principal meetings
  - Instructional related legal services, advertising and liability insurance
  - Photocopier leases
  - Dues and fees for Edulink, Yellowhead Library Services, CAMS, Cancopy and the Alberta Assessment Consortia
  - Instructional amortization
  - Emergent contingency
13. Site Revenue Transfers

The following Alberta Education revenue sources shall be passed on directly to sites.

- English as a Second Language;
- French as a second language programming;
- Outreach base funding; and
- Specialty school base funding.

14. Administration Allocation

Based on Alberta Education guidelines the Administration allocation is determined by multiplying the Board’s total prior year expenditures by the ‘Administration Cap’. The Administration Cap is calculated as follows:

If ‘Total Net Enrolled Students’ are 6,000 and over = 4%
If ‘Total Net Enrolled Students’ are 2,000 and less = 6%
Total Net Enrolled Students = Total FTE grade 1-12 less Home Education at 0.0005 per FTE

(Example calculation: 6000 - Total Net Enrolled Students = Y x 0.0005 = Z + 4% = Admin Cap)

The Administration Allocation will be calculated annually and will be applied to all funding sources with the exception of those sources considered to be ‘stand-alone’, expense reimbursements or one-time in nature.
15. Stand Alone Funding Sources

The following specific activities shall be considered “stand alone” with budgeted expenditures equal to revenue:

- Mental Health HUB Project;
- Learning Resources Credit;
- Program Unit Funding (PUF);
- Circle Project;
- Student Health Initiative Project (SHIP);
- School Community Health Education Program (SCEP).

**Definitions**

**Surplus** – unexpended funds at August 31st that have no intended purpose.

**Reserve** – funds set aside to address anticipated future expenditures.

**Contingency** – funds set aside to address unanticipated future expenditures.

**Mandatory Allowances** – administrative designation allowances specified in the Alberta Teacher’s Association Collective Agreement.

**Discretionary Allowances** – administrative designation allowances deemed necessary by a school administrator that are in excess of the allowances specified in the Alberta Teacher’s Association Collective Agreement.