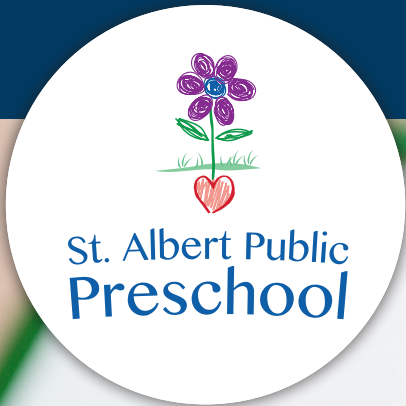


EDUCATION PLAN 2024

St. Albert Public Preschool



St. Albert
PUBLIC SCHOOLS



St. Albert Preschool Education Plan 2022-2026

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St. Albert Preschool Vision, Mission, Beliefs

Mission: We strive to meet each child where they are at in order to build a strong foundation and a lifelong love of learning

Vision: We see every child as a unique learner and work to set them on the path with the skills necessary to face whatever challenges may come.

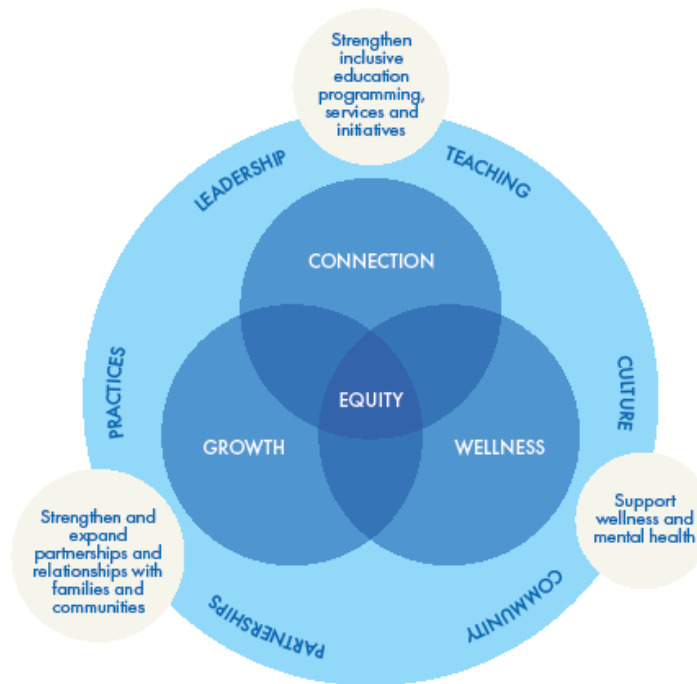
St. Albert Preschool Profile

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	3.3	FTE	Teaching	2.8	FTE
Administration	.5	FTE	Administration	.5	FTE
Counselling	0	FTE	Counselling	0	FTE
Total	3.8	FTE	Total	3.3	FTE
Support Staff					
Clerical	.4	FTE	Clerical	.4	FTE
Educational Assistants	6.4	FTE	Educational Assistants	5.6	FTE
Library Technicians	0	FTE	Library Technicians	0	FTE
Technical Support	0	FTE	Technical Support	0	FTE
Total	6.8	FTE	Total	6	FTE
Specialized Support Staff					
Speech Language Pathologists (SLP)	4 days per week with 1 SLP		Speech Language Pathologists (SLP)	3 and ½ days per week with 1 SLP	
SLP Assistants	2 days per week in each class		SLP Assistants	2 days per week in each class	
Occupational Therapists (OT)	2 days per week		Occupational Therapists (OT)	7 hours per week (consult based)	
OT Assistants	1 day per week in each class		OT Assistants	1 day per week in each class	
Psychology	10 hours per month		Psychology	10 hours per month	
Students					
English	99		English (Global)	85	
Logos	0		Logos	0	
Students with Special Needs	79		Students with Special Needs	64	
Learning Supports Program	0		Learning Supports Program	0	
English as an Additional Language (EAL)	0		English as an Additional Language (EAL)	0	
Self-Identified First Nations, Métis and Inuit	14		Self-Identified First Nations, Métis and Inuit	15	
Students identified with Severe Disabilities	71		Students identified with Severe Disabilities	59	
Students identified with Mild/Moderate Disabilities	5		Students identified with Mild/Moderate Disabilities	2	
Total	79		Total	85	
Classroom Configuration	2023-2024		Classroom Configuration	2024-2025	
Grade	English		Grade	English	
Preschool	99		Preschool	85	
Total	99		Total	85	

Division Priorities and Outcomes 2022-2026



Preschool Ed Plan



St. Albert Preschool Objectives 2022-2026

- Objective 1: Strengthen inclusive education programming, services and initiatives
- Objective 2: Strengthen and expand partnerships and relationships with families and communities
- Objective 3: Support wellness and mental health

School objectives are based on the themes of connection, growth and wellness.

School Objectives 2022-2026

Objective 1: Strengthen inclusive education programming, services and initiatives

Key Strategies for 2022-2026:

- We are continuing to explore ways to better support all children in our preschool classrooms. Within our program we have English Language Learners, and children

with Moderate to Severe Language delays and we know that all of our children benefit from being in language rich environments. Our staff strive to provide universal support for all children. These supports include the use of visuals, both personal and class, the use of class visual schedules, core boards throughout the classroom, simple sign language and for some children, we use more high tech communication systems such as IPADs with communication apps. This is all led by our Speech Language Pathologist, and all preschool team members are modeling them for all children in our classrooms.

- In our program, we continue to explore new ways to work on goals and skill development for all children. We use a mix of small group instruction, whole group instruction, and one on one instruction, both in and out of the classroom. We continue to build our resource banks for both Speech and Language tools and resources, as well as for Occupational Therapy tools and resources. These tools are accessible for all children to explore.
- This year we are really working to develop tool kits for each classroom that contain sensory tools. Many of our children have sensory and regulation challenges, and our Occupational Therapy team is working to have a bank of sensory tools that are being trialed with our children so that we can better understand what helps to get them at the optimal level for learning. We are striving to help co-regulate our children so that they are more successful in the classroom setting when it comes to learning and peer/social interactions with others.
- Our Occupational therapy team is working on developing a choice board to go along with the sensory tools, so that we can better understand what is calming for our children. We also want to help teach them how to advocate for what feels good for their bodies.
- Our preschool staff had a professional development (PD) session in November with our Occupational Therapist that focused on how to co-regulate our children more effectively. Our children may be seeking very different sensory input, and it is our job to be detectives to help them advocate for what works for them.
- We will continue to work on the monthly goals that our SLP team has developed for classrooms that focus on concepts, language, and questions/grammar.
- We will continue to use the file folder games and activities that our SLP team has created to work on monthly concepts and goals. As these have been so successful, we will continue to build the library of games and activities that we have available for both our SLP team, as well as our classroom team of teachers and educational assistants.
- Due to the increase in complex communicators in our program, our SLP team has created bins for each classroom to work on core word development, in a fun, play based motivating way. We will continue to build on the variety of these bins to work on expanding a play based approach to working on specific words on the scoreboards that are being used in each classroom by the teachers and educational assistants. We continue to build on these resources and materials.
- In our classroom this year, we have more children with whom we are exploring a variety of different communication systems such as a coreboard, or an IPAD with a communication app. Our team is very mindful and thoughtful about the communication needs and skills our children have as we try to navigate how best to support language development for each child.
- SLPAs will continue to work outside the classroom on articulation goals with children as they need a quiet, less distracting environment to work in, and try to work on other goals more in classrooms where we can ensure that these skills are more generalized into classroom conversations.
- This year we are learning more about Gestalt Language processing so that we can better understand how some of our children learn language. We had a PD session in September with all staff, and we will continue to learn more about it at other PD

sessions throughout the year. Each month we will be introducing more Gestalts so that as staff we can be modeling them in the classroom.

- As we learn more about Gestalt Language Processing, we will offer parent information sessions this year as well on this topic. Parents are their child's first teacher, and they know their child best, and we believe that by offering parent information sessions, we can learn more about the children in our program.
- We are relooking at how we have traditionally provided OT support in our preschool program due to the complex needs of our children and their families.
- We have relooked at how to provide more universal support for children in regards to their fine motor skills, and as a result we have created a lending library of fine motor bins that will be lent out to each classroom on a three week rotating schedule. We will continue to expand the skills, and the tools to work on these skills over the course of the school year.
- Classrooms will continue to work on monthly OT goals through small group and teacher directed times of the day, and model for classroom staff how to work on SLP and OT goals in the classroom relying more on universal strategies and supports.
- We will provide professional PD in services at staff meetings with our team of professionals in regards to how to support children with complex needs in terms of their speech and language skills, fine motor skills, and gross motor skill development.
- The monthly goals/areas of focus for both OT and SLP will help create greater consistency across all of our classroom, and to help to ensure that goals are developmentally appropriate for the ages and needs of children that we support.
- We want to continue to increase capacity for all staff in our Preschool program in order to model and support the children as we continue to have more children with complex/diverse needs.

Objective 2: Strengthen and expand partnerships and relationships with families and communities

Key Strategies for 2022-2026:

- We started the school year by providing all families with a ½ hour one on one session where they were able to come to school with their child and meet the classroom team before our scheduled staggered entries. This was a valuable way to learn more about each child and connect with families. Families loved the opportunity to learn more about our program, and see the classroom in which their child would be spending the school year. Staff loved the opportunity to get to know a little more about each child.
- Each child was scheduled for staggered entry prior to the first regular day of classes. Children were able to come in small groups to get used to the classroom setting and for staff to start to build relationships with them. This also taught children that when they come to school, parents drop off, and always come back and pick them up when school is finished.
- Case Conferences for our Program Unit Funded kiddos are an important part of our school year. We scheduled these through google meet with families that were accessing their first year of PUF support with us. The focus of these meetings is always to celebrate success, and to discuss goals that we want to work on over the course of the school year. We start these meetings with the parent sharing about their child as they know their child best. It is always such a valuable opportunity to connect and build relationships as we have a common goal of how best to support children as a team.
- Over the course of the year we will have two Celebrations of Learning, where all families are able to come into the classroom and see what we have been working on. Typically we have a small circle time, and specific activities set up for families to explore together. Parent feedback is always very positive, and they love being able to spend time in the classroom with their child.

- We plan to partner again with the family resource center to explore parent PD sessions to be offered in the evenings. Some of the topics we are exploring are Circle of Security and Triple P.
- This year we are partnering again with Dr. Ziad Al- Qishwasi from St. Albert Opticians. Dr. Ziad will be visiting each preschool classroom and doing eye assessments for any interested families. We know that:
 - 80% of learning is visual for a child.
 - 1 in 4 school-aged children has a vision problem.
 - Children with vision problems are often misdiagnosed as having learning or behavioral disabilities.

The earlier an eye health or visual problem is identified, the more likely it can be corrected.

By trying to catch vision challenges earlier, we hope to be able to support children in their educational journey. Often families do not think about eye exams, and by having Dr. Ziad come out to our preschool classrooms we hope to make this easier for families. We also hope that having children see their peers have their eyes examined may take some of the worry out of it, especially as it is done in a familiar setting with staff who know each child. As this is done under Alberta Health Care, there is no cost to families for this service. After Dr. Ziad has completed all assessments, he will provide the preschool with a list of which children he recommends for further attention.
- We will continue to look at ways to include Métis learning into our preschool classrooms. This will include a land acknowledgment, introduction of simple Michif words, and building resources in each classroom.
- We will continue to build or resources of books, toys, and materials to display different cultures in our classrooms so that children can see themselves better represented.

Objective 3: Support wellness and mental health

Key Strategies for 2022-2026:

- We are fortunate to have our psychology support at 10 hours per month, which consists of classroom visits, parent follow up conversations, and support and strategies provided to our classroom teams in order to support the children in our program. Part of the true benefit of having psychology in our program is when we would like to have an observer's perspective on things that are happening in the classroom and to create a bridge with parents about what they see at home or the community with their child, and what we see in the classroom.
- We will continue to use the *Zones of Regulation* program developed by Leah M. Kuypers. This is a curriculum designed to foster self-regulation and emotional control, and is a valuable tool to help children with many aspects of labeling their feelings, labeling feelings of others around them, and learning tools to help with self-regulation. This year, more than any year previously, we rely heavily on this valuable tool as we help children navigate through social situations with peers and adults in the classroom.
- We will continue to use the *We Thinkers!* Volume 1 program designed by Ryan Hendrix, Kari Zweber Palmer, Nancy Tarshis, and Michelle Garcia Winner, especially with our older children. This program helps to teach foundational social skills in a child friendly way.
- We will continue to come together monthly for our teacher meeting so that we can share ideas, talk about what we are doing in our classrooms, and support each other as a group of professionals.
- This year, we will again provide the opportunity for our Educational Assistants to spend a half day in another preschool classroom so that they can get to know other preschool staff better, and see what is the same/different from the classroom that they are

currently working in. They will also learn different techniques and strategies that may be useful for the classroom in which they typically work.

- Based on the results of the Preschool staff survey, we will provide PD sessions to support and expand staff knowledge, so that we can better meet our children where they are at.
- Face to face time is always so valuable for our preschool team as we are spread out in 3 different locations. We will provide time during PD/staff meeting days for our staff to just be together, visiting and building relationships.

Preschool Reflection 2023-2024

As we reflect on the needs of our kiddos, and how to better support them, one area that is particularly challenging is around emotional regulation and sensory needs. As we work to better understand the needs of our children we have looked at where we could use the knowledge and experience of our staff to support the children in our classroom. This year we have shifted out Occupational Therapy (OT) focus from fine motor skill development, to more regulation development. We use many universal strategies in the classroom to build hand strength, and fine motor skills such as pre-printing lines and shapes and cutting, but the previous model did not leave much time for focusing on how to help our children learn how to better recognize what a calm body feels like, and to explore tools to help them. This year our focus has shifted in OT to more regulation and sensory needs. Without regulation, it makes it so much more challenging for our children to be able to comply at times, and we want to help them be as successful as we possibly can with social interactions with their peers, following the classroom routine, and focusing on teacher directed times of the day.

How is the school using/reflecting on evidence to inform school outcomes and/or strategies?

We are using the staffing survey results to guide our professional learning this year so that our staff feel like they have the tools to support our youngest learners. In terms of measuring student progress, we rely on our Individual Program Plans (IPP), as this is what drives the work we do in our classrooms. Our children continue to make gains in the long term goals that we set for them, as we work in them over the course of the school year. The IPPs capture Speech and Language goals, Fine Motor goals, Self-help goals, and Social goals for all children, looking at what is developmentally appropriate for them to achieve, and in each area we set short term objectives or small steps to help us work towards the long term goal, and because this is a working document, we try to set goals that are deliberate and intentional, as well as measurable.

Financial Performance 2023-2024

The true measure of effective financial performance is that the desired results were achieved; that is, the deployment of resources facilitated goal attainment within the constraints of the budget. Below is an explanation of the final year-end balance.

Year End Balance: \$33,300

Key elements contributing to this surplus include

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION
PROGRAM UNIT FUNDING

	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 1,191,478	\$ 1,216,440	\$ 1,155,414
2. Other Revenues			
2.1 Fees	\$ 23,760	\$ 37,800	\$ 40,500
2.2 Donations			
2.3 Fundraising			
2.4 Other Revenues			
3. Surplus / Deficit Allocation (S/D)	\$ 33,300	\$ 33,300	\$ 25,000
TOTAL REVENUES	\$ 1,248,538	\$ 1,287,540	\$ 1,220,914

	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 386,533	\$ 474,829	\$ 464,707
2. Support Staff	\$ 451,297	\$ 478,606	\$ 403,768
3. Services	\$ 231,995	\$ 238,884	\$ 311,902
4. Supplies	\$ 20,000	\$ 13,000	\$ 17,500
5. Furniture, Equipment & Capital	\$ 14,000	\$ 10,000	\$ 16,037
6. Technology	\$ 7,000	\$ 7,000	\$ 7,000
7. Future Emergent Initiatives	\$ 137,713	\$ 65,221	
TOTAL EXPENDITURES	\$ 1,248,538	\$ 1,287,540	\$ 1,220,914

TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
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	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	32.00	39.50	39.50

	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	3.02	3.84	3.84
Support Staff FTE	6.46	7.56	6.62
Certificated Staff Percentage	31.6%	38.0%	39.4%
Support Staff Percentage	36.8%	38.3%	34.2%
TOTAL STAFFING PERCENTAGE (with S/D)	68.4%	76.3%	73.6%
TOTAL STAFFING PERCENTAGE (without S/D)	70.3%	78.4%	75.2%

Revenues used for calculating staff percentages do not include Other Revenues.

Future Emergent Intitatives includes Enrolment Contingency

Appendix I –Performance Indicators**Staff Survey Results**

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95	89	100	100	79
With the provision of the support and resources needed to meet the diverse needs of students.	85	89	75	88	79
That the school helps students become good, caring citizens.	96	89	100	100	93
That their input is considered, respected, and valued by my school.	88	89	100	94	93
That they feel safe in the school.	96	89	100	100	93
That the school is a positive, caring, and welcoming place.	96	89	100	100	93
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	69	64
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	69	57
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	69	57
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	100	86

Division Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3