



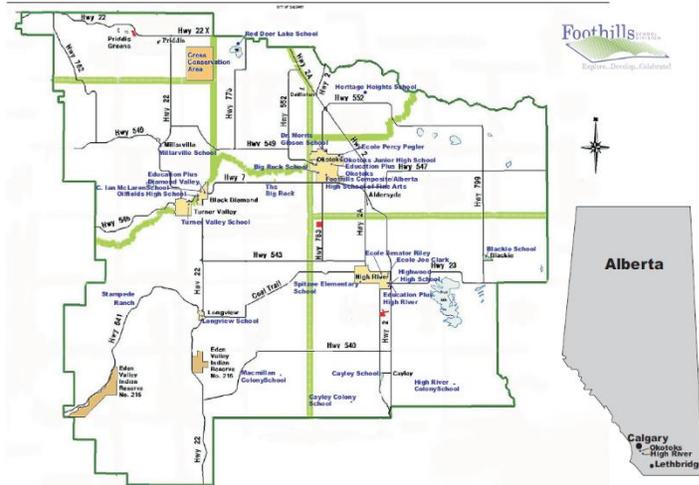
2021-2022

Budget Document



2021-2022 Operating Budget Budget Summary

Foothills School Division has a budget of \$93.3 million in revenue and \$97.4 million in planned expenditures for 2021/22. We provide public education services to the County of Foothills, Alberta, Canada and other municipalities therein; including the Towns of Okotoks, High River, Black Diamond, Turner Valley and the Village of Longview.



The School Division was established in 1938 and proudly serves a community that is approximately 71,000 residents according to the 2016 Government of Canada census. Foothills School Division has a planned enrolment of 8,001 students from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty regular schools, one online school, as well as three Hutterite Colonies and our Cameron Crossing outreach school.

This summary presents highlights of the budget and organizational information of the school division.

The Mission Statement, Core Values, Vision and Key Priorities inform our deliberations and priorities as we plan for the future.

Mission Statement

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them... Celebrate them!

The Board will:

- Support student learning by speaking with an informed voice on behalf of public education;
- Establish a clear sense of vision based upon community values, beliefs and expectations. Board goals, plans and policies will enable others to meet these common purposes;
- Meet its responsibility as a policy and decision maker through dialogue with community members;
- Support innovation and change through policy development, resource allocation, building relationships and sustaining initiatives; and
- Be held publicly accountable by ensuring appropriate systems of evaluation lead to continuous improvement.

Core Values

Our Trustees seek to embrace and fulfill the following ideals in the operation of FSD:

Opportunity: Learners are provided with rich learning experiences that enable them to discover their unique gifts, abilities and passions and to achieve at their highest potential.

Choice: Learners have a choice of programs that appeal to their interests and abilities. Learners are also given choice to select from multiple pathways that help them achieve learning success.

Diversity: Learners' differing needs, cultures and abilities are respected and valued within inclusive learning environments.

Excellence: Each learner is encouraged to achieve their maximum potential and become engaged critical thinkers.

Belonging: Learners take pride in being a part of their schools and Foothills School Division. They feel a part of a safe and caring learning community. They demonstrate care, compassion and mutual respect towards themselves and others.

Integrity and Competence: Learners model sincerity, reliability, and honesty in their interactions with others. As well, they are both skillful and effective in their work.

Citizenship: Learners work to improve their community, both locally and globally. They engage with other stakeholders and share in the responsibility for creating healthy communities.

Guiding Principles/Commitments

The following guiding principles allow the Board of Trustees to promote a common understanding of policy directions and serve as the basis for equitable, learner centered, sound and consistent decision making with a focus on continuous improvement for each learner - students, staff teams and Trustees alike. Optimum learning is achieved through:

Engagement: We are committed to engaging and collaborating meaningfully with our learners and communities. We will communicate Division progress and the use of resources transparently and with a view to guiding future decision making. We will consult widely and in a variety of ways with our learners, parents and communities to include their voice in our decision making and build partnerships moving forward. We will seek to understand the worldviews in our learners and communities and use this knowledge to inform our decision making. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners.

Support: We are committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the Division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focuses on respect and integrity. These environments will also focus on environmental stewardship, the development of mastery, belonging, independence and generosity as elements integral to the application of First Nations, Métis and Inuit foundational knowledge

Success: We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our communities across the Division. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner.

| Engagement, Support and Success for Each Learner | | |
|--|---|--|
| <p>Our Vision Engagement, Support and Success for Each Learner.]</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p> | <p>Our Commitments for Optimum Student Learning</p>  | <p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p> |
| Engagement | Support | Success |
| Local and Societal Context | Learning Supports | Student Growth and Achievement |
| <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p> | <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p> | <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p> |
| Governance |  | Teaching and Leading |
| <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.</p> | | <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p> |

Trends and Issues



such as Indigenous, IRER and LGBTQ were chosen for MHCB program enhancement.” We are excited to continue to support some of our most vulnerable youth.

- Our Learning Services Team has successfully secured another year of the Mental Health Capacity Building Grant from Alberta Health Services. This grant provides for a Mental Health Program Manager and two Wellness Coaches. The grant agreement states that “Applicants awarded this funding excelled in the priority focus areas of rural/remote with limited access to mental health services for children and youth, and a focus on underserved populations

- Foothills School Division will be formally running a new online learning school for Grades 1 -12 called Hub@Home. This school will operate out of the Dr. Morris Gibson School and will utilize a pod of modular classrooms.
- Covid-19 was obviously the biggest issue for 2020-21, the Division spent much of last summer working with a committee of parents, trustees, administration and staff to prepare a [covid relaunch handbook](#) made up of Provincial Guidelines and how they would be implemented within FSD. For 2021-22 the Division is maintaining daytime custodial in schools until the Christmas break in order to ensure enhanced cleaning and the safety of students and staff
- Technology continues to be a focus for the Division as we move forward on the following initiatives:
 - Upgrading the SuperNet at each school
 - Introducing Clearpass (helps with onboarding new devices, automatically grants varying access levels, and keeps our networks secure)
 - Migrating Sharepoint to the cloud
 - Move to Cybera for ISP, VFS and Peering components
 - Deferring 1:1 pilot until 2022-23
 - Finalize Edsembli implementation
- Foothills School Division continues to provide high quality professional development for teachers. Our focus continues to be on designing engaging learning for students through authentic, relevant learning opportunities, providing differentiated instruction as well as quality assessment practices. Our System Learning Days have focused on utilizing high quality teaching approaches to provide all students with opportunities to reach personal excellence. Learning Services continues to focus on Literacy, Numeracy, and Student Intellectual Engagement.
- Deficit spending of the Divisional reserves is part of the overall Division plan for the 2021-22 school year allowing us to maintain staff and enhance programs.

- Alberta Education has broken down capital and renewal funding into Capital Maintenance and Renewal Funding as well as continued, albeit it fewer dollars, for Infrastructure Maintenance and Renewal funding. The IMR portion no longer has to be capitalized.
- While covid has curtailed our partnership with the Nancy Metz Region of France we hope to reinvigorate this opportunity to strengthen our French Immersion and French as a Second Language programs. Dr. Christopher Fuzessy has arranged a partnership with schools in Montreal to help facilitated best practices in the delivery of Immersion education.
- The Province continues to promote and facilitate an increased awareness in First Nation, Métis and Inuit education. Changes to curriculum and focusing on the *Truth and Reconciliation* recommendations continue to play a part within the work of Foothills School Division. The Division has hired a full-time Facilitator to help progress this work.
- The Division has determined to work on growing our CTS and CTF programming. To this end we have hired an Innovation and Design Facilitator. This individual will work to provide the Division with a comprehensive, robust maker centered, CTF and CTS programs from kindergarten to grade twelve that engage learners in real-world, experiential, hands-on learning experiences. Through innovation and design, students will investigate and discover interests and talents; explore career possibilities; and develop knowledge, skills and competencies that transfer and prepare students for the future.



Image by Riccardo Annandale

Budget Process

The Board of Trustees developed belief statements and set priorities, through the Board's [3-year Education Plan, 2021-2024](#), that guides the development of the 2021-22 budget. Administration gathers information from Alberta Education, schools, divisional leadership along with parents and staff (through the assurance process) in formulating how the budget helps carry out our plan.

Information on funding and expenditure estimates was gathered and helped inform the budget development in consultation with trustees, senior administration, school and central office administrators. After final approval by the Board, the budget is submitted to Alberta Education as required in legislation. The *Education Act* requires that the budget is submitted to Alberta Education by May 31st each year, however, an extension has been granted this year to June 18, 2021.

School Authority Planning and Results Reporting

The Minister has moved to require boards to operationalize the accountability relationships and processes established in provincial legislation, one that The Foothills School Division implemented prior to the Departments deadlines. We have fully moved to the Assurance Model which includes new requirements for school authorities' education plans and annual education results reports (AERRs).

The planning and reporting processes that school authorities use should reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information, input from stakeholders, and provincial direction
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making)
- Communicating and engaging with stakeholders about school authority plans and results throughout the process.



Engagement

The Board and administration continue to use an assurance engagement process with staff, families and communities. We again sought feedback and engaged our communities regarding what Foothills School Division's priorities should be as we plan forward to 2034 (the year current students entering school will graduate). The following (in italics) reflect our online feedback and engagement opportunity.

Please explore our [Vision 2034 engagement opportunity](#) to learn more and provide your feedback.

We want to ensure our students are well prepared for their future. Next year's incoming kindergarten class will graduate in 2034 and we want to know how you think we can best prepare them for 2034 and beyond.

Foothills School Division [has heard from our families and staff team](#) that our current focus should remain on health, well-being, and high-quality learning. We require your feedback as we work to align these priorities with our budget.

It's important to note key funding changes from prior years:

- *Staffing Levels*
- *Custodial Services*
- *School Bus Transportation*
- *Insurance Costs*

What we Heard: The Foothills School Division (FSD) Board of Trustees and administration is pleased to report they have completed a thorough review of the preliminary draft 2021-22 budget. The review process included considering all the valued input received during the budget process and Vision 2034 Engagement Process.

During the engagement process the budget/financial portion of the feedback reflects 459 participants who provided comments, with 553 informed participants and over 800 individual visitors to the web-based information. Comments continue to reflect past years' priorities; the desire to focus on classrooms and classroom supports, as well as student and staff wellness.

The Board of Trustees is committed to continuing to consult with the assurance model; focusing on financial transparency, accountability, and continuous improvement. FSD believes assurance happens by engaging stakeholders in consultation throughout the development of the budget and education plan.

The preliminary draft budget includes:

- The [Alberta Education Assurance Funding Model](#) and changes to the funding framework.
- A focus on supporting the key priorities identified in [FSD's Three Year Education Plan](#).
- A plan to spend an additional \$4.1 million from operating reserves to ensure a safe and supported return to school in 2021-2022.
- Continued contracted specialized services previously provided through Alberta Health Services for targeted supports and assessments for FSD students facing learning challenges.
- Prioritizing current front-line staffing levels across the Division.
- No increase in school or transportation fees (this was a significant part of the consultation process)

re: balancing transportation budgets in light of current shortfalls – trustees and administration will continue to consult and plan next steps for 2022/23)

- Significant increases due to increased insurance premiums (primarily property and auto coverages) and benefit increases due to rate changes through the Alberta School Employee Benefit Plan
- Innovation and Design Facilitator

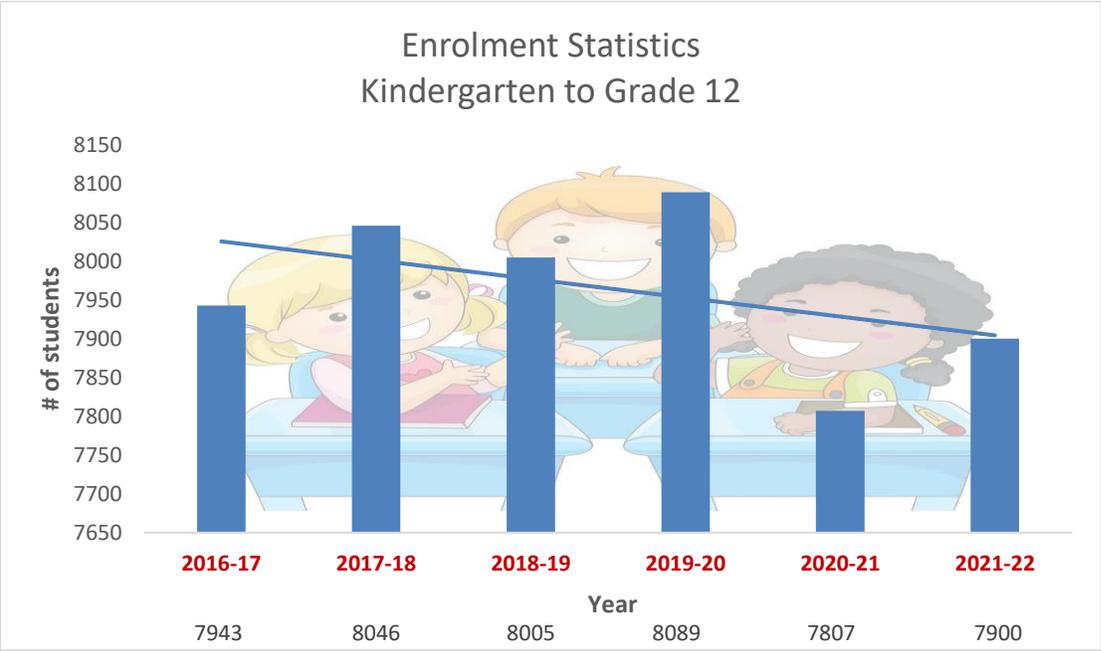
In addition to Alberta Education funding, Foothills School Division continues to pursue alternative income sources to supplement funding for students. Two initiatives that were new last year continue to support this direction includes an FSD Foundation and grant writing program as well as an enhanced online learning platform for grades 1-12. The latter initiative will position FSD well to increase student enrollment in the future via further options in both blended and online learning opportunities for students and families.

Board Chair [Larry Albrecht](#) asserts, “We are constantly amazed and appreciative at the level of engagement that our communities and staff participate in. The feedback received is instrumental in guiding us as we focus on local, regional, and provincial expectations. This past year has been challenging for all; parents, students, communities, and staff as the pandemic has caused us to transition at various times throughout the school year. Yet our focus hasn’t changed; it remains fixated on providing our students quality education regardless of conditions. We continue to commit to engaging our stakeholders and ensuring that we are doing our best to meet key priorities. Even under the circumstances of a pandemic, our staff and students continue to make significant achievements. We celebrate their achievements as we take opportunities to share our successes.”

Enrolment

Foothills School Division has 7,900 students projected in early education (Kindergarten) through Grade 12 in the 2020-21 school year as compared to 8,089 in 2019-20. This is a decrease of 184 students from the previous year’s (2020-21) budget. We believe that this is primarily due to the pandemic and parents being hesitant to return to at school learning.

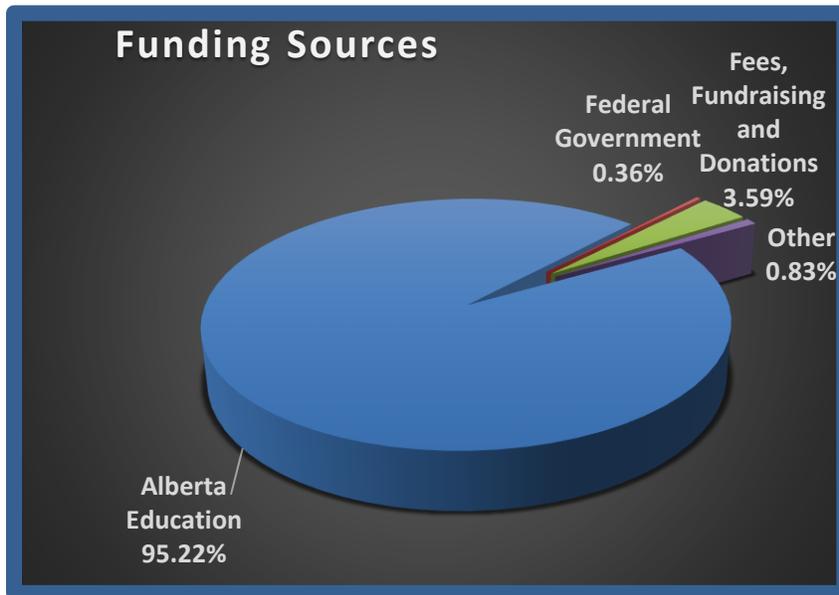
Historical enrolment data and conversations with school administrative teams is used to predict enrolment for subsequent budget periods. The following chart illustrates the change in enrolment from September 2016 to September 2020 and projected enrolment for the 2020-21 school year



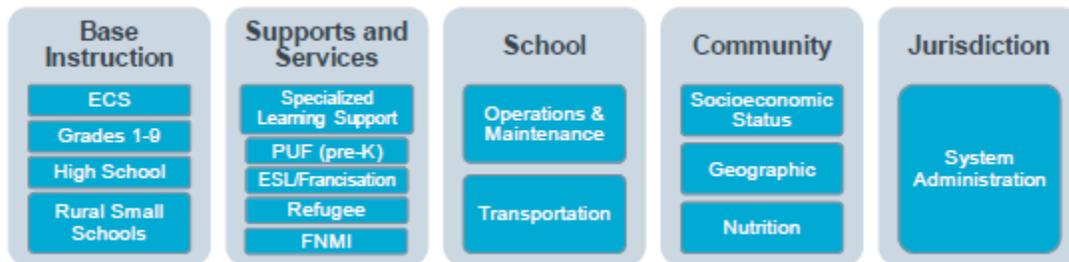
Enrolment projections are shared and deliberated with the individual schools and we work with them to fine tune our forecasts. Foothills School Division works closely with all of our municipal partners to prepare for the fluctuations in enrolment growth.

Programs and school offerings are key in meeting student and community priorities. The new Innovation and Design Facilitator position is one that aims to help schools and the Division tie together offerings that students can follow throughout their school experiences.

Revenue



Foothills School Division is financially dependent on funding from the Province of Alberta. The school division receives over 95% of its funding from provincial government sources. The Division has control over other revenues such as school fees, school generated funds, outside grants, and investment revenues, which comprise 5% of the Division's revenue. Grants are received in the envelopes shown below:



Total budgeted revenues for 2021-2022 are \$93.3 million.

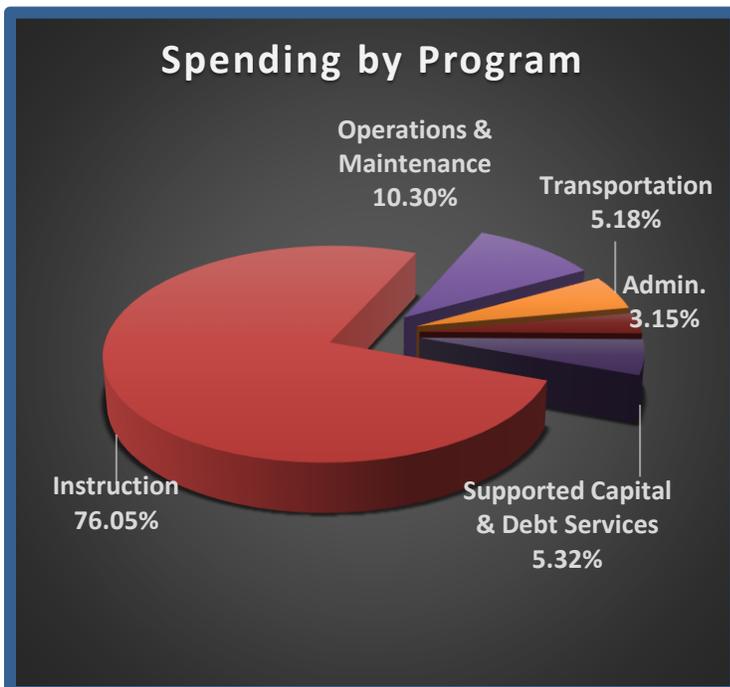
During the previous year, Alberta Education undertook a funding framework review and changed the way Boards are funded. There have been some additional changes to funding for 2021-22 as there were significant changes to Specialized Learning Support and the implementation of a new Kindergarten Specialized Learning Supports and a new moderate Language Delay Grant. On the School side there were reductions in the Operations and Maintenance funding as well as a change that allocates some IMR dollars to Capital Maintenance and Renewal funding.

Revenue Comparison

| Revenues | 2020-2021 | 2021-2022 |
|---------------------------------------|---------------------|---------------------|
| | | |
| Total Revenue | \$93,792,532 | \$93,282,285 |
| Base Instruction | \$49,247,250 | \$48,551,966 |
| Services & Supports | \$7,418,890 | \$7,838,667 |
| Schools | \$13,851,737 | \$12,782,964 |
| Community | \$3,503,839 | \$3,491,333 |
| Jurisdictions | \$3,094,605 | \$3,094,605 |
| Other | \$6,798,583 | \$7,586,423 |
| Federal Government Funding | \$332,192 | \$332,192 |
| Alberta Municipalities | \$109,300 | \$111,000 |
| Capital Funding | \$5,388,109 | \$5,454,643 |
| Local fees and School Generated Funds | \$4,048,027 | \$4,038,492 |

This budget reflects a deficit of \$4,114,330 for the 2021-22 school year as the Division works toward drawing down their reserve funds to reflect Alberta Education's 3.15% reserve target.

Spending by Program



Funding is allocated to division programs and services to ensure that programs meet the needs of students and schools to remain viable. The \$93.3 million of funding resources are allocated to major program areas including Instruction, Operations and Maintenance, Transportation, System Administration, as well as Capital and Debt Services.

Instruction - The allocation to all schools and other instructional programs, such as our new Hub@Home school and our outreach school (Cameron Crossing). Instruction includes our Junior Kindergarten, Early

Childhood Services (Kindergarten) through to grade 12 student population. Students can attend school and be fully funded by the province as long as they are older than 6 years of age and younger than 19 years of age as of September 1st. System instructional support is also included as part of this program expenditures category.

| Spending by Program | 2020-2021 | 2021-2022 |
|--|---------------------|---------------------|
| | | |
| Total Expenditures | \$96,684,532 | \$97,396,615 |
| | | |
| Instruction | \$72,913,080 | \$74,066,663 |
| Administration | \$3,134,435 | \$3,065,904 |
| Operations and Maintenance * | \$11,409,687 | \$10,034,872 |
| Transportation | \$4,011,099 | \$5,049,318 |
| Supported Capital and Debt Services | \$5,219,231 | \$5,179,858 |

*2020/21 O&M funding differs due to allocation of insurance costs & introduction of Capital Maintenance Renewal

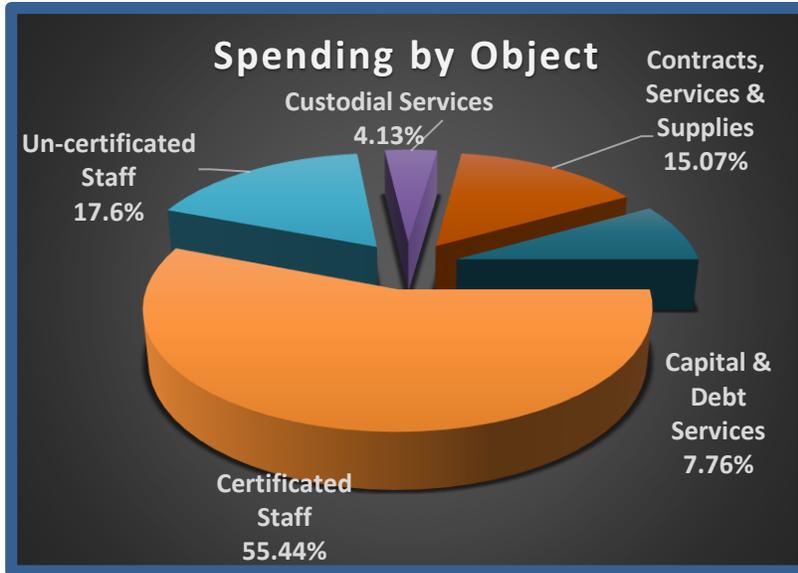
Administration - includes Board Governance, Corporate Services, Employee Services, Board and System Administration.

Operations and Maintenance - activities relate to the Division's responsibility for the construction, operation, maintenance, safety and security of all school buildings and the maintenance facility.

Transportation - program relates to all activities of transporting students to and from their attendance area schools. Currently funding is provided to transport students who live a distance of 2.4 kilometers or greater away from their designated school. The Division currently provides transportation to those students in K-3 that live greater than 1.6 kilometers away from their designated school unless they have an older sibling attending the same school. It's important to note that the Province is reviewing the criteria for transportation funding (including the 2.4 km walk limit).

Capital and Debt Services - includes the provision of unamortized portion of school buildings and supported debt from the Province of Alberta. Debenture debt is fully paid as of the past school year. Interest costs on this debt are recorded as a grant and a related expense and therefore do not impact the current or future budgets of the Division. Also included in the Capital and Debt Services budget is the amortization of capital assets as well as Capital Maintenance and Renewal (CMR) as well as the Infrastructure Maintenance Renewal Program (IMR) which reflects projected spending on maintenance projects for 2021-22.

Expenditures by Object



Foothills School Division will spend approximately \$75.2 million on staffing, which is about 77% of the Division's \$97.4 million budgeted expenditures.

The chart below compares the expenditures of the 2020-2021 budget with the 2021-2022 spring budget.

| Expenditures by Object | 2020-2021 | 2021-2022 |
|---|---------------------|---------------------|
| Total Expenditures | \$96,684,532 | \$97,396,615 |
| Certificated Staff | \$54,009,910 | \$54,014,588 |
| Un-certificated Staff | \$16,745,448 | \$17,145,751 |
| Custodial Services | \$3,938,079 | \$4,028,530 |
| Contracts, Services and Supplies | \$14,070,013 | \$14,645,409 |
| Capital and Debt Services (supported & unsupported) | \$7,921,082 | \$7,562,337 |

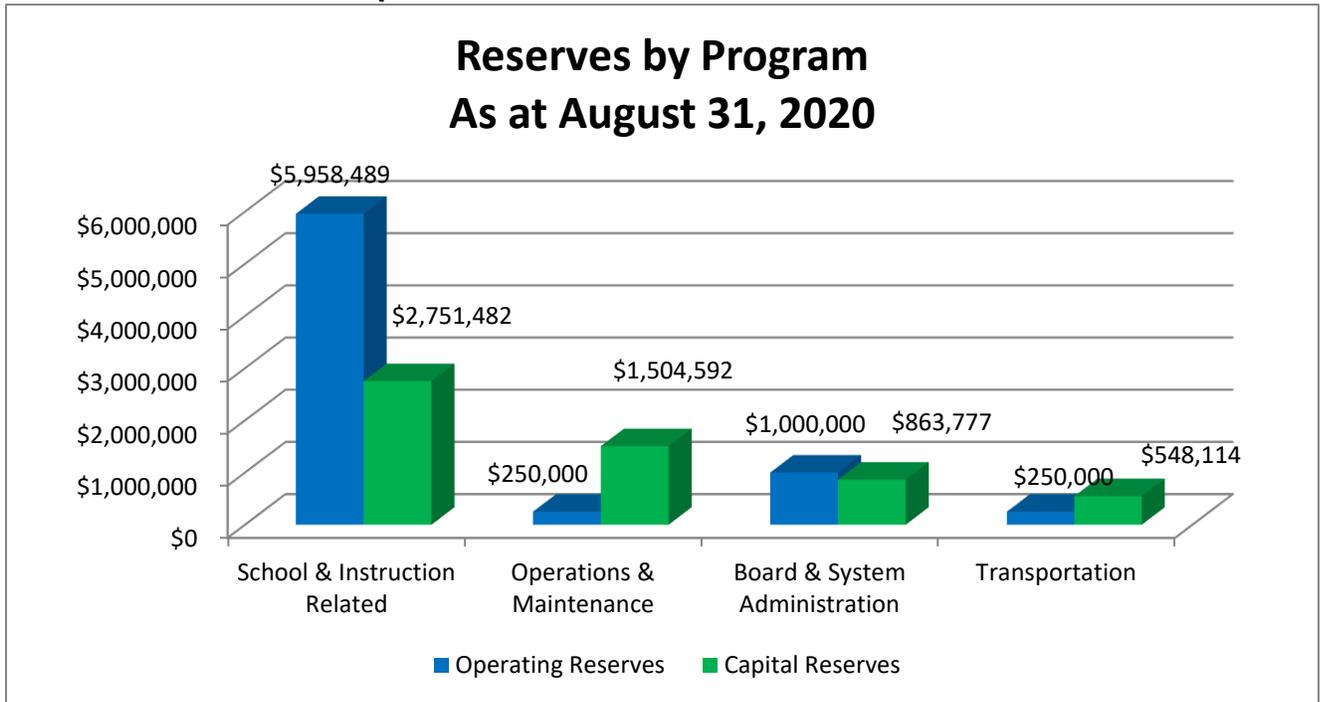
The Division expends approximately 77% of the budget, including the amount spent on contracted custodial services for personnel salary and benefit costs. The percentages go to 81% when you remove the supported portion of Capital and Debt Services. 58% would then be the percent spent on teaching staff and 23% spent on uncertificated staff (including custodial).

The Board negotiates contracts with all of its staffing groups. The Alberta Teachers' Association bargains both at a central table (Teacher Employer Bargaining Association) and at the local level. Other associations include Canadian Union of Public Employees (CUPE), the Bus Drivers Association and the Maintenance Association.

Division staffing has the greatest impact on the educational opportunities provided to students within Foothills School Division. The Division will employ approximately 442 full time equivalent (FTE) teachers and 253 full time equivalents (FTE) support staff and 72 bus routes in 2021-22. Currently, the Division is augmenting classroom supports by running a budgeted deficit to draw down reserves to meet the provincial target of 3.15%.



Financial Impact



Foothills School Division has benefited by having operating reserves for the last number of years. The Board of Trustees previously implemented a plan aimed at reducing the surplus to 5%, subsequently the Province has required that Boards reduce operating reserves to no more than 3.15% as of August 31, 2023.

Operating Reserves - The Board's operating reserves has provided it with flexibility and the opportunity to be innovative. Some of the purpose's reserves have been used for include:

- The opportunity to design and implement the Classroom Program Innovative Projects.
- Allows the Division to continue to integrate technology into the classroom
- Provided the Division with bridging dollars when the 2013 flood occurred and it took a number of years (3 in total) before insurance monies were reimbursed.
- Augment the Furniture and Equipment budgets during recent modernizations or new builds.
- Provide dollars in the case of emergencies, such as the current covid-19 pandemic. Without the Federal Dollars the Division would have dipped further into reserves.
- Will allow the Division to place additional dollars in classrooms for the last number of years.

Operating Reserves is where the Division is getting the dollars to budget the \$4.1 million deficit that is reflected in this budget. School Divisions are only allowed to deficit budget when they hold at least that many dollars in reserve. Once the reserve levels are reduced to the 3.15% target the Board will need to evaluate and make decisions on how best to move forward with a balanced revenue and expenditure plan.

Capital Reserves – The Board uses capital reserves to provide for purchases which meet Alberta Education’s capitalization criteria.

These capital reserves also allow us to purchase buses and equipment for the Transportation and Facility Services departments and to provide upgrades to non-instructional buildings. The Division will need to monitor its reserve levels in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the Division. The amount of the reserves will be dependent on future financial resources from Alberta Education and expenditure decisions made by the Division.

Okotoks Arts and Learning Campus

The Foothills School Division is also partnering with the Town of Okotoks, The Christ the Redeemer School Division, Bow Valley College, the Okotoks Public Library and Community Futures Highwood on a new Okotoks Arts and Learning Campus Project. This project will see our current Cameron Crossing School move into what was previously the Okotoks Library. We are excited to partner with like minded organizations in order to provide the best possible environment for our students. We anticipate moving our Cameron Crossing School into this new facility late fall/early winter 2021.

Okotoks Arts and Learning Campus



Capital Plan

All new school facilities are funded from the Province of Alberta through Alberta Infrastructure in consultation with the Department of Education. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province. The Province announced funding for the Blackie School Modernization in March of 2020 in the amount of \$8.7 million dollars, which will be augmented by the County of Foothills contributing an additional \$500,000 to help transform the school into a community hub. Construction began this spring and we look forward to “new” facility that will be a treasure to the community for the foreseeable future.

Approved Spring 2021

New Construction

1. New 10 – 12 School, 1500 Capacity on 32nd Street Site Okotoks
2. New K – 9 School, 900 total capacity on D’Arcy Ranch Development Okotoks
3. New School High River, Configuration TBD at Spitzee Crossing Development

Modernization Priorities

1. Cayley School – Cayley
2. Longview School – Longview
3. Turner Valley School – Turner Valley
4. C. Ian McLaren School – Black Diamond
5. École Joe Clark School – High River
6. Big Rock School - Okotoks



Overall Priority List

1. New 10 – 12 School, 1,500 Capacity on 32nd Street Site Okotoks
2. New K – 9 School, 900 total capacity on D’Arcy Ranch Development Okotoks
3. Cayley School – Cayley
4. New School High River, Configuration TBD at Spitzee Crossing Development
5. Longview School – Longview
6. Turner Valley School – Turner Valley
7. C. Ian McLaren School – Black Diamond
8. École Joe Clark School – High River
9. Big Rock School – Okotoks

Information

Board of Trustees

The elected board of trustees of Foothills School Division for the period October 2017 to October 2021:

Mr. Larry Albrecht, Board Chair
Mrs. Theresa Letendre, Vice Chair
Mr. Jack Molyneux
Mrs. Sharon Nichols
Mr. Bill Young
Ward 5 - Vacant

Senior Administration

Senior administration for Foothills School Division:

Dr. Christopher Fuzessy, Superintendent of Schools
Andrew Chipman, Assistant Superintendent, Corporate Services
Allen Davidson, Assistant Superintendent, Employee Services
Caroline Roberts, Assistant Superintendent, Learning Services

Foothills School Division prides itself on providing outstanding educational opportunities for the students we serve and believes in its motto “**Explore. Develop. Celebrate.**” For further information about Foothills School Division, view the Division’s Three-Year Education Plan and Annual Education Results Report and the Audited Financial Statements on the Division’s website at www.fsd38.ab.ca. The website is a great resource to provide further information about Foothills School Division’s schools, services, and resources.