

# Division Education Plan

2023-2026

**Year 3 Implementation**

[www.rdcrs.ca](http://www.rdcrs.ca)



**Red Deer Catholic  
Regional Schools**

*Inspired by Christ. Aspiring to Excellence.*

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# RDCRS

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# ACCOUNTABILITY

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# STATEMENT

The Education Plan for Red Deer Catholic Regional Schools commencing 2023 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2023/2024 Education Plan on May 25, 2022 (Year 1). The Board reviewed and approved the 2024/2025 Education Plan on May 24, 2024. (Annually after Year 1)

*original signed*

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**Mr. Murray Hollman,**  
**Board Chair**  
Red Deer Catholic Regional Schools

May 24, 2024

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Date

*original signed*

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**Dr. Kathleen Finnigan,**  
**Superintendent**  
Red Deer Catholic Regional Schools

May 24, 2024

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Date

# Mission:

INSPIRED BY CHRIST. ASPIRING TO EXCELLENCE.

Called to continue Jesus' mission as prophet, priest, and servant, we are guided by His life and teachings in all that we do.

We focus on the education of the whole child, helping students develop spiritually, intellectually, emotionally, socially and physically.

# Vision:

MAKING CHRIST KNOWN TO CHILDREN.

## PRINCIPLES OF PRACTICE:

- We honour our children.
- We provide a safe and secure environment.
- We live and proudly proclaim our Catholic Christian faith.
- We provide quality education in a Catholic environment.
- We pray as an educational community.
- We practice servant-leadership.
- We focus on our mission through clarity of purpose.
- We value our staff.



# RDCRS

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# DIVISION EDUCATION PLAN

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## FOCUS AREAS

### A Faith Filled Culture of...



Red Deer Catholic Regional Schools has utilized key insights arising from our results analysis, Annual Education Results Report ([AERR](#)), and input from our variety of stakeholder engagement processes, to develop the focus areas for this three year educational plan. This plan serves to identify key outcomes and strategies that will be implemented to improve results in those areas. These stakeholder driven focus areas will remain the focus of the Division's plan for three years. Strategies and performance measures will be adjusted each year to reflect the most recent measure results and analysis, as reflected in the previous [AERR](#), serve as a basis for the outcomes and strategies in year one of this plan. Subsequent years of this education plan will include adjustments made to strategies based on results analysis of performance measures and confirmed by stakeholder input.

# RDCRS

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# DIVISION EDUCATION PLAN

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## FOCUS AREAS

### Creating a Faith-Filled Culture of...

## **INSPIRATION**

- Inspired by Jesus' curriculum and pastoral educational approach.
- Jesus favoured those who most needed it - the least, the lost, and the last. We can use this model as a way to ensure our faith community is servants to all.
- We strive to strengthen our community through ethical Catholic leadership and responsible stewardship.
- Through the teachings of Christ, continue to strive for excellence and provide the highest quality education for our students.
- Making the Gospel come alive for our families by engaging our community in faith formation.
- Formation programs at all levels to help all staff continue to develop to live their faith as a way of life and renew their vocation as a Catholic educator.
- To prepare students for the realities and challenges of their lives with convicted faith and spiritual grounding.
- Forming faith-filled students who are ethical decision makers, model principles that govern their decisions through their actions, and embody honesty, respect, and social responsibility.
- We continue to be inspired by the work of Local Elders and Knowledge Keepers as well as the Canadian Council of Bishops to explore new paths of encounter as we continue to strive for Truth and Reconciliation.
- **Enhance the new faith coach model to support schools in staff faith formation.**
- **Provide Catholic professional learning curriculum rooted in foundational practices.**

## Creating a Faith-Filled Culture of...



### INNOVATION

- Continue to enhance learning communities where innovation and inquiry drive learning.
- Create authentic partnerships and networks to facilitate safe, inclusive, high-quality learning opportunities for students to explore and experience the workplace beyond the classroom walls to God's natural world, building sites, farms, engineering firms, hospitals, zoos, museums, and theaters.
- Collective leadership that supports and encourages all staff to be innovators and feel that they are encouraged to take risks and their knowledge and expertise is valued and contributes to strategic plans moving forward.
- Continue to promote cutting-edge industry skills such as streaming, production, programming, marketing, and management.
- Build strong curricular connections and authentic learning experiences, in partnership with parents and stakeholders to help guide students along an informed career pathway that ensures academic and skilled readiness.
- Creating students who are digitally fluent and know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.
- Develop students who are critical thinkers and engage in reflective and independent thinking. They identify the relevance, validity, and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

## Creating a Faith-Filled Culture of...



### INNOVATION

- Focusing learning opportunities that develop strategic thinking, leadership, teamwork, communication, collaboration, and other important aspects of social-emotional learning.
- Creating learning opportunities for students that expand awareness of career opportunities and increase the level of digital, hands-on, and work-integrated learning experiences.
- Increase student participation in off-campus programs or paid internships.
- Enhancing dual credit grant programs to establish more opportunities for students.
- Continuing to implement our collegiate model to create pathways for students to post-secondary or their chosen fields in the workforce.
- Establish Exit Outcomes for RDCRS to define a definition of success and revise the school improvement plan process.
- Enhance professional learning by evaluating and aligning current professional development practices and seek stakeholder input in a redefined professional development framework.
- Foster increased professional development and optimal instruction in foundational skills within literacy (phonic/phonemic awareness, vocabulary acquisition, and the mechanics of writing) and numeracy (foundational number sense and mental math) to increase student competency in curricular outcomes.
- Through a collective leadership model, staff will utilize high-impact, data-driven, and evidence-based teaching practices to improve student learning and success.
- Revised school improvement plan template and process to create efficiencies in planning, setting targets, and ensuring execution of improvement planning.



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# DIVISION EDUCATION PLAN

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## FOCUS AREAS

### Creating a Faith-Filled Culture of...



## INCLUSIVITY AND COMMUNITY

- Forming learning communities that continually strive to promote diversity, encourage a culture of encounter, and ensure a sense of belonging for all.
- Prioritize the well-being of students in inclusive and caring classrooms that personalize learning to meet students where they are and support them in the journey to where they need to and want to be.
- Champion and nurture a safe, caring and respectful workplace.
- Build authentic engagement with and among our community stakeholders.
- We do all we can for students in a caring and loving manner in order that each child succeeds to the best of their ability.
- Our people and stakeholders treated with respect as valued members of our community who have input that influences decisions.
- Develop cultures and programs that provide students the opportunity to increase resilience, opportunities to face and overcome adversity and challenging situations, take risks, learn from mistakes, persevere, and move forward confidently.
- **Continue to support students through increased safe and caring spaces through a focus on our Compassion in Action model building proficiency of staff's foundational knowledge in the trauma-informed practice of regulate - relate - reason.**
- Professional learning focused on trauma, safe and caring spaces, maladaptive responses, lagging skills and increased mental health support for schools.
- Educational Assistant Professional Development model responding to their feedback for ongoing support.

RDCRS

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# Engagement

RDCRS believes that engaging with our community (staff, parents, students, and community members) provides an authentic way in which everyone can have a role in supporting student achievement, well-being, and faith formation in our school division.

## Both the Board of Trustees and Division Leadership Team value this stakeholder engagement and work to garner multi-facets of engagement data as part of the Division's strategic planning.

Engagement of our community occurs through multiple approaches working to triangulate our data and focus our work on a variety of key priorities. Community members are able to provide feedback on a range of issues, concerns, and topics. This work includes:

### Annual Division Survey

(Schollie): Every year for staff, students, and parents. This survey provides perspectives on how the Division is doing regarding our Strategic Plan with a specific local context. The survey provides both system-wide and school-level results that are used to inform planning on both levels.

### Alberta Education Assurance

Survey (AEA): As part of the Assurance Framework, Alberta Education surveys teachers, students, and their parents/guardians. This survey gathers information on the quality of education provided by RDCRS examining specifically: Education Quality; Citizenship; Parental Involvement; Welcoming, Caring, Respectful, and Safe Learning Environments; Student Learning Engagement; and, Access to Supports and Services.

First Nations, Métis, and Inuit Student Voice Panel: Composed of students from across our division and at various grade levels, this group provides feedback to inform the development of Division resources and policies, and supports for our Indigenous students and their families.

School Councils: Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans, and budget, as well as ongoing dialogue regarding student growth and achievement.

### Collaborative Conversations:

These conversations bring together school leadership teams and senior administration around strategic topics for school improvement. Feedback from the conversations helps to inform the next steps needed to support our students. These conversations inform future planning at the school and Division levels.

### Boundary Development

Consultations: These conversations provide trustees, school, and senior leadership with the opportunity to reflect on the wishes of the community and share and learn with each other. Through these consultations, trustees can gather information, notice trends, and bring back their observations to the administration related to key topics and programming areas.

### Teacher Think Tanks:

Teachers are provided the opportunity to come together from across the Division around a strategic topic. Feedback from the conversation helps to inform the next steps in support of students and set Division direction. Examples of recent topics include draft curriculum and counseling.

### Education Plan Collaborative

Development: Senior Administration met with school leaders to develop and finalize goals for the Division Education Plan based on localized context and to foster the ability for schools to align school improvement plans with the Division Education Plan.

RDCRS Connects: We utilized this platform to seek feedback from community stakeholders through the Re-imagining RDCRS and Draft K 6 Curriculum Feedback Projects.

### Local School Activities:

Activities such as Meet the Staff, celebrations, and family nights allow families to share feedback informally.

# Engagement

## **LGTBQ+ Student Voice Panel:**

Comprising students from across our Division and at various grade levels, this group provides feedback to inform the development of Division faith-focused resources and support for our LGBTQ+ students and their families in our faith community.

**Student Summit:** Students from across the school division are invited to represent their fellow students to provide a student voice to the administration. Feedback from the conversation helps to inform the next steps in support of students and set Division priorities.

## **Board Strategic Plan**

**Stakeholder Feedback:** In developing the Board of Trustees Strategic Plan, a consultant worked with key community stakeholders in central Alberta, utilizing interviews to help develop the board priorities and link these with the Division Education Plan.

## **Teacher Feedback on New Curriculum Implementation:**

Teachers have been asked via anonymous survey their experiences on implementing the new curriculum and support required. This has helped shift the focus of Division support, including the PD project on literacy.

## **Board Strategic Plan Stakeholder**

**Feedback:** The Board of Trustees held a town hall meeting focused on Strategic Planning focused on the areas of Exit Outcomes as a component of their Strategic Plan as well as establishing budget priorities moving forward.

## **Community Feedback on St. Gregory The Great Grade Reconfiguration:**

A community engagement session as well as stakeholder surveys were utilized to help determine the best way to deal with overcrowding in the school. This feedback became central in forming the board's decision for the movement of students.

## **New School Design and Naming:**

Stakeholder input is being used to help name the new elementary school build in the community of Blackfalds.





# RESOURCE ALLOCATION FOR KEY INITIATIVES

**RDCRS strategically allocates human and financial resources to support key initiatives. Resources can include additional staffing time, funding, and training opportunities.**

In 2024-2025, allocations in support of key initiatives include:

- Additional resources for the new curricular implementation in Grades K-6.
- Additional resources to enhance assessment, reporting, and communication through the implementation of a new Learner Management System (Schoology).
- A targeted allocation of resources for supporting personalized learning via career pathway programs (dual credit, collegiate model, registered apprenticeship, and dual credit programs).
- A continued emphasis on student mental health and resiliency (MS2).
- Allocation of resources to support the three Board of Trustees Strategic Imperatives:
  - Mental Health and Safety.
  - Purposefully, tangibly, and visibly demonstrate our faith.
  - Build a workplace culture of engagement, empowerment and innovation.



## Division Faith Outcome:

RDCRS Families are Inspired by Christ on a Journey to Encounter, Nurture and Serve.

**PRIORITY:** Create learning environments that reflect the characteristics of our Catholic identity inspiring our students, staff, and families to see the world in a way created by God and sustained by God's love.

## STRATEGIES:

- Reconnecting our students, staff, and families with our parish communities fostering growth in communal prayer.
- Permeating the Characteristics of Catholic Identity as based on identified local need.
- Accompanying and celebrating the unity within the diversity of our students.
- Permeate student life and the new curriculum with our Catholic faith to ensure authentic experiences are woven into the teaching and learning.
- Develop a three-year theme to help support our community to grow in faith.
- Strengthening Catholic communities inclusive of all diverse peoples and perspectives; free from discrimination and welcoming for all, especially those most in need.
- Enhance professional development focused on faith in school communities to include common messaging and understanding while allowing for individual school-based faith development.
- Personalize faith for staff within their school community.
- Encourage service opportunities – purposeful and strategic, embedded and scheduled - two models at St. Thomas Aquinas Middle School and Holy Family School as well as École Secondaire Notre Dame High School and St. Joseph High School Grad Service Projects.
- Enhancing the Division Faith Team (40 people made up from the school-based teams)
- **Continue to enhance school-based Faith Team –Collective Leadership – VP/Faith Coach in-team.**

# FAITH OUTCOME PERFORMANCE MEASURES

## Division Schollie survey data, specifically student responses to:

- Catholic viewpoints and connections are integrated into my school subjects and activities,
- My teachers show me what it is like to develop a relationship with Jesus,
- The Catholic faith is a focus in my school, I learn about the Catholic Faith at my school, and
- Prayer helps me feel closer to God.

## Division Schollie survey data, specifically parent responses to:

- That members of our community are provided opportunities to learn about the Catholic Faith,
- That our school communities have brought members to a deeper relationship with God through an understanding and participation in prayer,
- The Catholic Faith provides a framework for life and learning,
- The Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of the teachings of the Catholic Church,

- That our school encourages students to understand the church's mission to help our community and their personal responsibility to actively participate in our community, and
- Our school creates opportunities for students to encounter and make connection with the traditions of our faith through various experiences such as scripture reading, liturgies, sacraments, and celebrations.

## Division Schollie survey data, specifically staff responses to:

- That members of our community are provided opportunities to learn about the Catholic Faith,
- That our school communities have brought members to a deeper relationship with God through an understanding and participation in prayer, and;
- That our school encourages students to understand the church's mission to help the common good and students' personal responsibility to actively participate in society.



# Outcome 1:

## RDCRS Students are Successful.

**PRIORITY:** Champion high learning expectations for all students in all programs while creating conditions to support creativity, innovation and evidence-based practice drives learning.

### STRATEGIES:

- Implement the new curriculum utilizing collective leadership as an approach to tap into the intellectual capacity of our teachers and support and empower them through this change.
- Support instructional leadership and teaching practices via a collective implementation plan for the new curriculum.
- Ensure focused and intentional efforts are in place to assess student learning in the areas of literacy and numeracy, to inform programming and interventions including Division frameworks for literacy, numeracy, and assessment.
- All RDCRS students will improve their reading proficiency.
- Increase innovative practices in the core elements (learners, educators, content, and learning resources) and the dynamics that connect those elements (pedagogy, evaluation, use of time, and organization of teachers and learners).
- Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners via a variety of programs including online, alternative programs, transitional programs, academies, and inclusion.
- Develop and implement Division Exit Outcomes for students.
- Improve and increase access to the educational career pathways by increasing opportunities for hands-on learning experiences in apprenticeship, trades, and vocational education.
- Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of trauma-informed schools.
- **RDCRS continues to examine data and implement interventions, professional learning and resources that have the greatest impact on student growth, based on student achievement data and teacher professional judgment. Implementing the third year of our professional learning partnership with Dr. George Georgiou supporting student growth and achievement in the areas of reading and literacy.**
- **We have developed a teacher leadership team to examine student numeracy data and develop an implementation plan for a Division numeracy framework and strategy for student instruction and intervention.**

# OUTCOME 1

# PERFORMANCE MEASURES

- Alberta Education Assurance Survey measures of Education Quality and Student Learning Engagement. Specifically: The percentage of teachers, parents, and students who agree that students are engaged in their learning at school; The percentage of teachers, parents, and students satisfied with the overall quality of basic education; the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school; the percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.; and, the percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Student Growth and Achievement: Provincial Achievement Test results, Diploma Exam results, and High School Completion results.
- Letter Name and Sound test (LeNS), Castles and Coltheart Reading Test 3 (CC3) scores in Grades 1, 2 and 3, and Provincial Numeracy Screening Assessments.
- School-based analysis of student achievement by teachers and school administration as part of their school improvement plan.
- Student attendance.
- Course completion.
- Enrolment patterns.
- Student feedback via local survey.



## Outcome 2:

### RDCRS Indigenous Students are Successful.

**PRIORITY:** The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed and all self-identified students feel welcome, connected, and belong.

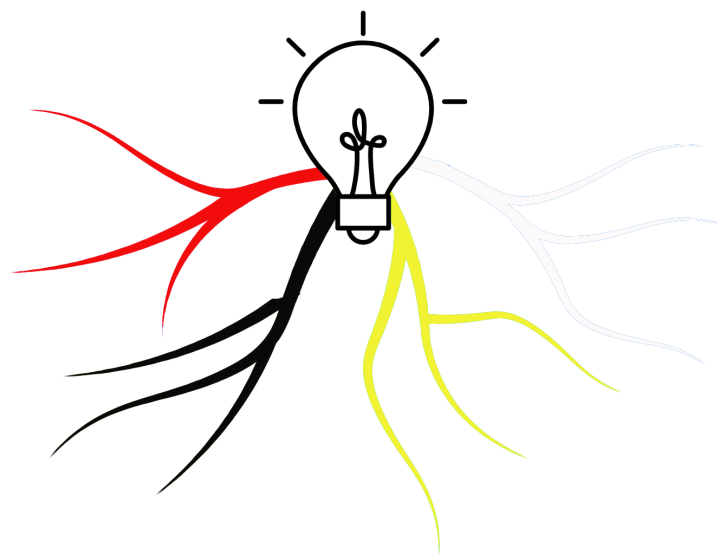
## STRATEGIES:

- Work with community members and agencies to explore how best to engage and support students and families.
- Develop Trauma-Informed Schools that are acutely sensitive to the individual differences among learners.
- Strengthen transition programs, and supports for First Nations, Métis, and Inuit students.
- Work with education partners to enhance First Nations, Métis, and Inuit students' educational outcomes.
- Facilitate collaboration among RDCRS and Indigenous Elders, Knowledge Keepers, leaders, organizations, and community members to establish strategic policy directions in support of Indigenous student achievement and well-being.
- Develop Bridging Program to help Indigenous students maintain healthy, meaningful connections as they transition between schools from Grades 5 to 6 and 9 to 10.
- Indigenous Education Lead Team providing regular professional development sessions with the district staff focused on instruction, foundational knowledge, restorative practices, trauma informed instruction and school initiatives.
- Increased one on one support for indigenous students with our family school enhancement counsellor, peer to peer mentorship, transition supports, academic interventions and land based learning connected to the curriculum and indigenous ways of knowing.
- Indigenous education transition camps and support for students targeting high school completion and increasing resiliency and success.

## OUTCOME 2

# PERFORMANCE MEASURES

- Alberta Education Assurance Survey measures of Education Quality and Student Learning Engagement. Specifically: the percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe; the percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.; and the percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- Student Growth and Achievement: Provincial Achievement Test results, Diploma Exam results, High School Completion results.
- First Nations, Métis, and Inuit student success based on School based analysis of student achievement by teachers and school administration as part of their school improvement plan.
- Letter Name and Sound test (LeNS), Castles and Coltheart Reading Test 3 (CC3) scores in Grades 1, 2 and 3, and Provincial Numeracy Screening Assessments.
- Indigenous Student Voice Panel Feedback.
- Elder and Knowledge Keeper Feedback.
- Student attendance.
- Course completion.



## Outcome 3:

RDCRS has Excellent Teachers, Staff, and School Authority Leaders.

**PRIORITY:** Quality learning experiences for students are fostered through a shared, collective responsibility of teachers and school leaders, in a continuous improvement of evidence-based teaching, and learning practices.

### STRATEGIES:

- Increased leadership capacity; and teacher efficacy through the implementation of the professional practices standards (Teacher Quality Standard, Leadership Quality Standard, and Superintendent Quality Standard).
- Promote collaborative environments which foster innovation and creativity; and modernize instruction and administrative processes.
- Foster innovative learning environments with strong collaborative engagement of all partners.
- Provide professional learning and tools to support quality instruction and collaboration.
- Modernize learning and enhance student experience; and increased capacity to support personalization of learning.
- Increased graduation success in all pathways.
- Increased sense of relevance and motivation for students.



# OUTCOME 3

# PERFORMANCE MEASURES

- Alberta Education Assurance Survey measures of Education Quality and Student Learning Engagement. Specifically: The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning; the percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely; the percentage of teachers, parents and students who agree that students model the characteristics of active citizenship; the percentage of teachers, parents and students satisfied with the overall quality of basic education. The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Student feedback on the Alberta Education Assurance Survey measures. Specifically responses to the questions: It is clear what I am expected to learn at school?, and it is easy to get help with school work at my school if I need it?, and my school work is challenging?, and at school, I am encouraged to try my best?
- Student access to a continuum of supports and services.
- Division Schollie survey data, specifically student responses to: I would recommend my school to a friend.
- Division Schollie survey data, specifically teacher responses to: I am inspired by RDCRS to do my best work; RDCRS sets clear and manageable goals and objectives, utilizing my input; I have continuous opportunities to learn and grow professionally; there is a culture of innovation at RDCRS; my career aspirations can be achieved at RDCRS; and I can make a positive impact at work.
- Division Schollie survey data, specifically parent responses to: there is a culture of innovation at RDCRS; I would recommend RDCRS as a great place for students to attend; and as a student I would recommend my school to a friend.
- Increased Provincial Achievement Exam results and increased correlation between school awarded marks and achievement test results.
- Increase in the number of students attaining excellence and acceptable on the Provincial Achievement Tests.
- Administrator walkthrough data.



## Outcome 4:

### RDCRS is Well-Governed and Managed.

**PRIORITY:** Enhanced educational experiences through effective communication, ongoing collaboration, and strategic partnerships.

## STRATEGIES:

- Review programs, services, and supports to assess effectiveness, efficiency, and economy, aligned with provincially allocated funding.
- School utilization rates are maintained at a level that generates maximum programmatic and operational efficiencies.
- Reviewed boundaries and program locations for 20 schools.
- Improve access to learning environments and optimize the use of resources through school accommodation and program review planning.
- Targeted investments in schools to enhance learning spaces.
- Enhance operational practices to effectively and responsibly manage human and financial resources in support of students.
- Optimize resources and technology to modernize pedagogical and administrative processes.
- The District will increase opportunities for engagement with and among our students, staff, families, and broader community.
- Leverage school and system-wide processes for gathering and utilizing student voice to inform school and system actions.
- Monitor and build focused stakeholder engagement questions for local surveys.
- Leadership Development - RDCRS recognizes that choosing to apply for a leadership position is not an easy decision to make. We also recognize that many teachers take on active, informal leadership roles in their schools everyday. The Division has developed a program of professional learning, designed to enhance personal, team and organizational leadership. More specifically, these leadership sessions are an excellent opportunity for staff who wish to explore whether a formal leadership position is right for them, is hoping to develop or increase their leadership knowledge, wanting to use the skills and information to lead in their current role, or is seeking an opportunity to learn alongside colleagues while engaging in leadership exploration.

# OUTCOME 4

# PERFORMANCE MEASURES

- Alberta Education Assurance Survey measures of Education Quality and Student Learning Engagement. Specifically: The percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness, and efficiency of programs and services for students in their community. The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. The percentage of teacher, parent, and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. The percentage of teachers, parents, and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Division Schollie survey data, specifically teacher responses to: encourages me to offer my opinions and ideas; sets clear and manageable goals and objectives, utilizing my input; acts consistently; they do as they say; involves me in decisions that affect my work; has painted a compelling vision for RDCRS; has a long term purpose and direction for RDCRS; and I can see a link between my work and RDCRS's long term objectives.
- Division Schollie survey data, specifically parent responses to parent/stakeholder comments and feedback often lead to changes or improvements at RDCRS.
- Number of partnerships with stakeholders.
- Number of stakeholder participation opportunities.



# 2024-2025 OPERATING BUDGET SUMMARY

## School Board Statement of Reserves

	2024/2025	Percentage as Compared to 2024-2025 Total Operating
Operating Reserves (Includes SGF of \$1.6 M)	\$ 2,671,039	2.237 %
Capital Reserves	\$1,441,415	1.207 %

School Board Expenditures 2024/2025	
	<b>Total Revenue</b>
Revenues	\$ 119,403,813
	<b>Total Expenditures</b>
Student Instruction ECS-Gr 12 Expenditures	\$ 92,365,190
<b>Support Expenditures</b>	
Operations & Maintenance	\$ 16,164,248
Student Transportation	\$ 7,549,537
School Board Governance & System	\$ 3,324,838
Support (sub-total)	\$ 27,038,623
<b>TOTAL SCHOOL BOARD EXPENDITURES ECS-12</b>	<b>\$ 119,403,813</b>
Operating Surplus (Deficit)	\$ 0

A detailed overview of the Division budget can be found [here](#).

For a summary of the Capital Plan, please click [here](#).