



School Philosophy

BAM: Bennett-Argyll-Metro Centres:

Equity drives the programming for Bennett-Argyll-Metro (BAM) Centres. BAM connects students from across the province and Division schools with peers, teachers, and community partners to provide choice, flexibility and authentic learning opportunities. Students are at the center of responsive programming to enhance pathways to success and are encouraged to demonstrate their learning in multiple ways.

Bennett Centre develops young leaders to host, lead, and facilitate initiatives surrounding school and community change within Treaty 6 territory. Bennett Centre offers programming that is tailored for schools and community members. The learning is centered around the provocation of what it means to be a good treaty person and partner. The Bennett Centre also has a 64 bed residence to accommodate overnight school experiences and community group bookings.

Argyll Centre engage students in authentic and meaningful learning experiences through a variety of programming options. Argyll's diverse and equitable learning community fosters connections between students, families and staff. Student success in both in-person and online programs hinges on partnerships between families, teachers and the greater community.

Metro Continuing Education has been a vibrant part of Edmonton Public Schools since offering its first night class in 1891. Serving over 20,000 students per year, Metro offers a diverse range of Academic programming, Adult Community Education and English Language programs. The core Academic programming at Metro include evening and weekend high school upgrading, coordination of district Summer School programming, diploma exam preparation, tutoring, and elementary, junior high, and high school enrichment programs. The English Language Institute (LINC and ELI) at Metro provide English instruction, through a variety of programs, to hundreds of adult newcomers to Canada.

Community Profile

Bennett-Argyll-Metro (BAM) Centers do not serve a defined catchment area but provides flexible and accommodating learning environments for K-12 students and adult learners (ELI and Night School) who reside within the EPSB division and across Alberta.

Programs and Organization

Programs:

Bennett Centre offers tailored programs that develop young leaders to host, lead, and facilitate initiatives surrounding school and community change within Treaty 6 territory and beyond.

Argyll Centre offers online Synchronous and Asynchronous learning, Parent Directed Home Education, Reach Out programming and the Caraway Alternative program.

Metro Centre offers Adult English Language Instruction (LINC, ELI), Night School, Summer School, Diploma Preparation, Tutoring, and tailored programs from Community Leagues and their members.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024 the procedures and operations of Bennett-Argyll-Metro Centres (BAM) will be aligned across the 3 DUs. The BAM admin team are working on projects that are cross pollinated amongst the DUs. The team will meet weekly to discuss progress on major projects, and share indicators of success and/or where the work should be shifted. A rebranding process is being undertaken to align values, goals, and procedures amongst the DUs and bring staff from each DU together in shared vision and values. Enhanced and consistent communication to all Bennett, Argyll, and Metro staff will be priority as we work to align BAM as one.

By June 2024, the implemented framework for Virtual School work will continue to be centered on "driving equity" throughout the EPSB Division. We will have prototyped the storied/interdisciplinary content and processes with junior high level students and teachers at Argyll and from across the division sites. This highly relational design framework will support Division and Provincial students, teachers, parents, and community members and honor unique learning contexts. Deliverate intentional work with the network of BAM rights holders including online teachers about Inquiry and Project based learning will continue throughout 2023-2024.

Bennett/Argyll/Metro (BAM) will continue to foster engagement and partnerships with many diverse communities. Community partnerships will be developed and fostered to encourage and build capacity to support public education initiatives offered outside the regular classroom.

Top Up (repeater courses for HS students), Reaching Out (junior high outreach hybrid model), and other innovative programming will foster response efforts to re-engage students and meet diverse students needs. Courses and summits will continue in a number of streams for Division High Schools. These courses, co-created and designed by teachers, students and community, will deliver curricula broadly infused with building an understanding of treaties, Indigenous histories, anti-racism, and social justice issues. Action Research Inquiry Based projects will act to intentionally enhance student voice, confidence, and belonging: all critical components of creating welcoming, High-quality learning and working environments.

Results Achieved:

Excellent strides have been made in the alignment of procedures and operations across the three DUs: Bennett, Argyll and Metro Centres (BAM). Weekly meetings of the BAM administrative team have facilitated communication to align operational procedures and create a shared understanding. A BAM weekly memo has been developed and administrative staff from each program and division add key messages that need to be shared with the entire BAM staff.

We conducted an extensive, multi-session consultative staff process resulting in significant improvements to the teaching and learning environments as well as student and staff wellbeing. This included mixed groupings of staff from Div 1-4 and helped to align many of our procedures and operations.

The admin team has spent dedicated professional learning time to develop shared values and a common vision. We identified the following values for BAM:

- **We approach situations and people with compassionate curiosity.**
- **We are authentic.**
- **We are intentional.**
- **We are courageous.**
- **We work to be equitable.**
- **We are hopeful.**
- **We are constantly restorying.**
- **Everything we do is rooted in relationality.**
- **We engage in fun and joy.**
- **We embrace many ways of knowing.**

Implementation of a success coach for high school to work with Student Services. The success coach supported career pathways initiatives, high school clubs and graduation requirements

Implementation of a Metro/Argyll curriculum coordinator to support off campus, career pathways and career education. Metro off campus prototype included 13 high schools and 5 off campus coordinators.

In collaboration with Career Pathways, Curriculum Learning Supports, BAM developed and piloted a career education portfolio course, CTR 3310.

Results and Implications

Student Career Pathways Interest Date for Argyll went from 9 participants in 2021 to over 200 in 2023. BAM used this data to inform opportunities and courses for students in future school years.

Professional learning for elementary and junior high teachers focused on project-based learning, essential learning outcomes and literacy practices that align with the science of reading body of knowledge.

Series of professional learning sessions around artificial intelligence (to continue in 2025-25 school year as well).

BAM continued to establish relationships with community organizations including post-secondary schools (virtual information session), worked alongside skilled trade organizations at the provincial and federal level including Careers Next Gen, Women Building futures, and local businesses and community organizations.

Innovative Programming:

- Top Up
 - 13 high schools utilized top up
 - 761 students enrolled in top-up
 - Top up added to OSCR for 2024
- Concurrent numbers K-12: 405
- Metro Dual Credit - Five dual credit post secondary offered in collaboration with Career Pathways. Metro provides the promotion, registration, enrollment and teacher contracts
- Reaching Out: 231 students in Reaching Out across 25 Junior High Schools
- Introduction of Elementary Mentorship (Reaching Out) prototype that utilizes a relational approach to supporting grade 6 students, who are at risk of disengaging with school, and help facilitate their transition to Junior High.
- Virtual tutoring for Grade 9-12 Math and High School Sciences

Virtual School

With regards to virtual school we began the prototyping process. Argyll staff and students prototyped the storied/interdisciplinary content and processes with junior high level students and teachers at Argyll and from across the division sites. This highly relational design framework will support Division and Provincial students, teachers, parents, and community members and honor unique learning contexts. Deliverate intentional work with the network of BAM rights holders including online teachers about Inquiry and Project based learning continued throughout the year. 5 teachers and 56 students took part in the prototyping process this year.

Creating Schools That Listen:

By June 2024, The Creating Schools That Listen series for BAM staff, and 10 catchment leadership teams across the division will have included a responsive and iterative approach to creating cultures of belonging. This professional learning will unite students, teachers, community members, and administrators in a series of collaborative processes aimed at co-constructing safe and welcoming school environments for ALL rights holders within the EPSB Division. These processes will foster agency in participants, build capacity and enhance empathy and compassion for all. Systemic barriers to student success will be highlighted and actionable plans will be implemented to develop more inclusive pathways to success for ALL. This Professional Learning will be stewarded by the BAM administration team, consultants and students from across the Division as an extension to their engagement in summits & social innovation labs.

Student Engagement:

As outlined in the Truth and Reconciliation Commission's (TRC) calls to action and to address the standards of practice in both the TQS and LQS, BAM will continue to innovate programming that celebrates Indigenous and multiple diverse ways of knowing for staff, students, and community members.

Treaty 6 Partnership:

The Bennett Centre activates processes and practices of belonging that cultivate a living knowledge system: knowledge continues to live within the actions of community members and students in the ways that they consider their many relations on Treaty 6 and engage in opportunities to bring their learning to future Bennett Centre summit iterations. Student summit streams and social innovation labs will be offered for Division students and will be hosted through the Bennett Centre with teams from the Division, Province and International partners (grades 1-12).

Results Achieved:

In the 2023-2024 school year, Creating Schools That Listen (CSTL) engaged 109 schools, representing 51.2% of all schools within Edmonton Public Schools. Of these, 58% were in Divisions 1 and 2, 31% in Division 3, and 11% in Division 4. This initiative focused on fostering a culture of belonging and inclusion across the district, with a wide range of activities aimed at empowering students and staff to co-create safe, welcoming, and inclusive environments.

Student Engagement through Social Innovation Labs:

Results and Implications

The Social Innovation Labs provided opportunities for participants to address complex challenges through collaboration. With a total of 733 participants from 30 different schools across eight labs, the labs offered space for critical inquiry and creative problem-solving within school communities. Notable labs included:

- Animikii (October 5-6, 2023), involving 68 participants from four schools and catchments (Grades 7-12).
- Additional labs were held at the Bennett Centre with schools such as Kenilworth (December 2023), Dickinsfield (January 2024), and Dr. Margaret-Ann Armour (February 2024), each involving between 61 and 84 participants. The North Central Catchment hosted junior high and elementary labs in April 2024, bringing together students from six different schools at each lab.

Student Summits:

Junior high students participated in cross-catchment summits focused on building a sense of belonging in schools. These summits, held in January and April 2024, engaged 21 schools and a total of 189 participants. The summits allowed students to voice their experiences and collaborate on projects aimed at fostering a stronger sense of community and belonging within their schools.

Similarly, high school students explored the impact of social movements on their lives during the Senior High Social Movements summit in November 2023. Nine high schools participated, with 63 students reflecting on how social movements have shaped their schools, families, and communities. A follow-up summit, Messages to the Future, was held in March 2024, involving three high schools and 18 participants.

Treaty 6 Partnership and Elementary Summits:

The Treaty 6 Partnership summits, aimed at elementary students in Grades 4 to 6, focused on exploring what it means to be a good treaty partner. Students from 27 schools across 14 catchments participated in three summits between February and April 2024, engaging with Elders and Knowledge Keepers to deepen their understanding of treaty responsibilities. These summits provided space for students to develop actionable ideas that reflect their growing awareness of treaty partnerships within their shared communities.

What were the biggest challenges encountered in 2023-2024?

The biggest challenges encountered in the 2023-2024 Creating Schools That Listen initiative revolved around managing the scale of the program and maintaining deep, consistent engagement from participating schools.

With 109 schools participating, representing 51.2% of all schools within Edmonton Public Schools, the sheer number of schools involved made the work increasingly complex. The diverse makeup of participants, with 58% from Divisions 1 and 2, 31% from Division 3, and 11% from Division 4, spread BAM staff capacity thin. This limited the ability to provide the necessary support and follow-through to each school and professional group. Consequently, there was less opportunity to delve deeper into school-level work, meaning the depth and sustainability of the changes were restricted.

These challenges highlight the need for more targeted support, sustained engagement, and a smaller, more manageable group of participants to ensure deeper, lasting impacts in future iterations of the program.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

The experiences from the 2023-2024 Creating Schools That Listen initiative have highlighted several key opportunities for improvement, which will shape the approach for 2024-2025. One of the primary adjustments will be to reduce the number of participating schools. By focusing on a smaller group, we can enhance the depth of the work and take a more targeted approach, ensuring that each school receives tailored support and is able to make meaningful progress. This will allow for a more concentrated effort and provide the opportunity to engage deeply with the unique needs and goals of each school.

Another area for improvement is the provision of direct BAM staff support. For 2024-2025, each participating school will be assigned specific BAM team members who will work closely with them throughout the year. This hands-on support will help schools maintain momentum, follow through on initiatives, and address challenges in real time, ensuring that the work remains focused and effective.

These improvements will help create a more manageable, impactful program for 2024-2025, ensuring that the depth of the work is prioritized and that schools are better equipped to sustain the changes they implement.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 0349 Argyll Home School Centre

Assurance Domain	Measure	Argyll Home School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.2	83.0	83.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.6	82.4	80.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	52.4	32.8	34.0	80.4	80.7	82.4	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	52.2	48.7	41.0	88.1	88.6	87.3	Very Low	Improved	Issue
	PAT6: Acceptable	27.3	19.3	19.3	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	2.0	3.6	3.6	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	6.2	6.9	6.9	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.5	1.5	1.5	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	65.8	59.2	59.2	81.5	80.3	80.3	Very Low	Improved Significantly	Acceptable
	Diploma: Excellence	13.0	8.9	8.9	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	84.8	87.1	86.6	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	83.9	84.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.1	76.3	75.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	71.1	70.8	71.4	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7090 Metro Continuing Education

Assurance Domain	Measure	Metro Continuing Education			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	79.4	80.3	80.9	n/a	n/a	n/a
	3-year High School Completion	*	*	20.2	80.4	80.7	82.4	*	*	*
	5-year High School Completion	*	37.6	36.3	88.1	88.6	87.3	*	*	*
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	63.0	62.3	62.3	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	16.3	14.0	14.0	22.6	21.2	21.2	Intermediate	Improved Significantly	Good
Teaching & Leading	Education Quality	n/a	n/a	n/a	87.6	88.1	88.6	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

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9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2025, BAM will be fully aligned across its three DUs, with a unified framework for virtual school, community partnerships, and innovative programming. We will prioritize equity, engagement, and student success through a wide variety of initiatives.

- Alignment and Rebranding: Procedures, operations, and values will continue to be unified across all three DUs, including cross-DU collaboration and weekly meetings.
- Virtual School Framework: Equity-focused, interdisciplinary content will be piloted in junior high using a highly relational design framework that honours the unique learning contexts of diverse students.
- Community Partnerships: Collaborative initiatives will continue to support public education outside the classroom.
- Student Engagement: Innovative programs will continue to re-engage students and address diverse needs, including through
 - Social justice-focused courses and summits will continue at the Bennett Centre infused with an understanding of treaties, Indigenous histories and anti-racism
 - High school Top Up (repeater intervention course for HS students)
 - The elementary mentorship program for Grade 6 students to support school engagement and facilitate the transition to junior high
 - Junior high school Reaching Out program (concurrent outreach model)
 - Expulsion interventions (prototype in place 2024-25 at Argyll; prototype being built for Metro Summer 2025)
 - Expanded and enhanced repository of high school one-credit modules (expanded the Division offerings as well)
 - Junior high and high school virtual tutoring through Metro
 - Inquiry- and Project-based learning in Grades 1-12 online learning
 - Success coach is connecting with high school students in Learning Strategies 15/25/35 who have been unsuccessful in most of their courses, or have been directed via DSS to Argyll
 - Enhance career education opportunities across each division level
- Off-Camps Education: The Metro off-campus prototype, including work experience and RAP, will expand to support more high schools.
- Dual Credit Opportunities: Metro and Career Pathways will continue and expand semester two and summer offerings available to division high school students.
- Action Research Inquire Based projects: At all grade levels will act to intentionally enhance student voice, confidence, and belonging.

Given last year's 20% increase of last year's 3 year high school completion we aim to see another 10% growth in our 3 year high school completion rate. We also saw 5% growth in our 5 year high school complete rate and aim to see another 5% growth in this area this year.

What data will you use to track continuous improvement?

Collecting user data on concurrent supports (by grade level, school, entry timing, success rate) both with access to Argyll class offerings and top-up courses. Quantitative data from central units such as Student Information and Career Pathways. Assurance survey results in regards to the three and five year high school completion rates.

Division Priority 3**Advancing Responsive School Cultures Through Collaboration and Inclusive Leadership**

By June 2025, BAM staff, in collaboration with school leadership teams at 58 schools from across the Division encompassing students from Kindergarten to Grade 12, will further embed a culture of belonging and inclusion by iterating on the Responsive School Network framework.

The Responsive School Networks series will further refine its approach by reducing the number of participating schools to enhance the depth and efficacy of the work. Each school will receive targeted, direct support from assigned BAM team members, ensuring sustained engagement and tailored guidance throughout the year. This structure will enable schools to focus more deeply on embedding student voice into their culture and policies, fostering a stronger sense of belonging and agency among all participants. The series will prioritize a full-year commitment from all participating schools, emphasizing the importance of continuous collaboration and engagement. This will ensure the development of trusted networks within and between schools, where systemic change can be pursued more effectively and where student voices are central to shaping more inclusive and responsive school environments.

Plans

This year's focus will be on co-developing and scaling initiatives that actively dismantle barriers to student success through student-led projects, summits, and collaborative design thinking processes. Key objectives include:

- Sustained Empowerment: Expanding student leadership opportunities by amplifying their voices in decision-making processes at both school and division levels.
- Indigenous Partnership Enhancement: Strengthening Treaty 6 partnerships by integrating Indigenous perspectives and knowledge systems into more student projects and summits, ensuring a consistent and meaningful connection with Elders, Knowledge Keepers, and community leaders.
- Equity-Driven Action Plans: Refining actionable plans to address systemic barriers, leveraging data from previous year initiatives to focus on marginalized groups and creating more inclusive pathways to success.

This goal will continue to promote collaborative leadership, including students, teachers, and community members, and will foster empathy, compassion, and agency across the division, aligning with the TRC's calls to action and EPSB priorities.

What data will you use to track continuous improvement?

As action researchers in this work, we will pay close attention to how this work is being received across the Division. As we move and learn alongside participants, we will collect data through observations and conversations. We will be responsive throughout these processes to the design teams we have in place for student summits, schoolwide initiatives, and professional learning cohorts.

Profile



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	1.938000	Salaries	\$9,007,113	93.17%
Weighted	0.000	Exempt	3.000000	Supplies, Equip., Services	\$659,811	06.83%
Regular	2,161	Support	8.550000			
		Teacher	71.100000			
Year Opened		Total	84.588000	Total	\$9,666,924	100.00%

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Argyll Centre offers online Synchronous and Asynchronous learning, Parent Directed Home Education, Reach Out programming and the Caraway Alternative program.

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School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	9,292,029		9,666,924	
Internal Revenue		0		0
REVENUE TOTAL	9,292,029		9,666,924	
Classroom	60.500000	6,538,419	63.850000	6,900,464
Leadership	8.500000	1,088,397	7.250000	970,631
Teaching - Other	.000000	16,663	.000000	16,663
Teacher Supply	.000000	85,000	.000000	85,000
TOTAL TEACHER	69.000000	7,728,479	71.099998	7,972,758
(% of Budget)		83.17%		82.47%
Exempt	2.800000	281,564	3.000000	307,297
Exempt (Hourly/OT)	.000000	20,500	.000000	24,180
Support	8.150000	521,346	8.550000	539,314
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	1.938000	148,564	1.938000	148,564
Custodial (Supply/OT)	.000000	4,500	.000000	3,000
TOTAL NON-TEACHER	12.888000	988,474	13.488000	1,034,355
(% of Budget)		10.64%		10.7%
TOTAL STAFF	81.888000	8,716,953	84.587998	9,007,113
(% of Budget)		93.81%		93.17%
SUPPLIES, EQUIPMENT AND SERVICES		503,976		566,711
INTERNAL SERVICES		64,600		86,600
OTHER INTEREST AND CHARGES		6,500		6,500
TOTAL SES		575,076		659,811
(% of Budget)		6.19%		6.83%
TOTAL AMOUNT BUDGETED		9,292,029		9,666,924



Staff FTE		Budget	
Custodial	1.000000	Salaries	\$526,397 63.16%
Exempt	2.000000	Supplies, Equipment and Services	\$307,072 36.84%
Support	0.800000	Total	\$833,469 100.00%
Teacher	1.400000		
Maintenance	0.000000	Internal Revenue	\$833,469
Total	5.200000		

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Profile

The Bennett Centre assists schools across the Division by developing co-operative living skills and modeling effective teaching practices in hands-on programs that engage students in their/the curriculum, with a particular emphasis on indigenous, traditional teachings, in response to the Calls to Action in the Truth and Reconciliation Commission (TRC). The Bennett Centre also provides schools with the opportunity to stay on site overnight in their 64 bed residence to further engage students in their learning and provide them with a positive memorable educational experience (retreats, summits).

The Bennett Centre provides a venue for special events for district and public functions. A number of community organizations access the Bennett center as a site for their camps and special events (Youth Write, Kids with Cancer).

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		0		0
Internal Revenue		808,642		833,469
REVENUE TOTAL		808,642		833,469
Teacher	.500000	54,037	1.400000	160,436
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	.500000	54,037	1.400000	160,436
(% of Budget)		6.68%		19.25%
Exempt	3.000000	278,957	2.000000	200,610
Exempt (Hourly/OT)	.000000	23,000	.000000	23,000
Support	1.800000	111,651	.800000	50,960
Support (Supply/OT)	.000000	2,500	.000000	2,500
Custodial	1.000000	80,691	1.000000	80,691
Custodial (Supply/OT)	.000000	8,200	.000000	8,200
TOTAL NON-TEACHER	5.800000	504,999	3.800000	365,961
(% of Budget)		62.45%		43.91%
TOTAL STAFF	6.300000	559,036	5.200000	526,397
(% of Budget)		0%		0%
SUPPLIES, EQUIPMENT AND SERVICES		214,206		267,672
INTERNAL SERVICES		35,400		39,400
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		249,606		307,072
(% of Budget)		0%		0%
TOTAL AMOUNT BUDGETED		808,642		833,469



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$4,062,673 56.60%
Exempt	0.800000	Supplies, Equipment and Services	\$3,114,701 43.40%
Support	1.500000	Total	\$7,177,374 100.00%
Teacher	8.090960		
Maintenance	0.000000		
Total	10.390960		

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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	7,228,225		7,177,374	
Internal Revenue		0		0
REVENUE TOTAL	7,228,225		7,177,374	
Teacher	7.900000	3,793,696	8.090960	3,822,928
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	7.900000	3,793,696	8.090961	3,822,928
(% of Budget)		52.48%		53.26%
Exempt	.600000	55,299	.800000	73,732
Exempt (Hourly/OT)	.000000	62,000	.000000	41,998
Support	1.500000	116,115	1.500000	116,115
Support (Supply/OT)	.000000	4,000	.000000	7,900
TOTAL NON-TEACHER	2.100000	237,414	2.300000	239,745
(% of Budget)		3.28%		3.34%
TOTAL STAFF	10.000000	4,031,110	10.390960	4,062,673
(% of Budget)		55.77%		56.6%
SUPPLIES, EQUIPMENT AND SERVICES		74,708		76,208
INTERNAL SERVICES		3,122,407		3,038,493
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		3,197,115		3,114,701
(% of Budget)		44.23%		43.4%
TOTAL AMOUNT BUDGETED		7,228,225		7,177,374

Profile



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$5,000 8.06%
Exempt	0.000000	Supplies, Equipment and Services	\$57,000 91.94%
Support	0.000000	Total	\$62,000 100.00%
Teacher	0.000000		
Maintenance	0.000000	Internal Revenue	\$26,000
Total	0.000000		

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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		54,000		36,000
Internal Revenue		48,520		26,000
REVENUE TOTAL		102,520		62,000
Leadership	.000000	0	.000000	0
Teaching - Other	.000000	12,600	.000000	0
TOTAL NON-TEACHER	.000000	12,600	.000000	0
(% of Budget)		12.29%		0%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	5,000	.000000	5,000
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	.000000	5,000	.000000	5,000
(% of Budget)		4.88%		8.06%
TOTAL STAFF	.000000	17,600	.000000	5,000
(% of Budget)		17.17%		8.06%
SUPPLIES, EQUIPMENT AND SERVICES		37,880		33,380
INTERNAL SERVICES		47,040		23,620
TOTAL SES		84,920		57,000
(% of Budget)		82.83%		91.94%
TOTAL AMOUNT BUDGETED		102,520		62,000

Profile



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$1,311,525 74.16%
Exempt	1.311820	Supplies, Equipment and Services	\$456,916 25.84%
Support	1.845200	Total	\$1,768,441 100.00%
Teacher	1.095340		
Maintenance	0.000000		
Total	4.252360		

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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,985,177		1,768,441
Internal Revenue		0		0
REVENUE TOTAL		1,985,177		1,768,441
Teacher	1.586380	215,130	1.095340	158,629
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	1.586380	215,130	1.095340	158,629
(% of Budget)		10.84%		8.97%
Exempt	1.511820	176,932	1.311820	158,500
Exempt (Hourly/OT)	.000000	923,027	.000000	810,135
Support	1.971980	151,574	1.845200	142,397
Support (Supply/OT)	.000000	41,866	.000000	41,864
TOTAL NON-TEACHER	3.483800	1,293,399	3.157020	1,152,896
(% of Budget)		65.15%		65.19%
TOTAL STAFF	5.070180	1,508,529	4.252360	1,311,525
(% of Budget)		75.99%		74.16%
SUPPLIES, EQUIPMENT AND SERVICES		52,894		47,412
INTERNAL SERVICES		423,754		409,504
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		476,648		456,916
(% of Budget)		24.01%		25.84%
TOTAL AMOUNT BUDGETED		1,985,177		1,768,441



Staff FTE		Budget	
Custodial	0.000000	Salaries	\$833,584 31.47%
Exempt	3.598180	Supplies, Equipment and Services	\$1,815,508 68.53%
Support	4.454690	Total	\$2,649,092 100.00%
Teacher	0.413620		
Maintenance	0.000000	Internal Revenue	\$2,554,092
Total	8.466490		

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	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		67,000		95,000
Internal Revenue		3,509,394		2,554,092
REVENUE TOTAL		3,576,394		2,649,092
Teacher	.413620	74,331	.413620	74,331
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	.413620	74,331	.413620	74,331
(% of Budget)		2.08%		2.81%
Exempt	4.598180	553,143	3.598180	409,576
Exempt (Hourly/OT)	.000000	4,999	.000000	15,000
Support	4.328020	319,509	4.454690	328,677
Support (Supply/OT)	.000000	6,000	.000000	1,000
Custodial	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.926200	888,651	8.052870	759,253
(% of Budget)		24.85%		28.66%
TOTAL STAFF	9.339820	962,982	8.466490	833,584
(% of Budget)		26.93%		31.47%
SUPPLIES, EQUIPMENT AND SERVICES		1,355,411		1,355,911
INTERNAL SERVICES		1,213,001		414,597
OTHER INTEREST AND CHARGES		45,000		45,000
TOTAL SES		2,613,412		1,815,508
(% of Budget)		73.07%		68.53%
TOTAL AMOUNT BUDGETED		3,576,394		2,649,092