



Bears paw Christian School

2025-2028 BCS Education Plan



The Mission and Vision of Bearspaw Christian School

Our Vision: Reaching Hearts, Teaching Minds, Transforming our World

Reaching Hearts – Discipleship is at the core of everything we do at BCS. Our goal is that every student would come to know God on a personal and intimate basis.

Teaching Minds – It is our goal to achieve excellence in everything we do. Teachers and families work together to build a foundation of academic excellence in each student.

Transforming our World – Our reason for existence is to transform our world for Christ. Students are challenged to express and use their God-given giftings.

Our Mission: Joining With the Family to Realize Christ-Like Character and Personal Academic Excellence in Each Student

Joining with the Family

At BCS, we believe that equipping students to be actively transforming our world for Christ is a shared responsibility between school and family. BCS is dedicated to fostering open and honest communication and partnering with families in the education and spiritual development of their children.

Realize Christ-like Character in Each Student

At BCS, we believe that realizing Christ-like character takes intentional effort and focus. Therefore, we spend considerable time and effort to develop our collective walk with Christ to become good examples of His character.

Realize Personal Academic Excellence

At BCS, we believe each student has been uniquely “wired” by God and given a particular set and measure of gifts, talents and abilities. By teaching all subjects from a Christian worldview, with the Bible as the foundation, BCS inspires students to excel academically, physically, emotionally, and spiritually to reach their personal God-given potential. We believe that a Christian education is one in which the infallible truths of Scripture must be an aspect of all academic subjects taught.

School Profile

Bearspaw Christian School (BCS) has had the great privilege of partnering with families since 1998 to help students reach their full potential, academically, spiritually, and in character development. BCS families and staff work together to live out our mission and vision philosophy. We are thankful to have the opportunity to impact the lives of students and watch our graduates make a difference in the world!

The Bearspaw Christian School Society operates two distinct independent schools for students from Kindergarten to Grade 12. Our Campus School and our BCS@Home school offer home

education in classroom based, parent directed Home Education and Teacher Directed programs. Between our 2 schools we are home to more than 2000 students and 130 staff. The BCS campus is situated on 39 acres of land in North West Calgary.

BCS follows Alberta Education Programs of Studies, teaches from a Christian worldview and offers Bible instruction at each grade level. All teachers hold Teaching Certificates from Alberta Education.

Accomplishments

BCS continues to develop students with a focus on the integration of our Christian faith through discipleship based education while endeavoring to provide exceptional experiences for our students. We offer meaningful opportunities for students to express and grow in their faith and giftings in academics, athletics, the arts, leadership, and service to the community.

Grand Opening of New Expansion at BCS

BCS students, staff and families were incredibly thankful to kick off the school year by celebrating the completion of our new building. This accomplishment is not only one of the most significant in the school year but in our history. The ribbon cutting in September marked a remarkable milestone and the culmination of years of work by so many. The dedication acknowledged God's faithful provision to the BCS community that will help us fulfill our mission and vision, creating a lasting legacy that will impact generations of families for years to come.

The building was completed on budget and was designed with opportunities for future expansion, ensuring that it can adapt to meet the evolving needs of our school and community. This new facility embodies not only innovation and purpose but also the commitment and generosity that our community and donors have exemplified.

We are deeply grateful for the generous donors whose unwavering support made the realization of this project possible. Their contributions have been instrumental in transforming the vision into a tangible, remarkable achievement.

Our school is guided by faith and values that inspire us to serve with love and purpose. In the words of Philippians 4:13, "I can do all things through Christ who strengthens me." This verse reflects the strength and determination that made this achievement possible and continues to guide us in building a bright future for all.

Academic excellence is realized at BCS

BCS Students exceed Provincial Standards – BCS students perform above the provincial average on Provincial Achievement Tests and Diploma Exams. This reflects our desire for students to achieve personal academic excellence. The following data reflects BCS results from October 2024 AEAMs Results.

- In Grade 6 on Provincial Achievement Tests, 100% of BCS students achieved an Acceptable Standard and 65.3% of students reached a Standard of Excellence. This is ahead of the provincial student average where 68.53% of students achieved an Acceptable Standard and 19.8% reached the Standard of Excellence.

- In Grade 9 on Provincial Achievement Tests, 95.4% of BCS students achieved an Acceptable Standard and 55.6% of students reached a Standard of Excellence. This is ahead of the provincial student average where 62.5.3% of students achieved an Acceptable Standard and 15.4% reached the Standard of Excellence.
- Our Senior High students are well prepared for post secondary education. On the Grade 12 Diploma Exams, 94.4% of BCS students achieved an Acceptable Standard and an amazing 35.9% of students achieved a Standard of Excellence. The provincial average for Diploma Exams is 81.5% Acceptable Standard and 22.6% Standard of Excellence.

BCS@Home Accomplishments

School Growth, Innovation, and Christ-Centered Education

BCS@Home has continued to experience significant growth and expanded offerings to meet the diverse needs of our families. From our humble beginning with 18 students eleven years ago, our enrolment has grown to over 1,200 students in the 2024–25 school year. Rooted in the truth that each child is “fearfully and wonderfully made” (Psalm 139:14), we are committed to offering educational pathways that honour each student’s God-given strengths, purpose, and potential.

Our programs include teacher-directed print-based/distance learning for Grades 1–6, a fully online program for Grades 10–12, traditional home education, shared responsibility models, and one-day-a-week blended learning programs for Grades 1–12 across three Calgary locations. These options reflect our mission to partner with families in raising children who grow in wisdom, stature, and in favour with God and others (Luke 2:52). We also offer enrichment programs in North and South Calgary, along with a vibrant calendar of community events and field trips that foster connection, joy, and discipleship.

Expanding Opportunities to Meet Student Needs

Key achievements from the past year include the expansion of our Grades 1–9 one-day-a-week blended learning programs to include a high school blended learning pilot program. This new initiative enrolled 40 students who met each Friday for community, connection, and enriched learning opportunities. Designed to support flexible, Christ-centred learning, the program is tailored to support each student’s pathway through grades 10-12 while exploring their unique callings and completing high school courses/credits and options in a supportive environment.

BCS@Home was also awarded a Dual Credit Startup Grant, enabling the development of a transformative dual credit program that provides students with head starts toward post-secondary goals. This initiative supports our belief that “whatever you do, work at it with all your heart, as working for the Lord” (Colossians 3:23). With 60 students participating in dual credit courses this year, feedback has shown students feel empowered in their learning and confident in pursuing their God-given passions. Notably, one of our students in the Veterinary Technical Certification program through Olds College achieved the highest mark in the certification program, earning 100%.

Teacher Growth and Innovation in Teaching and Learning

Our staff remain committed to professional growth and innovation, engaging in ongoing professional development in mental health, Universal Design for Learning (UDL), and course design for online with Blended Learning. These efforts enhance our ability to meet diverse student needs, foster engagement, and support meaningful, personalized learning experiences.

Teachers are also engaging deeply with Alberta's new K–6 math curriculum through targeted PD and integrating blended learning philosophies. By designing flexible, student-centred environments using models such as station rotation, teachers are able to differentiate instruction and provide meaningful support. Grounded in sound pedagogy and the curriculum's developmental goals, these blended learning environments enable students to take greater ownership of their learning and build strong mathematical understanding. This alignment ensures instructional time is used effectively, students are more engaged, and outcomes are met with greater equity and precision.

The integration between professional learning, blended design, and curriculum implementation is transforming our classrooms and empowering teachers to be designers of meaningful, relevant learning experiences—shaped by Biblical truths and directed toward equipping students to live out God's purposes in their lives.

Elementary Accomplishments

Our elementary education journey is rooted in truth, wisdom, and a strong sense of community among our teachers. Guided by the Science of Reading (SOR), our early literacy instruction has grown through the use of the University of Florida Literacy Initiative (UFLI). This research-based approach, much like building a house on solid rock (Matthew 7:24-25), has laid a strong foundation in phonemic awareness, phonics, and literacy for our students.

Working together, our teachers have created lessons that are both thorough and consistent. This unity not only improves instruction but also builds a supportive and collaborative teaching community.

This shared vision has led to real, meaningful progress. Students take part in weekly literacy centers where they receive focused support. Their development is tracked through regular literacy and numeracy screenings, ensuring that each child's unique learning path is supported.

Communication between teachers and parents is upheld with care, much like the wise steward who keeps watch over his household (Luke 12:42). Families are kept well-informed of classroom strategies, enabling them to cultivate a nurturing and supportive home environment. Resources we use have been prayerfully aligned with the new Alberta Learning Outcomes, and teachers continue to meet, reflecting together to refine differentiated instruction.

As we embrace the new math curriculum, we've introduced the Mathology program, which brings math to life through stories and hands-on activities—just as Jesus used parables to teach deep truths.

Our teachers are also identifying learning gaps and creating thoughtful strategies to address them. They're using more manipulatives and experiential tools to deepen understanding, and exploring alternative assessments to better understand each child as a whole person.

In science, new units are being developed around phenomena-based learning. Teachers are working to design lessons and assessments that spark wonder and help students appreciate the beauty of God's creation.

Together, we press on toward the goal (Philippians 3:14)—providing an education that is rooted in truth, guided by faith, and rich in knowledge. Our hope is to prepare children to walk in wisdom, love, and confidence.

Middle School Accomplishments

This is the third year of BCS having a “Middle School”, as we restructured the school to be Elementary (K-4), Middle School (5-8), and Senior High (10-12). The strategy is to carefully transition to this new Middle School model over three years, and to involve teachers in the development process as well as communicate changes to families. The overarching goal for the Middle School team during this transition period is to “intentionally develop the culture and hallmarks of the BCS Middle School”. A major step in the restructuring of divisions this year was moving grade 9 to High School, and designating grades 5-8 as Middle School. Along with this, teachers were designated to teach in only one specific division. In the past, many teachers taught in both Middle School and High School, which caused the schedules from the two divisions to have to be aligned. Now with teachers only teaching in only either Middle School or High School, along with the completion of the new building and additional spaces available, Middle School was able to create its own unique timetable completely independent of the High School timetable. This allowed for creative scheduling, and teachers to be able to focus on one group of students.

Another big change in Middle School was the introduction of Character and Conduct scores on the report card. In previous years, the report card only reported a numeric percentage grade for each course. With the focus on developing Middle School culture, the team decided it is important to report on the core cultural values we are trying to build in Middle School. Last school year, a committee was formed to articulate what these core values are, and what scale would be used to report on them. Through review of report cards from a variety of different schools and school systems (public and independent), the committee landed on three core character and conduct values to report on:

Respect: Models citizenship by respecting self, others, and surroundings

Organization: Demonstrates readiness for learning by coming to class prepared, managing course materials responsibly, using time wisely, and submitting assigned work on time.

Engagement: Shows initiative for learning by being attentive, actively participating, and advocating for their own learning.

To continue to develop a unique and special Middle school experience, the Middle School team worked together to implement and refresh Middle School specific activities. Some examples of this include creating a third chapel for just Middle School (in previous years, grades 5 and 6 joined the Elementary chapel, and grades 7 and 8 joined the Secondary chapel), grade 5/6 back to school bash, Indigenous Day celebration, Middle School mixers, Christmas party, Talent Show, Sports Day, lunch time competitions, intramurals, and grade 7/8 spring formal.

Senior High Accomplishments

The high school program at BCS is one that seeks to invest in and celebrate a community where academic rigor meets active faith and a strong commitment to one another. Our group of students and staff seek to build capacities into our culture that allow creative thinking, foundational perspectives and knowledge, and care for one another. We are truly blessed as a community to work alongside parents to fulfill a mission that seeks academic integrity, faithful service and well communicated and fulsome partnering that sees students succeeding in life and in learning.

Meaningful accomplishments include the success of our students in their pursuit of their faith as it carefully integrates into curriculum and outcomes based assessment. Our students have actively contributed to a vibrant worship experience this year that has been explored through a full Friday of chapel engagements that centre around worship, community, and biblical learning. Our impact trips this year have added to our commitment to faith based opportunities and our students have thrived with new and intentionally curated events. The trip to Quadra Island was a particularly meaningful moment for students and staff as they explored new environments while continuing their search for their place in God's story.

Our academic successes at BCS are based on a model of well planned learning opportunities. Our Diploma exam results along with PAT's indicate that our students are actively engaged in their learning, their planning and their future pursuits. Amidst the essential learning outlined in the Alberta curriculum we offer additional electives to pique interest and encourage staff to lead from their passions. We are excited to offer a Green Certificate Program, BioEthics, Latin, and a range of Law and Psychology courses. Within the context of learning, our students receive a robust approach to student support for their multitude of learning styles and needs.

Beyond our faith and academic achievements our Grade 9 students joined the high school culture this year with great success and were amongst their peers as they adapted to life in our brand new campus facility. We continue to see our students and school families find genuine and authentic Christian Education experiences with the community and culture of BCS.

How does BCS Engage its Stakeholders

Our education plan will continue to seek input from our 3 main stakeholder groups; BCS families, students and staff. To engage our stakeholders BCS will be developing opportunities for them to provide input through surveys and other means in addition to those mentioned here.

- BCS holds an Annual General Meeting, open to all parents and staff, to report on results, budget and update the BCS Society on future plans.
- The Board provides updates and receives input through Town Hall Meetings.
- The BCS Society is run by a Board of Trustees that includes parents and past parents as members.
- BCS provides an Annual Report to its members.
- School Based Data - BCS creates its own independent data through its own surveys.

Accountability Statement

The Education Plan for the Bears paw Christian School Society commencing September 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. 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 2025-2028 Education Plan on May 22, 2025

J. DeBoer, BCS Board Chair (Original Signed)

WHAT OUTCOMES DOES BCS PLAN TO ACHIEVE THROUGH OUR EDUCATION PLAN?

BCS Outcome 1 - Elementary

Improve student learning outcomes by tailoring assessment practices to provide clear evidence of progress on all student outcomes.

Provincial Assurance Domain
Student Growth and Achievement

Context

Student academic achievement will improve through assessment and reporting methods that clearly show the connections between the activities and the intended learning goals. These methods will also actively engage students in the process, helping them better understand their progress and how their efforts contribute to achieving the desired outcomes. By making these connections explicit, students will be more motivated and focused on their learning, leading to greater success.

BCS Measures for Elementary - We will have achieved the outcome when:

1. **Motivation:** Students will set and work toward personal learning goals, showing commitment to their academic growth. Their increased involvement in class and extracurriculars will show their engagement. They will show curiosity by asking questions and seeking feedback from teachers.
2. **Focus:** Students will stay focused during lessons with minimal need for redirection. They will complete tasks on time and with attention to detail. As a result, their performance on long tasks like tests and projects will improve, showing better sustained attention.
3. **Success:** Students will improve their grades and test results, showing their academic growth. Their mastery of learning goals will be clear through rubrics, report cards, and teacher feedback. They will also monitor their own progress using self-assessments, showing steady improvement over time.

4. Engagement: Students will actively take part in class activities with enthusiasm and a strong interest in learning. Positive feedback from surveys or check-ins will show their satisfaction and engagement. They will work well with peers, stay focused during group work, and make valuable contributions. As a result, off-task behavior will decrease, and students will take more ownership of their learning through student-led activities.
5. Provincial Standardized Assessments: Students will show strong performance in standardized tests, with steady improvement each year in literacy and numeracy. These results will help guide teaching and support better learning outcomes.

BCS Strategies for Elementary - We will achieve the outcome by:

1. Motivation: Teachers will set clear goals to keep students focused and track progress, offer assignment choices to boost engagement, and praise effort to support a growth mindset. They'll connect lessons to real life and build strong relationships to foster motivation and a positive classroom environment.
 2. Focus: Teachers will establish clear routines and expectations to minimize distractions and keep students focused. They'll break tasks into smaller steps, provide regular check-ins, and incorporate brain breaks to maintain energy. Teachers will model self-regulation strategies and limit external distractions to create an effective learning environment..
 3. Success: Teachers will adjust instruction to meet students' diverse needs, allowing them to progress at their own pace. Regular formative assessments will guide instruction, providing feedback and support. Rubrics and clear success criteria will help students understand expectations and aim for quality work. Teachers will celebrate academic growth to motivate learners. Elementary will redesign report cards to focus on outcomes, making them clear and reflective of progress. Educators will participate in ongoing professional development to effectively measure student learning and use data to inform instruction.
 4. Engagement: Teachers will use interactive methods like group work, debates, and hands-on activities to engage students. They will integrate technology and multimedia to enhance lessons and connect content to student interests and current events. Collaborative learning, peer teaching, and discussions will foster communication and teamwork.
 5. Improve performance on standardized tests: Teachers will align instruction with curriculum expectations and outcomes, using practice assessments and test-taking strategies to build confidence. They will analyze past results to identify learning gaps and adjust instruction accordingly. Additionally, literacy and numeracy skills will be incorporated across subjects to strengthen foundational knowledge. To reduce test anxiety, teachers will use positive reinforcement and stress management strategies, fostering a calm, supportive environment.
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BCS Outcome 2 - Middle School

To intentionally develop the culture and hallmarks of the new BCS Middle School

Provincial Assurance Domain

Teaching and Leading

Context

This is our third school year after restructuring the divisions within the school, which includes the development of a Middle School (grades 5-8) at BCS. With this restructuring and the newly completed facility expansion, the Middle School goal is to intentionally develop the culture and hallmarks of our new Middle School model. In the AMLE article "Food for Thought: Four Essential Attributes", it states that the four essential attributes that an amazing middle grades program needs to include are:

1. **Responsive** - understand who our students are and where they are at developmentally
2. **Challenging** - belief that every student can learn and be held to high expectations
3. **Equitable** - advocating for every student's right to learn with relevant learning opportunities
4. **Empowering** - provide all students the knowledge and skills they need to confidently take on life's challenges

(Source: <https://www.amle.org/food-for-thought-four-essential-attributes>)

As we develop the Middle School at BCS, the goal will be to incorporate these attributes in our planning and programming. To meet this goal, we will be guided by **three foundational principles**:

1. Consider all aspects of the learner (spiritual, emotional, social, physical)
2. Active and experiential learning experiences (ie: projects, simulations, hands-on, authentic problem solving, etc.)
3. Collaborative learning (shared decision making, group work, respectful and caring)

(Source: <https://files.eric.ed.gov/fulltext/EJ1087684.pdf>)

BCS Measures for Middle School - We will have achieved the outcome when:

1. Alberta Education Assurance Measure Results for Grade 5-8 students and parents in the "Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)" section are above 80% in the top 2 boxes.
2. Alberta Education Assurance Measure Results data results specifically for Grade 5-8 students and parents in the "School Improvement" section ("I am proud of my school" and "I would recommend my school to a friend") are above 80% in the top 2 boxes.
3. There is a cohesive plan for each grade in Middle School that includes a theme for each grade, a signature experience, and a service project for each grade that is responsive, challenging, equitable, and empowering.
4. Locally developed surveys for students and parents regarding individual teachers are above 80% in top 2 boxes for all survey items.
5. Every teacher has developed at least one new learning activity connected to their grade's theme that is active, experiential, and collaborative.
6. There is a revised report card which includes reporting of essential character and conduct behaviours aligned with the Middle School culture we are working on creating.
7. There is an easily accessible communication tool between teachers, parents, and students which clearly explains what each night's homework is, and what the expectations for the homework are.

BCS Strategies for Middle School - We will achieve the outcome by:

1. The Middle School team will work together to articulate the type of culture we want for the Middle School (both teachers and students).

2. The Middle School team will meet regularly as a large group and also as smaller grade-specific teams to share ideas and plan collaboratively.
3. Grade-specific teams will work together to develop, implement, and revise a theme, a signature experience/trip, and a service project for each grade.
4. Teachers' long and short range plans will include activities and learning experiences that consider all aspects of the learner, are active and experiential, and are collaborative.
5. The Middle School team will review Alberta Education Assurance Measure Results data as well as locally administered survey data to assess the culture and development of the Middle School program.
6. Implementation and review of the new Middle School report card to report on the Character and Conduct Behaviours: Respect, Organization, and Engagement
7. Administer locally developed survey to gather information from parents and students regarding performance of individual teachers and administration.
8. The Middle School team will address the question of how to manage homework load for students in Middle School. This will include discussing the purpose of homework, developing strategies to help students work more efficiently during class time, and developing a communication tool so parents and students are aware of what the homework and expectations are.
9. Continued implementation of a new template for writing IPPs (Education Forms), and assigning each individual student's IPP a "lead teacher" who will be primarily responsible for writing that IPP (in collaboration with the rest of the teaching team).

BCS Outcome 3 - Senior High School

Students and Faculty will actively examine the impacts of artificial intelligence and will seek out specific ways to enhance academic integrity while more deeply understanding the influence of technology and learning.

Provincial Assurance Domain Student Growth and Achievement

Context

Successful students will be focused on all aspects of their learning as they pursue career, post secondary and future opportunities. Essential within this focus is a recognition of the influence of technology on research, assignment completion and project design. Artificial intelligence is currently in its infancy but will likely not remain there for long. Our campus of teaching professionals and students are committed to examine and explore the impacts of AI on academic integrity. At the core of this process will be a need for consistent and clear instructional planning and design combined with healthy boundaries as the investigative process unfolds throughout the year.

BCS Measures for Senior High School - We will have achieved the outcome when:

1. Expansion of student and parent survey questions that will include academic integrity questions, utilization of technology for assigned work and recognition of changes made during each course and ultimately the calendar year.
2. All data will be collected, discussed and processed to help determine school procedures and policies for future integration of technologies (Artificial Intelligence) into instructional practice.
3. Teachers specifically plan explorations of writing, research and special projects that fully integrate AI capabilities into the desired outcomes in order to track efficiencies, possibilities and awareness.
4. Teachers will use AI technology to examine assigned writing to determine whether new software can detect and evaluate the presence of AI features and qualities in student work.
5. Students will collaboratively develop plans that will distinguish personal work from all forms of outside influence relating to plagiarism and falsely generated information.

6. Students will utilize university level research tools like EBSCO to dramatically increase their awareness of the impacts of cheating and the significance of keeping one's work free of suspicion.

BCS Strategies for Senior High School - We will achieve the outcome by:

1. Engaging students in their learning by implementing additional assessment practices around artificial intelligence.
2. Teachers will report at monthly staff meetings the frequency and type of impact artificial intelligence is having on classroom instruction, lesson design and assessment of produced work.
3. Teachers and students will conduct information sessions on the positive and negative impacts of AI on learning, achievement of prescribed outcomes and feedback for learning.
4. Teachers will look to determine grade level differences regarding the impact of AI and the influence that cheating can have on graduation and post secondary and career pursuits.
5. Teachers will network with other schools, organizations and industry experts to better understand the direction AI is taking with education and learn how we can positively influence the future of academic integrity in senior high instruction.
6. Teachers and students will look for ways to incorporate the impacts of academic integrity into our chapel, discipleship and school mission statement as a way to effectively communicate to the broader community.

BCS Outcome 4

To expand the diverse programming at BCS@Home, enhancing support for students and families with a wide range of educational choices that encourage engagement in learning and missional opportunities. We aim to seamlessly integrate these options into collegiate pathways, fostering strong partnerships with post-secondary institutions and industry leaders.

Provincial Assurance Domain

Local and Societal Context

Context

BCS@Home is dedicated to providing a rich and diverse educational experience through its parent-directed program, distance education, and teacher-directed programs encompassing online, print-based, and blended learning formats. At BCS@Home, we believe the educational experience can be unique, offering not just a top-tier learning environment but a pathway to a fulfilling future. Since the 2024-2025 school year, we observed a growing demand for our shared responsibility model and blended learning options. This reflects a broader societal shift towards educational models that effectively blend home-based learning with structured, teacher-directed instruction. Recognizing the unique needs of our families, BCS@Home is committed to offering flexible pathways that cater to various learning preferences and life circumstances. These options range from entirely home-based learning, robust online courses, and print materials to immersive one-day-a-week blended learning experiences.

Measures for BCS@Home - We will have achieved the outcome when:

1. Parent and Student Satisfaction: We will have achieved the outcome when internal surveys indicate at least 90% satisfaction among parents and students with our educational choices, quality of programs, and responsiveness to family needs.
2. Engagement Metrics: We will have achieved the outcome when data from participation in virtual information sessions, open houses, and social media engagement show an increased interaction and active community engagement.

3. Professional Development Completion: We will have achieved the outcome when 100% of BCS@Home certificated teachers have participated in professional development focused on enhancing our current educational practices and incorporating feedback for continuous improvement.
4. Feedback Implementation: We will have achieved the outcome when adjustments based on parent and student feedback are implemented, reflecting our commitment to tailoring our educational offerings to meet our families' needs better.
5. Program Expansion: We will have achieved the outcome when new and expanded specialized Dual Credit partnerships, such as Digital Arts, Aviation, Healthcare, Animal Care, Business, and Design Technologies, are fully operational.
6. Experiential Learning Opportunities: We will have achieved the outcome when an increase of 5% of students annually participate in experiential learning opportunities, including work experiences, RAP, Green Certificate, Special Projects, and dual credit programs, enhancing their practical skills and academic understanding.
7. Expanded Blended Learning Campus School Codes: We will have achieved the outcome when we have acquired two Additional Blended Learning Campus school codes, addressing the need for more capacity and offering a richer, localized learning environment.
8. Sports Program Enhancement: We will have achieved the outcome when BCS@Home gains its own permanent AISSA designation, significantly increasing opportunities for student participation in school sports programs.

Strategies for BCS@Home - We will achieve the outcome by:

1. **Enhanced Communication:** Utilize social media, newsletters, and virtual sessions to actively inform and engage BCS@Home families and the community about our diverse programming.
 2. **Teacher Recruitment and Development:** Attract and retain top educators through competitive benefits and professional development aligned with our educational goals.
 3. **Resource Allocation:** Efficiently allocate resources to ensure robust support for all programs and the expansion of educational choices.
 4. **Feedback Mechanisms:** Regularly gather and act on feedback from parents and students through targeted surveys to adapt and improve our offerings.
 5. **Standards and Accountability:** Maintain high standards in AEAMS reports and uphold strict accountability to Alberta Education.
 6. **Dynamic Program Leadership:** Establish a dynamic leadership team for each program area to ensure high-quality management and continuous support.
 7. **Sports and Athletics Development:** Pursue permanent AISSA designation and expand our athletics program, enhancing physical education and student engagement.
 8. **Community and Public Relations:** Engage the community through events and updates, building support for program expansions.
 9. **Experiential and Dual Credit Opportunities:** Collaborate with businesses and educational institutions to expand dual credit and experiential learning opportunities.
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BCS Outcome 5

Students will acquire foundational knowledge about First Nations, Métis and Inuit people and look for meaningful ways to engage through creative expression and relationships.

Provincial Assurance Domain

Teaching and Leading

Context

Knowledge is fundamental and building awareness that cultivates value and respect for all people is foundational for holistic learning. History and culture are important factors in students' lives and will directly influence their views, values, hopes, and aspirations. Indigenous people have helped shape our land into the country we know today and we believe having a broader foundational knowledge about FNMI [First Nations, Métis, and Inuit] people will support student development and build stronger communities. Essential to this outcome is a willingness to provide more opportunities for students to expand their understanding through diverse experiences that enhance their appreciation of the amazing and wonderful cultural diversity Canada has to offer all citizens.

BCS Measures - We will have achieved the outcome when:

1. Teachers share with administrators the variety of opportunities being explored and investigated in their yearly planning that directly connect FNMI content/story with current subject outcomes and expectations.
2. Teachers explore integration of FNMI knowledge and experiences into Units/Lessons and extracurricular activities that will strengthen resources and increase opportunities for students to learn more and develop awareness.
3. Teachers, student support teams and student groups collaboratively approach materials and consider adjustments to better connect subject matter learning and additional perspectives through empathy and dialogue.
4. BCS will acknowledge and recognize Treaty 7 lands and the territories of the FNMI peoples in various moments throughout the year.
5. Students have opportunities to share encouraging and informative stories through various technology platforms and school based communications regarding FNMI news and events.
6. All guests invited to BCS associated with FNMI instruction and learning will have an opportunity to engage with collaborative evaluation and assessment of our practice and shared experiences.
7. BCS will expand its current literature base to better expose our students to life, values, stories and culture of FNMI communities in Alberta and across Canada.

BCS Strategy - We will achieve the outcome by:

1. Providing opportunities for students to develop a knowledge and understanding of the histories, cultures, languages, contributions, and experiences of First Nations, Métis and Inuit people.
 2. Inviting members from the First Nations community to participate in an event to celebrate and showcase Indigenous peoples and their impact on Alberta and Canadian Culture.
 3. BCS is committed to identify and develop language, opportunities, experiences that will draw out connections with the larger FNMI community while building on and enhancing understandings of God's plan for all people.
 4. Fine Arts themed events and activities designed to better familiarize students with the creative, colorful and imaginative world within FNMI cultures.
 5. Using technology (virtual tours, live streams, etc) to deepen connections, explore human rights stories, investigate personal accounts and overcome stereotypes and examine the significance of healthy culturally diverse relationships.
 6. Expressing a clear and welcoming atmosphere in conjunction with the new building project at BCS. Intentionally exploring an art project that will open up our hearts to FNMI cultural truth and the beauty of resilience within the FNMI community.
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Budget Summary

BEARSPAW CHRISTIAN SCHOOL

BUDGETED STATEMENT OF REVENUES AND EXPENSES

for the Year To End August 31, 2026

Budget 2025 / 2026

REVENUES:

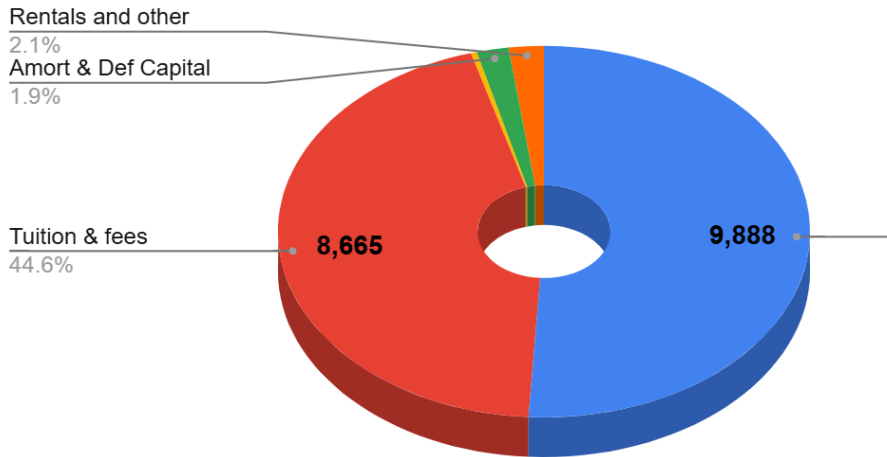
Alberta Education	9,887,600
Tuition fees - instructional & non-instructional	8,664,750
Other sales and services	416,000
Gifts and donations	70,000
Amortization of capital allocations	375,916
TOTAL REVENUES	19,414,266

EXPENSES:

Certificated salaries	5,342,862
Certificated benefits	801,069
Non-certificated salaries and wages	2,560,220
Non-certificated Benefits	384,033
Services, contracts and supplies	4,434,619
Home Education:	
Certified Salaries	2,247,845
Certified Benefits	337,177
Non-certificated salaries and wages	246,992
Non-certificated Benefits	37,049
Payment to parents	660,000
Service and Supplies	340,400
Capital and debt services	1,399,000
TOTAL EXPENSES	\$18,791,266
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	\$623,000

Budgeted Revenue 2025-2026

in Thousands



Budgeted Expenses 2025-2026

in Thousands

