



ANNUAL EDUCATION **RESULTS REPORT**



RESULTS FOR THE
2024-2025 SCHOOL YEAR

Overview

The Annual Education Results Report (AERR) for Bearspaw Christian School

Each year BCS engages in a 3 year planning process and reports results of that plan to our stakeholders through the Annual Education Results Report or AERR. We are pleased to share these results with you through this document.

Profile of Bearspaw Christian School

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 independent schools in Alberta. BCS@Home offers home education in both parent directed and teacher directed programs from grades 1-12. Bearspaw Christian School (the campus school) is situated on 39 acres of land in North West Calgary and offers programs from Kindergarten to Grade 12. In total the BCS Society provides instruction to more than 2000 students and employs over 140 staff.

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

Accountability Statement for Annual Education Results Report for the 2024-2025 School Year

The Annual Education Results Report for the Bearspaw Christian School Society for the 2024/2025 school year 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. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on November 4th, 2025.

Original Signed

Jason DeBoer, BCS Board Chair

Summary of BCS Results in 2024-2025

BCS Campus Alberta Education Assurance Summary

BCS Campus Highlights

The Summary table above reflects Alberta Education results for the 2024-25 school year. BCS Campus school has a longstanding legacy of excellence in education as is reflected in our achievement column under the Measure Evaluation. BCS Campus consistently scores “High” or “Very High” in the vast majority of the Assurance Domains and significantly outperforms the provincial average in all domains. BCS students and families consistently recognize BCS as a high quality school and demonstrate high satisfaction with both the teaching and education that students are receiving at BCS. This quality of education is further reflected in our students' Provincial Achievement Tests and Diploma exams. According to the Fraser Report, of all Alberta schools, BCS Elementary and BCS Secondary rank in the top 97% and 95% respectively. Our students perform well both in classrooms, on provincial exams, and are prepared for learning and impacting their world following graduation.

For more information go to Fraser Institute's Report Card on Schools at www.compareschoolrankings.org.

BCS Campus Opportunities for Growth

While there is much to celebrate at BCS, the summary table also indicates a notable decline in the Assurance domains at BCS. As an organization, BCS has the opportunity and responsibility to continually improve our programming. While students, parents, and teachers all strongly agree that teachers and staff care deeply for students and that the school is a safe place, students have identified that there is room for improvement regarding how students respect and care for each other. Students also have identified that BCS could improve in regards to providing increased support for student mental wellness indicating that they have consistent access to academic support, but less access to support for issues that are not academic in nature.

Assurance Domain	Measure	Bearsapaw Christian School			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	86.5	87.2	88.1	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.9	90.2	90.9	79.8	79.4	80.4	Very High	Declined Significantly	Acceptable
	3-year High School Completion	98.0	98.5	96.1	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	94.3	95.9	96.9	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	95.2	95.4	94.5	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	42.8	55.6	52.3	15.6	15.4	15.5	Very High	Declined	Good
	Diploma: Acceptable	94.3	94.4	93.8	82.0	81.5	80.9	Very High	Maintained	Excellent
	Diploma: Excellence	48.8	35.9	36.3	23.0	22.6	21.9	Very High	Improved	Excellent
Teaching & Leading	Education Quality	90.9	93.6	94.4	87.7	87.6	88.2	Very High	Declined Significantly	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.9	92.6	92.7	84.4	84.0	84.9	Intermediate	Declined Significantly	Issue
	Access to Supports and Services	86.1	90.4	91.3	80.1	79.9	80.7	High	Declined Significantly	Issue
Governance	Parental Involvement	85.6	91.5	92.1	80.0	79.5	79.1	Very High	Declined	Good

BCS@Home Alberta Education Assurance Summary

BCS@Home Highlights

The BCS@home program has been growing substantially over the past ten years, and there has continued to be significant interest in the different opportunities for parents to engage with education at home. BCS@home has worked intentionally to build an engaging online and print-based program and 91.5% of parents and teachers agree that students are engaged in their learning. BCS@home has also endeavoured to build community within a distance model by providing hybrid learning, field trips and learning adventures as well as service opportunities.

Students actively model the characteristics of active citizenship and 96% of students, parents, and teachers agree that the learning environments are welcoming, caring, respectful and safe.

BCS@Home Opportunities for Growth

BCS@home programs have grown significantly, and we continue to put supports in place to ensure excellence in education. At BCS@Home, we encourage full participation in Provincial Achievement Tests for our students when it is very common for homeschooling parents to opt out of the writing of these exams. As a result, the data for these scores can vary highly on a year to year basis as the amount of students writing can vary significantly. BCS@home will continue to partner with parents to see the value of this feedback for educational purposes and use this data to continue to improve our programming. BCS@Home data indicates that high school completion rates remain an area of focus. Our program serves a diverse range of students and families, each with unique contexts and learning pathways. Some students homeschool through high school and choose an alternative route, completing courses for transcript marks to meet post-secondary entrance requirements rather than pursuing a full diploma, while others face family or life circumstances that may affect the timing of their completion. BCS@Home is committed to supporting every learner toward success through a variety of student support programs. Students enrolled in the fully teacher-directed high school program consistently complete their Alberta High School Diploma within three years, with some requiring an additional fourth year to meet their individual goals.

The Fraser Report

Results from the Fraser Report for BCS@home reflect that BCS@Home is ranked 245/729 for Elementary Schools in Alberta and 280/293 for Senior High Schools. When examining data from the Fraser Report it is helpful to make a comparison of our results and rankings with other homeschooling and distance education boards in the Province. BCS@Home ranks as one of Alberta's top-performing provincial online programs, consistently achieving higher results than comparable distance education boards in overall performance, diploma completion, and academic achievement, as reported by the Fraser Institute.

For more information go to Fraser Institute's Report Card on Schools at www.compareschoolrankings.org.

Assurance Domain	Measure	BCS@Home			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	91.5	88.8	90.5	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	92.0	92.1	92.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	63.4	59.6	59.6	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	*	*	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT9: Acceptable	37.0	34.8	42.0	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	11.4	5.5	8.1	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	60.5	75.5	82.5	82.0	81.5	80.9	Very Low	Declined Significantly	Concern
	Diploma: Excellence	10.1	26.5	31.9	23.0	22.6	21.9	Low	Declined Significantly	Concern
Teaching & Leading	Education Quality	95.6	95.0	95.5	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.1	95.6	95.6	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	90.8	91.8	91.9	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	90.6	92.3	91.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Alberta Education Assurance Measures (AEAMS) Results

Bears paw Christian School is proud to report to BCS families, stakeholders and make publicly available our results on several measures that provide an indication to how we are succeeding as a school. Our Alberta Education Assurance Measure Results collected, in the Spring of 2025, through student, parent and staff surveys, indicate that BCS continued to achieve excellent results. Key themes and highlights of those results are included below.

The following information was compiled from data that was gathered on behalf of BCS by Alberta Education for parents, students and teachers from BCS in the campus school. Surveys gathered each year in the spring report data on many categories and you will see the results of those surveys represented here. The data is reflective of responses from BCS Campus and BCS@home students and families. BCS Campus and BCS@home results are reported separately in the sections below.

PAT and Diploma Scores

BCS Campus PAT and Diploma Summary

BCS continues to achieve excellence results on both Provincial Achievement Tests and Diplomas on a year over year basis.

On Provincial Achievement Tests in Grades 6, **95.9% of BCS students achieved an Acceptable Standard and 56.3% of students reached a Standard of Excellence.** This is ahead of the provincial student average where 72.6% of students achieved an Acceptable Standard and 18% reached the Standard of Excellence.

On Provincial Achievement Tests in Grades 9, **95.5% of BCS students achieved an Acceptable Standard and 43.0% of students reached a Standard of Excellence.** This is ahead of the provincial student average where 73.6% of students achieved an Acceptable Standard and 18.6% reached the Standard of Excellence.

When writing their Grade 12 Diploma Exams, **91.4% of BCS students achieved an Acceptable Standard and an amazing 49% of students achieved a Standard of Excellence.** This exceeds the average for Diploma Exams in the rest of the Province where 81.4% of students received the Acceptable Standard and 26.6% of students received the Standard of Excellence. Our Senior High students are well prepared for postsecondary education. Students consistently report back that they are much better prepared for the rigours of University Education than the majority of their university cohorts.

BCS@Home PAT and Diploma Summary

In BCS@Home we encourage full participation in Provincial Achievement Tests for our students when it is common for homeschooling parents and boards to opt out of the writing of these exams. As a result, the data for these scores can vary highly on a year to year basis as the amount of students writing can vary significantly.

On Provincial Achievement Tests in grades 6, **71.4% of BCS@home students achieved an Acceptable Standard and 14.2% of students reached a Standard of Excellence.** This is slightly below the

provincial student average where 72.6% of students achieved an Acceptable Standard and 18% reached the Standard of Excellence.

On Provincial Achievement Tests in Grades 9, **77.2% of BCS@home students achieved an Acceptable Standard and 23.9% of students reached a Standard of Excellence.** This is ahead of the provincial student average where 73.6% of students achieved an Acceptable Standard and 18.6% reached the Standard of Excellence.

When writing their Grade 12 Diploma Exams, **68.1% of BCS@home students achieved an Acceptable Standard and 16.4% of students achieved a Standard of Excellence.** This is below the average for Diploma Exams in the rest of the Province where 81.4% of students received the Acceptable Standard and 26.6% of students received the Standard of Excellence.

Grade 12 Diploma Exam Results - Campus confirmed										
Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.										
	Bears paw Christian School					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
% of students receiving an Acceptable Standard	N/A	92.7	93.3	94.4	91.4	N/A	75.2	80.3	81.5	81.4
% of students receiving an Acceptable Standard BCS@home	N/A	N/A	88.8	79.5	68.1					
% of students receiving the Standard of Excellence	N/A	38.5	36.8	35.9	49.0	N/A	18.2	21.2	22.6	26.6
% of students receiving the Standard of Excellence BCS@home	N/A	N/A	36.0	34.6	16.4					

Bears paw Christian School - Diploma Exam Results by Course							
Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.							
Note: If a course is not listed a diploma exam was not written							
Year		2021	2022	2023	2024	2025	Province 2025
English Lang Arts 30-1	Diploma Acceptable Standard	n/a	n/a	100.0	98.0	100	85.4
	Diploma Standard of Excellence	n/a	n/a	18.8	28.6	34.1	11.1
	Diploma Acceptable Standard BCS@home	N/A	N/A	95.0	88.9	75.0	85.4
	Diploma Standard of Excellence BCS@home	N/A	N/A	15.0	11.1	16.7	11.1

Bears paw Christian School - Diploma Exam Results by Course-

Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.

Note: If a course is not listed a diploma exam was not written

Year		2021	2022	2023	2024	2025	Province 2025
English Lang Arts 30-2	Diploma Acceptable Standard	N/A	N/A	N/A	N/A	N/A	N/A
	Diploma Standard of Excellence	N/A	N/A	N/A	N/A	N/A	N/A
	Diploma Acceptable Standard BCS@home	N/A	N/A	100	100	88.9	85.9
	Diploma Standard of Excellence BCS@home	N/A	N/A	75.0	33.3	33.3	11.4
Mathematics 30-1	Diploma Acceptable Standard	n/a	n/a	100.0	87.9	94.6	78.2
	Diploma Standard of Excellence	n/a	n/a	73.7	48.5	45.9	37.1
	Diploma Acceptable Standard BCS@home	N/A	N/A	90.0	60.0	58.3	78.2
	Diploma Standard of Excellence BCS@home	N/A	N/A	30.0	40.0	0	37.1
Mathematics 30-2	Diploma Acceptable Standard	n/a	93.3	90.9	88.9	63.6	74.3
	Diploma Standard of Excellence	n/a	46.7	36.4	16.7	27.3	17.4
	Diploma Acceptable Standard BCS@home	N/A	N/A	N/A	66.7	26.3	74.3
	Diploma Standard of Excellence BCS@home	N/A	N/A	N/A	66.7	0.0	17.4
Social Studies 30-1	Diploma Acceptable Standard	n/a	83.3	100.0	96.7	88.9	84.7
	Diploma Standard of Excellence	n/a	16.7	17.6	23.3	44.4	16.8
	Diploma Acceptable Standard BCS@home	N/A	N/A	93.3	75.0	60.0	84.7
	Diploma Standard of Excellence BCS@home	N/A	N/A	26.7	0.0	0.0	16.8
Social Studies 30-2	Diploma Acceptable Standard	n/a	100.0	100.0	45.0	100	77.3
	Diploma Standard of Excellence	n/a	57.1	41.2	97.1	73.0	11.5
	Diploma Acceptable Standard BCS@home	N/A	N/A	100	100	100	77.3
	Diploma Standard of Excellence BCS@home	N/A	N/A	0.0	66.7	18.2	11.5
Biology 30	Diploma Acceptable Standard	n/a	100.0	82.8	97.1	84.2	82.8
	Diploma Standard of Excellence	n/a	47.6	34.5	37.1	42.1	34.8
	Diploma Acceptable Standard BCS@home	N/A	N/A	65.2	71.4	31.6	82.8
	Diploma Standard of Excellence BCS@home	N/A	N/A	87.0	28.6	0.0	34.8

Bearspaw Christian School - Diploma Exam Results by Course

Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.

Note: If a course is not listed a diploma exam was not written

Year		2021	2022	2023	2024	2025	Province 2025
Chemistry 30	Diploma Acceptable Standard	n/a	87.5	78.3	90.0	100	84
	Diploma Standard of Excellence	n/a	31.3	34.8	46.7	53.3	40.6
	Diploma Acceptable Standard BCS@home	N/A	N/A	66.7	33.3	57.1	84.0
	Diploma Standard of Excellence BCS@home	N/A	N/A	44.4	16.7	28.6	40.6
Physics 30	Diploma Acceptable Standard	n/a	n/a	100.0	95.5	100	85.8
	Diploma Standard of Excellence	n/a	n/a	61.5	45.5	48.1	43.6
	Diploma Acceptable Standard BCS@home	N/A	N/A	100	100	100	85.8
	Diploma Standard of Excellence BCS@home	N/A	N/A	0.0	33.3	50.0	43.6
Science 30	Diploma Acceptable Standard	n/a	n/a	N/A	100	90.9	79.8
	Diploma Standard of Excellence	n/a	n/a	N/A	27.3	72.7	26.1
	Diploma Acceptable Standard BCS@home	N/A	N/A	N/A	100	83.3	79.8
	Diploma Standard of Excellence BCS@home	N/A	N/A	N/A	50.0	16.7	26.1

Overall Grade 9 Provincial Achievement Test Results

Where possible data on this report is to include First Nations, Métis and Inuit students as well as students who receive English Language Supports. Data for these groups is not included due to very low or non-existent numbers.

	Bearspaw Christian School					Alberta				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
% of students receiving an Acceptable Standard	N/A	93.8	94.4	98.6	95.5	n/a	67.3	63.3	68.5	73.1
% of students receiving an Acceptable Standard BCS@home	N/A	N/A	75.1	84.5	77.2					
% of students receiving the Standard of Excellence	N/A	N/A	45.9	51.8	43.0	n/a	18.0	16.0	19.8	18.4
% of students receiving the Standard of Excellence BCS@home	N/A	N/A	24.3	15.0	23.9					

Bears paw Christian School - Provincial Achievement Test Results (by Students Writing)

Data unavailable for Self-identified First Nations, Metis, and Inuit students or Students who require and receive English as an Additional Language supports.

In 2024 Grade 6 PATS in Alberta were only written in Science and Social Studies due to new curriculum implementation)

Year		2021	2022	2023	2024	2025	Province
English Language Arts 6	Acceptable Standard	N/A	100.0	97.9	N/A	98.6	80.3
	Standard of Excellence	N/A	70.3	70.2	N/A	60.8	14.7
	Acceptable Standard BCS@home	N/A	100	92.3	N/A	95.5	80.3
	Standard of Excellence BCS@home	N/A	54.5	23.1	N/A	9.1	14.7
Mathematics 6	Acceptable Standard	N/A	95.9	100.0	N/A	91.9	61.4
	Standard of Excellence	N/A	33.8	46.8	N/A	40.5	17.5
	Acceptable Standard BCS@home	N/A	90.9	70.6	N/A	50	61.4
	Standard of Excellence BCS@home	N/A	9.1	11.8	N/A	27.3	17.5
Science 6	Acceptable Standard	N/A	98.6	100.0	100	N/A	N/A
	Standard of Excellence	N/A	50.7	56.3	65.3	N/A	N/A
	Acceptable Standard BCS@home	N/A	81.3	100	N/A	N/A	N/A
	Standard of Excellence BCS@home	N/A	18.8	42.9	N/A	N/A	N/A
Social Studies 6	Acceptable Standard	N/A	98.6	100.0	100	97.3	76.1
	Standard of Excellence	N/A	52.1	64.6	65.3	67.6	22.0
	Acceptable Standard BCS@home	N/A	90.0	66.7	87.5	68.8	76.1
	Standard of Excellence BCS@home	N/A	0.0	16.7	18.8	6.3	22.0
English Language Arts 9	Acceptable Standard	N/A	95.2	98.0	100	98.6	82.4
	Standard of Excellence	N/A	25.4	53.1	56.3	50.0	13.1
	Acceptable Standard BCS@home	N/A	63.6	95.2	87.5	84.6	82.4
	Standard of Excellence BCS@home	N/A	0.0	19.0	12.5	23.1	13.1
Mathematics 9	Acceptable Standard	N/A	84.1	93.9	93.6	84.9	60.6
	Standard of Excellence	N/A	34.9	42.9	59.6	26.0	16.4
	Acceptable Standard BCS@home	N/A	55.6	66.7	65.0	63.2	60.6
	Standard of Excellence BCS@home	N/A	0.0	11.1	0.0	15.8	16.4
Science 9	Acceptable Standard	N/A	98.4	95.9	100	98.6	80.2
	Standard of Excellence	N/A	61.9	55.1	58.3	58.9	24.9
	Acceptable Standard BCS@home	N/A	75.0	95.2	89.5	90.9	80.2
	Standard of Excellence BCS@home	N/A	25.0	19.0	10.5	31.8	24.9
Social Studies 9	Acceptable Standard	N/A	96.8	93.9	97.9	100	71.0
	Standard of Excellence	N/A	44.4	49.0	54.2	37.0	20.1

	Acceptable Standard BCS@home	N/A	44.4	89.5	86.7	70.0	71.0
	Standard of Excellence BCS@home	N/A	0.0	26.3	33.3	25.0	20.1

Early Years Literacy and Numeracy Results

Early Years Literacy Assessment - Kindergarten						
BCS Campus				BCS@home		
Results	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Kindergarten	71	0	0	71	15	21.1

Early Years Literacy Assessment Campus						
September 2024				June 2025		
Results	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk%
Grade 1	69	0	0	0	0	0
Grade 2	73	1	1.4	5	0	0
Grade 3	68	0	0	8	1	1.4

Early Years Literacy Assessment BCS@Home						
September 2024				June 2025		
Results	Student Responses	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk%
Kindergarten	0	0	0	0	0	0
Grade 1	4	1	25	4	0	0
Grade 2	16	1	6	14	0	0
Grade 3	14	6	43	14	4	29

Screening Assessments:

- LeNS
- Dibels
- CC3

Supporting Strategies:

- Targeted small group support using UFLI strategies
- Home practice
- UFLI games and activities

Early Years Numeracy Assessment BCS Campus						
September 2024				June 2025		
Results	Student Assessments	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Grade 1	69	3	5.8	5	5	11.4
Grade 2	73	10	13.7	17	9	12.5
Grade 3	71	6	8.5	6	0	0
Early Years Numeracy Assessment BCS@home						
September 2024				June 2025		
Results	Student Assessments	At-Risk Count	At-Risk %	Student Responses	At-Risk Count	At-Risk %
Kindergarten	0	0	0	0	0	0
Grade 1	3	1	33	3	1	33
Grade 2	14	4	29	14	2	14
Grade 3	12	3	25	12	2	17

Screening Assessments:

- LeNS
- Acadience

Supporting Strategies:

- Targeted small group support
- Use of manipulatives

Teaching and Learning Quality at BCS

The quality of the education offered at BCS is an important metric of value to our community and is supported by strong teachers and leaders. As a community of students, parents and staff at BCS we are very proud of the quality program that we offer to families.

BCS Campus — Education Quality

Parents, students and teachers at BCS consistently reported that they are “satisfied” or “very satisfied” with the quality of education, and the quality of teaching at BCS. BCS continues to offer high quality educational programming for our students. A significant area to note is that 85.2% of students are satisfied or very satisfied with the quality of education at BCS.

Percentage of Parents, Students and Teachers who are satisfied with the overall quality of basic education											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	94.4	95.2	93.6	90.9	Very High	Declined Significantly	Acceptable	89.0	88.1	87.6	87.7
Parent	95.1	96.6	94.4	91.5	Very High	Declined	Good	86.1	84.4	83.8	84.3
Student	89.2	89.0	89.4	85.2	Intermediate	Declined	Issue	85.9	85.7	84.9	84.8
Teacher	98.9	100	97.1	95.9	High	Maintained	Good	95.0	94.4	93.9	93.9

BCS@Home — Education Quality

100% of BCS@home parents are “satisfied” or “very satisfied” with the quality of education that their child is receiving at school, and 94% of parents are “satisfied” or “very satisfied” with the quality of teaching.

Percentage of Parents, Students and Teachers who are satisfied with the overall quality of basic education											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	97.0	94.4	95.0	95.6	Very High	Maintained	Excellent	89.0	88.1	87.6	87.7
Parent	95.8	92.4	97.7	93.7	Very High	Maintained	Excellent	86.1	84.4	83.8	84.3
Student	95.9	91.5	91.0	94.1	Excellent	Maintained	Excellent	85.9	85.7	84.9	84.8
Teacher	99.3	99.2	96.3	98.8	Excellent	Maintained	Excellent	95.0	94.4	93.9	93.9

BCS Campus — Student Learning Engagement

The measure results for Student Learning Engagement reflected that it had been “maintained” and scored “good” overall. It is important to note that this score was most significantly impacted by changes in the student report where 65.7% of students from K-12 reported feeling engaged in their learning. The two areas under this measure that are noteworthy for growth are that 66% of Grade 7-12 students find their school work interesting, and 77% find it personally useful.

Percentage of Parents, Students and Teachers who agree that students are engaged in their learning at school											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	89.4	87.7	87.2	86.5	High	Maintained	Good	85.1	84.4	83.7	83.9

Parent	97.6	97.9	97.7	95.2	Very High	Declined	Good	88.7	87.3	86.7	87.6
Student	70.7	68.4	67.2	65.7	Very Low	Declined	Concern	71.3	70.9	69.3	69.3
Teacher	100	96.8	96.7	98.6	Very High	Maintained	Excellent	95.5	95.1	95.1	95.0

BCS@Home — Student Learning Engagement

BCS@home works hard to develop learning programs that are engaging to students. 100% of BCS@home parents “agree” or “strongly agree” that students are learning what they need to know in both numeracy and literacy, and that that learning is useful and the vast majority of students find their school work interesting across all subjects.

Percentage of Parents, Students and Teachers who agree that students are engaged in their learning at school											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	93.2	89.4	88.8	91.5	Very High	Maintained	Excellent	85.1	84.4	83.7	83.9
Parent	98.6	98.5	98.2	100	n/a	Maintained	n/a	88.7	87.3	86.7	87.6
Student	85.6	75.1	70.7	74.6	High	Maintained	Good	71.3	70.9	69.3	69.3
Teacher	95.5	94.6	97.4	100	n/a	Improved	n/a	95.5	95.1	95.1	95.0

BCS Campus — High School Completion

BCS Campus has a proud history of graduating students who are prepared for life after high school. BCS supports students academically in a variety of ways to help ensure that they successfully graduate. Our graduation rate is consistently high, and out performs the Alberta average.

High school completion rate of students within three and five years of entering Grade 10. Separate data unavailable for Self-identified First Nations, Metis, and Inuit students or Students who require and receive English as an Additional Language supports.											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
3 Year Completion	95.7	94.1	98.5	98.0	Very High	Maintained	Excellent	83.2	80.6	80.4	81.4
4 Year Completion	100	94.8	94.6	97.2	Very High	Maintained	Excellent	87.1	86.5	85.1	84.7
5 Year Completion	94.8	100.0	95.9	94.3	Very High	Maintained	Excellent	87.1	88.6	88.1	87.1

BCS@home High School Completion

BCS@Home reports a three-year high school completion rate of 63.4% in 2025, an increase from 59.6% in 2024. BCS@Home offers a range of educational programming designed to meet the needs of a diverse student population, including fully teacher-directed, blended learning/hybrid, and home education pathways. These completion rates reflect the unique nature of BCS@Home’s programming, which serves students across Alberta in a variety of family and life contexts. While many students in the fully teacher-directed high school program consistently complete their Alberta High School Diploma within three years, with some requiring a fourth year, others engage in home education or alternative pathways where diploma completion is not the primary goal. In these cases, students may pursue individual courses for transcript marks to meet post-secondary entrance requirements. Despite these factors, BCS@Home remains committed to supporting each student toward their next step through individualized programming, academic advising, and student success supports. A table has not been included below as there is no further data reported in the AEAM results.

BCS Campus — Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2021	2022	2023	2024	Achievement	Improvement	Overall	2021	2022	2023	2024
Parent	91.9	95.7	91.4	83.3	Very High	Declined Significantly	Acceptable	74.6	73.4	73.3	74.5
Teacher	95.5	100.0	94.8	91.4	High	Declined	Acceptable	87.4	87.3	94.8	87.1

BCS@Home — Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning											
	Bears paw Christian School (campus)				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	96.4	91.8	94.4	98.1	Very High	Maintained	Excellent	81.0	90.4	79.9	80.8
Parent	100	89.2	96.4	100	Very High	Maintained	Excellent	74.6	73.4	73.3	74.5
Teacher	92.9	94.4	92.3	96.3	Very High	Maintained	Excellent	87.3	94.8	87.1	87.1

One of the ultimate goals of education is to develop a community that enjoys the experience of learning and to create a love of learning that will last a lifetime. BCS and BCS@home continue to score well above the Alberta average in regards to preparing students for lifelong learning. We are proud that this metric demonstrates that students will be learners for life.

Professional Learning : Supporting Teaching and Leadership Quality

Teachers and principals at BCS are required to hold valid teacher certification through Alberta Education. BCS follows the expectations outlined in Alberta Teacher Quality Standard and the Alberta Leadership Quality Standard documents.

Beginning teachers in Alberta hold temporary certification and are eligible for permanent certification after teaching successfully for 2 years. The granting of permanent certification of beginning teachers in Alberta independent schools is granted through the Association of Independent Schools and Colleges of Alberta (AISCA). Additionally, principals in Alberta are required to hold a Leadership Certification through Alberta Education. Leaders and aspiring leaders at BCS are involved in attaining their leadership certification.

Professional growth for the faculty at BCS is supported through individual professional growth plans as well as internal and external professional development opportunities. BCS has an internal Teacher Growth, Supervision and Evaluation Procedure that outlines expectations for teachers. Please contact one of our BCS Principals if you would like more information.

Supportive Learning Environment at BCS

BCS Campus — Welcoming, Caring and Respectful Learning Environment

While BCS Campus still has scores higher than the average in the province, 2025 results show either a “declined” or “significantly declined” measure evaluation. Most notably, it is students at BCS that report the most significant decline. The vast majority of students feel safe, cared for and welcome at school and students across the grades consistently report feeling cared for by their teacher. The main areas where scores declined were reflected in how students respect and care for each other at school. BCS has plans to address aspects of this measure in our 2025/26 Education Plan.

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	92.3	93.2	92.6	86.9	Intermediate	Declined Significantly	Issue	86.1	99.1	84.0	84.4
Parent	95.9	96.6	96.5	92.6	Very High	Declined	Good	86.9	85.6	85.3	85.2
Student	83.8	83.9	83.5	76.9	Intermediate	Declined Significantly	Issue	77.7	76.6	75.2	75.7
Teacher	97.3	99.1	97.8	91.2	Low	Declined	Issue	93.6	92.0	91.6	92.3

BCS@Home — Welcoming, Caring and Respectful Learning Environment

As BCS@Home continues to grow, intentional efforts have been made to foster meaningful connection and belonging for students across online and in-person settings. Survey results indicate that 96.1% of students and parents report feeling welcome, safe, and respected at BCS@Home, a score significantly higher than the provincial average. This reflects the school's strong commitment to building a caring, Christ-centered community where students are known, valued, and supported.

Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	94.9	96.2	95.6	96.1	Very High	Maintained	Excellent	86.1	99.1	84.0	84.4
Parent	92.7	100	99.6	99.2	Very High	Maintained	Excellent	86.9	85.6	85.3	85.2
Student	92.1	90.0	88.1	90.1	Very High	Maintained	Excellent	77.7	76.6	75.2	75.7
Teacher	100	98.5	99.0	99.0	Very High	Maintained	Excellent	93.6	92.0	91.6	92.3

BCS Campus — Citizenship

At BCS, it is important that we are training our students with the skills to be an active and positive citizen. Students, parents and teachers at BCS recognized that many positive citizenship skills are taught at BCS, such as helping others, getting involved, and trying one's best. However, the areas for growth are in regards to students following the rules, and students respecting each other. It is worth noting that these results are also impacted by a group of respondents who selected "don't know" rather than an answer. BCS has plans to address aspects of this measure in our 2025/26 Education Plan.

Percentage of Parents, Students and Teachers who agree that students model the characteristics of active citizenship											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	91.2	91.4	90.2	82.9	Very High	Declined Significantly	Acceptable	81.4	80.3	79.4	79.8
Parent	95.8	97.2	94.9	89.4	Very High	Declined Significantly	Acceptable	80.4	79.4	78.7	78.6
Student	82.3	78.9	80.2	71.3	High	Declined Significantly	Issue	72.1	71.3	69.6	70.3
Teacher	95.3	98.1	95.5	88.0	Intermediate	Maintained	Issue	91.7	90.3	89.8	90.5

BCS@Home — Citizenship

Students at BCS@Home are encouraged to model active citizenship by demonstrating integrity, compassion, and respect in their interactions both online and in person. Survey results show that 92% of students and parents report that students consistently demonstrate citizenship, a score well above the provincial average. This reflects BCS@Home's commitment to developing Christ-like character and fostering a learning community where students are equipped to contribute positively to their school, local, and global communities.

Percentage of Parents, Students and Teachers who agree that students model the characteristics of active citizenship											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	92.6	92.4	92.1	92	Very High	Maintained	Excellent	81.4	80.3	79.4	79.8
Parent	89.3	95.2	98.3	94.8	Very High	Maintained	Excellent	80.4	79.4	78.7	78.6
Student	89.5	83.9	79.4	83.8	Very High	Maintained	Excellent	72.1	71.3	69.6	70.3
Teacher	99.1	98.0	98.6	97.2	Very High	Maintained	Excellent	91.7	90.3	89.8	90.5

BCS Campus — Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	90.4	93.1	90.4	86.1	High	Declined Significantly	Issue	81.6	80.6	79.9	80.1
Parent	95.5	97.6	91.3	87.1	Very High	Declined Significantly	Acceptable	77.4	75.7	75.4	75.5
Student	83.5	85.7	82.6	80.0	Intermediate	Declined	Issue	80.1	79.9	78.7	78.7
Teacher	92.3	96.1	97.5	91.4	High	Maintained	Good	87.3	86.2	85.6	86.0

BCS@Home — Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025

Overall	92.1	91.8	91.8	90.8	Very High	Maintained	Excellent	81.6	80.6	79.9	80.1
Parent	95.1	93.5	96.7	93.3	Very High	Maintained	Excellent	77.4	75.7	75.4	75.5
Student	85.6	84.7	81.5	84.0	High	Maintained	Good	80.1	79.9	78.7	78.7
Teacher	95.7	97.0	97.1	95.1	Very High	Maintained	Excellent	87.3	86.2	85.6	86.0

At BCS, students, parents and teachers all consistently report that students have easily accessible and effective support for academic challenges that they may face in school. They report that teachers are available and help them to achieve better understanding. However, only 68% of students report that they feel they can get help with problems not related to school work. This is an area of focus within the BCS Education Plan.

Governance and Parental Involvement at BCS

Parental and Stakeholder Involvement

Bears paw Christian School highly values the various stakeholders in our community. Our primary stakeholders are the members of the Bears paw Christian School Society. The BCS Society is made up of parents, staff and board members who share a common vision and purpose for faith based education.

Stakeholder involvement comes through several points of engagement. A primary point of engagement is through the BCS Board of Trustees. As representatives of BCS families, they meet regularly with the BCS Leadership team, to both provide and receive input. The BCS Board of Trustees follows an annual work plan to ensure that each of the items they are responsible for are met. As well, the Board Annual Work Plan provides accountability for the Head of School and Leadership Team pertaining to all outcomes in our BCS Education Plans.

The Board of Trustees at BCS is primarily made up of parents. The Board ensures that a majority of their members are current parents to meet requirements for a parent council from the Private School Regulation. Parents, as a key stakeholder, are welcome in the school and regularly support activities, classroom learning, athletics, etc. and are integral to the opportunities and successes that students enjoy at BCS. Stakeholder groups at BCS are a key to our success.

The BCS Society receives results and information from the school through our Annual General Meeting in the fall and then through an information session in the spring, where parents are encouraged to ask questions to gain a clear understanding of how our school is operating. Input is also received through various opportunities for parents to provide feedback through internal surveys. Formal reporting of results is primarily done through the AERR, 3 Year Education Plan and through an Annual Report to the BCS Society.

BCS Campus Parent Satisfaction with Involvement in Decisions

Percentage of Parents satisfied with parental involvement in decisions about their child's education											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	88.7	96.1	91.5	85.6	Very High	Declined	Good	78.8	79.1	79.5	80.0
Parent	86.3	94.0	90.5	80.7	Very High	Declined Significantly	Acceptable	72.3	72.5	79.5	75.6
Teacher	91.0	98.1	92.5	90.4	High	Maintained	Good	85.2	85.7	84.6	84.3

BCS@home Parent Satisfaction with Involvement in Decisions

Percentage of Parents satisfied with parental involvement in decisions about their child's education											
	Bears paw Christian School				Measure Evaluation			Alberta			
	2022	2023	2024	2025	Achievement	Improvement	Overall	2022	2023	2024	2025
Overall	88.4	93.9	92.3	90.6	Very High	Declined	Good	78.8	79.1	79.5	80.0
Parent	82.1	91.8	91.9	89.5	Very High	Declined Significantly	Acceptable	72.3	72.5	79.5	75.6
Teacher	94.8	96.0	92.8	91.7	High	Maintained	Good	85.2	85.7	84.6	84.3

Bears paw Christian School has an active parent community. Parent involvement includes the following:

- Participation in BCS Society meetings and school-wide events
- Volunteering in classrooms, on field trips, and various grade and school-wide activities
- Supporting school-wide events and fundraising activities
- Online communication of student assessment through PowerSchool
- Supporting chapels, extra curricular activities and productions
- Providing donations of materials and time to the school
- Parent surveys
- Opportunity for interviews for families who have chosen to leave BCS
- Sharing in the development of Individual Program Plans (IPP's)
- Involvement through the Board of Directors

BCS Education Plan Desired Outcomes & Results for the 2024-2025 School Year

In the 2024-2025 School Year, BCS worked to achieve the following outcomes in our school community. For detailed information on the specific actions used by BCS to achieve the outcomes listed below please refer to [2024-2025 BCS Education Plan HERE](#).

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 — Education Quality

Context — Our most recent Assurance Survey results indicate a decrease from 93.0% to 90.6%. As our 3-Year School Education Plan prioritizes Assessment, our goal is to strengthen how assessment practices provide clear, consistent evidence of student progress and learning quality at BCS.

Strategies & Measures — Strengthen Assessment Literacy:

- Implement professional learning on formative and summative assessment practices.
- Develop shared rubrics and exemplars for core outcomes in literacy, numeracy, and key competencies.

- Use common language around assessment (e.g., “where am I now, where am I going, how do I get there?”).

Measures:

- Increased teacher confidence and consistency in assessment (measured by staff surveys and collaborative moderation).
- Evidence of clear success criteria in student work and classroom displays.
- Student reflections show understanding of learning targets and progress.

Accomplishments:

- Successful implementation of UFLI for literacy, resulting in measurable gains in student reading performance.
- Successful rollout of the new math curriculum, with improved student engagement and teacher confidence in delivering high-quality instruction.
- Strong collaboration among staff to align assessment practices and share effective strategies.
- Growing student ability to articulate their learning progress and goals.

Areas for Future Focus:

- Deepen the use of assessment for learning (AFL) practices across all subjects.
- Implement the new report cards using proficiency scales to provide clearer communication of student progress and achievement.
- Possibly expand student-led conferences and portfolios to make learning evidence more visible.
- Continue professional learning on differentiating instruction using assessment data.
- Strengthen communication with families about assessment practices and student progress.
- Monitor survey data and achievement trends to evaluate the impact of these strategies.

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 — The 2024-2025 school year was our third school year after restructuring the divisions within the school, which included the creation of a Middle School (grades 5-8) at BCS. With this restructuring and the facility expansion, our goal was 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 developed the Middle School at BCS, the goal was to incorporate these attributes in our planning and programming. To meet this goal, we were 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>)

Measures:

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.

Strategies:

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 and implement 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. The Middle School Team will conduct book studies and read educational articles together to help us develop and articulate Middle School culture.
7. The Middle School team will work together to revise the Middle School report card to report on essential character and conduct behaviours that students should be growing and developing in. This will include articulating what the essential habits are, the scale we will use to measure them, and what the new format of the report card should be.
8. Review and revise the IPP writing process to incorporate a new template and increase teacher ownership.

Accomplishments:

1. BCS completed our building expansion connecting the original main building in the newer MPF building. With this, all classrooms were reorganized to be part of a cohesive school plan which incorporated a flow of younger students on one end of the building to older students on the other end.

2. Middle School successfully implemented a new report card format that included reporting on each student's character and conduct, based on the indicators:
 - a. **Respect:** Models citizenship by respecting self, others, and surroundings
 - b. **Organization:** Demonstrates readiness for learning by coming to class prepared, managing course materials responsibly, using time wisely, and submitting assigned work on time.
 - c. **Engagement:** Shows initiative for learning by being attentive, actively participating, and advocating for their own learning.
3. Successful transition of grade 9 to High School, with Middle School being grades 5-8. As part of the transition, all teachers were fully assigned to only teach Middle School or High School so they could focus on their group of students. This also allowed for a Middle School schedule to be developed that did not need to be dependent on the High School schedule.
4. Each grade has successfully planned and incorporated a theme, a signature trip, and a service project for their grade. Some highlights from each grade include:
 - a. Grade 5 — A theme of "Choosing the Right Path", with signature experiences to a corn maze, the military museum, and orienteering, as well as a service project of putting together gift bags for children in the hospital.
 - b. Grade 6 — A theme of "Risk Taking", with signature experiences to an overnight camp at Pioneer camp and a virtual reality tour of the solar system, as well as service opportunities of Christmas carolling at a nearby retirement home
 - c. Grade 7 — A theme of "My Role and Responsibility", with a signature experience to Flying Squirrel, as well as service projects of cleaning up in the surrounding community and collecting backpacks of school supplies for needy students
 - d. Grade 8 — A theme of "Be Compassionate Servants", with a signature experience to Camp Evergreen and a service project of mentoring and planting trees with the grade 4 classes

Areas for Future Focus:

1. In reviewing the Alberta Education Assurance Measures survey results, it was found that our results in the "Citizenship and Welcoming, Caring, Respectful, and Safe School" domains were significantly lower than past years. For the upcoming school year(s), there will be an emphasis on "Respect Matters". This will include development and teaching of common language on what is Rude, Mean, and Bullying Behaviour. There will also be a focus on what students are "TO BE and NOT TO BE". These lists will be:
 - a. TO BE - Christ-like, relational, positive, open, grateful, compassionate, present, disciplined, inspiring, curious
 - b. NOT TO BE - A bully, rude, mean, racist, rough, aggravating, shaming, antagonizing, vulgar, a gossip
2. From parent feedback, there was some concern that there was too much homework in Middle School. The board of the school administered a survey to the BCS community to gather data on this issue, and the data reported that 37.1% of parents think their child is receiving too much homework (49% think their child is receiving the right amount of homework). As a result, a sub-committee of teachers was formed to address this issue. Some action items that came from this sub-committee included exploring the purpose of homework, ensuring that teachers are assigning purposeful homework, and more consistent communication of homework expectations and amounts with parents via Google Classroom.
3. To continue to gather data from parents and students, we will plan on restarting internal surveys for parents and students regarding satisfaction levels and teacher performance.

BCS Outcome 3 — 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.

Strategies & Measures:

1. 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. Some are doing this but building capacity in staff is important.
2. 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.

Accomplishments:

1. Teachers are using 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.
2. Students are increasingly using AI as a practical study tool — creating their own quizzes, flashcards, and podcasts to better understand and retain material. Instead of just looking up answers, they're using AI to test their knowledge, simplify complex topics, and tailor study methods to their learning style. This hands-on use of AI helps build stronger study habits and deeper comprehension while teaching valuable digital skills for the future.
3. Data is collected, discussed and processed to help determine school procedures and policies for future integration of technologies (Artificial Intelligence) into instructional practice.

Areas for Future Focus:

1. AI integration and learning for staff
2. Assessment creation: Generate quizzes, exams, rubrics, and multiple question versions; provide instant feedback.
3. Academic integrity: Design authentic tasks, reduce cheating, and detect unoriginal work.
4. Lesson planning: Produce curriculum-aligned plans, suggest resources, and create reflection prompts.
5. Differentiation: Generate leveled materials, scaffolds, enrichment activities, and flexible grouping ideas.
6. IPP support: Write SMART goals, track progress, suggest accommodations, and draft parent/staff communications.

BCS Outcome 4 : Students will acquire a foundational knowledge about First Nations, Metis, 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.

Measures:

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.

Strategies

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.

Accomplishments:

1. Teachers in various grade levels and subjects incorporated Indigenous ways of knowing and cultural experiences into their classrooms and long range plans. Examples include creating art using Inuit styles, researching the culture of various First Nations (ie: food, housing, clothing, traditions, etc), comparing and contrasting First Nations creation accounts with Biblical Christian creation accounts, and reading books written by Indigenous authors.
2. The library continues to expand on its collection of literary resources with Indigenous authors. The librarian regularly shares this list with teachers, and showcases books from Indigenous authors periodically in the library.

3. For National Truth and Reconciliation Day, the Middle School celebrated the day by inviting students to wear Orange Shirts and giving them an opportunity of various Indigenous field games (Tatanka Tatanka, Animal Muk, Leg Wrestle, Siturtaq, etc.), as well as experiencing some cultural food (pemmican). Elementary students wrote prayers on feathers and created a collage to remember and recognize the hardships experienced by Indigenous peoples.

Areas for Future Focus:

1. We will continue to look for opportunities to develop relationships with Indigenous leaders and Elders, who also align with the school's mission and vision. When these relationships are established, the hope is to invite them to come speak with our students so that we can continue to learn from their diverse experiences and perspectives.
2. Continue to explore the possibility of developing Fine Arts themed events and an art project that showcases Indigenous cultures.
3. Teachers will continue to develop instructional materials that integrate Indigenous ways of knowing and cultural perspectives into their long range plans and unit plans.
4. Continue to expand the classroom and library collections to include a variety of Indigenous authors as well as non-fiction resources to build understanding of historical, social, economic, and political perspectives of Indigenous peoples.

BCS Outcome 5 — BCS@Home : To develop diverse programming in BCS@Home that supports students and families through educational choices that promote engagement in learning and missional opportunities.

Provincial Assurance Domain — Local and Societal Context

Context — BCS@Home is an approved independent school in Alberta. BCS@Home offers home education to families in a parent-directed program, distance education, and shared responsibility in teacher-directed programs that are online, print-based and blended (hybrid). We have demonstrated that shared responsibility and blended (hybrid) learning is an increasingly important and desirable program for families seeking to meet the unique learning needs of their students. Likewise, it is important for those students transitioning from home education to distance education. We recognize that families are seeking unique learning models that will balance the benefits of home-based learning with the benefits of teacher-directed and face-to-face/blended learning instruction. In this regard, we are evaluating local and societal needs and seeking to respond with flexibility and creativity. Our response is to expand our shared responsibility and blended learning model that allows students to combine face-to-face learning in conjunction with distance education and home-based learning, as well as investigate additional programming to meet the needs of our families.

Measures:

1. Continue to provide diverse learning opportunities and choice for BCS@Home families.
2. Data analysis obtained upon registration indicates the primary means that they learned about BCS@Home.
3. Enrollment numbers in BCS@Home programs increase by 5% each subsequent year.
4. BCS@Home certificated teachers engage in shared professional development of evidence-based pedagogy specific to programming.
5. Data obtained through internal surveys reflect students' learning needs are being met, and students are engaged in their learning in a safe and caring environment.
6. Data obtained through internal surveys indicates 90%+ parent satisfaction in BCS@Home programs, teachers, and administration.
7. BCS@Home students participating North and South Calgary in-person enrichment programming increases by 5% each year.

8. BCS@Home Blended Learning program will have double classes in each grade level and three individual junior high classes.
9. BCS@Home students have the opportunity to join BCS@Home sports team.

Strategies:

1. Communicating the program choices to BCS@Home families and the wider public, through social media, conferences, newsletters, virtual information sessions, open houses, and school website.
2. Attracting and retaining top teachers reflective of program growth and shared pedagogy.
3. Ensuring funds are allocated towards resources for programs.
4. Creating and administering internal surveys to provide feedback on program options.
5. Maintaining high standards on AEAMS report.
6. Ensuring accountability to Alberta Education.
7. Identifying a team to lead South Calgary expansion enrichment programs.
8. Joining the ACAA as BCS@Home.
9. Developing a BCS@Home athletic program for grades 7-12.

Accomplishments:

1. BCS@Home has experienced exceptional growth and innovation in providing flexible, diverse, and Christ-centered programming that meets the evolving educational needs of Alberta families. Our blended (hybrid), distance education, and shared-responsibility learning models continue to attract families seeking a personalized approach that balances the strengths of home education with the benefits of teacher-directed instruction.
2. During the 2024–2025 school year, BCS@Home continued to see consistent enrollment growth, surpassing the 5% increase target for the third and fourth consecutive years. The Distance Education Secondary program expanded to include double classes at every grade level while the Blended Learning South program achieved three distinct junior high classes, reflecting both the demand for and success of our hybrid model.
3. During the 2024–2025 school year, BCS@Home launched the pilot “FLEX” (Flexible Learning Enriching eXperiences) Blended Learning High School Program, beginning with 38 students and quickly expanding to 85 students within its first year. This innovative program offers unique, personalized pathways for high school students that blend online learning with weekly in-person instruction, hands-on enrichment, and community engagement. “FLEX” provides students with meaningful opportunities to pursue their passions, explore career and dual-credit pathways, and experience a Christ-centered community that values flexibility, innovation, and mentorship. The success of FLEX reflects the increasing demand for dynamic hybrid learning environments that honour student choice and readiness for both post-secondary and workforce pathways. This growth also led to the development of our new Central Campus, creating additional access points for in-person community and enrichment opportunities.
4. Our ActiveEd and EDVentures enrichment programming expanded across both North and South Calgary locations, offering students hands-on experiences in areas such as STEM, fine arts, foods, and outdoor education. Participation in these programs increased by more than 5%, demonstrating a strong desire among families for engaging, relational, and mission-driven opportunities.
5. BCS@Home also launched its own Kodiaks Athletics Program, joining the ACAA to provide high school students the chance to compete as part of an official BCS@Home sports team—an exciting milestone in building community and fostering school spirit among online learners.
6. Staff engaged in ongoing professional learning focused on evidence-based pedagogy for blended and online instruction, fostering innovation and excellence in teaching. Through formative discussions, internal reviews, and ongoing dialogue with families, teachers demonstrated strong commitment to responsive instructional practice and student success. Feedback from staff, parents, and students consistently reflected high satisfaction with program quality, teacher engagement, and administrative support. Students expressed that they feel cared for, connected, and actively engaged in their learning environments.

These accomplishments reflect BCS@Home's deep commitment to offering educational choice rooted in flexibility, innovation, and Christian community, preparing students for both academic success and lives of service.

Areas for Future Focus:

1. Building on the strong foundation established over the past several years, BCS@Home is entering an exciting new season of growth and innovation. The demand for flexible, high-quality, Christ-centered programming continues to rise across Alberta, and BCS@Home remains committed to meeting these needs with excellence, creativity, and faith-driven purpose.
2. A key area of focus for the coming years is the strategic expansion of our Blended Learning and FLEX programs to reach more families both further south into Southern Alberta and north toward the Cochrane area, where our North program continues to experience wait-pools. This expansion will create more opportunities for students to participate in face-to-face learning communities while maintaining the flexibility and personalization that define BCS@Home.
3. To support our growing high school population, BCS@Home will continue to expand dual-credit partnerships with post-secondary institutions such as Olds College, Prairie College, and Bow Valley College, SAIT, and Ambrose Universities. The goal is to make dual-credit learning a sustainable and accessible pathway that allows students to earn both high school and post-secondary credits while exploring career and ministry opportunities.
4. BCS@Home also plans to pursue Collegiate standing within Alberta Education, formalizing our vision to become a collegiate-style high school that equips students to pursue academic excellence, vocational readiness, and spiritual growth within a flexible and relational learning model.
5. Other areas of continued development include:
 - a. Enhancing Regional Access and Equity: Expanding enrichment and extracurricular programming across all campuses, ensuring equitable access for all families.
 - b. Strengthening Teacher Collaboration and Innovation: Continuing to invest in professional development around blended learning, Universal Design for Learning, Online Instructional Design, and faith integration to ensure pedagogical excellence across all program streams.
 - c. Deepening Missional Impact: Broadening opportunities for students to serve and lead through community engagement, outreach, and mentorship programs rooted in Christ-like character.
 - d. Leveraging Technology for Connection: Continuing to enhance digital platforms that build community, streamline communication, and foster meaningful engagement between students, teachers, and families.

Through these initiatives, BCS@Home will continue to lead as a model of innovative Christian education in Alberta, offering flexible, future-ready pathways that empower students to thrive spiritually, academically, and relationally, and to live out God's calling in their lives.

Financial Results

Summary

BEARSPAW CHRISTIAN SCHOOL

BCS Society's Statement of Operations for the Year Ending August 31, 2025

(in thousands)

	2025	2024
Total Revenues	\$17,868	\$15,255
Total Expenses	\$17,026	\$13,985
Excess of revenue over expenses	\$843	\$1,270

BCS Society's Statement of Financial Position as of August 31, 2025

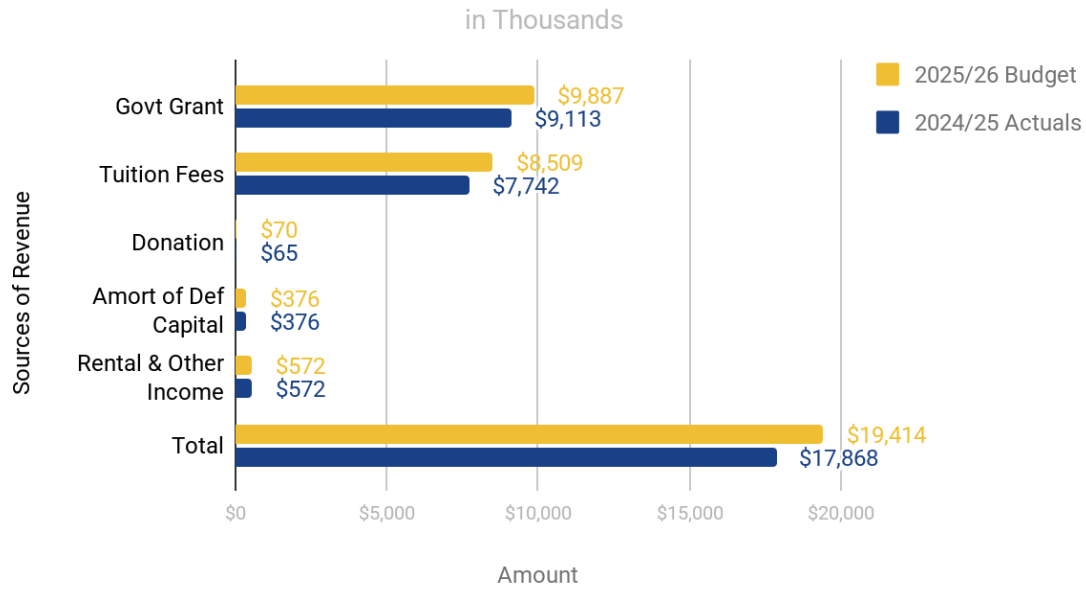
(in thousands)

	2025	2024
Total Assets	\$30,035	\$29,848
Total Liabilities	\$21,667	\$22,323
Net Assets	\$8,368	\$7,525

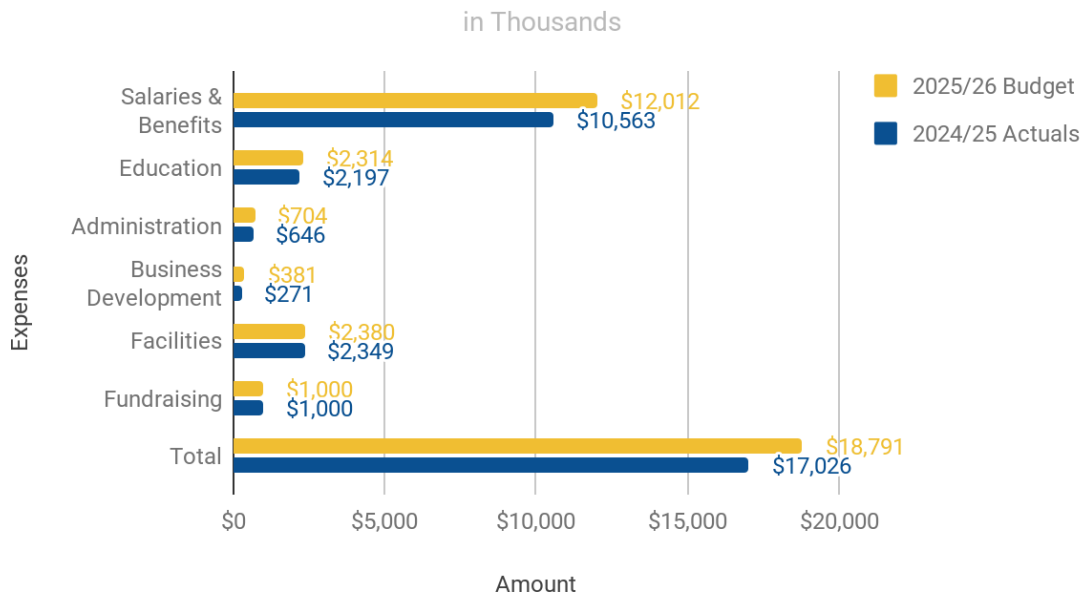
Increase in budgeted revenue over previous year's actual is mainly attributed to higher student enrollment. Similarly, budgeted expenses have also increased due to increase in education salaries and higher facilities and borrowing cost on the newly completed building.

[BCS Society Audited Financial Report 2024-2025 School Year](#)

Budgeted Revenue 2025/26



Budgeted Expenses 2025/26



For more information on finances at BCS please contact **BCS** at info@bears paw school.com.

Whistleblower Protection

Information Required Annually (Per Section 32 of the Act) for the School Year 2024-2025:

The number of Whistleblower Disclosures received: Zero

The number acted on: Zero

The number not acted on: Zero

The number of investigations commenced as a result of Whistleblower Disclosure(s): Zero

APPENDIX A – Assurance Measures - Achievement Evaluation

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

School: 9927 Bears paw Christian School & College

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00



Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

School: 9927 Bears paw Christian School & College

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



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