

LACOMBE CHRISTIAN SCHOOL

1945

75
YEARS

2020

LIVING IN GOD'S FAITHFULNESS
OUR FOUNDATION, OUR FUTURE

Lacombe Christian School
EDUCATION PLAN
2023—2026

www.lacs.ca

5206-58 Street, Lacombe, AB T4L 1G9



Accountability Statement for the Education Plan:

The Education Plan for the Lacombe Christian School Authority commencing June 13, 2023 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 students' learning and results.

The Board approved the Education Plan for 2023-2026 on June 13, 2023.

The Board approved the updated Education Plan for 2023-2026 on May 27, 2024.

The Board approved updates to the updated Education Plan for 2023-2026 on September 23, 2024

Message From The Board Chair:

The Board of Lacombe Christian School is happy to report that the school is running well. We are experiencing an increase in enrollment over the past number of years.

The Board is committed to maintaining our policies. The Board views Lacombe Christian School as a privilege, one we would love to share with more Christian families. We are thankful for all the staff that work in the school and appreciate their dedication and hard work to ensure we have excellent programs and results in our school. We are also thankful for the parent involvement that takes place all through the school year that helps strengthen this place.

We are encouraged by the Provincial government and the commitment they have shown to private education. We are thankful for the *Choice in Education Act* that was implemented. We pray that Alberta Education will continue to allow us to educate our children in a Christian Environment using Alberta Curriculum.

This Report aims to follow the spirit and direction of the Alberta Education Assurance Model. The transition to a new assurance model is a welcome change for us. We are thankful for the opportunity to not only compare our students' achievements to those in other schools throughout the province, but to also include the unique goals and priorities that are important to our parents and community. Over the coming years, we hope to develop local surveys and measuring instruments that will help us to better assess how well we accomplish our local priorities for our student growth and learning.

Dustin Ekkel
Name



Signature

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1. Local & Societal Context:

Lacombe Christian School History & Profile

In 1945 a small group of committed parents established a Christian elementary school, Lacombe Christian School, on the present site of the Woody Nook Christian Reformed Church. By 1966 the school's future was somewhat uncertain due to fluctuating enrollment figures and new government regulations. Part of the fluctuation of enrollment figures was due to the fact that a second Christian elementary school, Calvin Christian School, had begun operations in the town of Lacombe in the fall of 1966. In 1967 the two schools became one, under the control of a now amalgamated society, continuing operation in the town of Lacombe under the name of Lacombe Christian School. The school now has about 479 students in Playschool-9 and 25 teachers, one secretary, a Development Officer and a Business Administrator. Steps were taken to expand the school to the point at which we are now able to comfortably handle over 450 students with multiple classes at all grade levels.

The school is operated by the Lacombe Christian School Society through an elected Board. Lacombe Christian School is an interdenominational institution committed to providing quality education through Christ-centered curriculum taught by dedicated Christian teachers. The school caters to students from Playschool to grade 9.

Lacombe Christian School is not Christian because school days are started with prayer, or because songs are learned and sung, or because children come from Christian homes or because the teachers are Christian. All these things are present, of course, but they do not constitute the Christian character of the school. It is not Lacombe Christian's first concern to prepare students for a well paid position in the society we live in. The continued vision of the Board, Administration and Staff is to ". . . grow in grace and knowledge of our Lord and Saviour Jesus Christ" (2 Peter 3:18) and so mature in the application of God's Word to the totality of daily practice that all thoughts are brought into captivity and made obedient to Christ.

Students come to LCS from Lacombe and surrounding areas including Bentley, Alix, Clive, Blackfalds, and other parts of the Wolf Creek School Division.

LCS offers the regular P – 9 programs, following the guidelines of the Alberta Education curriculum. In Junior High, students select three of the following complementary courses: Art, Foods, Digital Media, Pottery, Personal Fitness, Robotics, Woodworking, Board Games, Sports Skills Development, and Music.

For students requiring specialized services, we access the following service providers:

1. Randall Symes Psychological Services
2. Communication Options.
3. Learning Support Center - available on-going support for students with mild to moderate learning difficulties in grades K - 9.
4. EA support for students with mild to moderate learning difficulties
5. Early literacy program in place for students in K - Gr. 3.
6. Counseling - on-site counselor available for student needs.
7. Special Needs / PUF funding.
8. Aspire support through AISCA.

All teachers are certified by Alberta Education. The Society is also a member of Christian Schools International, Association of Independent Schools and Colleges of Alberta and also Prairie Centre for Christian Education. The Society is governed by a constitution and by-laws and is administered by a Board of Directors who are elected for a three year term from the general membership. The Board has various standing committees such as: Education, Transportation, Salary and Benefits, Maintenance and Finance.

Mission and Mandate

Lacombe Christian School is committed to providing our children with an education which is uniquely Christ-centered, and which aims at the highest possible academic standards as well as stimulating spiritual growth and scriptural wisdom. LCS is operated by the Lacombe Christian School Society as an accredited independent school as defined by Section 29 of the *Education Act*.

Vision Statement

To the glory of God, by His grace, and on the foundation of His word, Lacombe Christian School strives to nurture and educate children to be Spirit-filled disciples of Christ and responsible, discerning citizens in society.

Beliefs

Lacombe Christian School believes that God has given parents the authority to instruct students in His ways. This God-given responsibility translates into an education that acknowledges the Bible as the ultimate authority in seeking answers to questions relating to the meaning and purpose of life. LCS believes that the purpose of education is to equip students to serve God in all areas of life and to be of service to our fellow human beings.

As a Christian community we envision our schools as places where:

- Christ is glorified in everything we do;
- Quality teaching and learning takes place;
- Students can express themselves;
- Students feel accepted, loved, and respected;
- Christian discipleship and discipline are carried out in love;
- Students work to achieve their God-given potential in all aspects of their development;
- Everyone contributes in a positive manner to the school;
- Students build God-honoring friendships and relationships;
- Everyone can develop and talk about their personal relationship with God;
- Accountability to God and each other is stressed;
- Academic excellence is a communal goal;
- A strong sense of Christian community exists between home, school and church;
- Enthusiasm and excitement for learning and teaching is modeled;
- Students may learn to know, love, and serve God; and,
- Our individuality is known by Christ and celebrated by each other.

Profile of the School Authority

Lacombe Christian School follows a 'society run' model. School society members elect a school board, which oversees the hiring of teachers and administrators, and monitors the effective operation of the school. Members of the society are people who agree on the standards specified in the society constitution. The common ground among them is the shared Christian Worldview gained from the Protestant Reformation of the early 1500s. This worldview is expressed in particular in the Bible: The Holy Scriptures of the Old and New Testament, which is considered to be the infallible guide for faith and practice. These Scriptures are confessed to be the Word of God, as summarized and expressed in historic creeds of the Reformed churches, such as the Belgic Confession of Faith, the Westminster Confession of Faith, the Heidelberg Catechism, and the Canons of Dort.

Summary of Accomplishments

- Board support and commitment ensures the needs of all students are being met.
- The school-wide use of the Teaching for Transformation Model ensures the integration of faith in learning. The entire staff team is now being trained in this model.
- The availability and use of technology is a focus and commitment.
- Lacombe Christian School continues to work hard to ensure that students are safe at school; students are taught the importance of caring for others, are learning respect for others, and are treated fairly in school. Students are encouraged to help one another, to view others as image bearers of God, and because of this, we treat each other with respect and dignity.
- The Maintenance Committee is working on a Long-Term Plan for minor/major facility upgrades.

Trends

1. We are seeing more students with mild to moderate and special needs enrolling in LCS. We continue to review our Special Needs Program.
2. We are seeing a greater need to create a flexible Resource Room Program. This continues to be addressed in response to students' needs.
3. All teachers utilize the Alberta Education publication, 'Making a Difference', and CARC workshops.
4. We recognize the need as a distinctive school, to continually refine the manner in which we provide Christian Education to our students. At present we require our staff to use the Teaching for Transformation (TfT) model.
5. Teachers are working on implementing the new K-6 Curriculum with support and guidance from Alberta Education.

Issues

1. Increasing tuition costs and the problem this creates for some families. This is becoming more of an issue each year. Our hope is to receive consistent, dependable and equitable funding.
2. Accessing Special Needs funding continues to be a concern. ie. Proving the student's needs.
3. Meeting the needs of the increasing numbers of mild/moderate students.
4. We are also looking for ways to add some type of speech support for our students. AISCA is working on this for all private schools in the province.
5. One challenge has been the change in financing and programming for special services, such as speech and occupational therapy. We are now able to go through the Aspire Special Needs Resource center in Red Deer. This has helped with some of our concerns.
6. Some of our professional Development has focused on the new curriculum. The LCS staff did a review of the new curriculum. We will continue to make this a focus in the year to come.
7. The teacher will continue to look at and review the results of our K-3 Numeracy and Literacy results and our Grades 6-9 results.

Insights from 2022-23 AERR

1. While the perspective of our support services was very positive, we saw a gap in some of the staffing and overall perspective of the supports we offer. As such, we have adjusted for next year so that we have a dedicated Learning Support Services lead, who will direct much of the work done in this area. We have also rebranded the support we offer from "Resource" to "Learning Support Services" to be more inclusive of the different supports we offer.
2. The Professional Development (In-service jurisdiction needs) declined over the last year(s). While we are committed to continuing our growth around Teaching for Transformation, we have also explored more targeted opportunities for staff to take advantage of, including workshops through AISCA and the Central Alberta Regional Consortium. As the new curriculum has been rolling out, K-6 teachers have been given multiple collaboration days for working on implementation.

Lacombe Christian School Priorities

Consistency with Mission, Mandate, and Vision

Our Vision Statement: To the glory of God, by His grace, and on the foundation of His word, Lacombe Christian School strives to nurture and educate children to be Spirit-filled disciples of Christ and responsible, discerning citizens in society.

Outcomes will be tied to our school's Vision Statement:

- Students will discover and develop their abilities
- Students will participate in their school and local community
- Students will understand and apply concepts of personal and community leadership
- Students will develop an appreciation of indigenous history, foundational knowledge, perspectives, contributions, and the impact of residential schools

Context (Social/Emotional & Spiritual Well-being & Development):

- Teaching For Transformation (TfT):

The biblical truth that resounds in our Christian school's curriculum is that all things in the world belong to God. It is important that we not presume that this truth is obvious or apparent to all. The task of a Christian school teacher is to help reveal God's grand story in all things. Thus, a teacher's task is one of Christian-story telling, of seeking out and helping students to "See the Story" in all areas of study.

We do this by teaching under the principle of all things. God created all things. It is into this story that the Teaching for Transformation Throughlines, as developed by the Prairie Centre for Christian Education (PCCE) region, provides a framework for the development of authentic and integral Christian Learning experiences that are grounded in a transformational worldview with a focus on the Biblical story.

Budgetary Principles:

- Well rounded educational programming that aligns with the school's Vision Statement

Strategies:

- Continue to infuse our Vision Statement into all teaching
- Engage students in community projects and partnerships that align with LCS' Vision Statement, and promote active and responsible citizenship
- Develop a common understanding of Indigenous perspectives, experiences, and issues
- Students in LCS will continue to use the Prairie Centre for Christian Education's *Teaching for Transformation* program to help the students "see the story" in all areas of study
- Provide opportunities for faith related services and charity based on LCS' teachings
- Encourage student participation in actions representative of the school's faith theme by participating in Buddy Group Chapels

Local Measures:

- School satisfaction surveys, Flourishing School Survey
- Student focus groups will be created (student council) to discuss student priorities
- Participation with mission/faith activities (Buddy Groups) with students leading Chapels
- Service projects (recycling, annual Mini Mall – raising funds for local and global causes), neighbourhood garbage cleanup, Junior High students volunteer at local institutions (ie Northcott Care Centre), Lacombe Food Bank collections, maintaining a section of Hwy 2A south of Lacombe, Christmas service projects: collections of toques/mitts for the Mustard Seed in Red Deer, Bake Sale for World Vision, Movie Fundraiser for the Mustard Seed in Edmonton.

Required Provincial Measures:

- Alberta Education Survey measures in “Safe and Caring”, “Citizenship”, and “Active Engagement”
- Flourishing Christian School Survey: Student Group grades 4-9, Teachers, Alumni

Insights from 2022-23 AERR

1. Parents, students, and teachers have been very satisfied with the school’s trajectory around active citizenship. This is largely due to the Teaching for Transformation model that teachers continue to work with in their classrooms. Within this model, teachers have been exploring Foundational Learning Experiences (FLEx) this year, giving real opportunities for students to connect to their community and have a lasting impact.
2. Parents, students, and teachers have been very satisfied with the safe and caring environment within Lacombe Christian School. This speaks to the community support and professional, caring attitudes of the staff at LCS. This is an area we will continue to foster.

2. Student Growth & Achievement

Outcomes will focus on students’ development: (intellectual, physical, social, emotional, spiritual):

- Students will grow in the area of literacy and numeracy skills
- Students will continue to grow in their Christian faith

Context (Academic, Career, Financial Well-being & Development):

- LCS supports student learning in the context of developing potential for personal fulfillment, career preparation, and financial success as a means to strengthening and supporting families and communities
- Grade eight/nine students will continue to participate in woodworking class at Central Alberta Christian High School
- Grade 9 students will participate in career learning opportunities at Red Deer College job fair in the Spring
- Continued emphasis on monitoring student reading levels and making needed adjustments

Budgetary Principles:

- Budgetary decisions are based on supporting all students’ success in all areas
- Lacombe Christian School recognizes that all students learn differently and may differing levels of support

Strategies:

- Teachers will implement research based classroom practices, such as:
 - Differentiated instruction which includes appropriate supports for all learners
 - Integrating Biblical perspectives into each subject area
 - Integrating literacy strategies into all subjects
 - Utilizing students' strengths
 - Diagnostic assessments and interventions in numeracy and literacy allowing them to make informed decisions aimed at improving learning as evidenced by improved achievement
 - LCS offers choice in programming (eg. Academic challenges) in the form of Resource Room for students with special needs
 - Learning that furthers Truth and Reconciliation Calls to Action within the context of the school's mission, values, and the Alberta Program of Studies
 - K-3 students will continue doing Numeracy and Literacy assessment from Alberta Education

Local Measures:

- School satisfaction surveys
- Student Reading Level data
- PCCE Flourishing Schools Survey - use results
- K-3 Literacy and Numeracy assessment in September (grades 2 & 3) and January (grade 1)

Required Provincial Measures:

- Provincial Achievement Test results
- Survey measures of "Academic Engagement" and "Citizenship"
- Satisfaction with board Program of Studies
- K-3 Literacy and Numeracy assessment

Insights from 2022-23 AERR

1. LCS continues to support students to do their best in all areas of education, including Provincial Achievement Tests. PATs were completed online for the first time last year. Although technical difficulties prevented us from completing two Grade 6 PATs, students performed very well in the two Grade 6 PATs and all four Grade 9 PATs, out-performing the provincial averages in each of these assessments. During the current school year, we are working to ensure that our online capabilities are sufficient for all PATs to be successfully completed.
2. Staff are working collaboratively in grade-based groups and Divisional groups, focusing on K-9 Math and K-9 writing and comprehension, especially as it surrounds the implementation of the new curriculum.
3. K-3 teachers have been completing Letter-Sound Assessment (LeNS), Numeracy Screening Assessment (NSA), and Castles and Coltheart 3 (CC3) assessments in their appropriate grades. On average, we found that students who were assessed at-risk on the first assessment were generally one to two months behind. By the final assessments, most students performed above grade level in both numeracy and literacy, gaining an average of five to six months. We implement a variety of strategies for students who are identified as at-risk at each grade level. In all the grades, these include pull-outs for small group or 1-1 interventions with an Educational Assistant, planned by classroom teachers and carried out by the EAs. Students also work with their classroom teacher in differentiated small groups to address individual learning needs. Teachers also had access to a reading specialist on staff to help plan interventions. In the coming year, we hope to increase our availability to Educational Assistants to provide increased support in Numeracy and Literacy in the early years.
4. Our present population of First Nations, Métis, and Inuit students work on meeting grade-level expectations. Lacombe Christian School strives to provide all students in our school community with appropriate knowledge and understanding of various cultures including First Nations, Métis, and Inuit. Professional development opportunities have been and will continue to be made available to our teachers through AISCA and Central Alberta Regional Consortium. Our goal is to foster an

environment where we are sensitive to the history and challenges First Nations, Métis, and Inuit face, especially because they form an important component of our Canadian heritage and modern society. In our social studies, science, and math programs, there is a clear focus on First Nations, Métis, and Inuit related context. This program will provide background information on First Nations, Métis, and Inuit and work to break down stereotypes and cultivate an attitude of love and respect for all cultures including First Nations, Métis, and Inuit. This is consistent with our worldview, and we believe that all people are created equal in the image of God, and are therefore worthy of respect, and should experience a safe and caring environment.

3. Appropriate Learning Supports For All Students

Outcomes will focus on students' development:

- The entire school community participates in ensuring a welcome, safe and caring school
- LCS designates sufficient resources to provide appropriate supports to students
- LCS supports all students in our school community
- LCS has developed policies and processes to support students' wellness

Context (Academic, Social/Emotional, Mental and Physical Well-being & Development):

- LCS believes that all students who have been admitted to the school should be able to access appropriate supports to enjoy a sense of safety and belonging, and experience success in all areas of student life

Budgetary Principles:

- Budget decisions are based on providing a continuum of supports to all students who are admitted to the school according to their:
 - Individual learning needs
 - Social/Emotional needs
 - Physical needs
 - Mental needs
 - Spiritual needs

Strategies:

- LCS' teachers and leaders will:
 - Demonstrate unconditional respect which recognizes the inherent dignity of each individual
 - Create classroom environments that allow students to experience a sense of belonging where they can find success as they assess universal, targeted, or individual supports
 - As much as possible, include students along with their families in planning their education programs through the use of IPP's
 - Collaborate with community and professional agencies
 - Access initiatives, supports and services aimed at bridging gaps, and children who are PUF eligible, and students with special needs and students who need one will get their "B Level" assessment.
 - Monthly meetings with the Resource Team

Local Measures:

- Description of programs, services, or strategies to ensure that all students have access to a continuum of supports & services, including specialized supports & services
- Staff will produce Individual Program Plans for students who require them in consultation with administration, service provider, and parent
- Teachers will also write transition IPP's in May at the end of the school year to ensure students success the following year

Required Provincial Measures:

- Survey measures of “Safe & Caring”, “Student Inclusion”, and “Access to Supports & Services”
- Survey measures of the “Flourishing School Culture Initiative for Lacombe Christian School” from ACSI

Insights from 2022-23 AERR

1. Our performance measures in the categories related to Learning Supports remain strong. As a Christian School, we value each student and will continue to focus on cultivating an environment of equity and respect.
2. We see all people created in the image of God, therefore having immense value and worthy of respect. However it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behaviour that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students.
3. Our Learning Support Services committee meets on a monthly basis to track all at-risk students and to ensure their needs are being met.
4. This year, we have increased our capacity for completing Level “B” Assessments for students. We hope to increase the budget for assessments to ensure that we can provide these services for our students.
5. We hope to increase our Professional Development in Learning Support Services in the coming years, connecting to appropriate use of Educational Assistants, inclusive education, and other topics that staff find pertinent.

4. Quality Teaching & Leadership

Outcomes:

- This area will focus on the reality that students experience excellence in teaching and learning when teachers and leaders embrace LCS' Vision Statement, and demonstrate their respective professional practice standards (TQS/LQS: Teacher Quality Standard/Leadership Quality Standard)
 - LCS' teacher supervision process provides mentoring, coaching, and formative feedback for all new teachers
 - LCS teachers are able to access professional learning which supports the development of TQS competencies, the meeting of school goals, and areas identified in individual professional growth plans

Context (Social Well-being & Development):

- LCS' community supports collaboration, ongoing professional learning and communities of practice to both develop teacher/leadership excellence, and promotes positive relationships & staff engagement

Budgetary Principles:

- Budget decisions are based on:
 - Ensuring optimal staff & student engagement
 - Ensuring organizational capacity to deliver programs and offer the supports needed for students to achieve success

Strategies:

- LCS' teachers and leaders will:
 - Allow the Vision Statement to inform collaborative capacity building, leadership, and staff engagement
 - Continue to develop the knowledge, skills, and competencies needed to meet the unique needs of students
 - Engage in opportunities to improve their professional practice in applying foundational First Nations, Metis, and Inuit knowledge, perspectives, experiences & issues

- Work collaboratively to integrate scriptural teaching in all classes and activities of the school by using the TfT program
- LCS teacher supervision process provides mentoring, coaching, and formation feedback for all new teachers. All new teachers will be assigned a mentor teacher and be evaluated by the Leadership Team.

Local Measures:

- Successful supervision and evaluation processes which ensure competency and ongoing professional growth of teachers/leaders
- Satisfaction interviews of teachers and leaders (Flourishing Survey)

Required Provincial Measures:

- Survey measures of “Education Quality”, and “Safe and Caring”
- Survey measures of the “Flourishing School Culture Initiative” for Lacombe Christian School

Insights from 2022-23 AERR

1. The overall results over the past years have shown that teachers, parents, and students are satisfied with the overall broad program of studies here at Lacombe Christian School. It is the goal of LCS that our students receive an excellent broad program of studies while attending here to prepare them for high school and beyond.
2. We continue to provide Fine Arts opportunities for our students, especially during Fine Art Month. This year, our focus was around music and dance. We capped this off with our Arts Night at the end of February, to showcase student work to our community.
3. We will be expanding our Options courses in the coming year to provide students with a larger variety of opportunities.
4. Teachers continue to build Professional Growth Plans, tied to Teaching Quality Standards, and support is provided to them in these regards.
5. The Board continues to monitor the enrollment process within the school to manage the rapid growth we have had in the past year, while maintaining true to the vision and mission of Lacombe Christian School.

5. Governance Responsiveness

Outcomes

- This area will focus on LCS’ commitment to provincial assurance responsibilities and the needs of the local school context
 - LCS hosts an Annual Society Meeting, where LCS stakeholders have opportunities to receive and respond to reports of the school’s results
 - LCS’ Education Committee regularly meets together to set strategies and targets for our identified priorities

Context (Community Wellbeing & Development):

- All members of LCS’ community benefit from the governance that informs, consults, & engages our stakeholders in discussions that set the strategic direction of the school

Budgetary Principles:

- Budget decisions are based on:
 - Supporting governance practices aimed at long term growth
 - Sustainable use of resources

Strategies:

- LCS' Board Administration, Ed Committee, and Staff will:
 - Work collaboratively to create and implement a shared vision for student success
 - Provide opportunity for students to have a voice in our vision
 - Positively share word of mouth stories about their school
 - Continually clarify roles and responsibilities in legislation, policies, & procedures by using PCCE, Board In-service days, and training

Local Measures:

- Participation in Annual General Meetings
- School Satisfaction Surveys of “Effective use of Resources” and “Stakeholder Engagement”

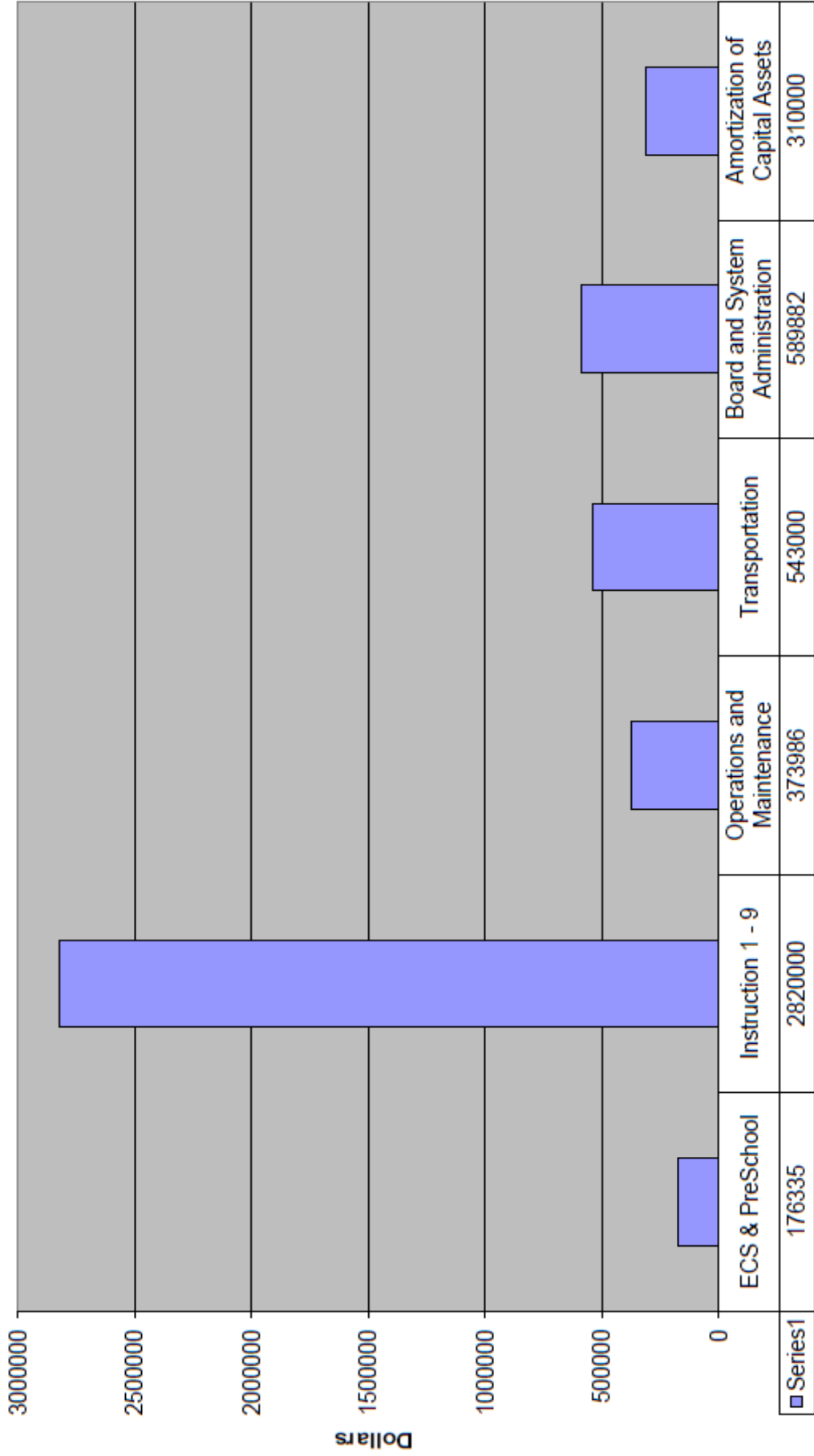
Required Provincial Measures:

- Survey measures of “Parental Involvement” and “Budget”
- Satisfaction with school improvement

Insights from 2022-23 AERR

1. Satisfaction has remained high, and we continue to receive consistent support from parents and society members. There are numerous opportunities for our community members to participate in school activities and operations. The school board continues to monitor and assess its role in this area and meet regularly with the society to encourage parental involvement. The committees that operate under the Board authority also have a large parental presence.
2. Parents continue to be involved in field trips, classroom volunteering, whole school functions, Parent-Teacher conference, IPP meeting, committees, society meetings, and special events (e.g. School Auction, Arts Night, Grandparents' Day).
3. Our Board will continue to utilize Prairie Centre for Christian Education (PCCE) for Board Governance seminars (on a yearly basis).
4. The Education Committee continues to review school policies. We plan to shift the focus of this committee in the coming years toward a curricular scope and sequence review.
5. The introduction of Remind App has been successful in connecting parents, teachers, and the office at LCS. In addition, the implementation of the parent portal for PowerSchool in Junior High has been well received by parents.

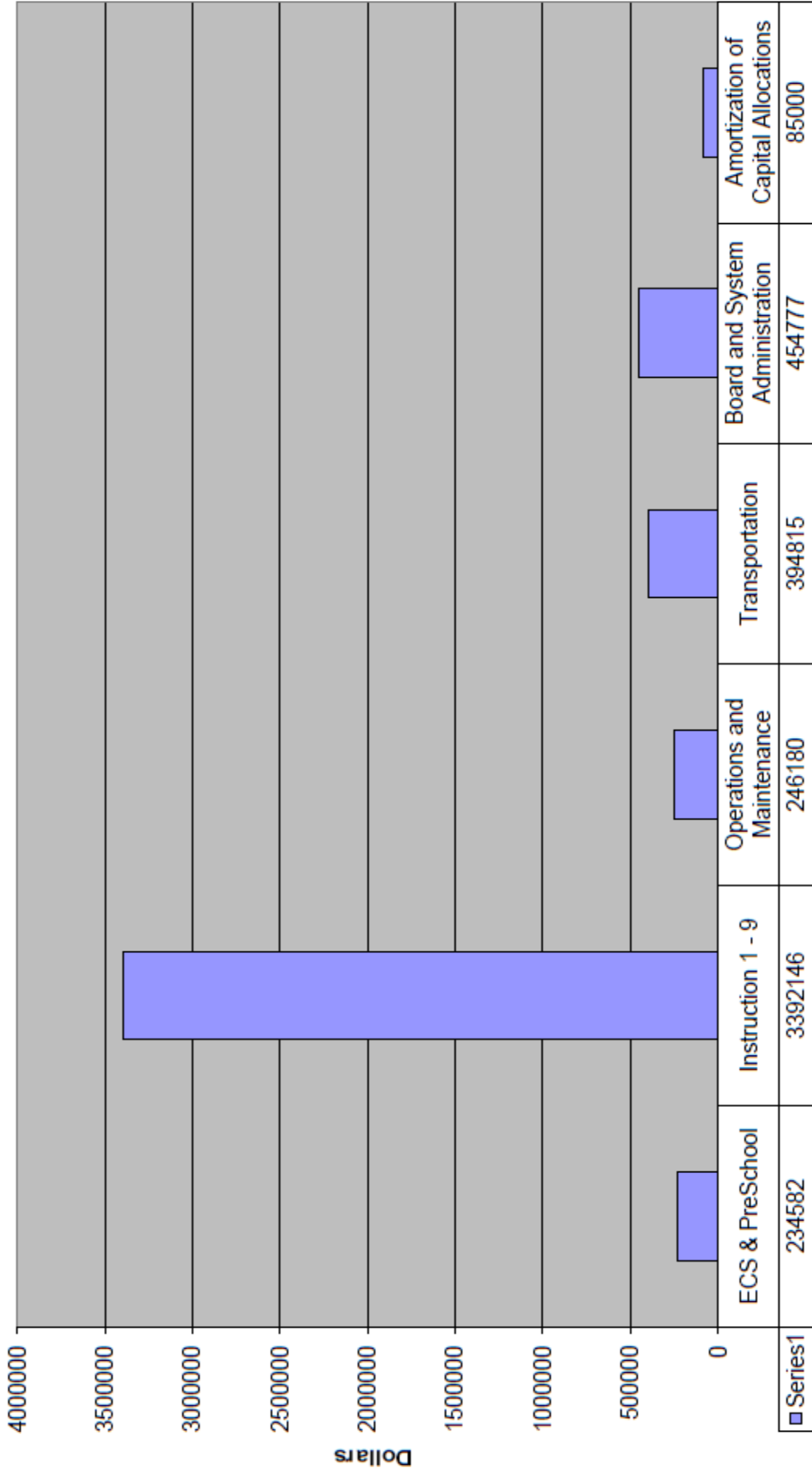
LCS BUDGETED EXPENSES 2024-2025



Program

Series1

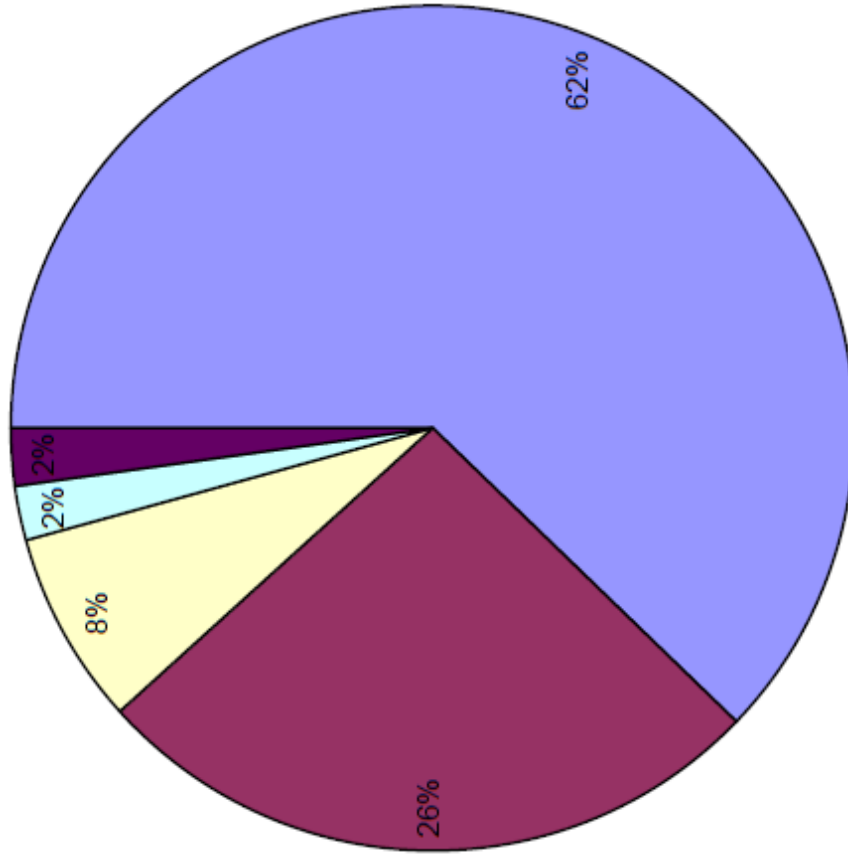
**LCS BUDGETED
REVENUE 2024-2025**



Program

■ Series1

LCS Budgeted Revenue 2024-2025



- Government Grants
- Tuition Fees
- Donations & Fundraising
- School Generated Funds
- Other Revenue

LCS Information from Budget 2024/2025 (Summary)					
			%		
ECS & PreSchool	176335		3.7		
Instruction 1 - 9	2820000		58.6		
Operations and Maintenance	373986		7.8		
Transportation	543000		11.3		
Board and System Administration	589882		12.3		
Amortization of Capital Assets	310000		6.4		
Total Expenses	4813203		100.0		
			%		
ECS & PreSchool	234582		4.9		
Instruction 1 - 9	3392146		70.6		
Operations and Maintenance	246180		5.1		
Transportation	394815		8.2		
Board and System Administration	454777		9.5		
Amortization of Capital Allocations	85000		1.8		
Total Revenue	4807500		100.0		
			%		
Government Grants	2990914		62.2		
Tuition Fees	1254278		26.1		
Donations & Fundraising	357000		7.4		
School Generated Funds	100000		2.1		
Other Revenue	105308		2.2		
Total Revenue	4807500		100.0		
A copy of the Budget Report 2024-2025 is available at the school office for viewing.					
For additional financial information about Lacombe Christian School you can contact the school's business administrator, Jack Oudman, at (403) 782 - 6531 or at business@lacs.ca					

LCS Information from Budget 2024/2025 (Detail)		
Instruction Grades 1 to 9	2,720,000	
School Generated Funds	100,000	
Early Childhood Services	176,335	
Operations and Maintenance	373,986	
Transportation	543,000	
Board and System Administration	589,882	
Amortization of Capital Assets	310,000	
Total Expenses	4,813,203	
Instruction Grades 1 to 9	3,292,146	
School Generated Funds	100,000	
Early Childhood Services	234,582	
Operations and Maintenance	246,180	
Transportation	394,815	
Board and System Administration	454,777	
Amortization of Capital Allocations	85,000	
Total Revenue	4,807,500	
Government Grants	2,990,914	
Tuition Fees	1,254,278	
Donations & Fundraising	357,000	
School Generated Funds	100,000	
Amortization of Capital Allocations	85,000	
Interest on Investments	4,000	
Miscellaneous Income	16,308	
Total Revenue	4,807,500	