



### School Philosophy

**BAM: Bennett-Argyll-Metro Centers:**

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

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

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

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

### Community Profile

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

### Programs and Organization

**Programs:**

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

Argyll Centre offers Online Synchronous and Asynchronous learning, Parent Directed Home Education, Reach Out programming and the Caraway Alternative program. Metro Centre offers Adult English Language Instruction (LINC, ELI), Night School, Summer School, Diploma Preparation, Tutoring, and tailored programs from Community Leagues and their members.

### School Community Relationships

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

## Results and Implications

### Division Priorities 2022-2026

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

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2023, we will have prototyped and implemented a number of components of the established framework for an updated version of EPSB Virtual School. Deliberate intentional work with the network of BAM stakeholders including online teachers about Inquiry and Project based learning will continue throughout 2022-2023. We will continue to prototype teaching and learning experiences as an integral part of the design process of building the Virtual School. This work has fidelity to the principles of an engaged and equitable school that centers students in policy and design decisions and engages the interrelated concepts of teacher presence, learner presence, and social/community presence. This highly relational design framework will support Division and Provincial High School students, teachers, parents, and community members and honor unique learning contexts. Top Up (repeater courses for HS students), Reaching Out (junior high outreach hybrid model), and other innovative programming will foster innovative response efforts to reengage students and meet diverse student needs. Courses and Summits will continue in 5 streams for Division High Schools (Consent, Ways of Knowing, Anti Racism, Beyond 4 Walls, and Food Security). These courses, co-created and designed by teachers, students and community, will deliver curricula broadly infused with building an understanding of treaties, Indigenous histories, anti-racism, and social justice issues. Action Research Inquiry Based projects will act to intentionally enhance student voice, confidence, and belonging: all critical components of creating welcoming, high-quality learning and working environments.

#### Results Achieved:

The Bennett-Argyll-Metro (BAM) team did prototype a number of initiatives that were centered on "driving equity" throughout the EPSB Division. The framework for Virtual School was updated and the partnership with Animiikii was solidified to begin the creation of the infrastructure for storied/interdisciplinary content and processes. Fidelity to the principles of an engaged and equitable school were maintained and enhanced throughout the 2022-2023 school year with the numerous prototypes that were executed by BAM throughout the Division. Teacher, student, parent, and community "talk" indicates that participants in BAM initiatives understand that it is critical to have student, teacher, and community presence in order to ensure an improved sense of belonging and enhanced "student voice".

We prototyped teaching and learning experiences as an integral part of the Virtual School build this year. BAM rights holders were engaged in prototyping the initial stages of the Virtual School platform. Findings from this initial prototyping included next steps for the roadmap in terms of ensuring a highly relational design build continues to center teachers, students and community.

Work with teachers centered around enhancing understanding of cross curricular teaching and learning. Teachers engaged students through inquiry and project based learning opportunities that will lead us this year into our next phase of prototyping Virtual School. This will lead us forward into our work this year that will include teachers and students building inquiry based projects on the platform.

Reaching Out prototype supported 18 junior high schools with a hybrid in-reach model to help re-connect students with school through interdisciplinary approaches to teaching and learning. 18 Junior High Schools received support for their most at risk youth, many struggling with mental health issues and poor attendance. Roughly 350 students were assisted. This will be tracked for success data at the end of year 2023.

Top Up prototype supported high school students from across the Division with another avenue for students who are repeating high school courses through a relational approach. Courses offered for students who have previously failed or been withdrawn from a course. This was offered for ALL EPSB high school students. 550-600 students, with many HS courses (ELA 10/20/30 (all both streams), SST 30-1/-2, Math 10C, Math 30-1/30-2, Science 10/30, Chem 30, Bio 30).

Students from high schools across the Division came together to engage in student summit work that resulted in student action projects back in their schools. Junior high and elementary students engaged in Social Innovation Labs to support students and staff in understanding their role as leaders in their respective buildings. This work came as a result of a direct need expressed by students and staff in EPSB High Schools that included 20 summits, 10 social innovation labs, over 2000 students from 18 schools, 100 projects.

By June 2023, all Bennett-Argyll-Metro (BAM) staff complete an I-BPGP as a continuation of their professional learning and employ principles from the framework of Regenerative Thinking to expose blind spots, extend thinking and questioning, and illuminate assumptions. Professional Learning on the topic of inclusion and equity (anti-racism) will continue for all High School principals and their admin teams (APs). In addition, BAM staff and leadership teams from the Harry Ainlay Catchment (HAC) will embark on the Professional Learning Series **Creating Schools that Listen**. This Professional Learning will be stewarded by the BAM administration team, consultants and students from the Anti Racism summits. As outlined in the Truth and Reconciliation Commission's (TRC) calls to action and to address the standards of practice in both the TQS and LQS, BAM will continue to

## Results and Implications

innovate programming that celebrates Indigenous and multiple diverse ways of knowing for staff, students, and community members. BAM will pursue creating a community hub which animates the notion of intergenerational learning and revitalization within Edmonton Public Schools. BAM will create a web of support to bring student ideas come to life. Through this hub students will be able to interact with artists, storytellers, elders, knowledge keepers, parents/family members, and community members in residence to create projects that will honour their relations on Treaty 6. These projects will move beyond the 4 walls of the classroom and will be showcased in the city in both physical and virtual formats. Schools from across the division are invited to engage in processes of belonging and student voice creation and will be invited to undertake a number of prototype activities to enhance Indigenous ways of knowing programming (admin/teachers/students/parents engaged in consultation). Multi grade groups, family learning, and intergenerational activities will be undertaken in this land based learning hub. The work will be celebrated and displayed in co-created art installations using multiple media formats. The installations will also act as learning experiences for the broader community. Five summit streams will be offered for Division students in hybrid fashion (virtual and in person learning activities) and will be hosted through the Bennett Centre with teams from the Division, Province and International partners (grades 7-12). A council of elders will be assembled for consultation and advice. The Bennett Centre activates processes and practices of belonging that cultivate a living knowledge system: knowledge continues to live within the actions of community members and students in the ways that they consider their many relations on Treaty 6 and engage in opportunities to bring their learning to future Bennett Centre summit iterations.

**Professional Learning: The Creating Schools That Listen series for BAM team and staff, High School leadership teams, and HAC Catchment leadership teams will include a responsive and iterative approach to creating cultures of belonging.** This professional learning will unite students, teachers, community members, and administrators in a series of collaborative processes aimed at co-constructing safe and welcoming school environments for ALL stakeholders within the EPSB Division. These processes will foster agency in participants to build capacity and enhance empathy and compassion for all. Systemic barriers to student success will be highlighted and actionable plans will be implemented to develop more inclusive pathways to success for ALL.

Last year, BAM staff employed principles from the framework of Regenerative Thinking into their Inquiry-Based Professional Growth Plan work. BAM staff were presented with opportunities to expose blind spots, extend thinking and questioning, and illuminate assumptions. At the end of the year, BAM staff shared their action research work with teachers and leaders from across the catchment.

The Creating Schools That Listen professional learning series brought students, teachers, community members and administration from Bennett-Argyll-Metro (BAM) and Harry Ainlay Catchment (HAC) together through a series of collaborative processes that fostered agency in order to build capacity and enhance empathy and compassion for all. Throughout this learning series, existing systemic barriers to student success were highlighted and both teacher-led and student-led action plans that centered on Treaty partnership and diverse ways of knowing were implemented.

BAM worked towards the creation of a community hub which animates the notion of intergenerational learning and revitalization. BAM created a web of support that brought student ideas to life. Through this hub students interacted with artists, storytellers, elders, knowledge keepers, parents/family members, and community members in residence to create projects that honour their relations on Treaty 6. These projects moved beyond the 4 walls of the classroom and were showcased in schools across the division in physical and virtual formats. Schools from across the division engaged in processes of belonging and student voice creation and undertook a number of prototype activities to enhance Indigenous ways of knowing programming.

The CSTL professional learning series and the community hub activated processes and practices of belonging that cultivated a living knowledge system: knowledge continues to live within the actions of community members and students in the ways that they consider their many relations on Treaty 6 and engage in opportunities to bring their learning to future. Throughout all of this work, the Truth and Reconciliation Commission's calls to action were embedded. We acknowledge that this work is ongoing and we are committed to continuing and building upon this work moving forward. Results Achieved:

The greatest challenge in 2022-2023 were the financial issues which continued to put a strain on the participation of socially vulnerable schools. As we strive to support students and staff across the Division, financial constraints continue to be an issue. What were the biggest challenges encountered in 2022-2023?

Continue the work and spread the work about the programming options and possibilities at Bennett, Argyll, Metro (BAM). Update communication vehicles to enhance understanding and access to BAM activities and offerings. What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 0349 Argyll Home School Centre

Assurance Domain	Measure	Argyll Home School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.0	83.7	83.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.4	79.0	81.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	32.8	32.0	31.1	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	48.7	39.8	37.8	88.6	87.1	86.2	Very Low	Improved	Issue
	PAT: Acceptable	8.0	14.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.7	2.3*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	59.2	52.2	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	8.9	8.3	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	87.1	86.2	89.4	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.9	85.9	85.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.3	75.5	75.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	70.8	72.0	79.9	79.1	78.8	80.3	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**Division Priorities 2022-2026**

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

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

**Division Priority 1**

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

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

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

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

**What data will you use to track continuous improvement?**

BAM staff from across all DUs will be able to speak to a shared goal and vision for our team. We will have all BAM staff come together 5 times this year as the entire team. Relational pedagogies will continue to guide our work, we will continue to monitor our highly relational programming for students beyond the 4 walls of the classroom (Top Up & Reaching Out).

**Division Priority 2**

**Creating Schools That Listen:**

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

**Student Engagement:**

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

**Treaty 6 Partnership:**

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

**What data will you use to track continuous improvement?**

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

## Profile



**BENNETT • ARGYLL • METRO**

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.938000	Salaries	\$7,827,895	92.79%
Weighted	0.000	Exempt	5.000000	Supplies, Equip., Services	\$608,357	07.21%
Regular	2,079	Support	8.500000			
		Teacher	<u>58.750000</u>			
Year Opened		<b>Total</b>	<b>74.188000</b>	<b>Total</b>	<b>\$8,436,252</b>	100.00%

### School Philosophy

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### School Community Relationships

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# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		7,841,219		8,436,252
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>7,841,219</b>		<b>8,436,252</b>
Classroom	50.400000	5,426,721	53.050000	5,712,056
Leadership	5.700000	791,237	5.700000	763,916
Teaching - Other	.000000	0	.000000	16,663
Teacher Supply	.000000	95,000	.000000	85,000
<b>TOTAL TEACHER</b>	<b>56.100002</b>	<b>6,312,958</b>	<b>58.750000</b>	<b>6,577,635</b>
<b>(% of Budget)</b>		<b>80.51%</b>		<b>77.97%</b>
Exempt	4.500000	509,379	5.000000	523,809
Exempt (Hourly/OT)	.000000	20,500	.000000	20,500
Support	7.350000	462,655	8.500000	542,661
Support (Supply/OT)	.000000	9,000	.000000	12,000
Custodial	1.938000	146,794	1.938000	146,794
Custodial (Supply/OT)	.000000	6,000	.000000	4,500
<b>TOTAL NON-TEACHER</b>	<b>13.788000</b>	<b>1,154,328</b>	<b>15.438000</b>	<b>1,250,264</b>
<b>(% of Budget)</b>		<b>14.72%</b>		<b>14.82%</b>
<b>TOTAL STAFF</b>	<b>69.888002</b>	<b>7,467,286</b>	<b>74.188000</b>	<b>7,827,899</b>
<b>(% of Budget)</b>		<b>95.23%</b>		<b>92.79%</b>
SUPPLIES, EQUIPMENT AND SERVICES		324,625		528,435
INTERNAL SERVICES		48,508		73,250
OTHER INTEREST AND CHARGES		800		6,672
<b>TOTAL SES</b>		<b>373,933</b>		<b>608,357</b>
<b>(% of Budget)</b>		<b>4.77%</b>		<b>7.21%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>7,841,219</b>		<b>8,436,256</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



## Profile



**BENNETT • ARGYLL • METRO**

**Staff FTE**

Custodial	1.000000
Exempt	2.000000
Support	0.800000
Teacher	0.500000
Maintenance	0.000000
<b>Total</b>	<b>4.300000</b>

**Budget**

Salaries	\$416,164	38.05%
Supplies, Equipment and Services	\$677,496	61.95%
<b>Total</b>	<b>\$1,093,660</b>	<b>100.00%</b>
Internal Revenue	\$824,223	

**Vision**

Enhancing pathways for student success.

**Mission**

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

**Values**

Accountability, collaboration, equity and integrity.

**Division Priorities 2022-2026**

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

**Profile**

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

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

## Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		23,000		269,437
Internal Revenue		631,802		824,223
<b>REVENUE TOTAL</b>		<b>654,802</b>		<b>1,093,660</b>
Teacher	1.000000	107,672	.500000	53,837
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>1.000000</b>	<b>107,672</b>	<b>.500000</b>	<b>53,837</b>
(% of Budget)		<b>16.44%</b>		<b>4.92%</b>
Exempt	3.000000	287,304	2.000000	196,301
Exempt (Hourly/OT)	.000000	22,001	.000000	23,000
Support	.200000	13,172	.800000	52,686
Support (Supply/OT)	.000000	9,000	.000000	2,500
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	7,000	.000000	8,200
<b>TOTAL NON-TEACHER</b>	<b>4.200000</b>	<b>418,117</b>	<b>3.800000</b>	<b>362,327</b>
(% of Budget)		<b>63.85%</b>		<b>33.13%</b>
<b>TOTAL STAFF</b>	<b>5.200000</b>	<b>525,789</b>	<b>4.300000</b>	<b>416,164</b>
(% of Budget)		<b>80.3%</b>		<b>38.05%</b>
SUPPLIES, EQUIPMENT AND SERVICES		89,096		641,589
INTERNAL SERVICES		39,917		35,907
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>129,013</b>		<b>677,496</b>
(% of Budget)		<b>19.7%</b>		<b>61.95%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>654,802</b>		<b>1,093,660</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0

## Profile



**BENNETT • ARGYLL • METRO**

### Staff FTE

Custodial	0.000000
Exempt	3.789300
Support	4.847810
Teacher	0.413200
Maintenance	0.000000
<b>Total</b>	<b>9.050310</b>

### Budget

Salaries	\$872,573	30.01%
Supplies, Equipment and Services	\$2,035,078	69.99%
<b>Total</b>	<b>\$2,907,651</b>	<b>100.00%</b>
Internal Revenue	\$2,840,651	

### Vision

Enhancing pathways for student success.

### Mission

Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.

### Values

Accountability, collaboration, equity and integrity.

### Division Priorities 2022-2026

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### Profile

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## Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		57,000		67,000
Internal Revenue		3,351,092		2,840,651
<b>REVENUE TOTAL</b>		<b>3,408,092</b>		<b>2,907,651</b>
Teacher	.412500	73,819	.413200	73,927
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>.412500</b>	<b>73,819</b>	<b>.413200</b>	<b>73,927</b>
(% of Budget)		<b>2.17%</b>		<b>2.54%</b>
Exempt	2.873300	311,397	3.789300	415,485
Exempt (Hourly/OT)	.000000	5,000	.000000	4,999
Support	3.315200	243,458	4.847810	357,162
Support (Supply/OT)	.000000	41,000	.000000	16,000
Custodial	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
<b>TOTAL NON-TEACHER</b>	<b>6.188500</b>	<b>605,855</b>	<b>8.637110</b>	<b>798,646</b>
(% of Budget)		<b>17.78%</b>		<b>27.47%</b>
<b>TOTAL STAFF</b>	<b>6.601000</b>	<b>679,674</b>	<b>9.050310</b>	<b>872,573</b>
(% of Budget)		<b>19.94%</b>		<b>30.01%</b>
SUPPLIES, EQUIPMENT AND SERVICES		1,519,353		1,548,617
INTERNAL SERVICES		1,159,065		441,461
OTHER INTEREST AND CHARGES		50,000		45,000
<b>TOTAL SES</b>		<b>2,728,418</b>		<b>2,035,078</b>
(% of Budget)		<b>80.06%</b>		<b>69.99%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,408,092</b>		<b>2,907,651</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0

## Profile



**BENNETT • ARGYLL • METRO**

**Staff FTE**

Custodial	0.000000
Exempt	0.700000
Support	2.000000
Teacher	6.940000
Maintenance	0.000000
<b>Total</b>	<b>9.640000</b>

**Budget**

Salaries	\$3,999,848	53.39%
Supplies, Equipment and Services	\$3,492,032	46.61%
<b>Total</b>	<b>\$7,491,880</b>	<b>100.00%</b>

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# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		7,359,520		7,491,880
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>7,359,520</b>		<b>7,491,880</b>
Teacher	9.400000	3,653,942	6.940000	3,676,802
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>9.400001</b>	<b>3,653,942</b>	<b>6.940000</b>	<b>3,676,802</b>
<b>(% of Budget)</b>		<b>49.65%</b>		<b>49.08%</b>
Exempt	.700000	63,702	.700000	63,702
Exempt (Hourly/OT)	.000000	225,000	.000000	101,000
Support	2.500000	193,857	2.000000	154,344
Support (Supply/OT)	.000000	1,998	.000000	4,000
<b>TOTAL NON-TEACHER</b>	<b>3.200000</b>	<b>484,557</b>	<b>2.700000</b>	<b>323,046</b>
<b>(% of Budget)</b>		<b>6.58%</b>		<b>4.31%</b>
<b>TOTAL STAFF</b>	<b>12.600001</b>	<b>4,138,499</b>	<b>9.640000</b>	<b>3,999,848</b>
<b>(% of Budget)</b>		<b>56.23%</b>		<b>53.39%</b>
SUPPLIES, EQUIPMENT AND SERVICES		89,311		116,108
INTERNAL SERVICES		3,131,710		3,375,924
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>3,221,021</b>		<b>3,492,032</b>
<b>(% of Budget)</b>		<b>43.77%</b>		<b>46.61%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>7,359,520</b>		<b>7,491,880</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0

## Profile



**BENNETT • ARGYLL • METRO**

### Staff FTE

Custodial	0.000000
Exempt	2.027400
Support	1.952190
Teacher	1.586800
Maintenance	0.000000
<b>Total</b>	<b>5.566390</b>

### Budget

Salaries	\$1,359,145	74.86%
Supplies, Equipment and Services	\$456,388	25.14%
<b>Total</b>	<b>\$1,815,533</b>	<b>100.00%</b>

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**Budget Summary Report**

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,916,068		1,815,533
Internal Revenue		32,928		0
<b>REVENUE TOTAL</b>		<b>1,948,996</b>		<b>1,815,533</b>
Teacher	1.587500	203,566	1.586800	203,459
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>1.587500</b>	<b>203,566</b>	<b>1.586800</b>	<b>203,459</b>
<b>(% of Budget)</b>		<b>10.44%</b>		<b>11.21%</b>
Exempt	2.026700	219,598	2.027400	219,668
Exempt (Hourly/OT)	.000000	907,491	.000000	787,175
Support	1.984800	150,920	1.952190	148,343
Support (Supply/OT)	.000000	1,000	.000000	500
<b>TOTAL NON-TEACHER</b>	<b>4.011500</b>	<b>1,279,009</b>	<b>3.979590</b>	<b>1,155,686</b>
<b>(% of Budget)</b>		<b>65.62%</b>		<b>63.66%</b>
<b>TOTAL STAFF</b>	<b>5.599000</b>	<b>1,482,575</b>	<b>5.566390</b>	<b>1,359,145</b>
<b>(% of Budget)</b>		<b>76.07%</b>		<b>74.86%</b>
SUPPLIES, EQUIPMENT AND SERVICES		40,023		50,968
INTERNAL SERVICES		426,398		405,420
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>466,421</b>		<b>456,388</b>
<b>(% of Budget)</b>		<b>23.93%</b>		<b>25.14%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,948,996</b>		<b>1,815,533</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



## Profile



**BENNETT • ARGYLL • METRO**

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$134,488 72.70%
Exempt	1.000000	Supplies, Equipment and Services	\$50,510 27.30%
Support	0.000000	<b>Total</b>	<b>\$184,998 100.00%</b>
Teacher	0.000000		
Maintenance	0.000000	Internal Revenue	\$103,598
<b>Total</b>	<b>1.000000</b>		

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## Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		117,000		81,400
Internal Revenue		126,987		103,598
<b>REVENUE TOTAL</b>		<b>243,987</b>		<b>184,998</b>
Leadership	.000000	0	.000000	0
Teaching - Other	.000000	14,700	.000000	27,580
<b>TOTAL NON-TEACHER</b>	<b>.000000</b>	<b>14,700</b>	<b>.000000</b>	<b>27,580</b>
(% of Budget)		<b>6.02%</b>		<b>14.91%</b>
Exempt	1.500000	161,456	1.000000	98,908
Exempt (Hourly/OT)	.000000	7,999	.000000	8,000
Support	.000000	0	.000000	0
Support (Supply/OT)	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>1.500000</b>	<b>169,455</b>	<b>1.000000</b>	<b>106,908</b>
(% of Budget)		<b>69.45%</b>		<b>57.79%</b>
<b>TOTAL STAFF</b>	<b>1.500000</b>	<b>184,155</b>	<b>1.000000</b>	<b>134,488</b>
(% of Budget)		<b>75.48%</b>		<b>72.7%</b>
SUPPLIES, EQUIPMENT AND SERVICES		59,832		50,510
INTERNAL SERVICES		0		0
<b>TOTAL SES</b>		<b>59,832</b>		<b>50,510</b>
(% of Budget)		<b>24.52%</b>		<b>27.3%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>243,987</b>		<b>184,998</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0