

# FOUR-YEAR EDUCATION PLAN 2021-2025 Year Two



 **Christ The Redeemer**  
**CATHOLIC SCHOOLS**

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## MESSAGE FROM BOARD CHAIR

The cloak of Covid has been lifted. We can all feel relieved as we return to a state of normalcy. I would like to thank parents, staff, and administration who all bravely weathered the storm of the pandemic and continued under difficult circumstances to make our schools safe for our children. Despite inevitable disruptions and repercussions from the last two years, our plan still remains steadfast and solid with the intentional focus for success within our division.

Our first priority of “Faith” is still focused on our faith plan – The Way, The Truth and The Life. Now, more than ever, with our faith definitely tested over the last two years, we draw upon the meaning of our plan and strongly encourage all those in our division to truly focus on God’s love, evangelization, the faith formation of our students and service to others.

Our second priority of “Learning” is still focused on academic excellence. We are highly aware of the impact that Covid left on our students, so our focus continues to be Praxis. This is the use of collaborative learning which invokes the cycling of three areas of theory, practice, and reflection. Teachers are still identifying ways to improve student learning based on solid research, they will then still, put this theory into action into their classrooms and it will give them a chance to reflect on the success and the deficits to improve student learning. Secondly, we are introducing the new curriculum for grades K-6. The implementation will be limited to Mathematics (K-6), English Language Arts and Literature (K-3), and Physical Education and Wellness (K-6). The ongoing development of curriculum support documents will equip teachers to help our students along with professional development for the teachers in these areas.

Finally, pertaining to our third priority of “Safe and Caring Schools”, we are still prioritizing “Healthy Schools.” We have added additional universal support for both students and staff, specific student services, and are refocusing on social health by utilizing #Realtionships in a Digital Age (responsible social media) and “Many and One” (anti-racism and anti-discrimination).

The combination of our three priorities will help our division recover from the repercussions of Covid and achieve success within our schools. As always, we are still focusing on literacy, English language support and staff wellness.

We look forward and anticipate a fruitful upcoming year, and may God bless the work we are doing at Christ the Redeemer Catholic Schools.

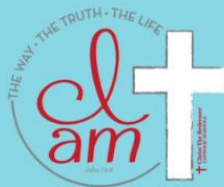
Andrea Keenan, Board Chair

# CHRIST THE REDEEMER CATHOLIC SCHOOLS

## *Division Priorities*



**FAITH**



**ACADEMIC  
EXCELLENCE**



CTR Catholic  
outperformed the  
provincial average on  
13 of the 14 measures  
of accountability.



**HEALTHY  
SCHOOLS**



## DIVISIONAL PRIORITIES

### FAITH

CTR enters into Year III of its Three-Year Faith Theme, *I AM the Way, the Truth, and the Life*, inspired by and taken from scripture in the Gospel of John. The three pillars from this verse will provide the direction to seek (Evangelize), to form (Catechesis), and transform (Service) all staff and students who enter our buildings. This framework will support the development and fostering of a holistic Catholic identity.

### HEALTHY SCHOOLS

*Healthy Schools* is CTR's touchstone in this plan. Healthy schools promote the spiritual, emotional, social, intellectual, and physical wellness of staff and students. Our *Healthy Schools* will focus on both recovery from the pandemic and a return to our normal levels of excellence in all areas.



### ACADEMIC EXCELLENCE THROUGH COLLABORATIVE PRAXIS

Praxis is a cycle of collaborative learning with three iterative components: theory, practice, and reflection. During the theory phase, teams of teachers identify research-based goals or strategies. Then teams of teachers put the theory into action in their classrooms. Teachers are then given time to collaboratively reflect on the impact of their practice on student learning.

### NEW CURRICULUM

CTR's teachers will focus on implementing the new English Language Arts and Literature, Math, and Physical Education and Wellness curriculums, beginning with the spring and summer 2022 creation of curriculum support documents (CSD) to help teachers better understand the curriculum. The Math CSDs created during the summer of 2021 will be updated with released outcomes. Divisional collaboration, professional development and praxis plans will support implementation in all three curriculums.

### STAKEHOLDER ENGAGEMENT

CTR's Board and administration will initiate processes to engage parents, community influencers, students, and staff in reviewing results, identifying key issues, and developing strategies for improvement.

### TRANSITION TO POST SECONDARY

CTR's senior administration and site-based counselors will develop strategies to promote and secure Registered Apprenticeship (RAP) placements for students.



## ACCESSING INDIVIDUAL SCHOOL PLANS

Each school develops a Four-Year Education Plan. These plans are presented to each school's Ward Committee and School Council. They are also posted on the individual school's web page, which can be accessed through our main website: [www.redeemer.ab.ca](http://www.redeemer.ab.ca). Electronic links to these locations may be accessed below. Once on the school website please click on "About", then "Four-Year Education Plan" to view.

<b>ASSUMPTION ROMAN CATHOLIC SCHOOL</b>	Oyen
<b>HOLY FAMILY ACADEMY</b>	Brooks
<b>ST. JOSEPH'S COLLEGIATE</b>	Brooks
<b>CHRIST THE KING ACADEMY</b>	Brooks
<b>ST. ANTHONY'S SCHOOL</b>	Drumheller
<b>SACRED HEART ACADEMY</b>	Strathmore
<b>HOLY CROSS COLLEGIATE</b>	Strathmore
<b>HOLY SPIRIT ACADEMY</b>	High River
<b>NOTRE DAME COLLEGIATE</b>	High River
<b>THE CENTRE FOR LEARNING@HOME</b>	Okotoks
<b>HOLY TRINITY ACADEMY</b>	Okotoks
<b>ST. FRANCIS OF ASSISI ACADEMY</b>	DeWinton
<b>ST. JOHN PAUL II COLLEGIATE</b>	Okotoks
<b>ÉCOLE GOOD SHEPHERD SCHOOL</b>	Okotoks
<b>ST. LUKE'S OUTREACH CENTRE</b>	Okotoks
<b>ST. LUKE'S OUTREACH CENTRE</b>	Brooks
<b>ST. LUKE'S OUTREACH CENTRE</b>	High River
<b>ST. MARY'S SCHOOL</b>	Okotoks
<b>OUR LADY OF THE SNOWS CATHOLIC ACADEMY</b>	Canmore

## PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### OUTCOMES

<b>Long Term:</b>	Students will leave school with high academic engagement rates, while also being prepared with the literacy levels and math skills, qualifying them for post-secondary admission or success as they directly enter the workforce.
<b>Medium Term:</b>	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate pass and excellence rates on Provincial Achievement Tests and Diploma Exams, and the three-year average of high school completion rates will increase from 84.2% to 86%.
<b>Short Term:</b>	Student performance in English Language Arts and Mathematics will be in the “very high” category as measured by aggregate acceptable and excellence rates on Provincial Achievement Tests and Diploma Exams.

### Strategies Used to Improve Rates of PAT and Diploma, High School Completion, Active Citizenship, and Academic Engagement

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p><b>Divisional Teams and Departments</b> CTR will support the operation of the following teams in their efforts to meet team goals designed to impact student learning, created by divisional subject leaders and teachers: Kindergarten, Grade 1, Grade 2, Grade 3, Elementary Music, Phys Ed, Junior/Senior Math, Junior/Senior Art, Junior/Senior Drama, Biology, Construction, Band, Counsellors.</p>	<p><a href="#">Academic Excellence Through Collaborative Praxis</a></p>	<p>% of satisfaction of divisional team participants</p>	<p>90%</p>
<p><b>Mathology Professional Development</b> All elementary teachers will have access to multiple webinars focused on the purpose, application, and implementation of the Mathology resource in alignment with Alberta curriculum. Webinars will be targeted to teachers who were not part of the pilot in Grades K-3 and all teachers in Grades 4-6. Infused with the competencies, the Mathology resource provides a research-based developmental progression of concepts and processes designed to engage students in deep understanding and application of their learning.</p>	<p><a href="#">New Curriculum</a></p>	<p>% of eligible teachers involved in Mathology professional development</p>	<p>75%</p>
		<p>% of teachers' satisfaction with professional development</p>	<p>95%</p>
		<p>% of Kindergarten to Grade 3 teachers implementing Mathology resources</p>	<p>100%</p>

## EXISTING STRATEGIES

<p><b>CLC Praxis Plans</b> CTR’s schools will designate at least 15 Friday Catholic Learning Community (CLC’s) professional development sessions to facilitate the team/department work on the execution of praxis (theory, action, reflection) plans to improve student learning via high yield goals/strategies in the areas of curriculum, instruction, or assessment. Schools will additionally focus praxis plans on continued Universal Mental Health strategies and build on supports already implemented in the areas of relationships, regulation, and safety. Teachers in Kindergarten to Grade 6 will combine praxis with implementation of new curriculum in Math, English Language Arts and Literature or Phys Ed and Wellness.</p>	<p><a href="#"><u>Academic Excellence Through Collaborative Praxis</u></a></p>	<p>% of principals satisfied with team/department praxis plans</p>	<p>90%</p>
<p><b>K-6 Curriculum Implementation</b> CTR will gather expert teachers to develop curriculum support documents to support curriculum implementation in English Language Arts and Literature and Phys Ed and Wellness. Math curriculum support documents, developed previously, will be updated based on released curriculum. All Kindergarten to Grade 6 teachers will attend introduction Sessions in the Spring of 2022, implementation sessions in August and designated divisional collaboration CLCs throughout the year to collaborate with colleagues, share resources and refine curriculum understanding.</p>	<p><a href="#"><u>New Curriculum</u></a></p>	<p>Targeted professional development budget allocations designated for professional development</p>	<p>\$200,000</p>
<p><a href="#"><u>Readers’ and Writers’ Workshop</u></a> The Readers’ and Writers’ Workshop philosophy is embedded in literacy instruction to foster fluency, engagement, increased stamina, and application of skills and strategies to improve students’ reading and written language. An additional cohort of teachers will receive professional development in Readers’ and Writers’ Workshop and follow-up classroom visits to support implementation.</p>	<p><a href="#"><u>Academic Excellence Through Collaborative Praxis</u></a></p>	<p>% of students involved in a Workshop classroom</p>	<p>65%</p>
<p><b>Coding</b> CTR will invite Grades 4-8 teachers to learn about and become leaders in the area of coding. Lead by CTR’s divisional STEM Lead Teacher, this opportunity will allow student to engage with computational thinking through coding and robotics.</p>		<p>% of eligible schools participating in the coding pilot.</p>	<p>50%</p>
<p>Targeted professional development budget allocations designated for professional development</p>		<p>% of elementary teachers using the curriculum support documents for curriculum implementation.</p>	<p>30%</p>
<p>Targeted professional development budget allocations designated for professional development</p>		<p>Targeted professional development budget allocations designated for professional development</p>	<p>\$30,000</p>



All elementary homerooms and secondary English and French Language Arts' classrooms are equipped with [Classroom Libraries](#).

Over 1,000 students in Grades 4 to Grade 12 participate in [Junior Achievement](#) programs throughout the year.

PROVINCIAL MEASURES	TARGET
<b>Provincial Achievement Test Acceptable Standard</b> Overall percentage of students in Grades 6 and 9 who achieved the <b>acceptable</b> standard on the test.	85%
<b>Provincial Achievement Test Excellence Standard</b> Overall percentage of students in Grades 6 and 9 who achieved the standard of <b>excellence</b> on the test.	30%
<b>Diploma Acceptable Standard</b> Overall percentage of students who achieved the <b>acceptable</b> standard on examinations.	90%
<b>Diploma Excellence Standard</b> Overall percentage of students who achieved the standard of <b>excellence</b> on examinations.	28%
<b>High School Completion Rate</b> Percentage of students who completed high school within <b>three</b> years of entering Grade 10.	88%
<b>Active Citizenship:</b> Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.	93%
<b>Academic Engagement</b> Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.	90%

# PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

## OUTCOMES

<b>Long Term:</b>	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on all measures.
<b>Medium Term:</b>	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 75% of the measures.
<b>Short Term:</b>	CTR's First Nations, Metis, and Inuit students meet or exceed CTR's overall assurance standards on 50% of the measures.

Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p><b>Gather Teachers to prepare K to 6 curriculum support documents, ensuring First Nations, Métis, and Inuit outcomes are clearly addressed.</b></p> <p>Prior to new curriculum implementation, CTR will engage teachers in summer professional development where they create curriculum support documents for each of the elementary curriculums. First Nations, Métis, and Inuit content and perspectives will be infused in each curriculum support document in collaboration with Elders, Knowledge Keepers and/or Indigenous Educators.</p>	<a href="#">New Curriculum</a>	% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100%
<p><b>Purchase First Nations, Métis, and Inuit resources for all new curriculums.</b></p> <p>CTR will ensure that elementary classrooms have resources for all elementary curriculums that advance and support student knowledge of First Nations, Métis, and Inuit perspectives, culture, and history.</p>	<a href="#">New Curriculum</a>	<p>Money spent on First Nations, Métis, and Inuit resources</p> <hr/> <p>% of Kindergarten to Grade 6 curriculums provided with at least one First Nations, Métis, and Inuit resource</p>	<p>\$50,000</p> <hr/> <p>50%</p>
<p><b>Many and One Committee</b></p> <p>The Many and One Committee consists of personnel from the Catholic Education Centre and the schools. The committee is focused on identifying and designing initiatives that combat racism and discrimination, while also fostering inclusion. The committee will specifically design initiatives that are focused on indigenous students and issues.</p>	<a href="#">Healthy Schools</a>	% of Many and One initiatives that are executed division wide	75%

<a href="#">Success in Schools (SIS) for Youth in Care Meetings Regarding Indigenous Students and CTR's SIS Administrative Procedure</a> All Indigenous youth in care have their cases reviewed three times a year.	<a href="#">Healthy Schools</a>	# of First Nations, Métis, and Inuit students involved in SIS meetings	18
		% of First Nations, Métis, and Inuit students meeting SIS goals	90%
		# of First Nations, Métis, and Inuit students completing profile for SIS Plan	18
<a href="#">Success for First Nations, Métis, and Inuit Administrative Procedure</a> CTR uses innovative approaches to support success and close the achievement gap between First Nations, Métis, and Inuit students and all Alberta students.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of First Nations, Métis, and Inuit students being served as per <a href="#">Administrative Procedure STU #23</a>	100%

## EXISTING STRATEGIES

Each school in CTR is represented by a [First Nations, Métis, and Inuit Lead Teacher](#) responsible for sharing resources and professional development opportunities, in addition to leading the school in building awareness and action related to First Nations, Métis, and Inuit perspectives.

[Foundational Knowledge Professional Development](#) is available for all CTR staff to access through webinars, First Nations, Metis, and Inuit Lead Teacher session, Alberta Regional PD Consortium sessions, cultural awareness events, and resources available through CTR's Intranet.

Every CTR school has provided [The Blanket Exercise](#) experience for all staff members, focusing on the historical facts and impacts of colonization on the indigenous people from pre-contact to the present.

[The Land Acknowledgement](#) is announced daily at all CTR schools, including at the start of assemblies, Parent Council meetings, weekly Central Office meetings, monthly administrators' meetings, and monthly Board meetings.

## PROVINCIAL MEASURES

## TARGET

### Provincial Achievement Test Acceptable Standard

Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the **acceptable** standard on the test.

80%

### Provincial Achievement Test Excellence Standard

Overall percentage of First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the standard of **excellence** on the test.

28%

### Diploma Acceptable Standard

Overall percentage of First Nations, Métis, and Inuit students who achieved the **acceptable** standard on examinations.

88%

### Diploma Excellence Standard

Overall percentage of First Nations, Métis, and Inuit students who achieved the standard of **excellence** on examinations.

26%

### High School Completion Rate

Percentage of First Nations, Métis, and Inuit students who completed high school within **three** years of entering Grade 10.

88%

### Active Citizenship

Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.

91%

### Academic Engagement

Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

90%

## PROVINCIAL DOMAIN: TEACHING AND LEADING

### OUTCOMES

<b>Long Term:</b>	Education Quality surveys measuring satisfaction with the quality of teaching will indicate a stakeholder satisfaction rate of 95% or higher.
<b>Medium Term:</b>	100% of active School Council parents will understand CTR's <i>Enhanced Supervision</i> process for teachers and administrators.
<b>Short Term:</b>	25% of CTR's teachers and administrators will be engaged in an <i>Enhanced Supervision</i> process each year, and 30 or more teachers will be engaged in the <i>Aspiring Leaders</i> program or be supported in taking an <i>LQS</i> course through an accredited post-secondary institution.

Supervision and Evaluation (processes, strategies, and local measures/data) to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<b>Staff Wellness Initiative</b> CTR Human Resources Department will lead professional development sessions for Vice Principals on career long self-care, occupational health, and well-being. Vice Principals will facilitate interactive sessions with their faculty and staff members.	<a href="#">Healthy Schools</a>	Total number of professional development sessions	5
<b>Staff Wellness Initiative</b> CTR Human Resources will form a focus group comprised on Administrators, Teachers and Support Staff who will provide involvement and influence for CTR Catholic's Wellness plans and goals.	<a href="#">Healthy Schools</a>	Total Number of consultation sessions	2
<b>Staff Wellness Initiative</b> CTR Catholic Human Resources will align <i>The 13 Factors: Addressing Mental Health in the Workplace</i> with CTR Catholic and school-based priorities, practices, and processes through consultation with administrators, teachers and the Liaison Committee.	<a href="#">Healthy Schools</a>	% of the 13 factors that have an alignment with CTR Catholic priorities, practices, and processes	50%
<b>Teacher Supervision, Growth and Evaluation (TSGE) Presentation with School Council</b> CTR's Human Resource Department will prepare a PowerPoint presentation that principals will use to explain CTR's TSEG process to School Council.	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of School Councils receiving a presentation on CTR's TSEG policy	100%
<b>Aspiring Leaders Program</b> CTR will refine its Aspiring Leaders program by aligning it with Leadership Quality Standard (LQS).	<a href="#">Academic Excellence Through Collaborative Praxis</a>	% of Leadership Quality Standards infused into the Aspiring Leader program plan.	100%

<p><b>Aspiring Leaders Program</b> CTR Catholic will host three virtual Aspiring Leader sessions that focus on the links between the TQS and the LQS. Sessions will feature stories of practice by current administrators and reflection facilitated by senior admin.</p>	<p><a href="#">Academic Excellence Through Collaborative Praxis</a></p>	<p>% of participant satisfaction with the professional growth experience.</p>	<p>95%</p>
<p><b>New Leader Mentorship</b> CTR Senior Administration will facilitate regular mentorship sessions with cohorts of new Principals and new Vice Principals with a focus on the LQS and CTR Administrative Procedures.</p>	<p><a href="#">Academic Excellence Through Collaborative Praxis</a></p>	<p>Total number of professional development sessions</p>	<p>5</p>
<p><b>Enhanced Supervision</b> CTR’s Human Resource Department will facilitate the support of Teacher Supervision Growth and Evaluations in schools by the involvement of all teaching directors and coordinators into the Enhanced Supervision of teachers in schools.</p>	<p><a href="#">Academic Excellence Through Collaborative Praxis</a></p>	<p>% of schools that have a teaching director or coordinator supporting Enhanced Supervision in schools.</p>	<p>25%</p>

**EXISTING STRATEGIES**

- CTR’s Human Resource Department will refine the principal evaluation instrument, aligning it with the LQS and inputting it into Clevr, CTR’s form management software.
- CTR’s Human Resource Department will align the Team Leader/Department Head application criteria to the Teacher and Leadership Quality Standards.
- CTR’s Human Resource Department will align the divisional award criteria with the TQS competencies.
- The Teacher and Leadership Quality Standards are incorporated into and aligned with the supervision, growth, and evaluation documents CTR uses in both the [Teacher Supervision, Growth and Evaluation](#) as well as the [Principal Supervision, Growth and Evaluation](#).
- On a four-year cycle, each [teacher](#) and [administrator](#) with a continuous contract participates in *Enhanced Supervision* with their Principal or Superintendent.
- Senior administrators who report at or lead professional learning at administrative meetings make explicit references on how the professional development or information presented is an indicator of the [Leadership Quality Standard](#).
- Administrators who present at New Teacher Orientation specifically cite how the standards and indicator of the [Teacher Quality Standards](#) are connected to the sessions presented.

PROVINCIAL MEASURE	TARGET
<p><b>Education Quality:</b> Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</p>	<p>95%</p>



## PROVINCIAL DOMAIN: LEARNING SUPPORTS

### OUTCOMES

**Long Term:** Stakeholder satisfaction with access to a continuum of supports and services will be 90% or higher.

**Medium Term:** Stakeholder satisfaction with access to a continuum of supports and services will be 88% or higher.

**Short Term:** Stakeholder satisfaction with access to a continuum of supports and services will be 86% or higher.

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Metis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p><a href="#">Universal Mental Health Supports</a>                      Universal mental health continues to be a focus for CTR and teachers will continue to build upon the mental health strategies they have already implemented. As part of their praxis planning, teachers will specifically identify a strategy in each of the three areas – relationships, regulation, and safety – that they will focus on for the school year, along with the specific area of mental wellness that is being targeted. For example, a teacher may focus on test-taking strategies to reduce anxiety for students.</p>	<p><a href="#">Healthy Schools</a></p>	<p>Teachers will identify and implement at least one strategy in each of the three areas – relationship, regulation, and safety, clearly linking each strategy to a specific area of mental health.</p>	<p>+5%</p>
<p><a href="#">#Relationships in a Digital Age</a>                      Through the <i>#Relationships in a Digital Age</i> initiative, teachers will deliver lessons to students focusing on the foundational priorities of building positive relationships, developing a capacity for sustained attention, being conscious of the impacts of screens on mental health, and responsible decision making around screen time. Topics include navigating social media, engaging in face-to-face conversations, dealing with conflict, building healthy relationships, replacement activities, etc. In addition, school staffs are modeling responsible use of screens while being intentional about creating opportunities for students to use critical thinking when engaging with technology. Lessons will be updated and finalized to reflect current trends and issues that are relevant to student responsible use of screens.</p>	<p><a href="#">Healthy Schools</a></p>	<p>There will be an overall improvement of 5% between pre-test and post-test student surveys measuring the impact of the <i>#Relationships in a Digital Age</i> lesson sets.</p>	<p>+5%</p>

<p><b><u>Movement and Regulation Circuits</u></b>                  These circuits, designed by CTR’s occupational therapists, provide students with a consistent, reliable, positive adult relationship on a regular basis, create knowledge and understanding about their inner state of being, provide sensory opportunities to calm the nervous system, and support a targeted and intentional cool down period to prepare their minds and bodies to learn.</p>	<p><a href="#"><u>Healthy Schools</u></a></p>	<p>% of schools using movement and regulation circuits</p>	<p>85%</p>
<p><b>Many and One Committee</b>                  The Many and One Committee works to promote inclusion and combat racism, discrimination, and other forms of marginalization. The committee is charged with coming up with a minimum of 10 different initiatives that schools can choose to employ based on their contexts.</p>	<p><a href="#"><u>Healthy Schools</u></a></p>	<p>% of schools implementing 3 of the strategies designed by the Many and One Committee</p>	<p>100%</p>
<p><b><u>Rural eMental Health Platform</u></b>                  As one of the 10 communities selected for the innovative implementation of the rural eMental Health Platform, CTR high schools in the Foothills region will support youth and young adults with accessing mental health supports in a timely manner. Through involvement with the platform, youth will experience improved access to services and supports, as well as clinical outcomes related to mental health and wellbeing.</p>	<p><a href="#"><u>Healthy Schools</u></a></p>	<p># of people trained on eMental Health Platform</p>	<p>6</p>
		<p>% of students referred to eMental Health that access the platform</p>	<p>75%</p>
<p><b><u>Request for Support Process</u></b>                  CTR’s Student Services Department will use a request for support process for schools to request additional services from the department. These requests will then be triaged, and a case manager assigned to ensure an efficient and effective response to requests based on student need.</p>	<p><a href="#"><u>Healthy Schools</u></a></p>	<p>% of requests responded to</p>	<p>100%</p>
<p><b><u>Registered Apprenticeship Program (RAP)</u></b>                  CTR has equipped counselors with resources to more robustly understand RAP possibilities and has developed a communication campaign aimed at both industry partners and students to promote RAP programming.</p>	<p><a href="#"><u>Transition to Post Secondary</u></a></p>	<p># of students in a RAP program</p>	<p>10</p>
<p><b>Intervention Programs</b>                  Interventions in early numeracy skills support Grades 1 to 3 students in the acquisition of strong number sense through additional targeted instruction. <a href="#"><u>Early Reading Intervention</u></a> (ERI) and <a href="#"><u>Enhanced Reading</u></a> (ER) interventions enhance excellent classroom instruction and provide additional and targeted reading instruction for students not reading at grade level (Grades 1 to 12).</p>	<p><a href="#"><u>Academic Excellence Through Collaborative Praxis</u></a></p>	<p>% of applicable students involved in ERI and ER</p>	<p>75%</p>
		<p>Average effect size of <math>d = .50</math> or higher, derived from comparison of pre-test and post-test results</p>	<p><math>d = .50</math></p>



<p><b><u>Attachment, Regulation, and Competency (ARC) Educational Assistants</u></b> CTR continues to focus on developing the ARC model in every school through professional learning opportunities for both new and experienced ARC Educational Assistants (EAs). This innovative approach addresses issues of attachment, regulation, and competency to ensure success for all students.</p>	<p><b><u>Healthy Schools</u></b></p>	% of schools using at least one EA to deliver ARC lessons	85%
		% of schools with at least one EA trained in ARC through professional learning during the 2022-2023 school year	90%

## EXISTING STRATEGIES

CTR's schools continue to have access to services provided by [Family School Liaison Workers \(FSLWs\) and Connections Workers](#).

Elementary and some secondary school personnel have received training in the underlying principles and functional implementation of [Zones of Regulation](#).

School staff have engaged in training to understand [ACES](#) and the impact childhood trauma has on learning and the brain.

Multiple school staff members have been trained in the implementation of [The MANDT System](#). Two divisional Coordinators are "Train the Trainers" for this program and can train individuals when needed.

School staff have received training in the [Crisis Cycle](#) and how to de-escalate students in crisis.

Students across the division continue to access [Sensory Rooms](#) on both a scheduled and as-needed basis.

School staff continue to engage in professional learning around [Trauma Informed Practices](#) and the impact of implementation on students and learning.

All Kindergarten students are invited to participate in [Screening and Early Intervention](#), if identified during the screening process.

Schools have access to CTR's divisional Psychologist through the Request for Support process for [Psychological Assessments](#) for students.

CTR's schools continue to have access to specialized support services including [Speech Language Pathology, Occupational Therapy, Physical Therapy, Low Incidence and Behavior Supports](#)

All students who have received an Alberta Education Special Education Code have an [Individualized Program Plan](#) on Template A, B or C, as determined by student need.

The Student Services team meets with the Learning Support team at each school minimally three times per year for [Case Conferences and Success in Schools for Youth In Care](#).

Twelve CTR schools continue to support student wellbeing through a [Nutrition Program](#). This program helps to support the division's overall Healthy Schools initiative.

**\*See First Nations, Metis, and Inuit Student Growth and Achievement Domain for more strategies.**

## PROVINCIAL MEASURES

## TARGET

**Safe and Caring:** Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

95%

**Student Inclusion:** Percentage of teachers, parents, and students who agree students are supported and are successful in their learning.

86%

**Access to Supports and Services:** Percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at schools, including inclusive education.

86%

## PROVINCIAL DOMAIN: GOVERNANCE

### OUTCOMES

<b>Long Term:</b>	Stakeholders view CTR as strong in the areas of faith, learning, creating safe and caring schools, and stewardship.
<b>Medium Term:</b>	Four-Year Education plans are increasingly reflective of input from various stakeholders.
<b>Short Term:</b>	Community Influencer and Superchat initiatives communicate CTR's successes and seek input about areas to improve.

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<b>Board of Trustees Community Influencers Engagement</b> Each trustee will identify 5 community influencers who will be asked to participate in three World Cafés to engage about the topics of mental health, advocacy for Catholic education, and CTR's foundational principles.	<a href="#">Stakeholder Engagement</a>	Number of participants attending the World Cafés	40
<b>Principals Community Influencers Engagement</b> Each principal will identify 10 to 20 community influencers to join the School Council members and participate in three World Cafés to engage about topics of importance such as teacher supervision and evaluation, student learning, and other school priorities.	<a href="#">Stakeholder Engagement</a>	Total number of participants attending the World Cafés	255
<b>Superchats</b> The four superintendents schedule one World Café (called Superchats) with each school each year. At these conversations, we consult about existing priorities and plans, and gather feedback on new needs arising in our schools. These conversations influence our Four-Year Education Plan priorities.	<a href="#">Stakeholder Engagement</a>	% of Four-Year Education Plan priorities identified via the Superchat process	75%

### EXISTING STRATEGIES

CTR's senior team meets with Alberta Education annually to review plans in detail.

The Four-Year Education Plan is presented annually to both School Council and Ward Committees.

The Four-Year Education Plan is a standing item on every one of CTR's Board Meeting agendas.

All teachers are consulted about Four-Year Education Plan strategies and priorities via the Superchat process.

Administrators are consulted and/or in-serviced about the Four-Year Education Plan at every administrators' meeting.

CTR has joint use agreements with each community.

School Council Chairs are gathered two to three times per year at *Council of School Councils Meetings*

CTR's trustees and senior administrators are engaged in collaborative work via participation in the ACSTA, CCSSA, ASBA, and CASS.

The Board of CTR meets with at least one coterminous school board per year to discuss issues of mutual concern.

The Board of CTR meets with at least one local MLA per year.

CTR informs and engages parents and community members via organized communication campaigns.

## PROVINCIAL MEASURE

## TARGET

**Parental Involvement:** Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

90%



CHRIST THE REDEEMER BOARD OF TRUSTEES

INSPIRING CATHOLIC EDUCATION

## PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans is as follows:

- Each principal reviews their annual education results with their School Council in October.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Feedback from divisional and school-based *Influencer's* engagements will be summarized and reported in our Annual Education Results Report.

## TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

**Alberta Education:** Alberta Education is involved in our plan development through meetings with our Zone Manager. Our plan is distributed and shared with Alberta Education through meetings with our Zone Manager.

**Board of Trustees:** The Trustees are involved in the development of the plan as administration seeks the input of the Trustees at multiple Board meetings. Our Four-Year Education Plan is reviewed at every Board meeting.

**Educational Administrators:** Senior administration and site-based administrators are involved in the development of the plan by engaging in results analysis, identifying gaps, and developing strategies to address them. The plan is distributed and shared with educational administrators, in whole or in part, at monthly administrators' meetings.

**School Councils/Parents:** Site-based administrators involve their School Councils in the development of their school plans, which then inform the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee is asked to assist with the plan's development by analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas. The final plan is distributed and shared at school council meetings and the *Council of School Councils* meetings, which are held twice yearly.

**Ward Committees:** The plan is distributed and shared at Ward Committee meetings, which include principals, local trustees, school council chairs, and senior administration.

**Schools:** A copy of the plan is sent to each school. Teachers and parents are invited to view our plan by accessing our web link to the plan. Highlights of the plan will also be included in school newsletters with the web link included.

The plan has been posted on our division website and can be found at **2021-2025 Four-Year Education Plan**.

**Copies of this Plan may also be obtained by contacting Superintendent Dr. Scott Morrison at Divisional Office, #301, 23 Riverside Drive, Box 1318, Okotoks, AB T1S 1B3 or by calling 403- 938-2659 or 1-800-737-9383.**



## LOCAL DOMAIN: FAITH COMMUNITY

### OUTCOMES

**Long Term:** Aggregate satisfaction rates on faith surveys are 95% or higher.

**Medium Term:** Aggregate satisfaction rates on faith surveys are 93% or higher.

**Short Term:** Aggregate satisfaction rates on faith surveys are 91% or higher.

NEW STRATEGIES	DIVISIONAL PRIORITY	LOCAL MEASURES	TARGET
<p><b>Implementation of New <a href="#">Fully Alive</a> Resource</b>  <i>Fully Alive</i> is a resource used to support the teaching of human sexuality through a Catholic worldview. <i>Fully Alive</i> beautifully expresses the wonder of our creation as human beings and what it means to be a child of God. Students explore the beautiful stories about God's purposeful intention in creating human beings in His image and likeness.</p>	<a href="#">Faith</a>	% of applicable teachers using the resource	100%
<p><b>Implementation of new Grade 8 <a href="#">Growing in Faith</a>, <a href="#">Growing in Christ</a></b>  <i>Growing in Faith</i>, <i>Growing in Christ</i> is the new elementary religious education program approved by the Canadian Council of Catholic Bishops and the Alberta Bishops. CTR is rolling out one grade a year and providing in-service annually.</p>	<a href="#">Faith</a>	% of applicable teachers using the resource	100%
<p><b>Faith Formation Monthly Newsletter</b>                      The Director of Catholic Education will produce a newsletter each month to assist in staff faith formation and focus on CTR's faith theme: <i>I am. The Way, The Truth, and The Life</i>.</p>	<a href="#">Faith</a>	# of editions per year	10
<p><b>Working Group to Develop New Religious Education Assessment for Division</b>                      The Director of Catholic Education will assemble grade-level teams of teachers to develop the three standardized assessments CTR administers annually in targeted grades.</p>	<a href="#">Faith</a>	# of standardized assessments produced in 2021/2022	3
<p><b>Champion Program</b>                      The Director of Catholic Education will support schools who choose to implement a Champion Program aimed at ensuring every student in the school has an adult advocate from the school in their life.</p>	<a href="#">Healthy Schools</a>	# of schools initiating/continuing a Champion Program	3
<p><b>Celebration of School Patronage</b>                      The Director of Catholic Education will support schools who choose to enhance their school's attention and focus on the saint or member of the Godhead after which they are named.</p>	<a href="#">Faith</a>	# of schools initiating a saint/Godhead project	3

## EXISTING STRATEGIES

CTR's schools devote approximately 25% of their weekly Friday Catholic Learning Communities to Faith for staff.

CTR's schools complete two days of Eucharistic Adoration, coinciding with Catholic Education Sunday (November) and Catholic Education Week (May).

CTR Catholic hosts an Annual Bishop's Luncheon designed to build relationships and advance church and school cooperation through this meeting of administrators, priests, trustees, and the Bishop.

CTR's schools host liturgies and Masses held at the start of the year, throughout liturgical season, and at the end of the school year. Providing opportunities for prayer and church sacraments is vital for the spiritual formation of staff and students.

Catholic Education Sunday (November) and Catholic Education Week (May) are celebrated by local Catholic parishes, schools, and families to recognize the good work of Catholic education in the Church's salvific mission.

CTR works collaboratively with its local GrACE CTR group. [GrACE](#) is a provincial movement whose mission is to inspire, invigorate, and embolden the spirit of Catholic education in order to unite, engage, educate, and communicate with one voice.

CTR hosts an annual Administrators' and Trustees' retreat, designed to enhance their spiritual formation and support them in their servant leadership.

CTR annually hosts Faith Days, a two-day event to offer faith formation for all teachers and administrators.

CTR has a designated [Faith Leader\(s\)](#) at each school who, under the supervision of the Director of Catholic Education, plan and set direction for faith events and initiatives across the division and in their school.

CTR's Superintendent and Director of Catholic Education serve on the Calgary Diocese Leadership Team with role-alike members from Catholic school divisions which fall under the [Roman Catholic Diocese of Calgary](#). Together with Bishop McGrattan, the intent is to set vision and direction for the Southern Alberta Regional Educators Council (SAREC).

SAREC operationalizes the vision and direction set by the Calgary Diocese Leadership Team under supervision of the Bishop's Office.

## DIVISIONAL MEASURES

## TARGET

% of students, parents, and teachers who indicate that the students are developing a meaningful prayer life.

94%

% of students who pray by means of morning or evening prayer, prayers of thanks to God, prayers asking for God's assistance, reading the Bible or select scriptures from the Bible and reflecting on the meaning, Rosary, or formal prayers such as the Lord's Prayer, personal prayer, and contemplation of God's will.

100%

% of students, parents, and teachers who are satisfied with how they have grown as a Christian because of their involvement in Catholic education.

95%

% of students who attend Catholic mass or, if not Catholic, services at their church.

30%

% of students Grades 4, 8, and 11 achieving an Acceptable Standard on assessment.

98%

% of students Grades 4, 8, and 11 achieving an Excellence Standard on assessment.

98%

% of staff who have participated in one or more faith growth experiences.

100%

% of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.

97%

% of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.

96%

% of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.

96%

## BUDGET SUMMARY 2023

### Revenues

Alberta Education:	\$ 89,083,459
Alberta Infrastructure:	\$ 4,033,160
Other School Authorities:	\$ 180,000
Property Taxes:	\$ 7,170,342
Fees:	\$ 1,197,981
Miscellaneous:	\$ 1,452,270

Ex.: Other Sales and Service, Investment Income, Gifts and Donations, Rental of Facilities, Fundraising

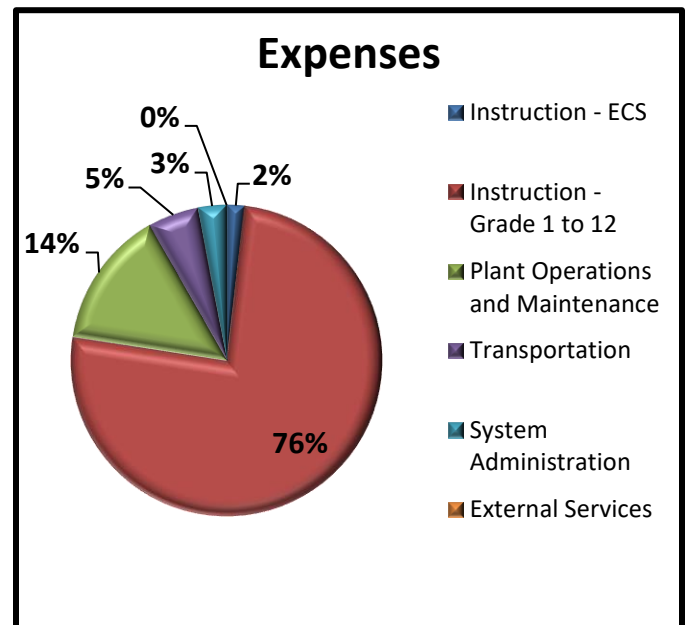
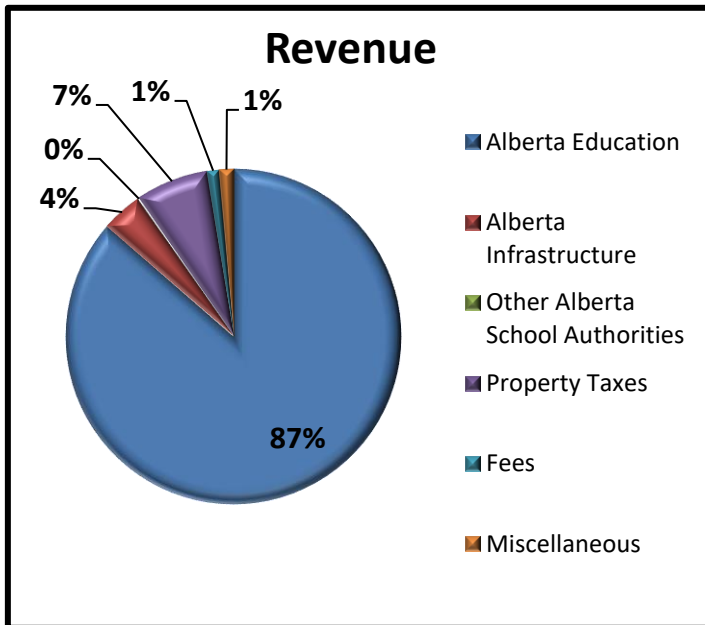
**Total: \$103,090,212**

### Expenses

Instruction – ECS:	\$ 1,909,752
Instruction Grade 1 to 12:	\$ 78,678,757
Plant Operations and Maintenance:	\$ 14,912,671
Transportation:	\$ 5,454,309
Administration:	\$ 3,079,246
External Services:	\$ 37,500

**Total: \$104,072,235**

**Deficit: \$ (982,023)**



The Christ The Redeemer (CTR) Catholic School's 2022-2023 budget is guided by its Four-year Education Plan and fundamental beliefs of Faith, Learning, Safe & Caring Environments and Stewardship of Resources. Budget 2023 continues to place an emphasis on low class sizes to optimize the quality of student learning and has set targeted priorities to achieve student success by maximizing dollars into the classroom. These monies will provide the necessary resources and supports to ensure a quality education for all students. CTR's proposed operating budget for the 2022-2023 fiscal year totals approximately \$104 million. CTR's projected overall deficit position for the upcoming school year equates to \$982,023.

It is assumed that enrolment will remain steady when comparing to the 2022 fiscal year. Various external and internal factors have been considered, such as grid increments and benefit increases, insurance premium increases, and a rise in other costs due to inflationary pressures, etc. CTR will monitor its fiscal spending throughout the year to ensure it is achieving its goals and objectives in the short and long term. A 2022-23 Detailed Budget Report can be found on the [CTR Website](#) under the "About" tab.

## CAPITAL AND FACILITIES PROJECTS

Christ The Redeemer (CTR) Catholic's four highest priorities are reflected in the CTR Three Year Capital Plan that was submitted to the Province on April 1, 2022. CTR's Three-Year Capital Plan 2022-2025 can be accessed [here](#). CTR's top four priorities are briefly delineated below.

CTR's first priority is a replacement school for École Good Shepherd School in Okotoks. The current facility needs repairs that are as expensive as building a new school. It would be a multiyear project to repair the existing facility, and it is not reasonable to do so with students in the facility. The Town of Okotoks has a serviced site ready to accommodate the construction of the replacement school very near to where the existing facility is.

CTR's second priority is the permanent construction of an addition to Our Lady of the Snows Catholic Academy in Canmore. The facility is approaching capacity and space concerns are exacerbated by the fact the facility is shared with the Francophone school board. This places additional pressure on the ability for students to access shared spaces such as the gymnasium, complementary course classrooms, and the cafeteria. The addition would be a collaborative project serving the needs of both CTR and the Francophone board.

CTR's third priority is a new school in High River. Space concerns at both High River schools have been addressed by the addition of modular classrooms. This has placed pressure on the common areas (e.g. the gymnasium and complementary course classrooms) of the school which cannot be expanded to accommodate the additional students. Moreover, both schools have no additional land on which to add more modular classrooms. In cooperation with the Town of High River, a site has been identified.

CTR's fourth priority is the permanent construction of an addition to St. Joseph's Collegiate in Brooks. Currently the school utilizes seven detached modular classrooms, most of which are approaching the end of their effective utilization. CTR's intention is to replace these modular classrooms with a permanent addition.

### MODULAR CLASSROOM PROJECTS

CTR has several modular classroom additions in progress. These include projects at Notre Dame Collegiate in High River, Our Lady of the Snows Catholic Academy in Canmore, and Saint Francis of Assisi Academy in the County of Foothills. Although the four modular classrooms in question were slated for installation in late in 2021, supply issues have delayed the projects. The modulars at Notre Dame and St. Francis are expected to be placed in May and June of 2022, but we cannot yet commit to a completion date for the modulars at Our Lady of the Snows. All of these modular classroom projects are temporary solutions, while we pursue long-term solutions of permanent construction in all three communities.





## PROVINCIAL DOMAIN: LOCAL AND SOCIETAL CONTEXT

### CTR's Fundamental Beliefs



## FAITH

WE EMBRACE THE MAGISTERIUM OF THE CHURCH. OUR CATHOLIC FAITH PERMEATES ALL THAT WE DO. OUR SCHOOLS BECOME FAITH COMMUNITIES WHEN STAFF AND STUDENTS GIVE WITNESS TO THEIR FAITH. JESUS IS THE SOURCE OF OUR MORALS AND VALUES. PRAYER IS ESSENTIAL. WE BELIEVE THAT PARENTS ARE THE PRIMARY EDUCATORS OF THEIR CHILDREN.



## LEARNING

EDUCATORS IN OUR CATHOLIC SCHOOLS HAVE HIGH EXPECTATIONS AND HIGH CONFIDENCE THAT STUDENTS CAN LEARN AT HIGH LEVELS. WE WORK WITH PARENTS AS VALUED PARTNERS. WE EXPECT EXCELLENCE OF OUR STUDENTS AND OF OURSELVES AS EDUCATORS.



## SAFE AND CARING

WE BELIEVE THAT THE INFINITE VALUE OF EACH PERSON IN GOD'S EYES MUST BE REFLECTED IN ALL THAT WE DO. THIS CALLS FOR RESPECT IN ALL RELATIONSHIPS.



## STEWARDSHIP OF RESOURCES

WE ARE CALLED TO BE FAITHFUL STEWARDS OF GOD'S CREATION. THE BOARD OF TRUSTEES OF CTR CATHOLIC IS ACCOUNTABLE TO THE BISHOP OF THE DIOCESE OF CALGARY, THE MINISTER OF EDUCATION, AND OUR PARENTS, AND OUR SUPPORTERS.

## ABOUT CTR CATHOLIC SCHOOL DIVISION

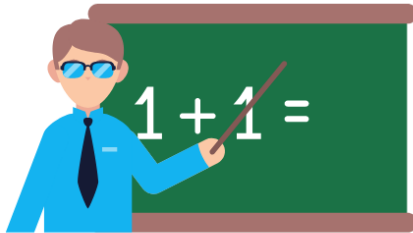
**Mission:** As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring, environment, to guide all students to appreciate the goodness of all creation and to meet the challenges of life with hope and confidence.

**Vision:** The truth of Christ and knowledge of God's creation will be experienced by and manifested in the students, staff, parents, and supporters of our Catholic school community.

### By the numbers



**11,000** + Students



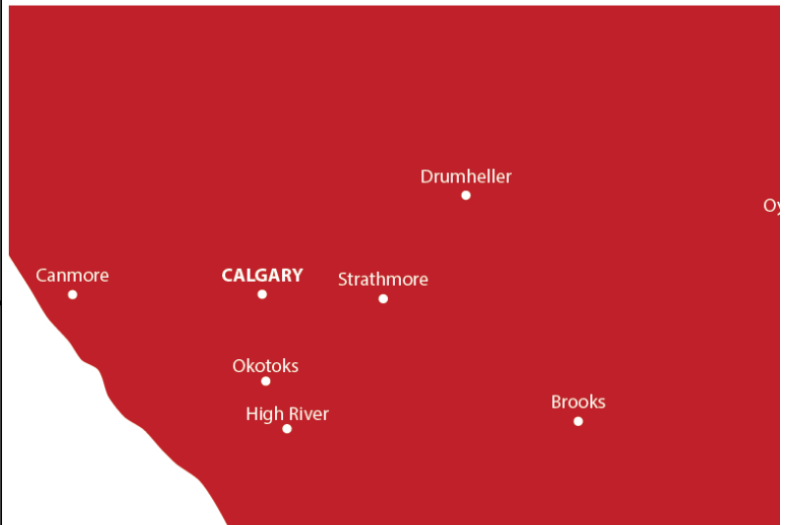
**700** + Staff



**19** Schools

- 5 K to 6 Schools
- 1 K to 4 School
- 1 5 to 8 School
- 1 7 to 9 School
- 2 7 to 12 Schools
- 1 9 to 12 School
- 1 10 to 12 School
- 2 K - 12 Schools
- 1 K - 9 School
- 3 Outreach Schools
- 1 Online/Home Education School

### Where are our schools located



- Oyen** - Assumption Roman Catholic School
- Brooks** - Holy Family Academy, Christ The King Academy, St. Joseph's Collegiate, and St. Luke Outreach Centre
- Drumheller** - St. Anthony's School
- Strathmore** - Sacred Heart Academy and Holy Cross Collegiate
- DeWinton** - St. Francis of Assisi Academy
- Okotoks** - Ecole Good Shepherd School, St. Mary's School, St. John Paul II Collegiate, Holy Trinity Academy, St. Luke's Outreach Centre, and The Centre for Learning@HOME
- High River** - Holy Spirit Academy, Notre Dame Collegiate, and St. Luke's Outreach Centre
- Canmore** - Our Lady of the Snows Catholic Academy

### What we offer

- Catholic Education
- English Language Learning
- French Immersion
- Home Education
- Online Learning
- Outreach Centres
- Kindergarten



## WHISTLEBLOWER PROTECTION

The Public Interest Disclosure (Whistleblower Protection) Act requires that school boards have a policy regarding public interest disclosure and that the Chief Officer make an annual report on the number of disclosure and investigations.

The Board has established Board Policy #30, Whistleblower (Public Interest Disclosure Act) which can be found at ([Board Policy #30 Whistleblower](#)). The Superintendent (Chief Officer) did not receive any disclosures under this policy in the 2021-2022 school year.

## ACCOUNTABILITY STATEMENT

The Four-Year Education Plan for The Christ the Redeemer Catholic Separate School Division commencing September 1, 2022, was prepared under the direction of the Board/Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021-2025 (Year Two) at their Regular Board Meeting held on May 26, 2022.



Andrea Keenan  
Board Chair



Dr. Scott Morrison  
Superintendent

