

EDUCATION PLAN



2026-2030

CULTIVATING EXCELLENCE SINCE 1966



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The version of the 2026–2030 Education Plan published here does not display official signatures as a security measure to prevent the unauthorized duplication or misuse of digital signatures. The fully signed and executed version of this document has been officially submitted to and received by the Ministry of Education and Childcare.

Executive Summary

Welcome to the first year of our 2026–2030 Education Plan. Guided by our strategic roadmap, **IMPACT 2030**, the plan is based on community feedback and outlines our academic focus for the coming years.

Our dual-curriculum model continues to yield exceptional results. In 2024–2025, 100% of our Grade 9 and 12 students succeeded on the French Brevet (DNB) and Baccalauréat, while also earning DELF and DELE global language credentials. Additionally, our Grade 6 and 9 Alberta Provincial Achievement Test (PAT) scores far exceeded provincial averages.

There are three foundational commitments across its strategy:

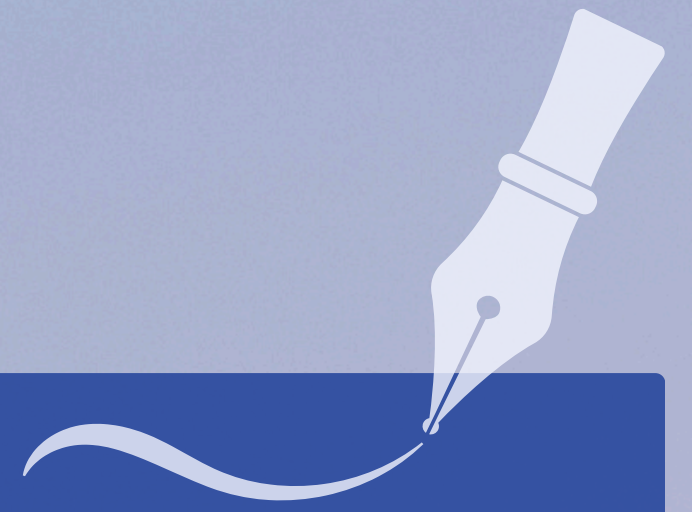
- **Active Inclusion:** Strategic support via Universal Design for Learning (UDL) and an expanded Student Support and Success team.
- **Authentic Plurilingualism:** Harmonized French and English instruction that naturally reinforces language acquisition.
- **Intentional Digital Citizenship:** Leveraging technology to accelerate autonomy, differentiation, and critical thinking.

These commitments power our three core pillars:

1. **Living Bilingual Excellence Daily:** Prioritizing autonomy, inquiry, and ethical digital creation.
2. **Embodying “Glocal” Citizenship:** Honoring diversity through restorative justice and embedding Indigenous perspectives into our Treaty 7 curriculum.
3. **Cultivating a Professional Learning Community:** Elevating faculty mentorship, peer observation, and bicultural harmonization.

Through IMPACT 2030 and this Education Plan, we continue our promise to elevate academic achievement while inspiring resilient, globally minded citizens.

Message from the Head of School



Dear Lycée International de Calgary Families, Colleagues, and Friends,

I am thrilled to launch Year 1 of our 2026–2030 Long-Range Education Plan, driven by our strategic roadmap, IMPACT 2030.

As I walk our hallways every day, I am constantly inspired by our students' determination as they navigate the unique demands of a dual-diploma pathway. Shaped by community feedback, our new plan is designed to support the whole child. We are anchoring our educational approach in the unique attributes of the plurilingual brain, using cognitive agility, profound empathy, and dynamic problem-solving as the primary vectors for everything we do. Grounded collectively in our core IMPACT values, we are fully committed to fostering strong personal identities, encouraging holistic well-being, and developing true global citizens.

We are all navigating an era defined by unprecedented volatility, uncertainty, complexity, and ambiguity. In this shifting landscape, our vision is to cultivate an antifragile, human-centric learning environment where our students do not merely withstand disruption but thrive because of it. By placing deep human connection, critical thinking, and emotional resilience at the heart of our curriculum, we ensure that every challenge becomes a catalyst for adaptability and personal growth. This approach empowers our young learners to embrace a complex world with confidence, turning life's unexpected turns into opportunities for self-discovery and meaningful impact.

It takes a diverse and dedicated village to raise such incredible young people, and I am deeply grateful to the partnership of our community. Thank you to our Board, families, and staff for walking this path alongside us. As you explore the details of the plan in the pages that follow, please feel free to reach out to me at headofschool@lycee.ca with any questions or if you would simply like to chat about our exciting next chapter.

Warmly,

Françoise

Françoise Bougaeff

Head of School

Lycée International de Calgary



Accountability Statement

The Education Plan for the Lycée International de Calgary, commencing August 31, 2026, was developed under the strategic direction of the Board of Directors and in close partnership with the Head of School, fulfilling our governance responsibilities under Alberta’s Private Schools Regulation and Ministerial Grants Regulation.

This Plan is the result of a robust, collaborative process that ensures that our community’s voice shapes our educational priorities. Fully aligned with the school’s long-term Strategic Plan and provincial operational strategies, the Plan leverages localized student performance metrics and institutional outcomes.

We are collectively committed to implementing these evidence-based strategies to enhance bilingual learning, inquiry, intercultural competence, and academic achievement. The Board of Directors officially ratified and endorsed the 2026–2027 Education Plan on June 16, 2026.

Jennifer Pound

Board Chair



Who We Are

Founded in 1966 as Lycée Louis Pasteur to serve expatriate families, the institution incorporated under the Alberta Societies Act in 1982, opened its doors to local citizens, and secured its dual ministry accreditations.

Over its 60-year history in southern Alberta, the Lycée has developed a unique bicultural identity and a shared commitment to building a high-trust, collaborative relationship between school and home. Students benefit from a highly qualified faculty with valid teaching credentials from both France and Alberta, enabling them to thrive in a personalized learning environment that actively prioritizes universal acceptance and a sense of belonging.



Our school vision compels us to cultivate citizens who shape the future, locally and globally. To do so, we prioritize a rigorous academic philosophy that combines inquiry-based learning with cognitive agility. This dual-curriculum path seamlessly integrates the comprehensive Alberta Education and Childcare curriculum with the strict standards of the French Ministry of Education. Through this academically demanding environment, students are fully prepared to navigate a rapidly changing world and an increasingly global economy, culminating in the unique achievement of earning both the Alberta High School Diploma and the French Baccalauréat.



A cornerstone of a Lycée education is integrated programming that balances holistic, developmental teaching with universal standards of accountability. While officially classified within Alberta's regional framework as a French immersion program, the school operates culturally as a Francophone institution in which core learning directly incorporates diverse international perspectives.

True to this expansive approach, all students begin intensive third-language study in Spanish in Grade 6 and maintain it until graduation. This immersive language framework deepens critical thinking and ensures our graduates achieve functional trilingualism, allowing them to seamlessly connect their knowledge to a broader global perspective.

Our Identity and Educational Landscape



Unique to Lycée, we build a supportive village culture driven by transparency and an authentic partnership with our families. Proactive collaboration defines our community trajectory, bringing historically sensitive topics—such as the implementation of our school-wide dress code and our focused technology policy—into the open to ensure alignment.

This collective responsibility extends to our families through the Lycée Community Association (LCA) and is supported by a developing culture of philanthropic giving, emphasizing that tuition covers the expected, while fundraising covers the exceptional.

Our students find a second home at Lycée, driven by curiosity and a deep sense of belonging. Our newly expanded campus connects four developmental cycles spanning preschool through senior high school. All students benefit from continuity, mentorship opportunities across different age groups, and an inclusive classroom framework.

For senior high students, this baseline is elevated through specialized academic choices and flexible options. To keep these exceptional opportunities accessible, our financial aid program offers up to 50% tuition support for families facing unexpected life challenges, maintaining our focus on empathy and mutual care.

Being accredited by both Alberta Education and Childcare and the French *Ministère de l'Éducation Nationale*, Lycée embraces the rigorous ideals, values, and global recognition shared with these governing bodies. Together, they enable us to instill in our students a profound intercultural competence and the discipline required of true global citizens.

Students graduate from the Lycée International de Calgary, driven to realize their academic potential and inspired to shape the future. Our high-trust school community and the dual pathways we provide ensure they are fully prepared to make a positive difference in the wider world.



OUR ACCREDITATIONS: 



IMPACT 2030

CULTIVATING EXCELLENCE

OUR MISSION

We foster a challenging, transformative bilingual education in a multicultural environment, bringing out excellence in every student.

OUR VISION

Cultivating citizens who shape the future, locally and globally.

Inquiry

Cultivating curiosity, critical thinking, and the ethical evaluation of information.

Multi-culturalism

Celebrating our international mosaic and promoting global compassion.

Perseverance

Embracing resilience, tenacity, and the courage to grow through challenges.

Authenticity

Fostering transparent, honest expression to build trust and respect.

Community

Operating as a connected village bound by mutual responsibility and empathy.

Transformation

Championing continuous growth and innovation as architects of positive change.

CORE VALUES (IMPACT)

Our values form the foundation of our "glocal" community, shaping everyday interactions and student growth:

Strategic Pillars

1

Bilingual Excellence & Future-Ready Learning

Curriculum Integration

Aligning dual benchmarks; expanding DELF/DALF, DELE, and IELTS pathways.

Resilient Learners

Expanding mental health networks, student voice, and ethical AI/digital guidelines.

Global Pathways

Optimizing flexible labs and leveraging the French Baccalauréat for worldwide university access.

2

A Unified, Vibrant Community

Brand Elevation

Centralizing a parent portal and empowering community ambassadors.

Empowering Our People

Aligning talent compensation to market; cultivating a culture of giving.

Strategic Partnerships

Expanding cross-divisional innovation with CAIS, AEFE, and Francophone networks.

3

Stewardship & Sustainability

Sustainable Growth

Targeting 20% enrollment growth via enhanced recruitment and retention.

Capital Investment

Developing a facilities master plan and launching a capital campaign.

Revenue Diversification

Re-engineering tuition structures and establishing a dedicated advancement function.

The Home & School Commitment

By choosing Lycée International de Calgary, families partner with us to uphold these pillars and IMPACT values, creating a safe, welcoming, and high-trust learning environment.

Stakeholder Engagement & Assurance Framework

Through proactive communication, regular engagement opportunities, and structured data collection, the school ensures that stakeholder voices directly inform our strategic decision-making and continuous assurance processes.

Parent and Guardian Engagement

Welcoming and Transition Initiatives: Annual *Meet-the-Teacher* events foster foundational relationships. For new families, targeted outreach begins at the end of the previous school year and continues into the fall, followed by individualized check-ins during the first few months to support successful integration.

Targeted Principal and Faculty Sessions: Specialized workshops address key milestones, including transition years (Kindergarten to Grade 1, Grade 5 to Junior High), student mental health and socio-emotional learning led by the School Counsellor, and course selection/post-secondary advising supported by specialized university guidance advisors (Grade 9 and above).

Strategic and Operational Communication: Transparent updates are maintained through the Head Lines (monthly messages from the Head of School) and The Hebdo (our bi-weekly community newsletter).

Lycée Community Association (LCA): The LCA serves as a primary vehicle for parental leadership, involvement, and volunteerism. An LCA board member sits across key advisory bodies.



Community Governance and Consultative Committees

The Connect Committee: A dedicated working group of parents, faculty, and staff met five times in 2025–2026 to collaborate on and advance the school's intentional 5-year framework for technology and AI integration.

Class Representatives Council: This council meets five times annually and brings together elected parent representatives from every class with the Senior Leadership Team (SLT) to discuss operational and pedagogical matters.

School Council: Convening three times a year, this advisory body comprises parent representatives, faculty, staff, and leadership to deliberate on broad school matters, review and approve the school calendar, and the school handbook.

Café Croissants: Held four times a year, these informal gatherings allow families to mingle directly with the SLT and staff. Sessions may feature short presentations on key focus areas, such as the strategic plan, bicultural dress code frameworks, or STEM curriculum developments.

Community Report: Held each fall, the Community Report Session allows the Board of Directors and the SLT to share progress on strategic goals, operational highlights, audited financials, and key school performance data.

Evidence-Informed Data Collection Mechanisms

Systemic Benchmarks: *Alberta Education and Childcare Assurance Survey* (administered annually to parents, teachers, and students in Grades 4–12) and the *School Life in Focus Survey* (conducted with CAIS for students in Grades 8–12, tracking school climate and student experience).

Internal Quality Metrics: Targeted questionnaires mapping Community and Belonging, Co-curricular Program satisfaction, and operational metrics (Enrollment, Attendance, and Retention Tracking via exit surveys and interviews).

Informal Feedback Channels: Ongoing input gathered through daily communication and meetings.



Education Plan

2026–2030



Preamble

Introduction

This Education Plan is deeply informed by our five-year strategic roadmap, IMPACT 2030: Cultivating Excellence. Developed through broad consultation across our community, these goals guide our continuous improvement over a rolling multi-year timeline. By integrating our core values with the provincial measures of the Alberta Education and Childcare Assurance Framework, we ensure our core commitments are a lived, daily reality.

Our latest Annual Education Results Report (AERR) highlights the exceptional academic standards that define Lycée, with student growth and achievement consistently surpassing provincial averages. In nearly all Grade 6 and Grade 9 subjects, our Standard of Excellence rates frequently double or triple provincial benchmarks—exemplified by an outstanding 65.5% excellence rate in Grade 6 English Language Arts and a 100% acceptable rate in High School French Language Arts 30-1.

As an institution dedicated to sustainable excellence, we view our highest achievements not as final destinations but as springboards for doing even better. In Grade 9 Science, where our students already outpace the province with an 88% acceptable standard, we aim for the highest tier of performance by deepening their inquiry-based reasoning from Grade 7 to 9. Similarly, in High School English Language Arts 30-1, we are proactively addressing workload fatigue. By continuously harmonizing the dual requirements of the Alberta curriculum and the French Baccalauréat, we are implementing targeted training in advanced written analysis to ensure exam performance fully mirrors our students' high day-to-day potential.

Our commitment to excellence also drives how we cultivate our collective intelligence. Our community has expressed immense confidence in our school culture, with overall parental involvement satisfaction rising to a very high 84.3%, and parent satisfaction specifically reaching a stellar 80%. True to our vision of a professional learning community grounded in collaboration, we are leveraging these strong numbers to foster even greater synergy. With teacher satisfaction with parental involvement at a highly commendable 88.5%, we are maximizing this collective

strength by streamlining our digital ecosystems, including FinalSite, Pronote, and Seesaw, and by leveraging our support and leadership teams to ensure school-home communication remains proactive, clear, and seamless.

This focus on high expectations ensures our ultimate outcomes remain unmatched. Because our student body is highly mobile, we track our families' true success beyond rigid local metrics, and we are proud to maintain a 100% high school completion rate that unlocks pathways to prestigious universities worldwide. This global readiness is enriched by our local responsibilities as a proud Downie Wenjack Legacy School. We commit to weaving Indigenous perspectives and ways of knowing into our daily instructional delivery, anchoring cross-curricular projects in connection with the land to cultivate empathetic global citizens.

This Education Plan outlines our strategic outcomes through 2030, balancing our unique bilingual model with provincial expectations. Driven by our shared belief that clarity inspires excellence, these tactical plans ensure a unified, consistent, and deeply relational approach to our collective growth.

Our Foundational Educational Goals

These three foundational commitments are intentionally woven into the fabric of all three pillars of our 2026–2030 Education Plan. Every goal, strategy, and performance measure we deploy is designed to make these values a lived, daily reality for our entire community.



1

Our Commitment to Active Inclusion

At our school, inclusion is not about modifying a rigid system for a few; it is about designing a flexible system for everyone. True equity is built through intentional design rather than reactive intervention. We view our students' diverse learning profiles as a natural, dynamic ecosystem where diagnoses do not dictate capability.

To live this commitment across our pillars, we anchor our approach in three core practices:

- We embed Universal Design for Learning (UDL) into our instructional practice to remove learning barriers before they are encountered. The classroom teacher designs flexible lessons with multiple ways to access materials, manage time, and demonstrate understanding autonomously, fully meeting the needs of diverse profiles without the need for an additional adult.
- We design flexible environments that maximize personal agency and peer connection, minimizing an over-reliance on adult intervention. We deploy human resources strategically based on functional impact and specific medical or safety needs, ensuring that targeted assistant support safeguards safety and basic access without isolating the student from their peers.
- Every student belongs to our entire community. We continuously invest in our educators' professional capacity to collectively meet diverse needs, using pedagogical design to unlock learning for every brain in the room while safeguarding equity, safety, and access for all.

2

Our Commitment to Authentic Plurilingualism

At our school, plurilingualism is not about maintaining separate, monolingual systems in a single building. It is about embracing interwoven competencies and actively building bridges between French, English, and, starting in Grade 6, Spanish, to unlock the full potential of the multilingual brain. We view our students' languages as a unified, dynamic linguistic ecosystem.

To live this commitment across our pillars, we anchor our approach in three core practices:

- We encourage students to leverage their entire linguistic repertoire. By intentionally drawing connections between languages through cognates and shared structures, we use the strengths of one language to reinforce and accelerate proficiency in the others.
- Our educators collaborate to teach the same conceptual foundations across the French and English languages simultaneously. This unified approach ensures that academic content is deeply understood, allowing students to transfer complex ideas seamlessly between languages without missing a beat.
- We use our plurilingual framework to deepen critical thinking, cross-cultural competence, and conceptual mastery in science, mathematics, and the humanities alike, enhancing academic depth across all subjects.

At our school, technology is neither a substitute for teaching nor a tool for passive consumption. It is an intentional learning accelerator, deployed strictly to develop student autonomy, foster creativity, and deepen understanding. Technology does not dictate our practices, our pedagogical goals dictate how we use technology.

To live this commitment across our pillars, we anchor our digital ecosystem in three core practices:

- We engage in reflective teaching practices to ensure that every digital tool serves a specific learning objective. Technology is used mindfully to support differentiation, giving students diverse ways to engage with content and self-regulate.
- We actively train students to use their intellect and critical thinking when navigating online spaces. We teach them to evaluate information, question sources, and exercise the same sharp judgment online as they do in person.
- We cultivate digital citizens who understand the ethical impact of their online presence. We foster an environment where empathy, respect, and digital safety are practiced daily, ensuring technology serves as a tool for positive community connection and student agency.



Goals, Outcomes, and Strategies

PILLAR 1

Living Bilingual Excellence Daily

Objective 1.1

Develop autonomy and metacognition by placing the student at the centre of their educational journey.

Strategies

- Generalize pedagogical differentiation through Universal Design for Learning (UDL), individualized work plans, and flexible workshops adapted to individual pacing.
- Implement participatory class councils and actively involve students in co-constructing and tracking their Individualized Program Plans (IPPs) to elevate student voice and agency.
- Establish an autonomy passport by level alongside self-evaluation tools to support pathway choices.
- Design flexible learning and living spaces equipped with modular furniture to foster self-regulation.

Performance Measures: Documented alignment and visibility of bilingual progressions across all cycles; reduction in error fossilization through measured use of transfer tools.

Timeline

2026–2029



Objective 1.2

Value bilingualism as a conceptual tool for daily learning and linguistic transfer.

Strategies

- De-silo language acquisition by creating systematic transfer tools (common lexicons, linguistic bridges, disciplinary desk-mats).
- Develop translinguistic approaches (translanguaging) and the strategic use of cognates within unified bicultural progressions.
- Generalize the use of interactive "bilingual walls" in classrooms to anchor visual landmarks in both languages.

Performance Measures: Documented alignment and visibility of bilingual progressions across all cycles; reduction in error fossilization through measured use of transfer tools.

Timeline

2026–2028



Objective 1.3

Guarantee academic success across both curricula through inquiry, cooperation, and scientific methodology.

Strategies

- Merge the strengths of the French and Alberta programs to build a fluid pedagogical synthesis where competencies mutually reinforce one another.
- Systematize project-based learning (PBL), inquiry-based approaches, and scientific methods across all cycles.
- Frame mistakes as positive learning springboards by embedding explicit formative assessment practices.

Performance Measures: Track harmonized performance indicators across both curricula (Alberta Provincial Achievement Tests/Diploma Exams and the French Socle Commun evaluations), and the frequency and quality of student cooperative productions showcased at the Celebration of Learning.



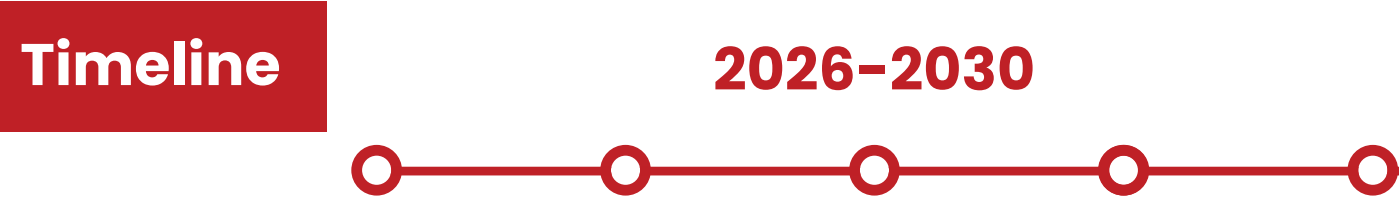
Objective 1.4

Anchor ethical digital usage and civic engagement in creation and sustainability.

Strategies

- Integrate digital tools ethically to transition students from passive consumers to active, engaged creators.
- Structure and pilot education for sustainable development and global citizenship through concrete field actions.
- Expand community outreach and cooperation via forums, internships, and expanded student councils.

Performance Measures: Number of eco-citizenship and technological projects with real-world impact managed end-to-end and presented by students to the community.



PILLAR 2

Embodying glocal citizenship and living our values

Objective 2.1 Honour diversity, neurodiversity, and inclusion through safe, shared living spaces.

Strategies

- Adapt pedagogical postures and generalize dedicated classroom zones (calming corners, flexible seating) to support neurodiversity and self-regulation.
- Adopt IMPACT values as the bedrock of school life to systematically develop students' psychosocial skills.
- Implement restorative justice principles and build intercultural competencies to decode and share common community expectations.

Performance Measures: Measurable decrease in school climate incidents via restorative practices and talking circles; rate of autonomous student utilization of regulation zones; improved scores in WCRSLE and Citizenship Measures.



Objective 2.2 Weave and live Indigenous Education at the heart of instruction and school identity.

Strategies

- Incorporate our collective promise as a Treaty 7 school by making land acknowledgments meaningful through concrete actions and shared student responsibilities.
- Integrate Indigenous knowledge, traditions, and narratives natively into literacy, science, and cross-curricular projects.
- Promote experiential learning and storytelling rooted in connection to the land and Indigenous worldviews.

Performance Measures: Documented integration of First Nations, Métis, and Inuit (FNMI) perspectives across 100% of K-12 course mappings (humanities and sciences); number of student-led actions demonstrating an understanding of Treaty 7 responsibilities.





Objective 2.3 Celebrate our cultural mosaic by valuing life stories and global openness.

Strategies

- Create a "Passport to the World" and community-wide gatherings (intercultural potlucks, heritage tables) to actively celebrate our multiculturalism.
- Regularly welcome families and Treaty 7 Knowledge Keepers into classrooms to share their heritages and personal journeys.
- Value individual family histories to strengthen every student's sense of identity and belonging.

Performance Measures: Measurable decrease in school climate incidents via restorative practices and talking circles; rate of autonomous student utilization of regulation zones; improved scores in WCRSLE and Citizenship Measures.



Objective 2.4 Cultivate student leadership, empathy, and eco-citizen responsibility.

Strategies

- Structure student leadership programs focused on empathy, anti-bullying, and anti-discrimination.
- Pilot tangible education for sustainable development (ESD) projects anchored in the local ecosystem.
- Guide students toward ethical, responsible, and committed use of digital tools for the common good.

Performance Measures: Number of social or environmental eco-projects managed directly by student leaders; improved scores in Student Learning Engagement Measure



PILLAR 3

Cultivating a Professional Learning Community

Objective 3.1 Guarantee excellence in onboarding and mentorship for a successful bicultural integration.

- Strategies
- Share collective responsibility for welcoming new faculty by structuring a peer-matching system (buddies/binômes) and holistic support (Calgary relocation, team integration, pre-return social gatherings).
 - Systematize cross-cultural alignment training to ensure all staff master the specificities of both systems (French Ministry expectations alongside Alberta Education and Childcare Standards like TQS/LQS).

Performance Measures: Satisfaction and alignment metrics collected via fall feedback surveys from new personnel.

Timeline

Ongoing
(Annual evaluation in September–October)

Objective 3.2 Anchor shared practices, cross-observations, and daily pedagogical co-construction.

- Strategies
- Establish an open culture of peer observation (utilizing visual invitation tools like Pineapple Charts) and co-teaching to share internal expertise.
 - Normalize collective professional reflection labs (TQS/LQS practice analysis, lesson studies, student case reviews).
 - Build and maintain a centralized, collaborative resource center (curricula, differentiation tools, pedagogical games) to scale internal successes.

Performance Measures: Number and consistency of cross-observations completed per cycle each term; volume of shared resources actively utilized within the digital hub.





Objective 3.3 Harmonize bicultural planning and eliminate disciplinary silos.

Strategies

- Structure Professional Learning Communities (PLCs) to collaboratively design tools, scheduling, and resources.
- Align cross-curricula planning to eliminate redundancies and instructional gaps, optimizing learning time and reducing student cognitive load.
- Develop interdisciplinary projects founded on an equal, non-hierarchical valuation of all academic subjects.

Performance Measures: Finalized curriculum maps completely stripped of redundancies for all cycles by 2028.

Timeline

2026–2029



Objective 3.4 Share a unified educator posture to support school climate and student tracking.

Strategies

- Co-author and adopt an Educator Charter to establish a common framework for behavioural expectations, restorative conflict resolution, and a deep conviction in every student’s capacity to learn.
- Deploy universal design strategies (UDL) alongside cabled, ethical digital tools within a rigorous, inclusive framework.
- Align student tracking from Preschool to Grade 12 via harmonized, periodic class councils, ensuring proactive, transparent, and consistent communication with families.

Performance Measures: 100% faculty alignment with the Educator Charter and school climate management protocols; family satisfaction rates regarding the clarity and proactivity of student progress tracking; improved scores in Parental Involvement and School Improvement measures.

Timeline

2026–2027



Financial Summary

PERIOD	2026-2027	2025-2026	2024-25
	BUDGET	PROJECTED	ACTUAL
REVENUE			
Tuition and Fees	\$8,735,682	\$8,005,814	\$7,522,451
Government Funding and Grants	\$2,310,833	\$2,349,992	\$2,528,666
Financial Aid and Bursaries	\$86,000	\$86,000	\$123,534
Interest Income	\$58,169	\$88,779	\$296,859
Auxiliary Services and Other Income	\$1,308,062	\$1,179,284	\$1,237,806
Fundraising and Philanthropy	\$150,606	\$178,940	\$244,450
Total	\$12,649,352	\$11,888,809	\$11,953,767
EXPENSES			
Instructions	\$7,117,393	\$6,838,887	\$6,198,099
Transportation	\$127,637	\$122,472	\$-
Facility Operations and Maintenance	\$1,187,413	\$1,189,924	\$998,710
Financial Aid and Bursaries	\$177,434	\$132,684	\$182,695
Interest Expense	\$337,449	\$436,557	\$443,189
Operations	\$3,620,133	\$3,446,174	\$3,610,243
Total	\$12,567,458	\$12,166,698	\$11,422,935
EXCESS / (DEFICIT)	\$81,893	(\$277,889)	\$530,831



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