



Three-Year Rolling Education Plan  
2024-25 to 2027-28

## Message from the Board Chair

I am honoured to present the 2024-25 Education Plan on behalf of the WISE Charter Society. After an extensive application process, the Minister of Education approved the WISE Charter on June 20, 2024. The WISE Charter School will be entering its inaugural year. This marks a significant advancement in the evolution of Waldorf Education in Edmonton, which has been held as a Private School Authority since 2011.

We are excited about the opportunities that Charter status brings, allowing us to fully realize our vision for a distinctive and enriching educational experience, underpinned by provincial public designation funding and support and the opportunity to increase enrollment. We look forward to providing a public Waldorf education for families in Edmonton and the surrounding area. The WISE will continue integrating experiential learning opportunities that include humanities, sciences, mathematics, athletic activities, environmental stewardship and time in nature, world languages, and cross-curricular arts-based learning, including visual, musical, dramatic, speech, fine, and applied practical arts.

As we look ahead, we remain committed to our established class traditions, celebrations, concerts, fairs, and festivals, which continue to showcase the depth and breadth of student learning and the success of Waldorf Education. In addition to our dedicated staff, our WISE families continue to foster community engagement through volunteerism and nurture the collaborative spirit of our school. As the WISE Charter School, we will continue to build on the strong foundations of Waldorf education in Edmonton and provide a deep and meaningful education for our WISE students.

Regards,



Steven Barnett  
WISE Charter Society Board President

## Accountability Statement

### *Accountability Statement for the Education Plan*

The Education Plan for **the WISE Charter Society**, commencing August 29, 2024, was prepared under the direction of the WISE Charter Society Board in accordance with the responsibilities under the *Charter Schools Regulation* 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 approved the 2024-25 to 2027-28 Rolling Three-Year Education Plan on July 12th, 2024



*Funding Manual 2024/25 (page 191)*

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## A Profile of the School Authority

The genesis of WISE Charter School is deeply intertwined with the legacy of the Waldorf Independent School of Edmonton, and the Waldorf Education Society of Edmonton (WESE). WESE pioneered Waldorf education within the region by establishing the Waldorf Independent School of Edmonton in 2011, which began operating in 2002, laying the groundwork for an educational approach that is both innovative and reflective of the diverse needs of the 21st-century learner. Over the years, the school grew from community-based Early Childhood and preschool programs to a K-9 school, expanding its reach and refining its methods, while staying true to the core values of Waldorf education. This evolution was a testament to its commitment to educational excellence and adaptability, as it consistently met and exceeded the educational standards set forth by the Alberta Program of Studies.

The WISE Charter Society works strategically to enable organizational, legal, and financial health to realize the mission and vision of the WISE Charter School. The board is responsible for planning related to the facilities, legal work and policy writing, public awareness, fundraising, and long-term strategic planning. Board directors are elected at the Annual General Meeting (AGM). This body comprises parents, and members of the broader community interested in Waldorf Education.

### Profile of our school

The WISE Charter School's educational philosophy is predicated on the idea that education should be tailored to the seven-year developmental stages of children in order to foster their physical, emotional, intellectual, and spiritual growth. Waldorf is an inclusive educational model that is non-sectarian, based on the insights of anthroposophy (human wisdom) and founded by Rudolf Steiner. Specific themes and subject matter are brought to each grade, as outlined in the curriculum and further defined by our unique program, pedagogical approach, and teaching philosophy. The educational approach is characterized by a deep understanding of the developmental stages of childhood and adolescence. We offer a curriculum that is not only academically rigorous but also rich in artistic, practical, and social experiences. This multidimensional approach ensures that our students receive an education that is intellectually stimulating in addition to being emotionally and spiritually enriching. By fostering an environment where students can explore, create, and discover, students are prepared for a life of learning and a future where they can contribute meaningfully to their communities and the world. The WISE Charter School delivers Waldorf education alongside evidence-based teaching practice based on a philosophy rooted in seven key Waldorf principles.



## Foundation Statements

The WISE Charter School provides a transformative environment where holistic education nurtures the physical, emotional, intellectual and spiritual aspects of every student. Through artistic, imaginative and land-based learning, we cultivate innovative, independent thinkers brimming with creativity and empathy, promoting social awareness and empowering students to make positive change in the world.

### **Mission**

The WISE Charter School cultivates an environment that fosters academic excellence, creative exploration, and personal growth in Edmonton. Our vision is to be a beacon of holistic education, moulding students into well-rounded, socially responsible, and intellectually curious individuals. We look to the pedagogical and anthroposophical indications of Rudolf Steiner to guide and foster the physical, emotional, intellectual, and spiritual potential of the child.

### **Values Statements**

*We value children and honour the whole child.*

*We value Waldorf Education for what it brings to each family.*

*We value our unique community built on mutual respect and integrity.*

*We believe that humanity is interconnected and that it is our shared responsibility to participate in our world's healing and nurturing.*

*We value the spiritual intention guiding our school, and we honour the diverse beliefs of our community.*

### **Vision**

The WISE is a thriving Waldorf school housed in an inspiring and functionally designed space that enhances student learning across the range of WISE programming. The school building and surrounding land reflect our values of ecological sustainability, accessibility, human connectedness and well-being.

Our Waldorf-trained teachers provide child development-centred Waldorf pedagogy in tandem with the Alberta Program of Studies. Teachers are supported in adapting to an ever-evolving environment - improving accessibility, welcoming diversity, and nurturing community relations.

The WISE maintains a sustainable financial model to meet the needs of our school.

The WISE is known for its talented, committed staff and students who demonstrate community responsibility, reciprocity, stewardship and a passion for life and education.

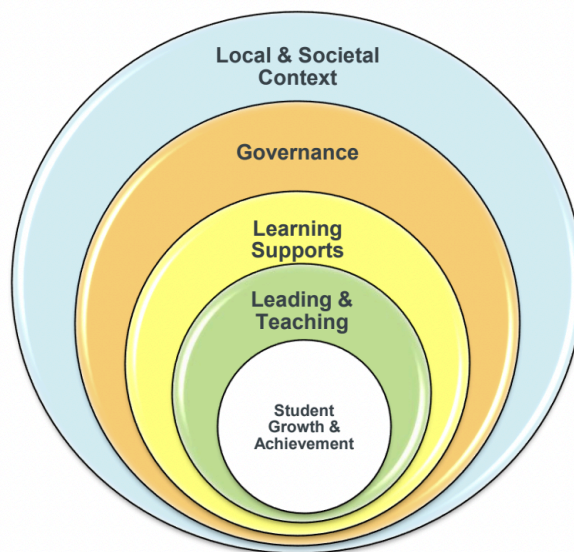
The WISE maintains its designation as an 'Associate Member School' within AWSNA (Association of Waldorf Schools of North America).

## Priorities for the 2024-25 School Year

To improve and maintain our methods, programming, and facilities, the WISE is committed to the cycle of consultation, reflection and implementation, as outlined by Alberta Education in the *Funding Manual for School Authorities 2024/25 School Year*. Our stakeholders provide invaluable feedback about our progress. Alongside the data we compile from student assessments and surveys, these results are analyzed to guide the financial priorities and school-wide strategies that are employed, ensuring the needs of our students and community are being met.

In the 2024-25 school year, we will employ strategies that support the following priorities:

- **Student Learning**
- **Leadership**
- **Community Engagement**



*Funding Manual 2024/25 (page 24)*

## Goals and Student Learning Outcomes

Ensuring the balanced development of the physical, social-emotional, intellectual and spiritual aspects of each student is integral to Waldorf education. The WISE monitors student progress through the incorporation of meaningful measures that assess threefold development at an age-appropriate level

STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL IN  
PHYSICAL DEVELOPMENT.

STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL  
IN SOCIAL-EMOTIONAL  
DEVELOPMENT.



STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL IN  
INTELLECTUAL DEVELOPMENT.

STUDENTS THRIVE IN A COMMUNITY  
BUILT ON MUTUAL RESPECT,  
COLLABORATION, AND CARING  
RELATIONSHIPS WITH STUDENTS,  
STAFF MEMBERS AND PARENTS.

### GOAL ONE

*Students demonstrate their highest potential in physical development.*

### OUTCOMES

*Physical development is an integral part of the educational process that contributes to the overall development of the child.*

- Students participate in daily movement and physical activities.
- Students engage in outdoor and hands-on opportunities in nature.
- Students increase their physical literacy, endurance, and stamina.
- Students improve their gross and fine motor skills.



## PERFORMANCE MEASURES

### Local Measures

- School administered assessments
  - **Skills Assessments (January) and Year-End Reports (June)** provide families with quantitative and qualitative information about their child's learning. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:
    - Movement and Games in Class 1-5
    - Physical Education in Class 6-9
    - Music in Class 1-9
    - Practical Arts (including Handwork and Woodwork) in Class 1-9
  
- Student self-assessment
  - **Physical Development** Students and teachers in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in physical development over the year. Self-assessments will be informed by Faculty Council as part of a reflective school practice.



### Provincial Measures

- AEAM Survey
  - **Annual Education Assurance Measures (AEAM) Survey results**  
Alberta Education surveys teachers, parents, and students on an annual basis. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

## STRATEGIES

- Educators receive professional development and mentorship on aligning physical activity with developmental phases.
- Educators integrate physical activity into their daily rhythms and routines.
- Educators emphasize skill development in younger grades and introduce formal sports in late elementary and junior high.
- Educators teach gross motor skills through integrated classroom physical activities such as beanbag, bal-a-vis x, bilateral movement, dance, and gardening activities.
- Educators teach fine motor skills through physical activities such as handwriting, form drawing, knitting, handwork, sculpting, flute, ukulele, and practical arts activities.
- Educators provide opportunities for movement in natural spaces, such as outdoor classrooms, nature walks and field trips.
- Educators provide instruction to support visual-motor development.

## GOAL TWO

*Students demonstrate their highest potential in social-emotional development.*

### OUTCOMES

*Social-emotional development is an integral part of the educational process that contributes to the overall development of the child.*

- Students demonstrate a desire to learn through a positive growth mindset.
- Students exhibit the qualities of social-emotional intelligence, including self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.
- Students demonstrate respect for themselves, each other and the environment.
- FNMI students feel represented.



## PERFORMANCE MEASURES

### Local Measures

- School administered assessments
  - **Skills Assessments (January)** Skills Assessments provide families with quantitative information about their child's learning. They include scaled ratings for the behaviour and effort of students in Grades 1-9. By the end of Year 1, 20% of students will receive a rating in the excellent range for:
    - Classroom Behaviour in Class 1-9
  - **Year-End Reports (June)** Year-End Reports provide families with quantitative and qualitative

information about their child’s learning from January to June. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:

- Health in Classes 1-9
- Student self-assessment
  - **Social-Emotional Development** Students and teachers in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in social-emotional development over the year. Self-assessments will be informed by Faculty Council as part of a reflective school practice.
- School Attendance
  - **Attendance** Student attendance will be tracked by the Registrar. By the end of Year 1, 80% of students will have an absenteeism rating of 15% or lower.
- Integration of FNMI foundational knowledge
  - 100% of teachers incorporate FNMI foundational knowledge and perspectives into their long-range plans and in relation to Truth and Reconciliation.
- Scope and Sequence
  - Through Faculty Council and Division Work, educators will complete a draft of the scope and sequence document in the 2024-25 school year. This document will include cross-curricular indications and Waldorf pedagogical connections between outcomes, with examples of products and assessments. The scope and sequence outline will guide the assessment and planning of teaching blocks. The WISE will formalize this document as a resource for incoming faculty in 2025-26.



### Provincial Measures

- AEAM Survey
  - **Annual Education Assurance Measures (AEAM) Survey results** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

### STRATEGIES

- Educators support social-emotional skills through relationship-building with students and staff.
- Educators foster a sense of positive interdependence and respect within the community.
- Educators teach social-emotional skills and promote intercultural understanding using pedagogical storytelling.
- Educators model a positive growth mindset.
- Educators exhibit reverence for nature and its interconnectedness with people.
- Educators offer land-based learning to cultivate a sense of responsibility and stewardship for nature.
- Educators provide opportunities for student collaboration through pedagogical activities such as class jobs, class plays and class buddies.

- Educators establish predictable daily rhythms and routines to support emotional regulation.
- Educators use research-based evidence to support positive behaviour systems.
- Educators provide research-based disciplinary approaches.
- Educators participate in Professional Development on FNMI.
- Educators expand relationships with FNMI communities, including Indigenous Waldorf Schools and local Indigenous schools, to guide meaningful representation in scope and sequence work and school initiatives.

### **GOAL THREE**

*Students demonstrate their highest potential in intellectual development.*

#### **OUTCOMES**

*Intellectual development is an integral part of the educational process that contributes to the overall development of the child.*

- Students pursue academic excellence.
- Students develop critical thinking skills.
- Students engage in effective problem-solving skills.
- Students consider cross-curricular connections between subject matter.
- Students develop an understanding of the world beyond the classroom and identify concrete ways to make positive change.
- FNMI students are successful.
- FNMI students receive adequate support.

#### **PERFORMANCE MEASURES**

##### **Local Measures**

- School administered assessments
  - **Skills Assessments (January) and Year-End Reports (June)** provide families with quantitative and qualitative information about their child's learning. They include assigned letter grades for students in Kindergarten-Grade 8, percentages for students in Grade 9 for grade-level objectives, and Picture of the Class and Picture of the Child sections. By the end of Year 1, 20% of students will receive a grade in the excellent range for:
    - Language Arts in Class 1-9
    - Mathematics in Class 1-9
    - Social Studies in Class 1-9
    - Science in Class 1-9
  - **Literacy Benchmarks** Teachers will use the Fountas and Pinnell Benchmarks to determine a student's instructional reading level yearly and inform literacy response to intervention. By the end of Year 1, >80% of students in Grade 3 will be reading at grade level based on the Fountas and Pinnell benchmark system.

- Student self-assessment
  - **Intellectual Development** Students and teachers in Classes 4-9 will complete a self-assessment to determine the level at which they have demonstrated their highest potential in intellectual development over the year. Self-assessments will be informed by Faculty Council as part of a reflective school practice.

### Provincial Measures

- **Literacy and Numeracy Screening Assessments** By the end of Year 1, 85% of students in Grade 3 will receive marks corresponding to the not-at-risk range.
- **Provincial Achievement Tests** Provincial Achievement Tests (PATs) are an indication that students have understood curricular concepts and are capable of demonstrating their knowledge.
  - We will review the provincial assessment results each year with faculty to identify opportunities to improve core subject competencies within classroom delivery. By the end of Year 1, >16% of students will receive a grade in the excellent range on their PATs.
  - Our FNMI school population is small, and data in this category is often suppressed in PATs to protect privacy. Administratively, internal reviews of FNMI students will determine whether students are represented, successful, and receive adequate support.
- **AEAM Survey**
  - **Annual Education Assurance Measures (AEAM) Survey results** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

### STRATEGIES

- Educators maintain academic rigour and high standards of achievement.
- Educators encourage students to strive for their highest potential.
- Educators provide structured opportunities for students to engage in self-reflection and goal-setting.
- Educators collaborate with students to identify individualized learning supports.
- Educators receive professional development and mentorship on Waldorf pedagogy.
- Educators embed higher-order thinking skills into their instruction.
- Educators offer opportunities for students to engage in critical thinking and problem-solving skills through observation and hands-on experiences.
- Educators collaborate to identify thematic connections between subject matter.
- Educators continue to build strong, positive, ongoing relationships with Indigenous leaders and knowledge-keepers in our community to support culturally responsive education.

## **GOAL FOUR**

*Students thrive in a community built on mutual respect, collaboration, and caring relationships with students, staff members and parents.*

### **OUTCOMES**

- Students benefit from their physical, social-emotional, intellectual and spiritual development.
- Students identify themselves as belonging to a collaborative learning community.
- Students identify parents and teachers as integral members of a collaborative learning community.



### **PERFORMANCE MEASURES**

#### **Local Measures**

- Surveys
  - **School Survey** Students and teachers in Class 4-9 will be surveyed to determine the level in which they have demonstrated a
    - **Holistic Development**
    - **Collaborative Community**
    - **Relationship Building**throughout the course of the year. Student surveys and survey delivery as part of a reflective school practice will be developed internally by Faculty Council, provided to Class Teachers and shared with Administration.
  - **Board Survey** The WISE CS Board will survey of members to gather insights into the current year and focus on priority areas in the future. AEA survey results, shared alongside internal school surveys, inform board priorities and strategic planning. Results summaries are shared more broadly with the community.
  - **Parent Survey.** Spring surveys are issued to parents to gather stakeholder feedback through a Waldorf educational lens in advance of the AERR. Results inform board priorities, community engagement and strategic planning. Results summaries are shared with the community stakeholders in the WISE newsletter.
- Attendance
  - **School Attendance** Student attendance will be tracked by the Registrar. By the end of Year 1, 80% of students will have an absenteeism rating of 15% or lower.
  - **Waldorf Teacher Training Attendance** Teachers and administrators at WISE are committed to their profession and attend Waldorf training and teaching courses. These courses deepen their practice and integration of Waldorf pedagogy in the classroom. WISE's commitment to supporting professional development and teacher training is reflected in the annual budget, fundraising, and

ongoing access to AWSNA grants and loans through associate member status.

- Faculty retention rates
  - We strive to train, empower, and retain our faculty. We identify trends in our processes by tracking our retention rates over time.

### Provincial Measures

- **Literacy and Numeracy Screening Assessments** By the end of Year 1, 85% of students in Grade 3 will receive marks corresponding to the not-at-risk range.
- **Provincial Achievement Tests**
  - Provincial Achievement Tests (PATs) are an indication that students have understood curricular concepts and are capable of demonstrating their knowledge. We will review the provincial assessment results each year with faculty to identify opportunities to improve core subject competencies within classroom delivery. By the end of Year 1, 20% of students will receive a grade in the excellent range on their PATs.
- **Annual Education Assurance Measures (AEAM) Survey**
  - **AEAM Survey results:** Alberta Education surveys teachers, parents, and students annually. Results will continue to provide valuable stakeholder feedback, particularly when viewed year over year. We will continue to engage families and teachers regarding the yearly surveys to ensure all families are encouraged to share their feedback with Alberta Education.

### STRATEGIES

- Educators participate in self-reflection and goal-setting.
- Educators engage in regular opportunities to develop their knowledge, skills and practice within an established professional learning community.
- Educators present content using meaningful applications in real-life contexts, facilitate conversations about the interconnectedness of our environment and communities and empower students to contribute meaningfully to their communities.
- Educators attend to the holistic needs of students.
- Educators promote internal fairs and festivals to support community engagement.
- Educators offer parent evenings, events, workshops and programs that foster community involvement and relationship-building among families.

### Key Insights

Our Scope and Sequence document will undergo development, demonstrating an ongoing commitment to mapping Waldorf pedagogy alongside the Alberta Curriculum. This process will foster peer collegiality and mentorship, and increase teacher engagement in developing and understanding Waldorf curricular objectives, assessment practices, and resources. The comprehensive Scope and Sequencing document will also guide new and continuing teachers, following a developmentally appropriate, engaged learning continuum through the grades.



## **Stakeholder Engagement**

The WISE Charter School will provide assurance to our stakeholders: students, faculty, parents, community neighbours and partners, and Alberta Education. Our stakeholders offer invaluable feedback about our progress, which, alongside the data we compile from student assessments and surveys, guides the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are met.

Opportunities for meaningful student, faculty and community engagement continue to be woven throughout the WISE annual calendar. These include student celebrations and class traditions, WISE visioning events, Parent-Teacher Conferences, school-wide and grade-specific Parent Nights, seasonal fairs and the annual Gateways Conference, all of which provide organizational insight into parent and community engagement and potential barriers. Participation and content feedback provide valuable data and an opportunity to improve community understanding and increase investment and support for our program.

## **Budget Preparation & Summary**

The WISE Charter School budget will be available on our website once it is launched.

For the 2024-25 school year, the WISE will promote a community understanding of Waldorf education, aligned with our mission, vision, values, and Charter goals. As a new Charter school, we aim to increase public awareness and student enrollment through targeted marketing and communication plans for our spring open house and registration season.

Our budget shows a modest surplus, allowing us to balance staffing needs, retention, and capital maintenance renewal costs in our start-up year. Targeted marketing, enrollment strategies, and new initiatives will contribute to our long-term viability as we deepen our pedagogy, accessibility, and research initiatives under the Charter School designation.



**Budget 2024-25**

REVENUES	Budget 2024/2025						
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL
	ECS	Grade 1 to 12					
Alberta Education Funding	\$ 368,015	\$ 2,223,200	\$ 133,083	\$ 80,000	\$ 200,000	\$ -	\$ 3,004,297
Fee Revenue	\$ 4,500	\$ 69,400		\$ -		\$ -	\$ 73,900
Investment income	\$ -	\$ 200	\$ -	\$ -	\$ -	\$ -	\$ 200
Donations	\$ 12,000	\$ 58,000	\$ -	\$ -	\$ -	\$ -	\$ 70,000
SDF Partnerships	\$ -	\$ 44,365	\$ -	\$ -	\$ -	\$ -	\$ 44,365
<b>TOTAL REVENUES</b>	<b>\$ 384,515</b>	<b>\$ 2,395,164</b>	<b>\$ 133,083</b>	<b>\$ 80,000</b>	<b>\$ 200,000</b>	<b>\$ -</b>	<b>\$ 3,192,762</b>
<b>EXPENSES</b>							
Certificated salaries	\$ 112,603	\$ 911,064			\$ 22,500	\$ -	\$ 1,046,167
Certificated benefits	\$ 14,196	\$ 114,860			\$ 1,281	\$ -	\$ 130,337
Non-certificated salaries and wages	\$ 48,843	\$ 330,180	\$ -	\$ -	\$ 157,000	\$ -	\$ 536,023
Non-certificated benefits	\$ 7,306	\$ 59,111	\$ -	\$ -	\$ 7,256	\$ -	\$ 73,673
SUB - TOTAL Salaries & Benefits	\$ 182,948	\$ 1,415,215	\$ -	\$ -	\$ 188,037	\$ -	\$ 1,786,200
Transportation	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
Professional Services	\$ 26,750	\$ 80,250	\$ -	\$ -	\$ -	\$ -	\$ 107,000
Non-Instructional Costs (e.g. snacks, field trips)	\$ 5,700	\$ 51,300	\$ -	\$ -	\$ -	\$ -	\$ 57,000
Supplies, services and contracts	\$ 5,455	\$ 49,095	\$ -	\$ -	\$ -	\$ -	\$ 54,550
Rent	\$ 80,662	\$ 316,596	\$ -	\$ -	\$ -	\$ -	\$ 397,258
Insurance	\$ 2,538	\$ 22,842	\$ -	\$ -	\$ -	\$ -	\$ 25,380
Advertising	\$ 1,000	\$ 9,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Repairs and Maintenance	\$ 9,050	\$ 81,450	\$ -	\$ -	\$ -	\$ -	\$ 90,500
Telephone	\$ 500	\$ 4,500	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Professional Fees	\$ 450	\$ 4,050	\$ -	\$ -	\$ 11,684	\$ -	\$ 16,184
Bank Fees	\$ 1,300	\$ 11,700	\$ -	\$ -	\$ -	\$ -	\$ 13,000
Software	\$ 400	\$ 3,600	\$ -	\$ -	\$ -	\$ -	\$ 4,000
Office expenses	\$ 2,430	\$ 21,870	\$ -	\$ -	\$ -	\$ -	\$ 24,300
Start-Up Costs	\$ 43,347	\$ 257,039	\$ 133,083	\$ -	\$ -	\$ -	\$ 433,469
Amortization of supported tangible capital assets	\$ 5,810	\$ 52,290	\$ -	\$ -	\$ -	\$ -	\$ 58,100
<b>TOTAL EXPENSES</b>	<b>\$ 368,340</b>	<b>\$ 2,380,797</b>	<b>\$ 133,083</b>	<b>\$ 80,000</b>	<b>\$ 199,721</b>	<b>\$ -</b>	<b>\$ 3,161,941</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 16,175</b>	<b>\$ 14,367</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 279</b>	<b>\$ -</b>	<b>\$ 30,821</b>

## Timelines and Communication

This three-year rolling Education Plan is developed within the framework of our strategic purpose and submitted to Alberta Education.

The Education Plan will be posted by on the WISE Charter School website.

The Audited Financial Statement of the WISE Charter Society for 2024-25 will be made available to our members at our AGM.

