



Authority: 9092 Canadian Reformed School Society of Edmonton

## **Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Parkland Immanuel Christian School L.I.F.E. - Learning in Faith Everyday**

Parkland Immanuel Christian School is a Reformed covenantal school rooted in God's Word and the confessions of the Canadian Reformed Church. Our covenant community will have such harmony and support from its parents, staff and students that it forms a powerful voice glorifying God and demonstrating hope in a broken world. We will continually strive to express our understanding of God's gift of grace and the value of providing consistent instruction between school, church and home.

### *Enthusiastic Learning*

Parkland Immanuel Christian School will seek to create an environment where staff and students are inspired and challenged to use their God given talents as they joyfully teach and learn about our God and the world from a covenantal perspective. They will engage in activities that foster a love for learning, develop the ability to think critically about the world around them, and promote strong leadership skills.

### *Caring People*

Parkland Immanuel Christian School will attract, develop and retain individuals whose words and actions glorify God and model Christ's love and purpose in their own spiritual and academic growth. They will strive for excellence in leadership and communication with peers, parents and the community.

### *Nurturing Community*

Parkland Immanuel Christian School will be prayerfully supported by a welcoming multi-generational community that is actively involved through volunteering, membership in committees or boards, and by participation in regular school activities. It will seek to build strong partnerships with all members of the Reformed community and promote a sense of belonging, ownership and pride.



Authority: 9092 Canadian Reformed School Society of Edmonton

### Message from the Board Chair

In 1977, a small community of enthusiastic parents planned, built and opened a little school outside of Edmonton proper, in the County of Parkland. These parents and their supporting church community were committed to quality education that would prepare their children to be ambassadors for Christ and energetic contributors to society.

Much has changed over the years at Parkland Immanuel Christian School: we've grown from a little school with a few teachers and a few dozen students to a vibrant learning institute with 430 students, and 45 teachers and educational assistants. We blossomed from offering foundational core subjects to a learning environment embracing academic excellence; soul-stirring music, band and choir; the beauty of the world of art; the wonder of theatre and performing arts; the discipline of woodworking and construction; and the team-building adrenaline of multi-sport athletics.

Yet behind this growth and diversity, crucial anchors kept us firmly tied to our roots: the ongoing blessings of God; the robust energy of our community volunteers and supporters; and our strong partnership with Alberta Education.

Our relationship with the departments of learning in the Alberta government over the years has helped Parkland Immanuel Christian School continue to be a school of excellence. We continue to plan and partner with Alberta Education in many ways. One such avenue is in the development and delivery of our *Three Year Education Plan*, which is an effective blueprint for ongoing quality improvement in teaching our children well.

We remain committed to enhancing the quality of education at PICS, and continue to seek ways we could improve. As we work through our *Three Year Education Plan*, we will continue to build on our solid foundation.

Foundationally, our *Education Plan* and school-building initiatives are supported by Parkland Immanuel Christian School's Vision and Mission. Linked together, these will continue to guide our efforts to provide strong and effective Christian education to our students, so they can live a life of service to their fellow citizens and to God.

For the Board of Directors,

Jonathan Smeding  
President



Authority: 9092 Canadian Reformed School Society of Edmonton

### **Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan**

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 for Canadian Reformed School Society of Edmonton were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the three-year Education Plan for 2020-2023 on October 28, 2020.

(Original copy signed and on file at school)

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Board Secretary

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Date Signed



## Foundation Statements and Profile

As noted in the PICS Vision found on the first page of this document, it is the desire of all those involved with the school to create an environment that allows students to Learn In Faith Everyday. This catchphrase is underpinned by a total commitment on behalf of the school society members, school board, staff and students to base the instruction and activities of the school on the teaching of God's infallible Word.

Right from the very beginning, Parkland Immanuel Christian School has had a clearly defined Mission and Mandate that capture this desire to reinforce and inculcate the instruction that occurs in the home and in the Canadian Reformed Churches. These two foundational documents state the following:

### **Mission:**

The purpose of Parkland Immanuel Christian School is to provide parents a Christian learning environment for educating their children. We strive to develop the students' talents so that they acquire the knowledge, skills and attitudes needed for a life of responsible Christian stewardship. The school will also provide an atmosphere where students can grow in maturity in their relationship with one another.

### **Mandate:**

Parents are primarily responsible for the education of their children. In order for education to be most effective, there should be uniformity of purpose and direction between home, school, and church. To achieve this, parents belonging to Canadian Reformed Churches of Edmonton have established a school society and elected a parental board to operate and maintain Parkland Immanuel Christian School. It is the mandate of this board to hire suitable staff to carry out the daily instruction in the school in accordance with the directives of the society and subject to Holy Scriptures, as summarized in the Belgic Confession, Heidelberg Catechism, and Canons of Dort.

Parkland Immanuel Christian School is continuing the work of providing Christian education to children of Reformed believers that first began when PICS opened its doors in 1977. As part of this work, the School Board, administration, and staff continue to work with parents and students to implement strategies that support our vision.

### **Highlights**

School started off strong in September, and ran smoothly until the major interruption in March 2020 due to Covid. A number of special events were planned and executed well in 2019-2020, and we can thank the Lord for his many blessings poured out on our school community.



Authority: 9092 Canadian Reformed School Society of Edmonton

Some key events included Reading Month, Heart Week, Band concerts, Drama plays, monthly Mission activities (over \$5000 was raised for the MUFU orphanage in Kenya), and the continuation of elementary and junior high leadership teams.

PICS also has a very active and vibrant sports program (cross-country, volleyball, soccer and basketball), providing students with multiple opportunities to develop strong character and their athletic gifts. We host several tournaments annually, in order to promote athletics and build relationships with other schools. Our senior girls and boys teams did very well this year, and were both looking forward to 1A provincials in basketball before being canceled due to Covid-19.

### **Trends/Issues:**

As a school society we have seen significant growth in the last five years. Recent projections show that this growth will likely continue, creating both challenges and opportunities.

Along with the rest of the province, in-class learning was suspended in March 2020, sending all of our students home. We weathered this storm relatively well, and learning continued through to the end of the school year in June. The uncertainty due to Covid has led some parents to keep their children home this year, most choosing the homeschooling option. Our enrolment has dropped 5%, which poses some issues for us. The removal of RCSD services only serves to compound our budget pressures, resulting in less revenue and reduced services to support students.

The school board is finalizing a 3 year strategic plan to address the need for long-term planning. Our facility will also need to be expanded soon, as our school continues to burst at the seams. Originally this project was to begin summer 2020, but delays have resulted due to Covid, recent economic downturn, and related impacts.

As the 3 Year Plan/AERR summary graph shows, we have been richly blessed by the Lord, and have much to be thankful for! The school is succeeding academically and is benefiting from strong support from parents and students.

Some highlights include a superb Education Quality measure of 95.7%, 1.0% Drop Out rate, High School Completion rate (95.2%), and strong results in Work Preparation, Citizenship, School Improvement, and great satisfaction with our Safe and Caring Environment (96.4%).

Another item especially worth noting is our Parental Involvement result of 98.8%. This highlights the close relationship parents have with their child(ren)'s education here at PICS. Our parents are involved in every aspect of our school, from governance to committee work to staffing to volunteering.

We hope to continue improving our students' transition to post-secondary, as well as our achievement of excellence on Diploma exams. Our numbers in high school are growing, so opportunities to incorporate a wider range of course and scheduling options will become possible.



**Authority: 9092 Canadian Reformed School Society of Edmonton**

We have a growing number of students on IPP's. As these children enter Junior and Senior High, we are reviewing our programming to meet their more diverse needs.

In general, academic excellence is a key focal point for the Education Committee, the administration and the staff, and new strategies are being investigated to improve in this area.

Besides expansion, other issues in the coming years will be centered on continuing to provide quality transportation to our school community and finding sufficient Reformed Christian teachers as the number of students continues to grow. We hope to continue with our career counseling program to encourage students to develop their gifts and talents in service to God and their neighbour.

In addition to an increase in student population, a continuing trend at PICS is the focus by staff on professional development. Recent events have caused all staff to upgrade their IT skills and capabilities. PICS staff are using available time to work on a range of topics, at both a philosophical and a practical level.

As we look back upon the past year, and look forward to the next, we ultimately give thanks to our heavenly Father for His goodness towards us. He has blessed us with the time, talents, and resources to continue to run our school, and we will continue to look to Him for all things.

**Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Canadian Reformed School Soc			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.4	97.0	96.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.4	93.5	89.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.7	97.4	96.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	95.2	87.5	92.1	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	91.3	92.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	31.6	33.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.4	86.8	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	17.0	19.6	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	76.2	87.5	80.0	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	76.2	85.7	80.9	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	46.6	77.4	76.7	60.1	59.0	58.5	Low	Declined	Issue
	Work Preparation	99.6	99.2	97.4	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	94.6	95.7	94.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.8	98.9	97.9	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.1	95.9	93.4	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Outcome One: Alberta’s students are successful**

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	96.4	95.6	91.7	91.3	NA				95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	45.5	31.1	39.1	31.6	NA				45	45	45

God has blessed our students richly! We are thankful that our students used their God-given abilities wisely this past year. Historically most of our students achieve the acceptable standard, and almost one-third reach excellence. These results can be contributed to strong, engaged families, committed parents, and quality teachers. Due to the cancellation of PAT’s/Diploma exams last year, this measure is difficult to report on. We will continue to support student learning with strategies outlined below.

**Strategies:**

1. Maintain regular communication with parents regarding student progress via newsletters, weekly updates, P-T Interviews, and access to student progress through Powerschool.
2. Monitor progress of students on IPP’s. Teachers will schedule regular meetings with parents for these students, and work closely with our Educational Assistants to ensure student needs are being met.
3. Continue to assess needs, strengths, and weaknesses of incoming students (Kindergarten and other grades). We are working with a Benchmark Reading Intervention tool to identify struggling readers, and better support students of all abilities.
4. Encourage teachers to match instruction to curriculum outcomes; administration will review year and unit plans, and conduct classroom visits to support teachers.
5. Continue to build solid Assessment practices. This will be the first year without an Exam Exemption policy, so all JH/SH students will be preparing for and writing select exams throughout the year.
6. Help prepare students for PAT’s by teaching the curriculum well, and giving students knowledge and strategies to answer various styles of questions (e.g. numeric response, multiple choice, etc.)

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.6	80.9	93.0	86.4	NA				95	95	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.9	16.2	25.6	17	NA				30	30	30

The Board, administration, and staff continue to work hard to ensure that each student at PICS receives the necessary support and assistance to experience success. We are very thankful for the strong results this past year, and we hope to build on these successes in the future.

**Strategies**

1. Encourage teachers to match instruction to curriculum outcomes; administration will review year and unit plans, and conduct classroom visits to support teachers in developing sound instruction and assessment practices.
2. Analyze and review exam results from this upcoming year with teachers, to look for areas of growth, success, and improvement.
3. Better prepare students for exam writing by teaching and reviewing sound study skill strategies.
4. Monitor our new assessment policy in Junior and Senior High, to better provide all students with opportunities to review material and demonstrate competency in core subject areas.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	100.0	94.1	94.7	87.5	95.2	Very High	Maintained	Excellent	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	70.0	68.4	84.2	87.5	76.2	Very High	Maintained	Excellent	85	85	85
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.7	0.0	0.0	0.0	1.0	Very High			0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	55.6	64.0	88.8	77.4	46.6	Low	Declined	Issue	75	80	80
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	72.7	84.2	85.7	76.2	Very High			80	80	80

The above results are a reflection of an intentional and ongoing effort by the Board, administration, and staff to ensure that each student at PICS receives the necessary support and assistance to experience success. We are very thankful for our excellent high school completion rate, and number of students writing diploma exams.

The decline in high school to post-secondary transition rate has our attention, and we plan to monitor this closely. Because we have had some small groups of students in the past, and some have moved away, it's hard to know to what extent this is an issue.

**Strategies**

In order to continue to support students, several strategies will be implemented.

1. We plan to provide students with one-on-one support as they consider careers that match their aptitude and interests. To facilitate this, the Career Counselor will meet with all High School students at least once through the year. The focus will be on presenting post-secondary options, with assistance provided in early-enrollment. Our goal is to maintain a strong transition rate from high school to post-secondary, as well as help prepare students for life beyond high school.
2. Continue to encourage students to do their work faithfully, primarily as an obedient response to their Creator, and secondarily so that they may be better prepared for a life of service in whatever career they choose.
3. Continue to observe our 40 credit policy for Grade 10, and 35 credit policy for Grade 11 & 12. Typically each student graduates with approximately 110 credits. This also reflects the focus we have on responsible stewardship, to use the gifts and talents God has given us wisely.
4. Strive to maintain the high number of participants writing 4 or more Diploma exams in their high school years. Students will be encouraged to take academic courses as per their abilities, and/or best position them for post-secondary opportunities.
5. Encourage collaboration between HS teachers, Athletic Director, and administration to ensure students take responsibility for their work, attend school regularly, and work to their abilities.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.6	93.3	93.2	95.7	94.6	Very High	Maintained	Excellent	95	95	95

Our result in the above category is very strong. Students at Parkland Immanuel Christian School are demonstrating active citizenship, and taught the necessary behaviours to be successful. We are thankful to our very committed staff for their efforts in modelling excellent citizenship themselves, and encouraging these behaviours in the students under their care.

**Strategies:**

1. Students will continue to be held to a high standard, academically and behaviourally.
2. We will continue to develop leadership skills in our students. We've added a Leadership 12 course, and are looking to revive our leadership programs, particularly once Covid-19 has passed.
3. Continue to develop our Special Needs Programming to support students, help them develop their unique gifts and talents, including but not limited to work related skills.
4. Provide students with opportunities to become involved in service/volunteer (e.g. Mufu Home in Kenya, CRWRF, Emmanuel Home, RMHC, Mustard Seed, Word and Deed, etc.), as available and permitted by AHS and AB Ed.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

### Comments and Strategies:

We currently have a small population of self-identified FNMI students. However, consistent with the *Freedom of Information and Privacy Act*, because our FNMI number of students is fewer than six, we cannot report our results publicly. Our present population of FNMI students is meeting grade level expectations, and the achievement gap with other students is not recognizable. PICS strives to provide all students in our school community with an appropriate knowledge and understanding of various cultures including FNMI. We also continue to reach out to the Enoch Reserve in an effort to build relationships with our neighbors to the West. Professional development opportunities have been and will be made available to our teachers through AISCA and Alberta Education. Our goal is to foster an environment where we are sensitive to the history and challenges FNMI face, especially because they form an important component of our Canadian heritage and modern society. In our Social Studies program there is a clear focus on FNMI related content. This program will provide background information on FNMI, and work to break down stereotypes and cultivate an attitude of love and respect for all cultures, including FNMI. This is consistent with our worldview; we believe that all people are created in the image of God, are therefore worthy of respect, and should experience a safe and caring environment.

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.5	85.9	89.8	93.5	91.4	Very High	Maintained	Excellent	95	95	95

Our performance measure in this category remains strong. We are a fairly small school, with 80 students in high school. This makes it difficult to offer all the options that parents and students may wish to see. That being said, in addition to our full complement of core courses, we do have quite a variety of options. Last year we were able to offer Band, Construction, Environmental Outdoor Education, Wildlife, Art, Home Economics, Computer Science, Accounting, French, Religious Studies, and ADLC options. An extensive extra-curricular sports program complements our Physical Education courses. Our high school will continue to grow, and as it does we will look at exploring additional HS options. To a large degree this depends on our ability to find qualified staff to help develop and expand our current programming.

**Strategies**

1. Students will be encouraged to make the most of the opportunities available to them. Our school policy states that Grade 10 students must take a minimum of 40 credit hours of instruction, and Grades 11 and 12 must be enrolled in 35 credit hours of instruction. As our numbers grow, and our staffing levels increase, the school will continue to explore ways to expand the Program of Studies currently being offered. This year we have added a courses such as Financial Literacy, Leadership, and Drama.
2. We will continue to explore additional opportunities for HS students in the future, including work experience, RAP, etc.
3. Explore K&E, and other options to prepare students for life beyond high school.
4. We are developing two online Math programs to support students from two other Reformed schools. This may lead to the development of other opportunities in 2021-2022.

## Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	95.3	96.2	95.7	97.0	96.4	Very High	Maintained	Excellent	100	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.2	96.5	96.1	97.4	95.7	Very High	Maintained	Excellent	98	98	98
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	97.9	98.0	94.9	99.2	99.6	Very High	Improved	Excellent	99	99	99
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	97.5	96.8	97.9	98.9	98.8	Very High	Maintained	Excellent	99	99	99
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	89.9	91.0	93.3	95.9	96.1	Very High	Improved	Excellent	97	98	99

Our performance measures in the above categories remain strong. As a Christian School, we value each student, and will continue to focus on cultivating an environment of equity and respect.

We see all human kind as created in the image of God, therefore having immense value and worthy of respect. However, it is impossible for a school to exist without strife and conflict. Our school society is committed to promoting positive behaviour that reflects a godly manner. The school is very committed to providing a safe and caring environment for all students, regardless of place and station. Conflict is always dealt with in a Biblical manner, with the goal to correct and restore both victim and perpetrator. Christ Himself states that the Great Commandment is to “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: “Love your neighbor as yourself. There is no commandment greater than these.” (Mark 12:30 & 31). We strive to uphold this rule of thumb in all of our school’s activities. The above results indicate that the school is achieving a high level of success in this area. Rather than taking the credit ourselves, we give God the praise and honor He deserves.

Satisfaction has improved slightly, and we continue to receive consistent support from parents and society members. Parental satisfaction remains very high with the overall quality of basic education, which is a testament to a solid foundation. There are numerous opportunities for our community members to participate in school activities and operations. The School Board continues to monitor and assess its role in this area, and meets regularly with the society to encourage parental involvement. The committees that operate under the Board’s authority also have a large parental presence. Impacts from Covid will make it challenging to keep the community as engaged as in the past.

Regarding the percentage of parents that indicated whether our school has improved or stayed the same, the results are also encouraging. With such high results it will be difficult to

vastly improve. The challenge will be to maintain or exceed the status quo. We have been blessed with talented and qualified educational staff, and as our student numbers continue to grow, the challenge will be to continue to find qualified staff committed to serve our school community.

### **Strategies**

1. The school will continue to provide opportunities for parents to be engaged in school life, such as fieldtrips (mostly on hold, virtual and/or in-school, until restrictions relax), classrooms, whole school functions, progress reports, P-T Interviews and IPP meetings, society meetings, parent run committees and Board interactions. The percentage of parents satisfied with their involvement in decision-making is very high. Our society is essentially parent-run, from the Board level to committee work, to volunteers, bus drivers, librarians, maintenance, and staffing.
2. Communication through our website, weekly newsletters, and our monthly PICS Life edition keep society members informed on school operations.
3. The satisfaction level with the quality of education is also very high, which attests to our committed families and highly trained staff members.
4. Parents are regularly involved in planning and assisting with large school events, classroom activities, and extra-curricular programming.
5. The School Board has developed school policies focusing on proper school supervision, discipline, reporting procedures, safety drills, etc., which promote the development of a God-centered, loving, safe environment. School administration and staff strive to consistently follow and apply relevant school policies.
6. Safe and caring attitudes are modeled and encouraged by staff and students.
7. Students are given leadership and service opportunities (in class, leadership teams, student led clubs).
8. Our school continues to share resources and supports with parents and students.
9. As a school we strive to provide resources and relevant training to staff.
10. Respond to and address behavior (either positive or negative) promptly and appropriately, keeping in line with the school's mission and vision.
11. PICS strives to provide meaningful educational opportunities for every student, and is committed to an inclusive educational environment. While many students receive additional support services, the goal is and remains to keep students learning together.

Note:

**Future Challenges**

- Our student projections are somewhat uncertain due to Covid. However, we continue to expect significant growth in our student population over the next 5 years. Current forecasts will need to be updated in Spring, 2021. We will need to acquire additional staffing, space, and resources to continue to provide a high quality education for these students. The board continues to work on Project 2021- a high level building proposal, as our facility will need to be expanded upon soon to accommodate future growth.

**Summary of Financial Results**

Along with the generous support of our membership, the Level II funding we received from Alberta Education has enabled us to meet our budget for 2019-2020. Included in this report is a copy of our approved budget for the 2020-2021 year, which provides details on our annual revenues and expenses. We are projecting a deficit for the current year, largely due to a 5% drop in enrolment due to the coronavirus pandemic.

**Budget Summary**

We are very appreciative that Alberta Education continues to provide funds for the operation of our school. Our parents are average tax-payers and hard-working Albertans, and they already make huge sacrifices in order to support Christian education. The new funding model, along with the reduction of RCSD services, has put pressure on our ability to serve the needs of students and families. Covid-19 has also negatively impacted our actual enrolment vs. our expected enrolment, which will affect our budget balance for 2020-2021.

Assumptions	Actual 17/18	Actual 18/19	Original	Adjusted	Forecast 19/20	Budget 20/21	Project 21/22	Project 22/23	Project 23/24
			Budget 19/20	Budget 19/20					
<b>Enrolment: K</b>	33	40	44	44	44	36	41	31	30
<b>Grants: K (per student)</b>	3889	3889	3889	3889	3889	3654	3710	3174	3393
<b>Increases</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-6.0%	1.5%	-14.4%	6.9%
<b>Enrolment: 1-9</b>	277	302	311	317	317	310	321	325	339
<b>Grants: 1-9</b>	4676	4676	4676	4676	4676	4245	4318	4297	4382
<b>Enrolment: 10-12</b>	49	61	75	77	77	79	85	86	89
<b>Average credits</b>	35.5	35.5	35.5	35.5	35.5				
<b>Grants: 10-12</b>	133.59	133.59	133.59	133.59	133.59	4669	5115	4836	4835
<b>Increases</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-5.4%	5.8%	-3.2%	0.9%
<b>Enrolment: total</b>	359	403	430	438	438	425	447	442	458
<b>Cost per student excl grants</b>	3335	3011	3114	3195	3233	3724	3551	3794	3706
<b>Cost per student all in</b>	10,169	9583	8831	8377	8352	10,050	9962	10,314	10,112
<b>Members: fee K only</b>	0	9	14	14	14	6	10	9	7
<b>Average fees</b>	1	3184	3100	3100	3144	3105	3105	3105	3105
<b>Increases</b>	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
<b>Members: tuition 1-12</b>	0	142	147	155	155	154	156	157	156
<b>Average fees</b>	0	7438	7539	7520	7602	7623	7642	7661	7680
<b>Increases</b>	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
<b>Members: no children</b>	90	88	91	91	91	94	96	98	100
<b>Average fees</b>	1468	1471	1460	1460	1466	1471	1471	1472	1473
<b>Increases</b>	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
<b>Members: surcharges</b>	59	77	80	92	92	91	96	94	98
<b>Average fees</b>	239	261	266	266	266	249	250	251	251
<b>Increases</b>	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%
<b>Members: donations</b>	355	363	365	365	365	355	356	358	359
<b>Average donation</b>	578	784	208	208	208	200	201	202	203
<b>FTE Teachers</b>	22.9	24.8	25.7	24.8	24.8	24.8	27.3	27.3	27.3
<b>Cost per FTE</b>	77,019	76,509	77,422	73,873	73,873	78,589	80,280	81,773	83,234
<b>1-12 Student:teacher ratio</b>	14.1	14.7	15.0	15.9	15.9	14.5	14.2	14.9	15.1
<b>FTE TAs</b>	9.4	10.5	11.0	11.0	11.0	13.9	15.9	15.9	15.9
<b>Cost per FTE</b>	27,788	32,221	33,984	34,244	34,244	33,444	33,382	33,382	33,382
<b>Transportation: buses</b>	6	7	7	7	7	7	7	7	8
<b>Students per bus</b>	59.8	57.6	61.4	62.6	62.6	60.7	63.9	63.1	57.3
<b>Salary increase</b>	2.0%	0.4%	0.0%	0.0%	0.0%	0.0%	1.0%	1.0%	0.0%
<b>Pension plan level</b>	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
<b>Educ Salaries as % of budget</b>	69.3%	67.8%	64.3%	67.2%	65.7%	65.3%	67.5%	66.9%	66.5%
<b>Inflation</b>	1.5%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
<b>Revenues</b>									
<b>Grants</b>									
Kindergarten	182,985	189,314	201,135	201,016	158,596	145,075	147,268	127,900	118,764
Grades 1-12	1,752,447	1,761,488	1,809,876	1,847,416	2,193,789	1,669,183	1,723,265	1,752,685	1,810,661
Other	115,255	363,085	363,758	370,800	161,348	813,059	840,076	843,362	861,982
COVID-19 reductions					-42,232				
	2,050,687	2,313,888	2,374,769	2,419,231	2,471,501	2,627,318	2,710,609	2,723,947	2,791,407
<b>Members</b>									
Fees	1,168,055	1,263,525	1,307,748	1,368,267	1,387,516	1,359,917	1,388,434	1,398,544	1,391,742
Tuition fee credit	-28,738	-24,386	-25,239	-11,481	-24,386	-22,079	-23,162	-21,091	-21,281
Donations	182,104	130,340	121,050	121,050	97,051	108,533	109,512	110,500	111,496
Fundraising	190,742	135,112	0	0	392,017	0	0	0	0
COVID-19 reductions					0				
	1,512,163	1,504,591	1,403,558	1,477,836	1,852,198	1,446,372	1,474,785	1,487,953	1,481,958
<b>Miscellaneous</b>									
GST Rebate	6,151	5,399	19,246	19,246	12,017	19,699	25,215	25,675	26,668
Ladies Aid	7,612	20,000	0	0	0	0	0	0	0
Other	13,542	30,735	1,362	1,362	28,648	1,910	1,948	1,987	2,027
Accounting adjustments	115,913	115,913							
	143,219	172,047	20,608	20,608	40,665	21,609	27,163	27,662	28,695
<b>Total Revenues</b>	3,706,069	3,990,526	3,798,935	3,917,675	4,364,365	4,095,900	4,212,557	4,239,562	4,302,060

Expenses									
<b>Instructional</b>									
Teacher Salaries	1,785,162	1,935,334	2,009,613	1,893,382	1,935,103	2,126,382	2,191,648	2,232,395	2,272,292
EA Salaries	315,308	341,833	373,825	376,683	376,683	466,216	532,112	572,020	540,094
Benefits/Deductions	282,302	367,943	299,218	284,445	343,550	316,375	326,086	332,148	338,084
Staff Acquisition	5,075	5,427	6,000	6,000	5,305	6,000	6,000	6,000	6,000
Services Purchased	95,951	77,022	105,451	105,451	68,828	162,973	195,232	199,137	203,120
Supplies & Materials	68,674	62,221	98,060	98,060	73,158	92,450	101,081	104,373	110,864
COVID-19 reduction					-28,801				
Accelerated 20/21 expenses					2,500				
	2,552,472	2,789,780	2,892,168	2,764,021	2,776,325	3,170,396	3,352,160	3,446,074	3,470,454
<b>Administration</b>									
Salaries	106,630	127,173	156,348	156,348	152,104	180,187	231,410	231,109	239,475
Supplies & Materials	23,519	21,733	12,000	12,000	13,296	10,000	10,200	10,404	10,612
Dues & Professional	43,325	44,274	48,200	48,200	41,042	32,500	32,924	32,743	32,563
Promotion	21,933	21,263	17,375	17,375	23,361	18,500	18,974	19,337	19,753
	195,407	214,443	233,923	233,923	229,803	241,187	293,507	293,594	302,403
<b>Operations &amp; Maintenance</b>									
Accounting & Legal	17,666	15,399	10,000	10,000	15,418	10,500	10,710	10,924	11,143
Insurance	27,052	30,420	31,250	31,250	44,759	45,000	45,900	46,818	47,754
Utilities	70,295	80,406	95,062	95,062	84,475	96,098	98,020	99,981	101,980
Supplies	17,117	15,934	17,000	17,000	13,153	14,000	14,644	14,400	14,839
COVID- Related Costs						166,498			
Services Purchased	74,293	73,618	90,208	90,208	64,382	97,190	103,222	102,027	104,599
Building Maintenance	44,381	40,306	43,500	43,500	74,520	42,250	45,326	45,715	48,317
Grounds Maintenance	29,588	11,900	15,000	15,000	23,736	17,000	18,207	18,571	18,943
	280,392	267,983	302,020	302,020	322,442	488,536	336,029	338,436	347,576
<b>Transportation</b>									
Insurance	6,492	9,709	6,400	6,400	12,041	13,761	14,036	14,317	16,690
Fuel	42,188	44,300	46,680	46,680	28,772	47,960	48,919	49,898	58,167
Repairs	45,692	72,622	70,400	70,400	62,134	52,400	53,448	54,517	55,607
Services Purchased	125,203	128,331	162,058	162,058	162,058	195,982	199,901	203,899	237,688
COVID-19 reduction					-64,207				
	219,575	254,962	285,538	285,538	200,798	310,103	316,305	322,631	368,152
<b>Capital</b>									
Bank Charges	1,149	1,213	960	960	1,533	960	979	999	1,019
Mortgage Payments	66,996	16,336	0	0	0	0	0	0	0
Bus Reserve Fund	0	0	0	0	0	0	55,000	55,000	0
Bus Purchase	57,750	0	0	0	0	0	0	0	0
Computers & Networking	55,736	50,893	12,700	12,700	5,733	0	34,000	36,500	74,500
Furnishings & Equipment	15,540	26,968	21,800	21,800	1,869	11,200	28,000	28,000	28,000
Expansion/Project 2020	5,666	0	0	0	45,119				
Building Improvement			20,000	20,000	0	20,000			
Accelerated 20/21 expenses					56,700				
GST	15,197	13,339	28,302	28,302	17,672	28,969	37,081	37,757	39,218
Accounting adjustments	184,955	226,051							
	402,989	334,800	83,762	83,762	128,626	61,129	155,060	158,256	142,736
<b>Total Expenses</b>	<b>3,650,835</b>	<b>3,861,968</b>	<b>3,797,411</b>	<b>3,669,264</b>	<b>3,657,995</b>	<b>4,271,350</b>	<b>4,453,062</b>	<b>4,558,991</b>	<b>4,631,322</b>
<b>Less Project 2020 Net Fundraising</b>					<b>358,338</b>				
<b>Budget Balance</b>	<b>55,233</b>	<b>128,558</b>	<b>1,524</b>	<b>248,411</b>	<b>348,031</b>	<b>-176,052</b>	<b>-240,505</b>	<b>-319,428</b>	<b>-329,262</b>

**Parental Involvement**

Parents and members are very involved in the running of the school. All of our Board members and committees (Education, Transportation, Personnel, Promotion, Building, Grad, Library, Education, etc.) consist of parents and committed members. Many parents are active as volunteers, running fundraisers, assisting on fieldtrips, and attending school events.

Communication occurs regularly through the school website, weekly newsletters, monthly bulletins, teacher pages, and term report cards. Parent-teacher interviews are well attended, and open houses occur each year to give parents and members opportunities to be involved in school life.

The Combined 3 Year Education Plan and AERR is available on our website, and discussed with our community at one of our biannual membership meetings. Parents are provided with copies of our budget results and summaries, and are given opportunity to ask questions and provide feedback.

We have been blessed with a very supportive community, and we pray that this commitment may continue in the future.

#### Timelines and Communication

Communication between home and school occurs regularly via newsletters, bulletins, website resources, society meetings, open houses, report cards, and parent-teacher conferences. Every November our school holds its fall membership meeting, where highlights of the Combined 3 Year Education Plan and the AERR will be shared with the society. Budget reports are also sent to the society in our annual fall and spring meetings. This material is accessible on our website and hard copies are made available to school members.

#### Whistleblower Protection

- Parkland Immanuel Christian School is committed to providing students the best possible quality learning opportunities in a safe and caring environment characterized by behavior consistent with the school's stated moral and ethical beliefs.
- In this context, the school's governing board and principal, teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.
- Teachers and other employees have the right and obligation to report any wrongdoing.
- Parkland Immanuel Christian School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's principal will be properly reviewed and investigated and then acted upon by the school, as appropriate.
- An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of Parkland Immanuel Christian School's whistleblower policy and procedures is available in the main office and in the staff handbook and in the Board's Governance Guide.

In 2019-2020, this policy was not put into action, as there were no cases where wrong-doing or alleged wrong-doing was reported or disclosed.