

Annual Education Results Report (AERR) for Parkland Immanuel Christian School



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.

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 470 students, and 50 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 *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 *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,

Ben de Jong
President

Accountability Statement for the Annual Education Results Report

The Annual Education Results Report for the Canadian Reformed School Society for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board approved this combined Annual Education Results Report for the 2020/2021 school year on October 27, 2021.

(Original copy signed and on file at school)

Board President

Date Signed

Board Secretary

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 captures 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 with 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 relationships 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 operations were affected as PICS adopted a series of protocols in response to the Guidance Documents provided by the Alberta Government to address Covid 19. The summer of 2020 was busy with planning for school re-entry in light of the challenges posed by Covid-19. After pouring over health orders and guidelines prepared by Alberta Education and engaging in many conversations between admin, board, and society members and parents a re-entry handbook was put together. The school calendar was revised and much time was spent considering how best to support students for in-person and at-home learning if required. Although we expected high rates of student absenteeism, student attendance remained strong. The interruption to junior/senior high learning in December, and all students January 4-8, was managed quite well. A local outbreak and return to at-home learning in April/May were unfortunate but we worked hard to keep students learning as best

as we could. Microsoft Teams proved a useful tool to provide students with reasonable access to instruction and necessary resources. We are deeply thankful that we have been able to focus on student learning in-person for the most part, and staff and students worked very hard under challenging circumstances.

Most extra-curricular events and activities were either revised, repurposed, rescheduled, or cancelled. Other than a short cross-country and volleyball season, athletics was on hold for the most part. Some in-school clubs and field trips have continued, and whole school events such as Reading Month and Mission Week were adapted to fit the current guidelines in effect. Staff and students became very creative in putting together virtual assemblies for the school, and we look forward to the time when we can return to live whole-school community building events.

Some key events included Reading Month, Heart Week, (over \$8000 was raised for the MUFU orphanage in Kenya), and the continuation of our elementary leadership team.

Trends/Issues:

As a school society we have seen significant growth in the last 10 years, although the impact of Covid has slowed this down some. Recent projections show that this growth will likely continue, creating both challenges and opportunities. The longevity of the current pandemic and how well we're able to cope with the challenges it creates could have a significant impact on the future of our school.

Despite the challenges of the last 20 months there is much reason for thanksgiving. The Lord continues to watch over our school community and we have been richly blessed by Him. In order to further develop student gifts, increase capacity, and strive for excellence, there are a number of initiatives in progress.

We hope to continue to improve our students' transition to post-secondary and better prepare students for life beyond high school. Our numbers in high school are growing, so opportunities to incorporate a wider range of course and scheduling options will become possible soon.

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. Another major focus for Ed com is mental health, an area that has been negatively impacted by the current pandemic.

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 neighbor.

In addition to an increase in student population, a continuing trend at PICS is the focus 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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 9092 Canadian Reformed School Society of Edmonton



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	93.3	94.6	94.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	95.2	92.5	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	88.2	96.1	96.3	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	91.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	35.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	89.7	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	21.3	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	94.7	95.7	96.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	98.8	98.8	98.5	79.5	81.8	81.4	n/a	n/a	n/a

Domain 1: Student Growth and Achievement

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	93.3	94.6	94.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	95.2	92.5	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	88.2	96.1	96.3	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	91.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	35.3	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	89.7	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	21.3	n/a	n/a	24.1	n/a	n/a	n/a	

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 on government exams and go on to graduate from high school with solid marks. 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. Our entire school system must continue to work together to support students as they move through the grades and ultimately one day graduate.

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

Current school priorities under this domain are:

- Develop and maintain a rigorous academic program in order to promote academic excellence and prepare our graduates for university and career.

Outcomes:

- To improve exam writing skills in our post-secondary students.
- To cultivate effective study and academic performance strategies in our students and graduates.
- Maintain rate of high school completion and citizenship

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. Leverage the learning loss funding from the AB government for students at risk in Grades 1-3.
5. Encourage teachers to match instruction to curriculum outcomes; administration will review year and unit plans, and conduct classroom visits to support teachers.
6. Continue to build solid assessment practices. This will be the second year without an Exam Exemption policy, so all JH/SH students will be preparing for and writing select exams throughout the year.
7. 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.)
8. Communicating key changes to society, parents, and students.
9. Preparing exam schedule well in advance for Junior/Senior High.
10. Reviewing Health curriculum to ensure study skills/strategies and stress management are being taught intentionally to students.
11. Develop and apply exam criteria (length, complexity, question types, Bloom's taxonomy, blueprinting).
12. Administration to review exams with teachers at several points throughout the year.
13. Survey students on study habits, exams, exam week.
14. 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.
15. Continue to provide career counseling for students to help them explore possible career paths and post-secondary options.

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. 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.

Domain Two: Teaching and Leading

Assurance Domain	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
Teaching & Leading	Education Quality	94.7	95.7	96.4	89.6	90.3	90.2	n/a	n/a	n/a

Our result in this domain remains high and we will work to build on this area of strength. Last year we converted our early dismissal system into at-home learning days to allow staff time to prepare and post learning plans for students working remotely. In 2021-2022 we will maintain an early dismissal system to give staff time to meet together regularly in order to focus on school priorities.

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.

Under the current pandemic restrictions culture-building activities are hard to organize at this time. We had a retreat planned in October for staff but this had to be cancelled. We will continue to explore ways to engage with staff and promote a positive collaborative culture at PICS.

Current school priorities under this domain:

- Maintain a collaborative internal school culture for staff that is God honoring, positive, loving, safe, caring and reflects the school's mission. Enable staff (and students) to thrive and grow.

Outcomes:

- Establish Professional Learning Communities (PLC's) to promote collective efficacy.
- Create a collaborative community within our professional staff to effectively work towards staff growth and student educational success.

Strategies

1. Arrange early dismissals and PD days into school calendar
2. Develop protocols and CLEAR goals for early dismissal groups (PLC's)
3. Ensure PLC goals connect to school goals/priorities
4. Admin presence and regular check-ins with early dismissal groups

Domain Three: Learning Supports

Assurance Domain	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
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a

Our performance measures in the above categories related to Learning Supports 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 people 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 behavior 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 and that most students feel PICS is a safe and caring environment. Rather than taking the credit ourselves, we give God the praise and honor He deserves.

Current priorities under this domain include:

- Provide a caring, nurturing, Christian environment where all students are encouraged and given opportunities to use their God-given gifts to the best of their ability.

Outcomes:

- Complete work of LASN sustainability committee
- Access AISCA Learning Continuum Support Grant

Strategies

1. LASN ad-hoc committee to evaluate Learning Assistance Program and Sustainability.
2. Develop protocols/parameters for allocating resources, supports, and guiding questions around student admission.
3. Leverage AISCA grant to provide additional supports to students with learning needs.
4. 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.
5. Safe and caring attitudes are modeled and encouraged by staff and students.
6. Students are given leadership and service opportunities (in class, leadership teams, student led clubs).
7. Our school continues to share resources and supports with parents and students.
8. As a school we strive to provide resources and relevant training to staff.
9. 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.

Domain Four: Governance

Assurance Domain	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
Governance	Parental Involvement	98.8	98.8	98.5	79.5	81.8	81.4	n/a	n/a	n/a

Satisfaction has remained high and we continue to receive consistent support from parents and society members. 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 have made it challenging to keep the community as engaged as in the past.

Strategies

1. The school will continue to provide opportunities for parents to be engaged in school life, such as fieldtrips (virtual and/or in-school, until restrictions relax), classrooms, whole school functions (as permitted), 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. Our school continues to share resources and supports with parents and students.
6. As a school we strive to provide resources and relevant training to staff.
7. Respond to feedback promptly and appropriately, keeping in line with the school's mission and vision.
8. Continue to explore ways to move the Board from an operational model to a more governance style.

Domain Five: Local and Societal Context

"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." (PICS Vision)

Enrolment growth has resulted in space pressures. All classrooms are in use and special use areas (Computer lab, library, art room, etc.) have now become regular use classrooms. Expanding the current facility to accommodate current and future growth is necessary to create more capacity and options for the future.

Construction timelines have been delayed and work is scheduled to begin in the Spring. We are waiting on final building permits and finalizing arrangements with a general contractor.

Current priorities under this domain include:

- Provide spaces for students to learn, grow and build one another up, for staff to perform their duties and enjoy their work, and for the Society to be able to come together and share in the joy of school and community activities.

Outcomes:

School Expansion will:

- add classrooms (Phase 1)
- add gym/kitchen/foyer (Phase 2)
- existing structure renovations (Phase 3)

Strategies

1. Fundraising for capital project
2. Development of 'excess' lands to the west
3. Develop and follow construction timeline for expansion
4. Engage society at bi-annual meetings
5. Project space requirements for future years

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, 2022. 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 2020- building proposal, as our facility is maxed out and needs 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 2020-2021. The additional funding and support (federal and provincial) was also helpful in meeting our budget. Included in this report is a copy of our approved budget for the 2021-2022 year, which provides details on our annual revenues and expenses.

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 has put some pressure on our ability to serve the needs of students and families. Covid-19 continues to negatively impact our actual enrolment vs. our expected enrolment, which will affect our budget balance for 2021-2022 and growth projections.

Budget Summary

For the fiscal year 2021-2022, please see the budget summary below to ensure that PICS continues to offer a quality education and works toward the priorities articulated in this report. More information can be obtained from the school office.

Canadian Reformed School Society Budget 2020/21 (updated April 30, 2021; forecast through March 2021)					
	Budget 21/22	Budget 20/21	Forecast 20/21	Budget 19/20	Actual 19/20
Revenues					
Grants					
Kindergarten	146,895	146,591	146,591	201,135	209,328
Grades 1-12	1,781,373	1,733,704	2,127,688	1,809,876	1,883,598
Other	682,933	659,591	269,978	363,758	378,575
	<u>2,650,951</u>	<u>2,539,886</u>	<u>2,544,258</u>	<u>2,374,769</u>	<u>2,471,501</u>
Members					
Fees	1,441,905	1,403,789	1,332,391	1,282,508	1,369,795
Donations	120,073	108,533	110,474	121,050	97,051
Fundraising	95,000	0	357,744	0	358,338
	<u>1,656,978</u>	<u>1,512,322</u>	<u>1,800,610</u>	<u>1,403,558</u>	<u>1,825,184</u>
Miscellaneous					
Ladies Aid	0	0	0	0	0
COVID-Related Grants			166,498		
Other	3,040	1,910	2,817	1,362	35,064
	<u>3,040</u>	<u>1,910</u>	<u>169,315</u>	<u>1,362</u>	<u>35,064</u>
Total Revenues	<u>4,310,969</u>	<u>4,054,117</u>	<u>4,514,182</u>	<u>3,779,689</u>	<u>4,331,749</u>
Expenses					
Instructional					
Salaries	2,748,438	2,582,583	2,614,378	2,383,438	1,918,803
Benefits	350,254	312,161	347,455	299,218	365,700
Staff Acquisition	8,000	6,000	9,952	6,000	5,304
Services Purchased	120,892	132,973	158,829	105,451	65,806
COVID-Related Costs			166,498		
Supplies & Materials	109,620	92,450	85,775	98,060	72,816
	<u>3,339,204</u>	<u>3,126,166</u>	<u>3,382,887</u>	<u>2,892,168</u>	<u>2,792,611</u>
Administration					
Salaries	183,641	179,157	187,314	156,348	130,389
Supplies & Materials	10,000	10,000	13,927	12,000	27,005
Dues & Professional	46,980	44,000	31,559	48,200	44,078
Promotion	25,625	18,500	22,577	17,375	26,429
	<u>266,246</u>	<u>251,657</u>	<u>255,378</u>	<u>233,923</u>	<u>227,901</u>
Operations & Maintenance					
Accounting & Legal	12,000	10,500	14,000	10,000	22,271
Insurance	55,000	45,000	52,716	31,250	54,967
Utilities	89,529	96,098	81,441	95,062	76,110
Supplies	14,000	14,000	11,836	17,000	15,760
Services Purchased	92,508	97,190	76,483	90,208	64,382
Building Maintenance	42,850	42,250	40,366	43,500	34,755
Grounds Maintenance	18,000	17,000	14,447	15,000	12,479
	<u>323,887</u>	<u>322,038</u>	<u>291,289</u>	<u>302,020</u>	<u>280,724</u>
Transportation					
Insurance	15,532	13,761	12,945	6,400	12,041
Fuel	50,612	47,960	28,956	46,680	25,356
Repairs	48,876	52,400	44,346	70,400	55,301
Services Purchased	190,591	195,982	108,058	162,058	83,553
	<u>305,611</u>	<u>310,103</u>	<u>194,305</u>	<u>285,538</u>	<u>176,251</u>
Financial					
Bank Charges	960	960	784	960	1,533
Mortgage Payments interest	0	0	0	0	0
Furnishings & Equipment	53,900	11,200	40,420	34,500	75,926
GST (net)	9,660	8,974	2,984	9,057	11,128
	<u>64,520</u>	<u>21,134</u>	<u>44,188</u>	<u>44,517</u>	<u>88,587</u>
Total Expenses	<u>4,299,469</u>	<u>4,031,099</u>	<u>4,168,047</u>	<u>3,758,165</u>	<u>3,566,074</u>
Operating Budget Balance	<u>11,500</u>	<u>23,019</u>	<u>346,135</u>	<u>21,524</u>	<u>765,675</u>
Less Project 2020 Fundraising (net)			<u>284,922</u>		<u>358,338</u>
Adjusted Operating Budget Balance			<u>61,213</u>		<u>407,337</u>
Capital Budget					
Amortization of Capital Allocations	-122,000	-116,000	-116,000	-116,000	-120,564
Mortgage Payments principal	0	0	0	0	0
Bus Loan/Reserve Fund	0	0	0	0	0
Bus Purchase	0	0	100,000	0	0
Bldg Expansion/Improvement	11,500	20,000	58,957	20,000	0
Amortization of Capital Assets	222,500	220,000	220,000	220,000	220,185
Capital Budget Balance	<u>112,000</u>	<u>124,000</u>	<u>262,957</u>	<u>124,000</u>	<u>99,621</u>
Total Budget Balance	<u>-100,500</u>	<u>-100,981</u>	<u>-201,743</u>	<u>-102,476</u>	<u>307,716</u>
Non-Cash Items					
Amortization of Capital Allocations	122,000	116,000	116,000	116,000	
Amortization of Capital Assets	-222,500	-220,000	-220,000	-220,000	
Capital Budget Balance	<u>-100,500</u>	<u>-104,000</u>	<u>-104,000</u>	<u>-104,000</u>	
Budget Balance	<u>0</u>	<u>3,019</u>	<u>-97,743</u>	<u>1,524</u>	<u>307,716</u>

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 field trips, 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 Education Plan and AERR are 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 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 with 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 2020-2021, this policy was not put into action, as there were no cases where wrong-doing or alleged wrong-doing was reported or disclosed.