

# Covenant Canadian Reformed School

## 2025-2028

Authority: 9078 The Canadian Reformed School Society of Neerlandia

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### **Accountability Statement**

This three-year Education Plan for the 2025/2026- 2027/2028 school year commencing August 27, 2025 for the Canadian Reformed School Society of Neerlandia was prepared under the direction of our Board of Directors. It is in accordance with our responsibilities under the Private Schools Regulations of Alberta and the Education Grants Regulations. The provincial economic and educational contexts provided the backdrop for this plan. The Board of Covenant Canadian Reformed School has used the Annual Education Results Report as well as stakeholder feedback to develop the plan here enclosed. We are committed to improving student learning at our school by implementing the strategies outlined below to the best of our abilities.

The Board of Directors has approved the three-year Education Plan for 2025/2026-2027/2028 on June 2nd, 2025 (signed original kept in school office).

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Mr. Errol Hooimeyer

Canadian Reformed School Society of Neerlandia

Board Chairman

The report is available at Covenant Canadian Reformed School office.

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### **CCRS Mission**

Covenant Canadian Reformed School is a parental, Reformed K-12 school operated by the Canadian Reformed School Society of Neerlandia. The basis of the Society is the infallible Word of God as confessed in the Three Forms of Unity. The purpose of the Society is to establish and maintain a school providing Reformed Christian education. Our mission is, together with our membership, to assist parents by training students for a life of service to God and their neighbour through biblical redemptive teaching.

Established in 1977 by members of the Canadian Reformed Church of Neerlandia, parents desired for their children to be educated in the fear of the LORD. Today, a supportive society of parents and other school society members works together to keep our mission both alive and relevant, in the current situation, as well as in future planning. We believe that, “The heart of man plans his way, but the LORD establishes his steps.” (Proverbs 16:9). In keeping with this belief, we have outlined our *2025-2028 Education Plan*, which we hope will be a living document assisting us in ongoing planning for the delivery of high quality education of our covenant children and youth.

### **Five Domains in the Provincial and Local Context**

Our *2025-2028 Education Plan* will function as a rolling plan. This will allow for adaptability, bi-annual review, and the opportunity to make adjustments as necessary. The five domains for future planning, as outlined by Alberta Education, are: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context. With these domains in mind, our plan has the focus areas as outlined below.

### **CCRS' Focus Areas**

1. Infusing God's Word intentionally throughout the curriculum
2. Increase growth in literacy outcomes
3. Expanding High School potential for students
4. Developing school-wide information technology capacity
5. Establishing local engagement protocols for our stakeholders
6. Familiarizing ourselves with and continuing to implement the new K-6 curriculum

### **Looking Back to Move Forward**

To establish our focus areas for the *2025-2028 Education Plan*, in conjunction with Alberta Ed's business plan, we collated feedback from our Annual Education Results Report, our school's Parental Advisory Committee, stakeholder feedback obtained through various surveys on our last plan's domains, and informal dialogue with parents and students.

### **FNMI Student Success**

Currently CCRS has a very small FNMI population of just one student. This student is currently in primary elementary, and is doing very well. She is performing well in her class, with her teacher commenting that she is a typical student academically. She also benefits from exceptional relationships in our school since her adopting parents are part of a strong family group which also attend our school. Family relationships, including adoption, are an integral part of our school, so our whole school community supports this as well. She attends Metis gatherings and is encouraged to use show and tell time to celebrate and teach her classmates about her activities there. Her teacher also regularly focuses on resources that include FNMI culture.

# 1. Student Growth and Achievement

## 1.1. Increase growth in literacy outcomes

Data Analysis:

### 1. Provincial Measures

- ELA PATs
- ELA Diploma Exams

### 2. Local Measures

- Within the context of divisional meetings, teachers have identified frustrations with lack of consistent programming from K-6 in ELA
- Within the context of divisional meetings, teachers at the high school level expressed concern with low reading comprehension abilities among their students.
- Continue growth and expansion of our new ELA program (UFLI) in lower elementary to ensure cohesion.
- Regular testing of students with Acadience.

### 3. Stakeholder Feedback

- Within the context of anecdotal conversations, parents expressed concern over the variety of different ELA resources used from K-6 and the lack of consistency in the past.

<b>Objective</b>	<b>Strategies &amp; Timeline</b>	<b>Budget</b>	<b>Responsibility</b>	<b>Measurement</b>
1.1.1 ELA curriculum is coordinated across Grades	Develop a cohesive scope and sequence for Grades 1-6 ELA	2025-2026 Educational Resources budget	CCRS Team: professional staff and support staff	Parent and staff satisfaction surveys

<p>1-9 to increase literacy competencies</p>	<p>Use consistent primary resources, strategies, and vocabulary to increase learning and reading comprehension</p> <p>Use <i>Reading Power</i> framework to teach reading comprehension from Grades 1-6. Develop a consistent plan to teach each strand with uniquely collated resources for each grade.</p> <p>Use <i>Words Their Way</i> spelling program across the Grades 4-5</p> <p>Use Acadience testing in K-6</p> <p>Improving on UFLI in Grades K-3</p> <p>Implement a locally developed vocabulary program that is based on tier 2 words and frayer model instruction.</p>	<p>Professional Development for relevant webinars through the ERLC</p>		<p>Annual assessment of reading levels</p> <p>Alberta Education Gr. 1-3 reading assessments</p> <p>Administration discussion with staff regarding their intentional incorporation of critical thinking into their ELA teaching. This would occur through the bi-monthly progress reviews.</p>
<p>1.1.2 Teachers become familiar with the new K-6 curricula in: - ELA</p>	<p>Focus the 2025-2026 Professional Development days or part thereof on developing year and unit</p>	<p>2025-2026 Educational Resources budget</p>	<p>CCRS Team: professional staff and support staff</p>	<p>Admin check ins to see how staff are doing with familiarizing themselves with the curricula and</p>

<ul style="list-style-type: none"> <li>- Math</li> <li>- PE/Health</li> <li>- Science</li> </ul>	<p>plans reflecting the new curricula with a focus on incorporating critical thinking opportunities, as well as finding resources</p>	<p>Professional Development Budget</p>		<p>creating year, unit, and lesson plans.</p>
<p>1.1.3 Teachers become more informed and fluent in the Truth and Reconciliation Commission recommendations (Calls to Action), finding ways to incorporate these into the subject areas of ELA and Social Studies primarily. This will include using the age-appropriate curriculum on topics such as residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. (Call to Action #62)</p>	<p>Encourage teachers to develop their Growth Plans accordingly and provide leadership and implementation ideas for fellow staff.</p>	<p>2026 Educational Resources budget  Professional Development Budget for relevant curriculum workshops/webinars</p>	<p>CCRS Team: professional staff and support staff</p>	<p>Student knowledge on the Truth and Reconciliation calls to action.</p>

## 1.2 An increased number of students, to a 75% rate, transition to a post secondary program or an apprenticeship program after high school

### Data Analysis:

#### 1. Provincial Measures

- In our AEAM results, our 4 year rate of transition from high school was about half of the provincial rate.

#### 2. Local Measures

- Our graduation surveys, both formal and informal, indicate a low percentage of students transitioning into some sort of postsecondary academic pursuit, these surveys are sent out to students and parents by the PAC.

#### 3. Stakeholder Feedback

-Through our PAC survey, parents and community members have expressed thankfulness for the continued work of our Academic Advisor/Career Counsellor. In response to community and parental feedback, she has been researching programs for students, especially focusing on dual-credit opportunities. We have created opportunities for students to attend dual-credit courses including a summer school camp in welding at Olds college.

-We have also received informal feedback from parents regarding a feeling of being overwhelmed and lack of understanding concerning high school options such as the Green Certificate, Work Experience credits, the RAP program, how to navigate MyPass, and the like. Parents want this knowledge to help their children best prepare for post-secondary options. A yearly meeting is held in May with grade 9 parents by the Academic Advisor to explain these options.

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
1.2.1 Students have consistent access to an Academic Advisor/Career Counsellor	Have our AA/CC meet with all students in Gr. 9-12 by the end of Term 1	2025-2026 Educational Resources budget	CCRS Academic Advisor/Career Counsellor	Parent and staff satisfaction surveys

	<p>Have our AA/CC meet with all students in Gr. 9-12 again by the end of March</p> <p>Have our AA/CC at school on a regular basis</p>			
<p>1.2.2 Every Grade 12 student meets at least once with our Academic Advisor/Career Counsellor</p>	<p>Have our AA/CC meet with each graduate by mid June to garner feedback.</p>	<p>2025-2026 Educational Resources budget</p>	<p>CCRS Academic Advisor/Career Counsellor</p>	<p>Student feedback</p>
<p>1.2.3 Parents and students have a smooth transition to Grade 10.</p>	<p>Host an annual “High School Information Evening” aimed at parents with children transitioning to Grade 10 in the next school year.</p> <p>Host this evening by mid-May.</p>	<p>None</p>	<p>CCRS Academic Advisor/Career Counsellor and CCRS Admin team</p>	<p>Anecdotal parental feedback</p>

### 1.3. Increasing course options for our high school students

#### Data Analysis:

##### 1. Provincial Measures

- No data

##### 2. Local Measures

- Research options to accommodate more courses.

- Advertise staffing positions to enable us to offer more courses

- Offer grade 10 Music option.

##### 3. Stakeholder Feedback

- Through our PAC survey about CCRS high school offerings, it was evident our community desires more hands-on, trades-type courses.

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
1.3.1 Gather feedback from the community to help determine next steps in trades courses and expanding our academic course offerings	Host conversations and surveys to solicit community feedback. - Gather feedback regarding new Outdoor Ed course	Instructor Salary	CCRS Administration	Parent and student feedback  Course selection options for CCRS High School
1.3.2 Initiate some more hands-on courses at the junior high level in response to community feedback. We hope to see a Gr. 8 woodworking course	Look into locations that we could use for shop class.  Ask the school community if anyone is able/willing to	Instructor Salary  Options Course Budget	CCRS Administration	These courses are able to be offered sometime in the near future.

	instruct or help out with these courses.			
1.3.3 Expand our music program into high school.	Offer a Music 10 option in 2025/26  Offer Music 11 in 2026/27  Offer Music 12 in 2027/28	Instructor Salary  Music Budget	CCRS Administration and CCRS Music Teacher	The music program expands year by year.

## 2. Teaching and Leading

### 2.1. Infuse God’s Word and reformed *throughlines* throughout curriculum

Data Analysis:

1. Provincial Measures

- No data

2. Local Measures

- No data

3. Stakeholder Feedback

- Through a PAC survey, parents and community members indicated a strong appreciation for our reformed Christian values permeating our instruction. Together with this, there is a desire for our teachers to keep growing in this, being more intentional in incorporating our Christian values into all aspects of the curriculum.

Objective	Strategies	Budget	Responsibility	Measurement
2.1.1 Teachers demonstrate competency with the reformed throughlines: <ul style="list-style-type: none"> <li>- Covenantally Founded</li> <li>- Confessionally Grounded</li> <li>- Enmity Surrounded</li> <li>- Bound in Unity</li> </ul>	Spend part of the allotted staff Professional Development time next year working collaboratively on incorporating these throughlines into teacher year plans.	PD Budget.	CCRS Team: professional staff	Parent and staff satisfaction surveys  Completed year plans with the documented throughlines.

<p>2.1.2 Grades 1-9 fully transition to the CARE Bible Program</p>	<p>Staff will improve and teach the CARE Bible program.</p> <p>CCRS will have a comprehensive scope and sequence for Bible and Church History through the CARE Program for Grades 1-9.</p>	<p>None</p>	<p>CCRS Team: professional staff and administration</p>	<p>Completed scope and sequences</p>
<p>2.1.3 Look into updating or revamping the senior high religious studies courses.</p>	<p>Discuss with high school RS teachers, both at CCRS and in other schools, what other programs there are for senior high RS.</p>	<p>Grade 10-12 Course Budgets</p>	<p>CCRS Administration</p>	<p>Current curriculum is revamped or a new program is used.</p>

## 2.2 Develop a Culture of Life-Long Learners and Ongoing Professional Growth

Data Analysis:

1. Provincial Measures

- No data

2. Local Measures

- No data

3. Stakeholder Feedback

- Informal teacher feedback has indicated a desire to receive more feedback in order to improve practice

- Informal teacher and support staff feedback has indicated a need for a more streamlined onboarding and support system for new staff

Objective	Strategies	Budget	Responsibility	Measurement
2.2.1 CCRS teachers are supervised and evaluated based on TQS foundations	Revamp and formalize our current evaluation practices to align with the TQS  Continue “teacher evaluation rotation” wherein all teaching staff are reviewed and given feedback. As done in 2024-25  Continue on with bi-monthly teacher-principal progress reviews, but focus more on	None	CCRS Administration Team	Teacher feedback  Completed evaluations

	reflecting back to professional growth plans.			
2.2.2 Teachers and support staff have access to increased Professional Development opportunities	<p>Have all eligible staff attend the Teacher's Convention</p> <p>Seek out and promote different professional learning events in the area, encouraging participation.</p> <p>Spend part of PD time focusing on instruction and assessment of critical thinking skills.</p>	<p>5000 (Teacher's Conference Pro D Budget)</p> <p>Conferences such as the AISCA New Teachers' Conference and AISCA February Teacher's Conference.</p>		<p>Attendance of Pro D activities and events</p> <p>Teacher feedback</p>
2.2.3 The CCRS mentorship program for the onboarding and support of new staff is operable	Development of a mentorship program with accountability check-ins between mentors and mentees	None	CCRS Administration Team	Teacher feedback

### 3. Learning Supports

#### 3.1.1 Identify and provide Learning Supports for students at CCRS

Data Analysis:

1. Provincial Measures

- No data

2. Local Measures

- In the current year CCRS has 21 students with an IPP, eight of them severe with funding, one moderate with funding, and the rest are mild/moderate with no funding. We have also created profile pages for some students that don't require an IPP, but that still need a bit of extra support with things like organization and executive functioning.

3. Stakeholder Feedback

- Parents are involved in the process of goal setting for IPPS. Meetings with teachers, parents, and the SPED coordinator are held multiple times a year to ensure that these students are supported from both home and school.

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
3.1.1 All mild, moderate, and severe students have an IPP in place by October 2025.	Host transition meetings for all IPP students in August, January, and June.  Continue supports and services through our speech pathologist through Functional Therapies	SPED Budget  SPED Budget	CCRS Special Education Coordinator	Parent and staff satisfaction surveys

	<p>Continue supports and services through our occupational therapist and other resources as provided by AISCA</p> <p>Continue SLP and OT support services for mild-moderate students through Khan Communication</p>	SPED Budget		
<p>3.1.2 Our IT capacity supports all students' learning needs</p>	<p>Develop a rolling IT plan to anticipate and budget for technology replacement</p> <p>Maintain Viewboards and replace if needed.</p> <p>Purchase assistive technology for students with higher learning needs, such as Google Read and Write subscriptions, ipads, and other assistive technology</p>	<p>None</p> <p>IT Budget</p> <p>SPED Budget</p>	<p>CCRS IT Committee</p> <p>CCRS IT Technician</p>	<p>Plan is drafted</p> <p>Viewboard(s) is(are) purchased</p> <p>Assistive technology is purchased as needed to support students</p>

## 4. Governance

### 4.1 Increase Parent and Student involvement in CCRS

Data Analysis:

1. Provincial Measures

- AERR results on parental involvement

2. Local Measures

- No data

3. Stakeholder Feedback

- Parents were able to respond to and give feedback on various issues in the school community through surveys administered by the PAC.

Objective	Strategies	Budget	Responsibility	Measurement
4.1.1 Parents and community members have opportunities to provide feedback and voice their opinions.	Have the PAC: <ul style="list-style-type: none"><li>- Draft and send out at least 2 surveys to community members</li><li>- Collate data</li><li>- Report on data, findings, and provide analysis in</li></ul>	PAC budget	PAC	Parent satisfaction / feedback surveys

	monthly <i>Newsletters</i>			
4.1.2 Students have multiple opportunities to provide feedback and voice their concerns.	Have the PAC: <ul style="list-style-type: none"> <li>- Draft and send out one survey to students</li> <li>- Collate data</li> <li>- Report on data, findings, and provide analysis in monthly <i>Newsletters</i></li> </ul>	PAC budget	PAC CCRS Admin Team	Student satisfaction / feedback surveys

## 5. Local and Societal Context

### 5.1 CCRS community actively involved in a vibrant Christian culture, evident to the broader community

Data Analysis:

1. Provincial Measures

- No data

2. Local Measures

- No data

3. Stakeholder Feedback

- No data

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
5.1.1 Parents have the opportunity to attend a speaker on a relevant topic for parents and students. Open this to the broader community.	Host one community/parent evening event and one student event each year	PAC budget	PAC	Parent and staff satisfaction surveys  Staff, student, and parental feedback on relevant topic suggestions
5.1.2 Our social media presence is increased and well-utilized by the community.	Post notices and photos to inform our community of school goings-on	None	CCRS staff and administration team	Tracking views and responses on our Facebook page

	Livestream school events as we are able			
5.1.3 Our website is frequently accessed.	Have a revamped and operable website by September 2025 and maintain it.	IT budget	CCRS IT Administrator	Website is up and running on time.

## Operating Budget

The Canadian Reformed School Society of Neerlandia's 2025-2026 Operating Budget is attached as Appendix A. At Covenant Canadian Reformed School we recognize that it is the Lord who so richly blesses us, also with the finances to operate our school. Our operating budget reflects financial stewardship and supports the focus area objectives of our *2025-2028 Education Plan*.

### APPENDIX A

CANADIAN REFORMED SCHOOL SOCIETY OF NEERLANDIA 2025/2026 Budget

INCOME		Budget 2025/2026
Instructional Grants K-12	1,087,426.01	
Program Services & Supports	199,384.46	
School & Jurisdiction Grants	243,387.75	
AB Ed Grants-Total		1,530,198.22
Donations/Tuitions		908,303.20
From Operating Reserve		9,500.00
Other		-
<b>TOTAL INCOME</b>		<b>2,448,001.42</b>

EXPENSES		
<b>INSTRUCTIONAL EXPENSES</b>		
Teaching Staff	1,146,097.37	
Support Staff	374,072.66	
Employee Benefits	255,813.00	
<b>Total Salaries &amp; Benefits</b>		<b>1,775,983.02</b>
Professional Development	12,000.00	
Sports Days/Field Trips	6,900.00	
Bus Expenses (Ins/Fuel/Maint)	7,500.00	
ECS-12 Educ Supplies & Library	99,210.55	
Special Education/PUF	47,000.00	
<b>Total Services &amp; Supplies</b>		<b>172,610.55</b>
<b>Total Instructional Expenses</b>		<b>1,948,593.57</b>
<b>ADMINISTRATION EXPENSES</b>		
Admin. Salaries & Benefits	93,618.97	
Auditing	6,500.00	
Staff Recruitment	25,000.00	
Board/Admin. Expenses	27,200.00	
<b>Total Admin. Expenses</b>		<b>152,318.97</b>
<b>OPERATION &amp; MAINTENANCE, TRANSPORTATION</b>		
Janitor Contract & Supplies	58,950.00	
WCB	1,200.00	
Utilities	69,200.00	
Telephone/Fax/Internet	7,000.00	
Insurance & monitoring	32,000.00	
Building Maintenance	60,000.00	
Technical Support	61,395.00	
Photocopier Lease & Supplies	14,500.00	
Transportation	4,414.00	
<b>Oper. &amp; Maint. Total</b>		<b>308,659.00</b>
<b>OTHER</b>		
Equipment & Furniture	10,000.00	
Teachers College & RCDC	6,500.00	
AISCA	3,950.00	
CCRS Scholarship	1,000.00	
Miscellaneous	250.00	
<b>Total Other</b>		<b>21,700.00</b>
<b>TOTAL EXPENSES</b>		<b>2,431,271.54</b>