



EDUCATION PLAN

Neriah Christian School 2025/26 – 2027/28

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1.0 Accountability Statement

The Education Plan for Neriah Christian School commencing September 1, 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025/2026 Education Plan on May 14, 2025.

original signed

Daniel Visser

Position: Board Chair

original signed

Darlene Dekker

Position: Principal

2.0 School Profile

1.1 Introduction

Neriah Christian School (NCS) is an accredited independent school operated by the Neriah Christian School Society of the Netherlands Reformed Congregation. NCS operates under the authority of the society's school board consisting of 5 elected society members. There is also 1 appointed consistory member and the school's principal who both act as advisory members on the board.

Presently there are 6 students enrolled in the school spanning K-8. Based on parent interest additional students are expected to enroll in years to come so growth is expected and anticipated both in terms of student population and staff. Currently the school operates out of a portion of the building owned by the Netherlands Reformed Congregation in Calgary, Alberta.

1.2 Vision

To provide Christian education through learning based on God's Word.

1.3 Mission

To ensure that all students are instructed in all subjects according to God's infallible Word, so they have a strong understanding of their duty to be compassionate, responsible, contributing members of society.

1.4 Values

- ❖ **Respect:** Showing reverence for God, and respect for authority and others.
- ❖ **Love:** Loving God and our neighbour.
- ❖ **Integrity:** Living consistently with our beliefs in public and private.
- ❖ **Community:** Bringing families and other members of the community together to promote Christian education.
- ❖ **Stewardship:** Using our gifts responsibly to the glory of God and the benefit of those around us.

3.0 Education Program

2.1 Context for Education Plan Development

After one and a half years of operation, we remain deeply humbled and thankful for God's providence, the diligent efforts of the staff, and the strong community support that we have experienced. Much has been accomplished in establishing procedures and culture, and areas where additional or continued focus is needed have become clear.

Supporting staff to provide a favourable learning environment for our students has been a central priority. With the addition of kindergarten this school year, a part-time Education Assistant was hired to allow adequate attention to each of the individual grade levels. As we look forward to continued growth, and the oldest students moving into high school in the coming years, the board and administration are actively examining options and developing plans for both facilities and staff to accommodate these developments. Professional development, initially focused primarily on teaching and learning in our unique context, is planned to involve an increasing leadership component consistent with leadership certification requirements.

Community involvement has remained strong, being promoted and maintained through frequent community events allowing students to showcase their work, and community members to engage with the school and provide input. We are grateful to those who share their experience, skills, and insights with the students, as well as with the board and staff.

With the end of our first fiscal year as an operating school, a full third-party financial audit was successfully completed. This provided an opportunity to confirm and enhance our financial controls. The board completed working through the Board Development Program Video Series provided by Alberta Community Development, which was useful for informing various governance decisions and processes. A review of regulatory and contractual requirements was held to ensure appropriate governance structures are in place, and the board is now refining these through our first cycle of reviewing and refreshing policy documents.

We are grateful for the involvement and advice of partners such as Alberta Education, AISCA,

and others throughout the education community, and we are committed to continuing to strive to meet our mission and values while remaining accountable to all of our stakeholders.

The Neriah Christian School 2025-2028 Education Plan was completed in consideration of the [Education Ministry Business Plan – Budget 2025](#).

2.2 Education Goals

Goal 1: Provide Excellent Christian Education

(Assurance Domains: Student Growth and Achievement, Local & Societal Context)

| Desired Outcome: Students will demonstrate ongoing internalization of Christian worldview. | | |
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| Strategies: | 2025/2026 Implementation | Measures |
| <ul style="list-style-type: none"> Explicitly connect learning themes to common doctrinal keywords throughout Bible program. Integrate Biblical worldview into Alberta Education curriculum. | <ul style="list-style-type: none"> Integrate use of <i>Bible Doctrine for Teens & Young Adults</i> in Church History classes Compile a 'terms' list with students and have younger students compile into their own Bible dictionaries to make use of in class. Integrate doctrinal terms into existing Bible and Church History programs. | Local measures: <ul style="list-style-type: none"> Student use of specific terminology in class work. Coverage of doctrinal topics throughout Bible program. Evidence of Biblical worldview in planning documents. |
| Desired Outcome: Students will achieve success in the Alberta Program of Studies. | | |
| Strategies: | 2025/2026 Implementation | Measures |
| <ul style="list-style-type: none"> Implement all new required provincial curricula. Develop standardized testing program in elementary and middle school. Integrate First Nations, Metis, and Inuit content and learning | <ul style="list-style-type: none"> Implement new Social Studies curriculum in elementary. Analyze results from pilot Measures of Academic Progress (MAP) assessment testing fully. Analyze Early Literacy and Numeracy assessment results. | Local measures: <ul style="list-style-type: none"> Measures of Academic Progress (MAP) assessment results Develop learning documents and activities that reflect new required provincial curriculum. Evidence of First Nations, Metis and Inuit knowledge elements and content in planning documents and learning activities. Literacy Assessments: Fluharty Preschool Speech and Language Screening Test, Heggerty |

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| <p>principles into curriculum documents.</p> <ul style="list-style-type: none"> Implement LexiaCore 5 and Hearbuilder for primary students. | | <p>Phonemic Awareness Assessment, Dolch Word Assessment, and Speech-Ease Screening Inventory</p> <ul style="list-style-type: none"> LexiaCore 5 and Hearbuilder reports <p>Provincial Measures:</p> <ul style="list-style-type: none"> Alberta Education survey measures: Citizenship, Academic Engagement Early Literacy and Numeracy assessments Provincial Achievement Tests |
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Goal 2: Nourish Individuals

(Assurance Domains: Teaching & Leading; Learning Supports)

| Desired Outcome: Respectful and positive relationships among students and staff. | | |
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| Strategies: | 2025/2026 Implementation | Measures |
| <ul style="list-style-type: none"> Schedule monthly check-ins with students. Build an awareness of school values among students through planned learning activities that emphasize these values. Utilize school values of integrity, love, respect, stewardship and community to emphasize love, respect and appreciation of others. Schedule monthly check-ins with staff. | <ul style="list-style-type: none"> Analyze and focus on information collected during student check-ins and use these responses to direct learning activities and develop positive and respectful relations. Analyze and focus on information collected during staff check-ins and use these responses to make any changes necessary. | <p>Local Measures:</p> <ul style="list-style-type: none"> Record notes taken during student check-in meetings. Evidence of implementation of values in planning documents. Regular classroom observations by school board. Annual Peer Performance Review of staff. Monthly check-ins with staff. <p>Provincial Measures:</p> <ul style="list-style-type: none"> AB Ed survey measures: Citizenship, Academic Engagement |

| Desired Outcome: Well supported staff. | | |
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| Strategies: | 2025/2026 Implementation | Measures |
| <ul style="list-style-type: none"> Ongoing professional development for teaching strategies, curriculum and leadership. Opportunities for collaboration with other educational professionals. | <ul style="list-style-type: none"> Attend AISCA leadership conferences in August and October. Attend AISCA teacher conferences in February. Attend NRCEA conference in August. Meet with literacy specialist/learning assistance coordinator in March. Participate in professional development opportunities at Calvin Christian School. Seek for further opportunities for professional development throughout the year. | <p>Local measures:</p> <ul style="list-style-type: none"> Staff mid-year and end of year check-in meetings with school board. 3rd Party collaboration with industry experts (peer review, performance review, meeting with literacy specialist, meeting with learning assistance coordinators) Participation in professional development opportunities for teaching strategies, curriculum and leadership. <p>Provincial Measures:</p> <ul style="list-style-type: none"> AB Ed survey measures: Education Quality, Relevance of PL |

Goal 3: Strengthen Community

(Assurance Domains: Student Growth & Achievement; Local & Societal Context)

| Desired Outcomes: Increased engagement by parents and church community. | | |
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| Strategies | 2025/26 Implementation | Measures |
| <ul style="list-style-type: none"> Regular communication with parent community. Opportunities for parent involvement and involvement of the church community. | <ul style="list-style-type: none"> Weekly emails will be sent to parents. Monthly Neriah Christian School bulletins will be created, printed and handed out to church community. Monthly chapel services led by local and wider community leaders. | <p>Local Measures:</p> <ul style="list-style-type: none"> Records of communications with parents. Attendance and reflections by event participants. <p>Provincial Measures:</p> <ul style="list-style-type: none"> AB Ed survey measure: Parent Involvement |

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| <ul style="list-style-type: none"> • Invite parents and others in church community to share knowledge and skills with students. • Invite parents, grandparents and church community to events. | <ul style="list-style-type: none"> • Plan Christmas program, Learning Celebration, Project Evening, Mother's Day Tea, PE afternoons/days and end-of-year picnic, and invite parents, grandparents and church community to participate. • Invite professionals in the community to share their knowledge and skillset with the students. | |
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Goal 4: Adapt Infrastructure to Support Our Work

(Assurance Domain: Governance)

| Desired Outcomes: Adequate resources and clear policies and practices. | | |
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| Strategies | 2025/26 Implementation | Measures |
| <ul style="list-style-type: none"> • Develop and approve required governance policies. • Review policies that have been established on a regular basis to ensure that they remain practical. • Review policies with leadership staff to ensure awareness and compliance. • Review facilities and staffing and develop strategies for next phase of growth. | <ul style="list-style-type: none"> • Rotate through all policies by reviewing some every month with the board and principal. • Develop required policies as Alberta Ed requires or the board deems necessary. • Present plan for possible expansion to membership at AGM and execute as approved. • Recruit additional staff member with Middle School / Secondary as primary target. | <ul style="list-style-type: none"> • Re-approval of policies as well as development of new policies as deemed required. • Approval of a facilities plan at AGM. • Onboarding staff |

4.0 Insights from Results Analysis

As a first-year school our first Annual Education Results report was created on November 30, 2024. Analysis of the results of the first year of operation (2023-2024) have informed this Education Plan. Early literacy assessments identified a need for targeted Language Arts programs in the areas of phonics and phonemic awareness which guided us to purchase Lexia Core 5, Hearbuilder, UFLI, and the Heggerty phonemic awareness program for kindergarten and grade 1. Additionally, an educational assistant was hired and staff participated in various professional development opportunities related to early literacy, such as Joyful Literacy, Science of Reading Comprehension, Foray into Phonics, and attending the AISCA teachers' convention. Ongoing open communication with parents and community members prompted administration to increase community engagement through the organization of many community events such as Learning Celebrations, field trips, a Christmas program, and a Science Fair. Home school children from the community are also welcomed to join us on Wednesday afternoons for PE, Art and oral language learning activities.

5.0 Stakeholder Engagement

Neriah Christian School Board and staff are strongly committed to establishing and maintaining open communication processes within the school community and with external stakeholders and partners. We have an active Board that consists of 5 board members with 2 advisory members; all students have a parent on the board. As the board and administration developed this Education Plan under the Assurance Framework, we considered: our foundational statements (mission statements, values, etc.), the Assurance Framework Domains and local data from our stakeholders.

4.1 Who are our Stakeholders:

- Students and Parents
- Board and Staff
- Community Members
- AISCA
- Educational Professionals
- Alberta Education
- Community and Government agencies
- Municipal government
- Other Schools

4.2 How they were engaged:

All members of stakeholders in our education at Neriah Christian School have been involved in this Education plan:

- Through student check-in meetings, weekly emails, monthly school newsletters, Learning Celebrations, parent-teacher conferences, direct conversations, and community events (Christmas Program, Science Fair, Mother's Day Tea, end-of-year picnic).

- Through daily commitment of our board and administration in engaging with our students, staff, and the wider community. The board regularly conducts classroom visits and the principal attends monthly meetings with the board.
- Through specific events and activities that engage community members in our school community (Learning Celebrations, Christmas Program, Science Fair, Mother's Day Tea, end-of-year picnic, Values Evening, and inviting speakers to come in).
- Through open and direct communication processes within the school community such as emails, phone calls, and conversations.
- Through direct conversations with AISCA, and staff attendance at AISCA teacher and leadership conferences.

4.3 How their input informed local priorities:

Through reflection and discussion, the staff and board of Neriah Christian School strives to serve the desires of our stakeholders when it serves the majority and improves our practice. Over the past several years, parents and community members have sought for an independent, community minded, faith-based school that was fully accredited and followed Alberta Education curriculum. Parents and school board also wanted a certified teacher that could deliver this program. This has been the catalyst that has informed the board and administration as we develop our Education Plan. Community members and parents told us that they wanted us to focus on the involvement of the community, and staff has explored and developed ways in which to make this possible.

6.0 Our Commitment to First Nations, Metis and Inuit Teaching and Learning

Although Neriah Christian School, with its small enrolment, does not have self-declared First Nation, Metis and Inuit students, we are committed to the teaching and learning about First Nations, Metis, and Inuit. Planning documents clearly outline how the First Peoples Principles of Learning are implemented in each subject and First Nations, Metis, and Inuit content is integrated into learning activities. Students are taught extensively about Truth and Reconciliation Day using information and resources taken from the First Nations Education Steering Committee. Unit plans are designed with content such as Indigenous stories, Indigenous use of plants, symmetry in Indigenous art, and how Indigenous peoples conserve energy. When completing projects on topics such as the circulatory system, natural disasters, structures and forces, First Nations, Metis, and Inuit perspectives are included. Effort is also put into organizing fieldtrips that teach our students about First Nations, Metis, and Inuit history.

7.0 Budget

The guiding principles used in our financial planning involve working within the parameters of government funding we receive as well as the funds received by our community, while keeping the needs of our students and staff in the foreground. The budget for the 2025-2026 school year was approved by the board on April 15, 2025.

| REVENUE | | 2025-2026 Budget |
|----------------------|-----------|------------------|
| AB Education Revenue | \$ | 66,425 |
| Tuition | \$ | 19,350 |
| Donations | \$ | 137,500 |
| Other Revenue | \$ | 7,200 |
| Total | \$ | 230,475 |

| EXPENSES | | 2025-2026 Budget |
|--------------------------------|-----------|------------------|
| Salaries & Benefits | \$ | 181,483 |
| Services, Contracts & Supplies | \$ | 46,548 |
| Total | \$ | 228,031 |

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| Operating Surplus/(Deficit) | \$ | 2,444 |
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