

**Agenda for the Public Board of Trustees Meeting
December 14, 2022 1:00 p.m.
Central Learning Services, Sherwood Park**

1. Call to Order

2. Opening Prayer – Chair Le-Ann Ewaskiw

2.1 Prayers of Condolence:

- Daniel Wispinski and family. Daniel's father in law David Taeger passed away on November 22, 2022.
- The extended Wispinski family. Joan Wispinski passed away on November 29, 2022.
- Kelsey Bradford and Family, Kelsey's grandmother Elizebeth Schmidt passed away.

2.2 Other Intentions as presented

3. Singing of O' Canada

4. Land Acknowledgement

"We acknowledge that we are on the traditional land of Treaty No.6, and home of Métis Nation of Alberta Zone 4. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked their territory since time immemorial, a place that has welcomed many peoples from around the world to make their home here."

5. Approval of the Agenda

6. Approval of Minutes

Approval of the Minutes of the Public Board Meeting held on November 23, 2022

7. Presentations / Delegations

7.1. Faith Formation - Jody Seymour

8. Unfinished Business

8.1. Policy Committee - Policy update

- 8.1.1. Policy 5 - Role of the Board Chair and Vice Chair
- 8.1.2. Policy 6 - Board Operations
- 8.1.3. Policy 7 - Governance budget
- 8.1.4. Policy 12- Role of the Superintendent

9. New Business

- 9.1. 2021-2022 EICS Jurisdiction Results Report
 - 9.1.1. 2021-2022 EICS Jurisdiction Results Presentation
 - 9.1.2. Motion to accept report for public release
- 9.2. Ratification of UNIFOR Memorandum of Agreement
 - 9.2.1. Recommendation UNIFOR Memorandum of Agreement
 - 9.2.2. Unifor Local 71 MOA
- 9.3. 2023-2024 School Calendar Briefing
 - 9.3.1. Strathcona County/Vegreville/Fort Saskatchewan Calendar 2023-2024 (draft)
 - 9.3.2. St. Patrick Catholic School Calendar 2023-2024 (draft)
 - 9.3.3. Our Lady of Mount Pleasant Calendar 2023-2024 (draft)

10. Superintendent's Report

- 10.1. Formation of the Superintendent Student Advisory Committee
- 10.2. St. Sophia Parish Council visit
- 10.3. Catholic School Review- OLMP

11. Secretary Treasurer's Report

- 11.1. November Division Financial Report
- 11.2. November Governance Report
- 11.3. 2022-2023 Insurance Premiums

12. Items for Information

- 12.1. Correspondence:
 - 12.1.1. Follow up letter to MLA's.
- 12.2. Trustee Reports:
 - 12.2.1. ACSTA - Trustee Dean Sarnecki
 - 12.2.2. ASBA - Trustee Jean Boisvert

13. Board Meeting Evaluation

14. Closing Prayer - Trustee Jean Boisvert

15. Adjournment

Elk Island Catholic Separate School Division

Minutes of the Public Board Meeting

Held on November 23rd, 2022 at 1:00 p.m.

Central Learning Services, Sherwood Park, Alberta

Board Members Present: Le-Ann Ewaskiw, Board Chair
Ted Paszek, Vice-Chair
Jean Boisvert
Shelley Charchun
Teresa Makowecki
Dean Sarnecki
Al Stewart

Board Members Absent: 0

Administration Present: Paul Corrigan, Superintendent
Tracy Leigh, Secretary-Treasurer
Thérèse deChamplain-Good, Assistant Superintendent
Jody Seymour, Director Student and Staff Formation
Bonnie-Lynne Boehm, Director Inclusive Learning Services
Lisa Wispinski, Executive Services Coordinator/Recording Secretary

Public: Benji Waser - MNP LLP joined via video conference at 2:45 p.m.

Call to Order Board Chair Le-Ann Ewaskiw called the meeting to order at 1:05 pm

Opening Prayer Vice Chair Ted Paszek led everyone in prayer and offered condolences to those who have lost loved ones.

Singing of O'Canada Board Chair Le-Ann Ewaskiw welcomed everyone to the meeting, and everyone joined together in the singing of O'Canada.

Land Acknowledgement We acknowledge that we are on the traditional land of Treaty No. 6, and home of Métis Nation of Alberta Zone 4. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked their territory since time immemorial, a place that has welcomed many peoples from around the world to make their home here.

Approval of the Agenda **082/2022** **Trustee Dean Sarnecki** moved to approve the agenda as presented. **CARRIED**

Approval of the Minutes **083/2022** **Trustee Al Stewart** moved to approve the minutes of the October 26, 2022 Public Board Meeting as presented. **CARRIED**

Presentations and Delegations

Faith Formation Board Chair Le-Ann Ewaskiw welcomed Director of Student and Staff Formation, Jody Seymour.

Director of Student and Staff Formation, Jody Seymour led the Board in Faith Formation. The Board engaged in an activity about spiritual surrender, and how to be a cornerstone for strength, guidance, and direction.

Trustees thanked Jody Seymour for her moving presentation.

Inclusive Learning Services

Board Chair Le-Ann Ewaskiw welcomed Director of Inclusive Learning Services, Bonnie-Lynne Boehm. Bonnie-Lynne Boehm gave a presentation to the Board about her team and the support they provide to students and staff across the division. The Inclusive Learning Services team serves every child in EICS. Our foundational beliefs guide us to embrace the dignity of all and recognize and celebrate the gifts and talents of every child, every person who we encounter.

Superintendent Paul Corrigan thanked Director Bonnie-Lynne Boehm, acknowledging that there have been many changes in senior leadership over the past year, thanking Assistant Superintendent Thérèse deChamplain-Good, and Directors Jody Seymour and Bonnie-Lynne Boehm for their collaborative approach to working together.

Trustees thanked Bonnie-Lynne Boehm for her presentation, and for the hard work that her team is undertaking.

Unfinished Business

Policy Committee Updates **084/2022** **Trustee Teresa Makowecki** moved to accept revised Policy 7 - Governance Budget as presented for second reading. **CARRIED**

New Business

Audited Financial Statements

Secretary Treasurer Tracy Leigh presented the Audited Financial Statements for the year ended August 31, 2022.

Revenue: \$ 82,045,948

Expenses: \$ 84,165,380

Deficit: (\$ 2,119,432)

The Division's Auditor Mr. Benji Wasner, MNP LLP reviewed the 2021/2022 Auditor's Report, and reported that Elk Island Catholic Separate School Division received a clean audit opinion. No incidents of fraud or suspected fraud were reported.

Mr. Wasner presented the Management letter and indicated that all concerns expressed in the Management letter have been addressed by the school division.

Mr. Wasner expressed appreciation for the co-operation and assistance from the Business Services team throughout the course of the audit.

On behalf of the Audit Committee, Trustee Jean Boisvet indicated that the Audit Committee met on November 17, 2022 and reviewed the Audited Financial Statements for the year ended August 31, 2022.

085/2022

Trustee Jean Boisvert moved that the Board of Trustees receive the Audited Financial Statements for the year ended August 31, 2022 as information and approve their release to the public and to Alberta Education.

CARRIED

Trustee Jean Boisvert thanked Secretary Treasurer and her team for all the work done on preparing these statements.

Superintendent's Report

Respiratory Virus Update

Schools are continuing to follow the AHS guidelines in the Guide for Outbreak Prevention and Control in Schools in reporting respiratory related student absences over 10%. Currently, there are no schools on outbreak status.

Thank-you to St. Nicholas Catholic School

Superintendent Paul Corrigan thanked the staff at St. Nicholas Catholic School for hosting the Premier, Minister of Education, and local MLA's for the recent press conference and

announcement regarding funding for new students from Ukraine.

St. Mary's 1A Provincial Volleyball Tournament in Vegreville
St. Mary's Catholic High School will be hosting the 1A Provincial Volleyball Tournament on November 24-26, 2022.

086/2022

Trustee Al Stewart moved to accept the Superintendent's report as presented.

CARRIED

Secretary Treasurer Report

October Division Financial and Governance Report

Secretary Treasurer Tracy Leigh shared the October Financial and Governance Reports with the Board.

Secretary Treasurer Tracy Leigh provided the Board with information on the additional funding for Ukrainian Students

087/2022

Trustee Shelley Charchun moved to accept the Secretary Treasurer Report as presented.

CARRIED

Correspondence

- Letter from Minister LaGrange, November 15, 2022

Trustee Reports

None at this time.

Board Meeting Evaluation

Trustees completed the Board Meeting Evaluation form.

Closing Prayer

Trustee Jean Boisvert closed the meeting with a prayer

Adjournment

Board Chair Le-Ann Ewaskiw declared the meeting adjourned at 4:16 p.m.

Board Chair, Le-Ann Ewaskiw

Secretary Treasurer, Tracy Leigh

Policy 5

ROLE OF THE BOARD CHAIR AND VICE CHAIR

The Board believes that its ability to discharge its obligation is enhanced when leadership and guidance is forthcoming from its membership.

The Board, at the Organizational Meeting and thereafter at any time as determined by the Board, shall elect one (1) of its members to serve as Board Chair and Vice Chair to hold office at the pleasure of the Board.

Responsibilities of the Board Chair

The Board entrusts to its Chair primary responsibility for providing leadership and guidance. The Board delegates to the Chair the following powers and duties:

1. Prior to each Board meeting, confer with the Vice-Chair, Superintendent and/or designate on the items to be included on the agenda, the order of these items and become thoroughly familiar with them.
2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act and the policies of the Board.
3. Perform the following duties during Board meetings:
 - 3.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated.
 - 3.2 Ensure that all issues before the Board are well-stated and clearly expressed.
 - 3.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak on the subject under consideration.
 - 3.4 Ensure that debate is relevant. The Board Chair, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question.
 - 3.5 Decide questions of order and procedure, subject to an appeal to the rest of the Board. The Board Chair may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board by any member duly moved.
 - 3.6 Submit motions or other proposals to the final decision of the meeting by a formal show of hands.
 - 3.7 Ensure that each trustee present votes on all issues before the Board.

- 3.8 Extend hospitality to trustees, officials of the Board, the press and members of the public.
- 3.9 Facilitate meetings so that the will of the Board is achieved.
4. Keep informed of significant developments within the Division.
5. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division.
6. Be in regular contact with the Superintendent and Vice Chair to maintain a working knowledge of current issues and events.
7. Convey directly to the Superintendent such concerns as are related to him/her by trustees, parents or students that may affect the administration of the Division.
8. Provide counsel to the Superintendent, when requested to do so.
9. Bring to the Board all matters requiring a corporate decision of the Board.
10. Act as the official spokesperson for the Board except for those instances where the Board has delegated this role to another individual or group.
11. Act as ex-officio member of all committees appointed by the Board.
12. Act as a signing officer for the Division.
13. Review and approve trustee expense claims.
14. Review and approve the Superintendent's vacation entitlement, and expense claim and purchase card statements for payment.
15. Represent the Board, or arrange alternative representation, at official meetings or other public functions.
16. Assist with the Board's orientation program for trustees.
17. Address inappropriate behaviour on the part of a trustee.
18. Act on behalf of the Superintendent in his/her inability to act due to conflict of interest.
19. Ensure that the Board engages in annual assessments of its effectiveness as a Board.

Responsibilities of the Board Vice Chair

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's inability to act or absence and shall have all the duties and responsibilities of the Board Chair.
2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.
3. Prior to each Board meeting, the Vice-Chair shall confer with the Board Chair and the Superintendent and/or designate on items to be included on the agenda, the order of these items and become thoroughly familiar with them.
4. Approve the Board Chair's expense claims.
5. The Vice-Chair shall be an alternate signing authority for the Division.
6. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

Legal Reference: Education Act, SA 2012, c E-0.3,
Section 6 Local Authorities Election Act

Policy 6

BOARD OPERATIONS

The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organization design. The Board has adopted policies so the business of the Board can be conducted in an orderly and efficient manner. In order to discharge its responsibilities to the electorate of the Division, the Board shall hold meetings as often as necessary.

Access to the following reference material will be available at all Board meetings:

- Minutes of previous meetings in the current year,
- Education Act (latest edition),
- Robert's Rules of Order
- Board Policy Handbook.

A quorum, which is a simple majority of the number of Trustees, must be present for every duly constituted meeting. Unless there is a quorum present within half an hour after the time appointed for a meeting of the Board, the meeting shall stand adjourned until the next scheduled meeting, or until a special meeting is called. The Superintendent or designate shall record the names of the members present at the expiration of such half hour.

The Board's fundamental obligation is to preserve **or enhance** the public trust in **Catholic** Education, generally, and in the affairs of its operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, Board meetings will be open to the public. Towards this end, the Board believes its affairs must be conducted in public to the greatest extent possible.

There are times when public interest is best served by private discussion of specific issues in "in-camera" sessions. The Board believes it is necessary to protect individual privacy and the Board's own position in negotiating either collective agreements or contracts and therefore expects to go in-camera for issues dealing with individual students, individual employees, land, labour, litigation or negotiation.

Having members of the public make presentations at Board meetings can enhance public interest.

Public engagement dealing with specific educational topics and held in various communities within the Division can enhance communications and the effectiveness of the Board.

1. Elections

1.1 Wards

Within the stipulations of Ministerial Order 001/98, which established Elk Island Catholic Separate Regional Division No. 41 and subsequent Ministerial Orders 007/2001, 028/2001, 064/2001, 020a/2002, 057/2007, 058/2007, 063/2007, 064/2007, 073/2007, 075/2007, 079/2007, 080/2007, 003/2009, 004/2009, 035/2009, 036/2009, 067/2009, 068/2009, 071/2009, 072/2009, 055/2010, 056/2010, 062/2010, 063/2010, 067/2010, 068/2010, 001/2011, 002/2011, 009/2011, 010/2011, 014/2011, 015/2011, 054/2011, 055/2011, 002/2014, 019/2018, 011/2019 and 014/2020, the Board has decided to provide for the nomination and election of Trustees within the Division by wards and electoral subdivisions.

Copies of the Ministerial Orders are available from EICS Central Learning Services.

1.1.1 Each of the following is established as a ward of the Division:

1.1.1.1 The Sherwood Park Catholic Separate School District No. 105.

1.1.1.2 The Fort Saskatchewan Roman Catholic Separate School District No. 104.

1.1.2 The number of Trustees to be elected in each subdivision/ward is as follows:

1.1.2.1 Four (4) Trustees from the Sherwood Park electoral subdivision # 1.

1.1.2.2 One (1) Trustee from the Camrose electoral subdivision #2.

1.1.2.3 One (1) Trustee from the Vegreville electoral subdivision # 3.

1.1.2.4 One (1) Trustee from the Fort Saskatchewan ward.

1.2 Wards may be revised from time to time as determined by the Board.

1.2.1 The Board must pass any desired revision, by bylaw, by December 31 of the year prior to the year in which a general election is to be held in order to have the revision in effect following that general election.

1.2.2. In the determination of revised ward boundaries the Board must take into consideration representation by population, trading areas, school attendance areas and growth/depopulation forecasts.

1.2.2.1 In balancing representation by population, the unwritten representation rule that can be used is +/- 25% of the average ward population.

1.2.2 Further, in the determination of revised ward boundaries, the Board must utilize a community engagement process.

- 1.3 The provisions of the Local Authorities Election Act respecting the election of Trustees shall apply to every election in each subdivision/ward.
- 1.4 Should a vacancy occur in the membership of the Board, a by-election may be held under the authority of the Local Authorities Election Act and Section 81(1) of the Education Act.

2. Organizational Meeting

- 2.1 An Organizational Meeting of the Board shall be held annually, and no later than four (4) weeks following Election Day, when there has been a general election. The first official meeting of the Board following a general election shall be an Organizational Meeting. An Organizational Meeting will be held on the regular meeting date in June in a non-election year.
- 2.2 The Superintendent or designate will give notice of the Organizational Meeting to each Trustee as if it were a special Public Meeting. The Superintendent or designate shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
- 2.3 Each Trustee will take the Oath of Office immediately following the Call to Order of the Organizational Meeting after a general election. Special provisions will be made for a Trustee taking office following a by-election.
- 2.4 Voting Procedure for Chair and Vice-Chair shall be as follows:
 - 2.4.1 When two candidates for one position are nominated, there shall be a secret ballot, the individual with the majority of votes declared as the winning candidate. No tally of the votes will be made public and ballots will be destroyed.
 - 2.4.2 When more than two candidates for a position are nominated, there shall be a secret ballot. The top two candidates names will be brought forward for a second vote and procedure 2.4.1 as listed above will be followed.
- 2.5 After elections for Chair, the Board Chair shall preside over the remainder of the Organizational Meeting. The Board Chair shall normally be elected for a period of one (1) year.
- 2.6 The Organizational Meeting shall, in addition:
 - 2.6.1 Elect a Vice-Chair;
 - 2.6.2 Establish a schedule (date, time and place) for Public Meetings and any additional required meetings for the ensuing year;
 - 2.6.3 Create such standing or ad hoc committees of the Board as are deemed appropriate, and appoint members;

- 2.6.4 Appoint Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, as appropriate;
- 2.6.5 Review Trustee conflict of interest stipulations and complete the Disclosure of Trustee Information form; and
- 2.6.6 Address other organizational items as required.

3. Public Meetings

Public Board meeting dates and times shall be as established at the Annual Organizational Meeting.

- 3.1 Meetings of the Board shall be held at least once per month during the school year, and in July and August as determined by the Board.
- 3.2 Meetings will ordinarily be held at EICS' Central Learning Services.
 - 3.2.1 One meeting to be held in each community once a year.
- 3.3 Notwithstanding the schedule noted in 2.6.2, the Board may, by resolution, alter the schedule in such manner as it deems appropriate. The Board may change the site of a future meeting or cancel a regularly scheduled meeting providing a motion is passed at a duly constituted meeting at least two (2) weeks prior to the anticipated meeting.
- 3.4 All Trustees shall notify the Board Chair and the Superintendent if they are unable to attend a Board meeting.
- 3.5 All Trustees who are absent from three (3) consecutive regular meetings shall:
 - 3.5.1 Obtain authorization by resolution of the Board to do so; or
 - 3.5.2 Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence.

Failure to attend may result in disqualification.
- 3.6 If both the Chair or Vice-Chair through illness or other cause are unable to perform the duties of the office or are absent, the Board shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

3.7 Meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

3.8 While attendance in person is preferred, in extenuating circumstances the Board may hold a meeting using electronic means or other communication facilities for some or all of the members. The means of electronics or technologies used must enable each Trustee participating in the meeting and any members of the public attending the meeting to hear all the other Trustees. Trustees participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.

4. Special Public Meetings

4.1. Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

4.2. Special Public meetings of the Board will only be called when the Chair, the majority of Trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.

4.3. ~~A written~~ Notice of the Special Public Meeting including date, time, place and nature of business shall be issued to all Trustees 2 days prior to the date of the meeting ~~or in person (at least two (2) days prior to the date of the meeting) or by electronic mail/phone~~ unless every Trustee agrees to waive in writing the requirements for notice.

4.4. The nature of the business to be transacted must be clearly specified in the notice of the meeting. Unless all trustees are present at the Special Public Meeting, no other business may be transacted. Items can be added to the agenda only by the unanimous consent of the entire Board.

4.5. Special Public Meetings of the Board will not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's contract is being discussed.

~~5. Meetings by Electronic Means~~

~~Meetings by electronic means may be convened in the event of extenuating circumstances. Participation from outside the boundaries of the Division for more than one (1) meeting is at the discretion of the Board by resolution.~~

~~5.1—The Board may hold a meeting using electronic means or other communication facilities. The means of electronics or technologies used must enable each Trustee participating in the meeting and any members of the public attending the meeting~~

~~to hear all the other Trustees. Trustees participating in such meetings by electronic means or other communication facilities are deemed to be present at the meeting.~~

~~5.2—At least one (1) of the following persons named in each of 5.2.1 and 5.2.2 must be physically present at the same location during the meeting:~~

~~—5.2.1—a member of the Board.~~

~~—5.2.2—The Superintendent or designate.~~

~~5.3—Reasonable steps must be taken to notify the public of locations (in person or online) from which~~

~~—members of the public may participate.~~

~~5.4—A Trustee may participate from a location to which the public does not have~~

~~—access.~~

~~5.5—A Trustee must ensure the means and location used to participate in the meeting~~

~~—will allow moving in-camera, and must declare that they have met all requirements of an executive (in-camera) session in order to participate.~~

6. In camera meetings

~~The Education Act uses the term “private” for non-public meetings. Robert’s Rules of Order uses the term “executive session” for the same distinction. The term “in-camera” is most commonly used and is synonymous with the other two terms.~~

The preservation and enhancement of the public’s trust in the educational system is an important priority of the Board. The Board believes that public trust is preserved by conducting open Board meetings. Notwithstanding this belief, occasionally matters of unusual sensitivity require the Board to hold in-camera meetings, or move a public meeting in camera

- 6.1. The Board may, by resolution, schedule an in-camera meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to Trustees and the Superintendent.
- 6.2. The Board may convene in-camera only to discuss matters of a sensitive nature, including:
 - 6.2.1. Individual students;
 - 6.2.2. Individual employees;
 - 6.2.3. Matters relating to collective bargaining/contract negotiations;

- 6.2.4. Acquisition/disposal of real property;
 - 6.2.5. Litigation brought by or against the Board; and
 - 6.2.6. Other topics that a majority of the trustees present feel would not be in the public interest to discuss in open meeting.
- 6.3. Such sessions shall be closed to the public and press. The Board shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
- 6.4. The Board shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in an open, public meeting.

7. Agenda for Public Meetings

The Superintendent or designate is responsible for preparing an Agenda for Board meetings in consultation with the Board Chair and Vice-Chair.

7.1. The order of business at a regular meeting shall generally be as follows:

- 7.1.1. Call to Order;
- 7.1.2. Opening Prayer;
 - 7.1.2.1. Prayers of Condolence;
- 7.1.3. ~~Treaty~~ Land Acknowledgement
- 7.1.4. Approval of the Agenda;
- 7.1.5. Approval of Minutes;
- 7.1.6. Presentations / Delegations
- 7.1.7. Faith formation
- 7.1.8. Unfinished Business
- 7.1.9. New Business
- 7.1.10. Superintendent's Report
- 7.1.11. Secretary Treasurer's Report
- 7.1.12. Items for Information
 - 7.1.12.1. Correspondence

- 7.1.12.2. Trustee Reports
- 7.1.13. Board Meeting Evaluation
- 7.1.14. Closing Prayer
- 7.1.15. Adjournment

Items scheduled for a specific time shall be clearly identified on the Agenda.

- 7.2 The Agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties. The Board may request a recommendation in addition to options from the Superintendent when considering action items.
- 7.3 Items may be placed on the Agenda in any of the following ways:
 - 7.3.1 By notifying the Board Chair at least seven (7) ~~calendar~~ days prior to the Board meeting.
 - 7.3.1.1 Appropriate Agenda Items will be placed on the Agenda after review by the Board Chair, Vice Chair, and Superintendent or Designate. Items deemed not appropriate for Public or Committee Meeting will be directed to an alternative process for resolution or information.
 - 7.3.1.2 Trustee and/or Committee written reports intended to be part of the Board Agenda package must be submitted to the Board Chair at least seven (7) ~~calendar~~ days prior to the scheduled meeting.
 - 7.3.2 By notice of Motion at the previous meeting of the Board.
 - 7.3.3 As a request from a Committee of the Board at least seven (7) ~~calendar~~ days prior to the Board meeting.
 - 7.3.4 Emergent issues that require Board action may arise after the Agenda has been prepared. The Board Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the Agenda prior to Agenda approval. Changes to the Agenda may be made by unanimous consent of those present.
- 7.4 The Agenda package, containing the Agenda and supporting information, will be available to each Trustee by 6:00 p.m. on the fifth ~~calendar~~ day prior to the Board Meeting. All Trustees are expected to be conversant with the materials. Subsequently, emergent information may be provided at the meeting; and further, the Superintendent shall advise the Chair regarding the

emergent nature of such information. Notification by email of any additional information or modification of material after the fifth ~~calendar~~ day will be sent to the Board.

- 7.5 Additional agenda items for information or action after the fifth ~~calendar~~ day must be approved by the Board on the day of the meeting.
- 7.6 The Board will follow the order of business set by the agenda unless the order is altered by agreement of the Board.
- 7.7 ~~The Agenda Highlights will be posted on the Division website and be available on the fifth calendar day prior to the Board Meeting.~~

8. Minutes for Public or Special Public Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 8.1 The minutes shall record:
 - 8.1.1 Date, time and place of meeting;
 - 8.1.2 Type of meeting;
 - 8.1.3 Name of presiding Chair;
 - 8.1.4 Names of those Trustees and Senior Administration in attendance;
 - 8.1.5 Approval of agenda;
 - 8.1.6 Approval of preceding minutes;
 - 8.1.7 All resolutions, including the Board's disposition of the same, placed before the Board, are to be entered in full;
 - 8.1.8 Names of persons making the motions;
 - 8.1.9 Points of order and appeals;
 - 8.1.10 Appointments;
 - 8.1.11 Receipt of Reports of Committees;
 - 8.1.12 Recording of the declaration of all votes on a motion (when requested pursuant ~~Section 88 of the Education Act~~ **Section 8 of the Board Procedures Regulation**);

- 8.1.13 Recording of individual Trustee declaration of votes pursuant to ~~Section 88 of the Education Act~~ **Section 8 of the Board Procedures Regulation**.
- 8.1.14 The times of departures and re-entries of Trustees during a meeting; and
- 8.1.15 The time of adjournment
- 8.2 The minutes shall:
- 8.2.1 Be prepared as directed by the Superintendent or designate;-
- 8.2.2 Be reviewed by the Board Chair, Superintendent or designate prior to submission to the Board;
- 8.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board; and
- 8.2.4 Upon adoption by the Board, be deemed to be the official and sole record of the Board's business.
- 8.3 The Superintendent or designate shall ensure, upon acceptance by the Board, that initials of the Board Chair and the Secretary-Treasurer are appended to each page of the minutes, and that signatures of the same are affixed to the concluding page of the minutes.
- 8.4 The Superintendent or designate will establish a **codification** system identifying resolutions determined by the Board, and maintain a file of all Board minutes.
- 8.5 As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- 8.6 The approved Minutes of a Regular or Special Meeting shall be posted to the website as soon as possible following approval. The Superintendent or designate is responsible to distribute and post the approved minutes.
- 8.7 All Committees of the Board, unless otherwise directed, shall prepare and submit copies of meeting minutes to the Board.
- 8.8 All representatives appointed in accordance with Policy 9 shall provide a report to the Board.

9. Motions

Motions do not require a seconder.

9.1 Notice of Motion

The Notice of Motion serves the purpose of officially putting an item on the Agenda of the next or future Regular Meeting and gives notice to all Trustees of the item to be discussed. A Notice of Motion is not debatable and shall not be voted on.

9.2 Discussion on Motions

The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

A Board Motion or a recommendation from Administration must generally be placed before the Board prior to any discussion taking place on an issue. Motions may be submitted by any Trustee, including the Board Chair. Once a Motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the Motion or to the information pertinent to the Motion.

9.3 Speaking to the Motion

The mover of a Motion first and every Trustee shall have an opportunity to speak to the Motion before any Trustee is allowed to speak a second time.

It is an understood practice that the Board Chair in wishing to speak to a Motion that she/he has vacated his/her seat as Chair and the Vice-Chair is now presiding. The Board Chair will normally speak just prior to the last speaker who will be the mover of the Motion.

The mover of the Motion is permitted to close debate on the Motion.

As a general guide, a Trustee should not speak longer than five (5) minutes on any Motion. The Board Chair has the responsibility to limit the discussion by a Trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a Motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

Should a Trustee arrive at the meeting after a Motion has been made and prior to taking a vote, the Trustee may request further discussion prior to the vote. The Board Chair shall rule on further discussion.

9.4 Reading of the Motion

A Trustee may require the Motion under discussion to be read at any time during the debate, except when a Trustee is speaking.

9.5 Recorded Vote

9.5.1 Whenever a Trustee requests a recorded vote (and this request must be made before the vote is taken), the minutes shall record the names of the Trustees who voted for or against the matter.

9.5.2 Immediately after a vote is taken and on the request of a Trustee, the Minutes shall record the name of that Trustee and whether that Trustee voted for or against the matter.

9.6 Required Votes

The Board Chair and all Trustees present, unless excused, by the provisions of ~~Section 88 of the Education Act or~~ Section 8 of the Board Procedures Regulation, shall vote on each question.

Each question shall be decided by a majority of the votes of those Trustees present. A simple majority of a quorum of the Board will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which is by secret ballot.

9.7 Debate

It is the desire of the Board that the meeting be informal enough to encourage discussion and promote group thinking and action. However, should procedural questions arise, Robert's Rules of Order shall prevail. If this reference is inadequate, procedure may be determined by motion supported by the majority of Trustees in attendance.

9. Delegations at Public Board Meetings

Insofar as public participation at Public Board meetings is welcomed and encouraged, the Board supports requests made by the public to make presentations before the Board.

10.1 In order to provide for full and open communication between the public and the Board, the Board utilizes several avenues for the exchange of information, ideas, and opinions. All of the following guidelines operate within the framework of the Board's regularly scheduled Public Meetings.

10.2 From time to time, the Board may schedule a Public Hearing on any matter of concern to the community.

- 10.3 Upon making a request to make a presentation to the Board, an individual may request and receive from the Superintendent a copy and explanation of the Policy for delegations.
- 10.3.1 Requests for permission to make a presentation to the Board, stating the nature and reason for the request, must be in writing and received by the Superintendent at least one (1) week (7 ~~calendar~~ days) before a scheduled Public Board Meeting. Exceptions to this requirement are at the discretion of the Superintendent and the Board Chair.
- 10.3.2 Notwithstanding that all requests shall be received as information by the Board, all requests to make a presentation to the Board require the approval of the Superintendent and the Board Chair and/or Vice-Chair.
- 10.3.3 The Superintendent shall advise the Board of the request to make a presentation.
- 10.3.4 Copies of printed information related to the presentation may be required from the presenter(s) at least one (1) week (7 ~~calendar~~ days) prior to the scheduled Board meeting in sufficient numbers as determined by the Superintendent who is responsible for distribution.
- 10.4 If approved and possible, the presentation shall be heard at the next available regular Public Meeting of the Board.
- 10.5 At the outset of the presentation, the Board Chair shall clarify the procedures to be followed, including the manner in which questions and discussion will occur, and the procedures by which a decision (if such is to be made) will be rendered and communicated.
- 10.5.1 Generally speaking, the presentation shall be no longer than fifteen (15) minutes and will allow five to ten (5-10) additional minutes for questions of clarification. The Board Chair will manage the time for presentation and follow-up questions and clarifications.
- 10.5.1.1 Matters dealing with personnel will not be subject to public discussion.
- 10.5.1.2 Information presented shall only relate to matters for which the presentation was requested.
- 10.5.1.3 If questions from the presenter(s) to the Board are permitted, the questions must be written, signed by the questioner(s), and directed to the entire Board and not to any one individual.
- 10.5.1.4 Questions to the delegation by Trustees and Administration shall be limited to points of clarification. Expressions of personal opinion shall be reserved until the matter is in debate for decision.

10.6 The time at which a decision is to be debated is at the discretion of the Board. In all instances, the Board Chair will attempt to advise representatives of the delegation of the approximate time at which a decision will be considered.

10.7 The Superintendent shall notify the person who requested the hearing of any decision the Board may make related to the presentation. If the decision may be appealed to the Minister under the Education Act, the Superintendent shall advise of the right to this next avenue of appeal.

11. Audio/Video Recording Devices

No unauthorized recording of Public Meetings are permitted by any means unless approved prior to the start of the Meeting. The Board requires that anyone wanting to use recording devices at a Public Board meeting shall notify the Board Chair.

12. Trustee Conflict of Interest

The Trustee is directly responsible to the electorate of the Division and to the Board.

Upon election to office and annually thereafter, the Trustee must complete a disclosure of personal interest statement and accept a position of public trust. The Trustee is expected to act in a manner which will enhance the trust accorded the Trustee, and through the Trustee, the trust accorded to the Board.

The Board is of the firm conviction that its ability to discharge its obligations is dependent upon the trust and confidence of the electorate in its Board and in its trustee members. Therefore, the Board believes in the requirement to declare conflict of interest.

12.1 The Trustee is expected to be conversant with sections 85 to 96 of the Education Act.

12.2 The Trustee is solely responsible for declaring him/herself to be in possible conflict of interest.

12.2.1 The Trustee shall make such declaration in open meeting prior to Board or committee discussion of the subject matter which may place the Trustee in conflict of interest; and

12.2.2 Following the declaration of conflict of interest by a Trustee, all debate and action shall cease until the Trustee has left the room.

12.3 It shall be the responsibility of the Trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the Education Act and

ensure that his/her declaration and absence is properly recorded within the minutes.

- 12.4 The Recording Secretary will record in the minutes:
 - 12.4.1 The Trustee's declaration;
 - 12.4.2 The Trustee's abstention from the debate and the vote; and
 - 12.4.3 The Trustee's absence from the room.

13. Board Self-Evaluation

- 13.1 The annual Board self-evaluation process will complement the Superintendent evaluation process described in the document entitled *Superintendent Evaluation Process, Criteria and Timelines* and be in alignment with Policy 3.
- 13.2 The purpose of the Board self-evaluation is to answer the following questions:
 - 13.2.1 How well have we fulfilled each of our defined roles in relation to our mission, goals and objectives as a Board this past year?
 - 13.2.2 How do we perceive our interpersonal working relationships?
 - 13.2.3 How well do we receive input and how well do we communicate?
 - 13.2.4 How well have we adhered to our annual work plan?
 - 13.2.5 How would we rate our Board-Superintendent relations?
 - 13.2.6 How well have we adhered to our governance policies?
 - 13.2.7 What have we accomplished this past year? How do we know?
- 13.3 The principles upon which the Board self-evaluation is based are as follows:
 - 13.3.1 A learning organization or a professional learning community is focused on the improvement of practice.
 - 13.3.2 A predetermined process for evaluation strengthens the governance functions, builds credibility for the Board and fosters an excellent Board-Superintendent relationship.
 - 13.3.3 An evidence-based approach provides objectivity to supplement the subjectivity implicit in any evaluation.
- 13.4 The components of the Board self-evaluation are:
 - 13.4.1 Review of Board Role Performance.
 - 13.4.2 Monitoring Interpersonal Working Relationships.

- 13.4.3 Monitoring Board Representation/Communication
- 13.4.4 Review of Annual Work Plan Completion.
- 13.4.5 Monitoring Board-Superintendent Relations.
- 13.4.6 Review of Board Motions.
- 13.4.7 Review of Board Governance Policies.
- 13.4.8 Creating a Positive Path Forward.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94,
95, 96, 97, 112, 114, 138, 139, 222 Education Act
Local Authorities Elections Act
Income Tax Act (Canada)
Board Procedures Regulation
Petitions and Public Notices Regulation

September 2022

Governance Budget

The Board recognizes that Trustees are entitled to honorarium and compensation for expenses incurred in the performance of their duties. In addition, the Board believes that the Board's Governance budget must be set, monitored and publicly reported as are all Division budgets.

1. Budget

The Board Governance Budget and the Trustee Expense Schedule Appendix A will be reviewed and approved during the annual budget process subject to the following considerations.

- 1.1. The Budget will specify allocations for the Board Chair, Board Vice Chair, Trustees and general Board expenses.
- 1.2. The budgets allocated to the Board Chair, Board Vice Chair and the Trustees will cover trustee honoraria, benefits and expenses.
- 1.3. The budget allocated to general Board expenses will cover Board Public Relations, general Board expenses, Board elections and attendance at the ACSTA AGM.
- 1.4. During the budget year, amendments to the specific allocations within the approved Board governance budget may be made after consideration and approval by the Board.

2. Honoraria

- 2.1. The basic honorarium and allowance generally covers all divisional governance activities related to school Board meetings and school related activities:
 - Public Board meetings.
 - Special Public Board meetings.
 - Meetings of Committees of the Board.
 - Meetings with Division staff and tours of facilities as planned by the Board.
 - Other Division meetings on behalf of the Board.

- Optional attendance at concerts, plays and/or school functions.
- Board sponsored events.
- ACSTA/ASBA/CCSTA/CSBA meetings, conventions and workshops.
- Other workshops, conventions, seminars and retreats.
- Attendance at social functions of the staff.
- Informal, unsolicited school or office visits and individual meetings with members of the staff or public.
- Attendance at graduation exercises.
- Attendance at extra-curricular school activities.
- Attendance at meetings held by other organizations to which the Board appoints a representative.
- Any other related activities of the Board.

2.2. The honorarium shall be set on September 1 of each calendar year based on the following criteria:

2.2.1. The basic honorarium of the Board of Trustees shall be calculated as follows:

2.2.1.1. The average per Trustee honorarium shall be calculated from the previous Audited Financial Statements for all jurisdictions that are listed as Category 4 on Schedule 1 of the SUPERINTENDENT OF SCHOOLS REGULATION AR 94/2018.

2.2.1.2. The Basic Honorarium shall be set at 95% of the median of the eight jurisdictions with the highest average honorarium, not including the average of Elk Island Catholic Schools.

2.2.2. The Board Chair shall receive a Chair honorarium equal to 25% of the Basic Honorarium in addition to the Basic Honorarium.

2.2.3. The Board Vice-Chair shall receive a Vice Chair honorarium equal to 10% of the Basic Honorarium in addition to the Basic Honorarium.

3. Professional Development

3.1. Funds for Trustee participation at conferences shall be budgeted for on an annual basis. The annual budget will account for registration fees, travel expenses, subsistence (meal allowance) and accommodation for Trustees to

participate in Professional Development. A Trustee may carry over a surplus or deficit to the next year. The expenses must be balanced by the end of the Board's four year term.

- 3.1.1. Alberta School Boards Association Conferences; and
- 3.1.2. A major National Conference such as CCSTA, CSBA, Labour Relations or any other related conferences
- 3.2. The professional development budget for each Trustee is intended to compensate Trustees for reasonable expenses incurred while attending conferences.
- 3.3. The budget line is set for each Trustee and Trustees must stay within their own professional development budget.
- 3.4. A budget line has been set up to accommodate Board directed Trustee attendance at conferences that do not fall under the regular professional development for a Trustee. Prior approval of the Board is required to qualify for a Board directed conference.

4. Board Expense Claim Allowance

4.1. Travel and Subsistence (Meal Allowance)

Travel and subsistence (meal allowance) will be reimbursed as per Appendix A.

4.2. ASBA Representative

Funds for travel, subsistence (meal allowance), accommodation and conference registration: For the ASBA Fall and Spring conference shall be provided in the budget for the Board ASBA Representative.

5. Per Diem Allowance

Funds for Trustee remuneration shall be budgeted for on an annual basis to cover loss of pay from regular employment as a result of conducting Board business.

- 5.1. This allowance is intended to reimburse Trustees for loss of their primary source of income from regular employment as a result of conducting mandatory Board business, outside of those activities covered in 2.1.
- 5.2. Filing for the per diem allowance shall be made on the Trustee Per Diem Claim form.

6. Course Tuition Reimbursement

If a Trustee wishes to pursue courses related to governance and Trusteeship they may do so provided the reimbursement for course tuition fees falls within their budget for professional development. This must be pre-approved in writing by the Board Chair prior to course registration.

7. Board Public Relations

Funds shall be provided in the budget for Trustee participation in Board Public Relations activities:

- 7.1. Board hospitality as approved by the Chair of the Board;
- 7.2. Board-sponsored expenses for Collective Bargaining Committees;
- 7.3. Other related activities as pre-approved by Board Motion.

8. General Board Expenses (Board Functions)

Funds shall be provided in the budget for general board expenses:

- 8.1. Regular Board and Committee meal expenses;
- 8.2. Board Election Costs
- 8.3. Board Retreats and Professional Development.
- 8.4. Any other related activities.

9. Membership Fees

Funds shall be provided in the budget for the Board participation in professional organizations relevant to Trusteeship. The Board agrees to pay membership fees for such organizations as:

- 9.1. Alberta Catholic School Trustees' Association;
- 9.2. Alberta School Boards' Association;
- 9.3. ASBA zone;
- 9.4. TEBA;
- 9.5. Other related fees as pre-approved by Board Motion..

10. General Requirements

- 10.1. Annual honoraria shall be paid in accordance with Appendix A. Payment will be made in one twelfth (1/12th) installments by direct deposit. Honoraria will be processed in compliance with current tax regulations.
- 10.2. Trustees may claim mileage (kilometers) for travel outside of their electoral ward in accordance with Appendix A. Mileage (kilometers) may be claimed on the Division Expense Claim form.
- 10.3. Trustees may claim per diem in accordance with Appendix A. Per diems do not include regular Public Board and Committee meetings. Trustees are not to claim per diems unless there is loss of their primary source of income from regular employment as a result of conducting mandatory Board business.
- 10.4. Expenses incurred by Trustees for professional development for all expenses related to attending conferences will be approved for reimbursement in accordance with Appendix A.
- 10.5. Trustees may claim on the Division Expense Claim form for hotel accommodation. Original detailed receipts must be provided.
- 10.6. Trustees may claim on the Division Expense Claim form the cost for subsistence (meal allowance) expenses in accordance with Appendix A.
- 10.7. Trustees may claim on the Division Expense Claim form for all other expenses incurred while carrying out Board business. Original detailed receipts must be provided
- 10.8. The Secretary-Treasurer shall provide a monthly budget report to the Board and Superintendent as a means for Trustees to monitor choices for professional growth.
- 10.9. Spousal expenses may not be charged to the Trustee's expense budget. Expenses paid by the Division for a spouse will be billed to the Trustee. These expenses will be deducted from the Trustee's monthly remuneration.
- 10.10. Trustees may claim tuition fees for non-credit courses specifically relating to governance and trusteeship. Prior written approval of the Board Chair is required. The reimbursement of tuition must be budgeted as Professional Development and fall within the professional development budget lines.
- 10.11. Trustees are required to stay within the approved budget lines for professional development. Special Board approval is required to exceed any individual trustee professional development budget lines.
 - 10.11.1. Trustees may provide an information report on materials of interest received as a result of attendance at professional development activities.

This report is to be provided to the Superintendent for circulation to members of the Board.

- 10.11.2. Trustees will select their preferred attendance sites for professional development activities and complete a Professional Development Plan form for the year.

10.12. The Board will review the Trustee Expense Schedule Appendix A annually.

10.13. Approval of Board Expenditures

- 10.13.1. The Board Chair will review and approve the Vice-Chair and Trustees expenditures.
- 10.13.2. The Vice-Chair will review and approve the Board Chair's expenditures.
- 10.13.3. Expense claims are forwarded to the Superintendent and or designate for review and processing.
- 10.13.4. Trustees will be informed by the Chair and Vice Chair of any alterations to a claim.

10.14. Adjudication and Appeal

- 10.14.1. Trustee disputes in the payment of a Division Expense Claim are to be made in writing to the Board Chair. ~~The Board Chair will make a ruling in a timely manner.~~
- 10.14.2. Appeals to the Board Chair ruling in 10.14.1 will be presented to the Board for resolution within the current school year.

Legal Reference: Section 33, 34, 51, 52, 53, 64, 65, 66, 67, 69, 73, 75, 81, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 112, 114, 138, 139, 222 Education Act
Local Authorities Elections Act
Income Tax Act (Canada)
Board Procedures Regulation
Petitions and Public Notices Regulation

Revised September 2022

Policy 7 – Appendix A

TRUSTEE EXPENSE SCHEDULE

*To be reviewed annually

Mileage Reimbursement

\$0.58 per kilometer for first 5000 km. and \$0.48 per kilometer over 5000 km.
The rate is set by the Canada Revenue Agency (CRA) and is reviewed on January 1 of each year.

Trustees from the wards Vegreville, Camrose and Fort Saskatchewan travelling over 80 kilometers will receive a distance allowance of \$500 per year.

Subsistence (Meal Allowance)

Breakfast -	\$15.00
Lunch -	\$20.00
Dinner -	\$35.00

Expenses for meals shall exclude alcoholic beverages and shall be reimbursed either by receipt or the meal allowance rate for the meal type being reimbursed. Meals or allowances shall not be reimbursed if that meal type was provided for the conference or event that was attended.

Accommodation and Parking

Actual hotel receipt.
Valet parking will not be approved unless alternative public parking was not available.

Per Diem Allowance

\$100.00 per partial day to a maximum of \$200.00 per day.

Professional Development

\$3,000 per Board member allocated annually
(The individual Trustee budget provides reimbursement for participation in PD conferences to include registration fees, travel, meals and accommodation).

*Participation of Trustees at the ACSTA Annual General Meeting is to be encouraged and will be allocated as a Board expense.

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the Superintendent may be delegated to staff of the Division through the Superintendent.

In order to meet the requirement of the Education Act, the mandate of trust given them by the Catholic electorate in the Division and the duty to deliver a Catholic educational program in conformity with the Bishop's direction, the Board will hire a Superintendent of Catholic faith to serve at the Board's Chief Executive Officer.

Specific Areas of Responsibility

~~1. Faith Leadership and Advocate of Catholic Education~~

- ~~1.1 — Models involvement in a Catholic faith community.~~
- ~~1.2 — Follows a lifestyle and deportment in harmony with Catholic teachings and principles.~~
- ~~1.3 — Ensures students and staff are provided opportunities for faith formation within the Division.~~
- ~~1.4 — Promotes and facilitates collaboration and communication between the schools, the parishes and the archdiocese.~~
- ~~1.5 — Seeks to strengthen the Catholic schools' identity in the four communities and the province.~~
- ~~1.6 — Ensures all students participate in religious education courses and student formation each year.~~

~~2. Student Welfare~~

- ~~2.1 — Ensures that each student is provided with a welcoming, safe and caring environment that fosters and maintains respectful and responsible behaviours.~~
- ~~2.2 — Ensures that learning environments contribute to the development of skills and habits necessary for life-long learning and citizenship.~~
- ~~2.3 — Ensures that learning environments contribute to the development of employability skills and habits necessary for success as contributing members of society.~~
- ~~2.4 — Ensures the safety and welfare of students while participating in school programs or~~

~~while being transported to or from school programs on transportation provided by the Division.~~

~~2.5 — Ensures the facilities adequately accommodate Division students.~~

~~2.6 — Acts as, or designates the local attendance officer(s) for the Division.~~

~~3. — Educational Leadership~~

~~3.1 — Provides leadership in all matters relating to Catholic education in the Division.~~

~~3.2 — Ensures all students in the Division have the opportunity to meet the standards of education set by the Minister.~~

~~3.3 — Implements policies established by the Minister and the Board.~~

~~3.4 — Provides for the professional development and faith formation of staff and administrators required to support programs and services.~~

~~4. — Fiscal Responsibility~~

~~4.1 — Ensures the fiscal management of the Division by the Secretary Treasurer is in accordance with the terms or conditions of any funding received by the Board under the Education Act or any other applicable Act or regulation.~~

~~4.2 — Ensures the Division operates in a fiscally responsible manner, including adherence to generally accepted accounting procedures.~~

~~4.3 — Ensures financial expenditures reflect the educational priorities in the Education Plan.~~

~~4.4 — Ensures sufficient and appropriate insurance coverage.~~

~~5. — Human Resources Management~~

~~5.1 — Has overall authority and responsibility for all personnel related matters except: the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements, or Board policy.~~

~~5.2 — Hires faith-filled, practicing Catholics for school-based leadership positions:~~

~~5.2.1. — Ensures where possible that school leadership has a priority to hire staff that are faith-filled, practicing Catholics.~~

~~5.3 — Provides leadership in the supervision and evaluation of all principals, administrators, teachers and Division staff.~~

~~5.4 — Establishes organizational roles for staff and arranges the employment of staff necessary to conduct the affairs of the Division.~~

~~6. — Policy / Administrative Procedures~~

~~6.1 — Provides leadership in the planning, development, implementation and evaluation of Board policies.~~

~~6.2 — Develops, maintains and communicates Administrative Procedures that are consistent with Board and provincial policies, regulations and procedures.~~

~~6.3 — Informs the Board of revisions to the Administrative Procedures Manual.~~

~~7. Superintendent / Board Relations~~

~~7.1 — Establishes and maintains positive, professional working relations with the Board.~~

~~7.2 — Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.~~

~~7.3 — Superintendent, or designate, attends all Board meetings and makes recommendations on matters requiring Board action by providing accurate information and reports as are needed to ensure the making of informed decision.~~

~~7.4 — Provides the information and counsel which the Board requires to perform its role.~~

~~7.5 — Keeps the Board informed of Division matters in a timely and appropriate manner.~~

~~7.6 — Keeps the Chair informed of controversial and/or highly sensitive issues.~~

~~7.7 — Attends, and/or designates, administrative attendance at all Board / Committee meetings.~~

~~7.8 — Demonstrates mutual respect and support, which is conveyed to the staff and community.~~

~~8. System Planning and Reporting~~

~~8.1 — Projects and articulates the vision of the Division.~~

~~8.2 — Leads the Education Planning process including the development of Division goals, budget, facilities and transportation plans.~~

~~8.3 — Implements plans as approved.~~

~~8.4 — Involves the Board appropriately in the Assurance process (to include but not limited to Board approval of process and timelines; opportunity for Board establishment of strategic priorities and key results early in the process; final Board approval).~~

~~8.5 — Reports regularly on results achieved.~~

~~9. Communications and Community Relations~~

~~9.1 — Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.~~

~~9.2 — Ensures parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.~~

~~9.3 — Participates actively in community affairs in order to enhance and support the Division's mission.~~

~~9.4 — Effectively markets the Elk Island Catholic Schools to internal and external publics.~~

~~9.5— Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.~~

~~40. Leadership Practices~~

~~40.1— Practices leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.~~

~~40.2— Develops and maintains positive and effective relations with provincial and regional government departments and agencies.~~

~~40.3— Develops positive and effective relations with educational partners including parishes, neighboring divisions, municipal partners and other community organizations and groups.~~

Specific Areas of Responsibility

1. Embodying Catholic Leadership

A Catholic leader embodies Gospel values and teachings of the Catholic Faith, enhances and supports Catholic education permeated in all aspects of leadership and acts in service to the Catholic Community.

Achievement of this competency is demonstrated by indicators such as:

- 1.1. Embracing the dignity of all as Created in the Image of God, ensuring the overall development of the whole person;
- 1.2. Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the school reflects a living Catholic vision of the world;
- 1.3. Intentionally leads and fosters the development and growth of Catholic education through faith permeation;
- 1.4. Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life.;
- 1.5. Ensures a communal vision recognizing that God is found with in each other, while creating and leading a community of faith both within and beyond the school;

2. Building Effective Relationships

A Superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- 2.1. Collaborating with community and provincial agencies to address the needs of students and their families;

- 2.2. Employing team-building strategies and using solution focused processes to resolve challenges;
- 2.3. Building and sustaining relationships with First Nations, Metis and Inuit parents/guardians, Elders, local leaders, parish and community members;
- 2.4. Modeling ethical leadership practices, based on integrity and objectivity;
- 2.5. Establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- 2.6. Facilitating meaningful participation of members of the school community and local faith community in decision-making.

3. Modelling Commitment to Professional Learning

A Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- 3.1. Communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- 3.2. Collaborating with teachers, principals, parish, faith leaders, school jurisdiction leaders and other superintendents to build professional capacities and expertise; through a Catholic lens.
- 3.3. Actively seeking out feedback and information from a variety of sources to enhance Catholic leadership practice;
- 3.4. Seeking and critically reviewing education research and Catholic teachings and applying it to decisions and practices as appropriate;
- 3.5. Providing leadership to support school authority research initiatives, where appropriate; and
- 3.6. Engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system and relevant Catholic documents.

4. Visionary Leadership

A Superintendent engages with the Catholic school community in implementing a vision of a preferred future for student success, based on common faith values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- 4.1. Ensuring that the Catholic vision is informed by research on effective learning, teaching and Catholic leadership rooted in the Gospel message;
- 4.2. Promoting innovation and continuous improvement by building structures and developing strategies to support staff in personal faith development and professional growth in effectively teaching religious education programs;
- 4.3. Promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives; and

- 4.4. Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all the requirements identified in provincial legislation and incorporates school and faith community's perspectives.

5. Leading Learning

A Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, share responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- 5.1. Fostering, in the Catholic school community, equality and respect with regard to rights as provided in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms and the Constitutional Rights of the Catholic School System;
- 5.2. Providing learning opportunities based on research-informed principals of effective teaching, learning and leadership to support building capacity of all members of the school community to fulfill their educational roles;
- 5.3. Ensuring that all instruction in the school authority addresses learning outcomes outlined in the program of studies;
- 5.4. Promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- 5.5. Ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- 5.6. Building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 5.7. Ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

6. Ensuring First Nations, Métis and Inuit Education for All Students

A Superintendent establishes structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- 6.1. Supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis and Inuit and all other students;
- 6.2. Engaging and collaborating with neighbouring First Nations, and Metis leaders, organizations and communities to optimize learning success and development of First Nations, Métis and Inuit and all other students.

- 6.3. Understanding historical, social, economic and political implications of:
 - Treaties and agreements with First Nations
 - Legislation and agreements negotiated with Métis, and
 - Residential schools and their legacy;
- 6.4. Aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- 6.5. Pursuing opportunities and engaging in practices to facilitate reconciliation within the Catholic school community.

7. School Authority Operations and Resources

A Superintendent directs Division operations and strategically allocates resources in the interests of all students and in alignment with Division goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

- 7.1. Providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- 7.2. Ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- 7.3. Delegating responsibility to staff, where appropriate to enhance operational efficiency and effectiveness;
- 7.4. Providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- 7.5. Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 7.6. Respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- 7.7. Recognizing student and staff accomplishments;
- 7.8. Implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning; and
- 7.9. Visions and creates physical spaces that visibly express the external signs of our Catholic faith.

8. Supporting Effective Governance

A Superintendent as chief executive officer of the Board and chief education officer of the Division, provides the Board with information, advice and support required for the fulfillment of the Board's governance role, and reports to the Minister on all matters required of the superintendent as identified in the Education Act and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- 8.1. Establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- 8.2. Ensuring that all students and staff are provided with a welcoming, caring,

- respectful and safe learning and working environment that respects diversity and fosters a sense of belonging;
- 8.3. Ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
 - 8.4. Ensures that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
 - 8.5. Ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
 - 8.6. Supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms;
 - 8.7. Implementing board policies and supporting the regular review and evaluation of their impact;
 - 8.8. Ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
 - 8.9. Facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
 - 8.10. Building capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social economic, legal and cultural contexts and trends;
 - 8.11. Supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
 - 8.12. Facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
 - 8.13. Promoting constructive relationships between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Legal Reference: *Education Act*, SA 2012, c E-0.3, ss. 8, 33, 35.1, 51, 52, 222, 223, 224
 Freedom of Information and Protection of Privacy Act
 Truth and Reconciliation Commission Calls to Action
 Superintendent Leadership Quality Standard
 Superintendent of Schools Regulation
 Certification of Teachers and Teacher
 Practice Review of Teachers and Teacher Leaders Regulation Teaching Profession Act

The following Appendices are applicable to Policy 12.

Appendix A: Superintendent / CEO Evaluation Process, Criteria and Timelines

Appendix B: Superintendent / CEO Evaluation Guidelines

~~Appendix C: Superintendent Leadership Quality Standard: Practice Profile (College of Alberta School Superintendents)~~

SUPERINTENDENT / CEO EVALUATION PROCESS, CRITERIA AND TIMELINES

The evaluation process, criteria and timelines:

1. Meets contractual requirements in that the Superintendent and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
2. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Superintendent. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals will address areas of improvement, while others will identify areas where greater emphasis is required due to changes in the environment.
3. Complies with the Superintendent of Schools Regulation. This requires that the contract between the Board and the Superintendent includes performance evaluation criteria and processes and, at minimum, provision for regular written evaluation of the Superintendent's performance.
4. Highlights the key role of the Superintendent as the Chief Education Officer for the Division to enhance student achievement and success for all children.
5. Recognizes that the Superintendent is the Chief Executive Officer. The Superintendent is held accountable for work performed primarily by other senior administrators, e.g., fiscal management, human resource management, faith formation, quality education, transportation, and other.
6. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or areas of improvement. Performance assessment identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
7. Is aligned with and based upon the Superintendent's **specific areas of responsibility** ~~roles and responsibilities~~, as well as the Superintendent Leadership Quality Standards ~~referenced in Appendix C.~~
8. Is linked to the Division's priorities. The current Education Plan directly links the Superintendent's performance to the Assurance process, which includes the Division's priorities.

9. Sets out standards of performance. The quality indicators utilized in the evaluation process set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
10. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Superintendent's success in addressing identified growth areas.
11. Uses multiple data sources. Objective data such as audit reports, Alberta Education monitoring reports, and student achievement data are augmented with subjective data provided in Division surveys.
12. Elicits evidence to subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
13. Ensures Board feedback is provided regularly. Such feedback will be annual based on the timelines for evaluation as provided below and supported by specific examples, and will focus on areas over which the Superintendent has authority.

Criteria for Evaluations

The criteria for the first evaluation will be those set out in Appendix B and additionally any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues or external realities. The Role Expectations as provided in the source documents listed in Appendix B will be utilized in the design of the evaluation.

For the first and final evaluation and upon request of the Board of Trustees, an independent consultant will collect data relative to leadership practices by interviewing a selection of all school leadership and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Superintendent on the Division's organizational chart.

Appendix B is intended to clarify for the Superintendent, performance expectations held by the corporate Board. This appendix is also intended to be used by the Board to evaluate the performance of the Superintendent in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

The Board will assess during the evaluation session whether or to what extent the Superintendent has achieved each quality indicator. The Board and the Superintendent will be present during the evaluation session. The Superintendent will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence

provided has been understood. The Superintendent may leave the room when the Board develops the growth goals/areas for emphasis and the conclusion section. The evaluation report will reflect the corporate Board position.

Timeline for Evaluations

Evaluations will be conducted annually as per Appendix B.

SUPERINTENDENT / CEO EVALUATION GUIDELINES

The evaluation of the Superintendent will be dependent on the following factors:

1. The Superintendent will receive an independent evaluation on the first year and the final year of his or her contract. The same process can be invoked at any time during the contract if the majority of Trustees deem that one is warranted or is necessary.
2. During the remaining years a comprehensive survey tool, along with the Board of Trustee's and Superintendent's reflections based on observable evidence, will be utilized for the purposes set out in the School Act for annual superintendent evaluations.
3. The timelines for the evaluation will be on the anniversary date of hiring in the first year of employment. The following years will be based on the school calendar year. The final evaluation (fifth year) will be conducted six months prior to the end of the contract as a transitioning period is required for ministerial approval.

Evaluation and Feedback Criteria

In addition to the Elk Island Catholic Schools' policy, the following resources in Appendix B should be considered or utilized when evaluating the Superintendent:

1. Alberta Education Superintendent Leadership Quality Standard
2. Catholic Education: Marks of an Excellent Catholic Leader
3. Alberta Regulation 98/2019 – Education Act- Superintendent of Schools Regulation (online reference)
4. Alberta Regulation 84/2019 – Education Act – Certification of Teachers and Teacher Leaders Regulation (online reference)
5. Alberta Regulation 92/2019 – Education Act – Practice Review of Teachers and Teacher Leaders Regulation

~~Appendix C provides a sample survey tool constructed utilizing the reference documents in Appendix B.~~



Superintendent Leadership Quality Standard: **PRACTICE PROFILE**

The Superintendent Leadership Quality Standard (SLQS) is described by competencies superintendents are required to demonstrate in their professional practice. Each competency includes indicators designed to provide illustrative examples of competent leadership practice.

Indicators are actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable.

This profile tool is intended to frame your reflection on your practice, based on the indicators for each competency from Alberta Education's SLQS. Additional indicators representative of your context, your practice and your plans for growth may be added. Indicators may also be representative of Alberta stories of practice and/or emerging research.

The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018



A suggested approach for using this tool:

Evidence in Practice

- Review the indicators for each competency highlighting ones that represent practices you demonstrate.
- Identify those practices you demonstrate in the “Evidence in Practice” column. (Are the practices observable? Are they measurable?)
- If you currently demonstrate a practice that is not described in the Alberta Education indicators, consider adding it to the indicator column.
- Additional indicators that represent your context based on examples of practice shared in the “Evidence in Practice” column may also be added.

Areas for Growth

- Reflect on your practice and use SLQS or your own indicators to assist you in identifying areas for growth.
- Areas of growth should be able to be supported by observations and measures of practice.
- You may choose to add additional indicators based on Alberta stories of practice and/or emerging research that identify areas in which you would like to grow.
- The development of a professional learning and implementation plan for the areas of growth you identify can be informed by system level planning tools available at <https://cassalberta.ca/planning-for-implementation/>

This Practice Profile tool was developed by CASS and is based on the Professional Practice Standard content from Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons license. We appreciate any sharing of adaptations to further our learning. admin@cass.ab.ca. *EICS has adapted to include the 5 marks of a Catholic leader and the integration of Catholic indicators provided by CCSSA.*



www.cassalberta.ca

Embodying Catholic Leadership

A superintendent demonstrates the knowledge, skills and attitudes that embody Catholic leadership as demonstrated by the 5 marks of a Catholic leader

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) Embracing the dignity of all as created in the image of God, ensuring the overall development of the whole person. b) Decisions are rooted in Gospel teaching, ensuring that all that happens in the school reflects a Catholic worldview. c) Directs and fosters faith permeation ensuring the religious dimension is inherent in all learning and in the ethos of the school. d) Acts as a witness and agent of hope modelling a Catholic lifestyle consistent with the teachings of the Catholic Church and active parish life. e) Ensures a communal vision, inspired by faith, in partnership with the parish and diocese. 	<ul style="list-style-type: none"> •
	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> •

Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> a) collaborating with Catholic community and provincial agencies to address the needs of students and their families; b) employing team-building strategies and using solution-focused processes to resolve challenges, through servant leadership; c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members; d) modeling ethical leadership practices, based on integrity, objectivity, and dignity; e) establishing constructive relationships with students, staff, school councils, parents/guardians, parish community, employee organizations, the education ministry and other stakeholder organizations; f) facilitating the meaningful participation of members of the parish community, Catholic school community and local community in decision-making. g) demonstrating a commitment to the health and well-being of all teachers, staff and students, including spiritual wellness. 	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>

Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) communicating a philosophy of Catholic education that is student-centered and based on sound principles of effective teaching and leadership through a Catholic lens; (b) collaborating with teachers, principals, school jurisdiction leaders, faith leaders, and other superintendents to build professional capacities and expertise; (c) actively seeking out feedback and information from a variety of sources to enhance Catholic leadership practice; (d) seeking and critically-reviewing educational research, Catholic teachings, and applying it to decisions and practices, as appropriate; (e) providing leadership to support school authority research initiatives, where appropriate; and (f) engaging teachers, principals, school jurisdiction leaders, faith leaders, school community and local community members to establish a shared understanding of current trends, Catholic teachings, and priorities in the education system. 	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>

Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none">(a) ensuring that the Catholic vision is informed by research on effective learning, teaching and Catholic leadership, rooted in Gospel values;(b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;(c) promoting in the Catholic school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and(d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the Catholic school community's perspectives. <p>.</p>	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>

Leading Learning

A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) fostering in the Catholic school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act</i> and the <i>Canadian Charter of Rights and Freedoms</i>; and the Constitutional Rights of the Catholic School system; (b) providing learning opportunities, based on research- informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; (c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study; (d) promoting collegial relations, collaboration, critical thinking and innovation in the Catholic school community; (e) ensuring that staff have access to Catholic resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students; (f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and (g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence- informed and used to enhance learning, teaching and leadership. 	<ul style="list-style-type: none"> •
	<p>Areas for Growth</p>
	<ul style="list-style-type: none"> •

Ensuring First Nations Métis and Inuit Education for all Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students; (b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students; (c) understanding historical, social, economic, and political implications of: <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy; (d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and (e) pursuing opportunities and engaging in practices to facilitate reconciliation within the Catholic school community. 	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>

School Authority Operations and Resources

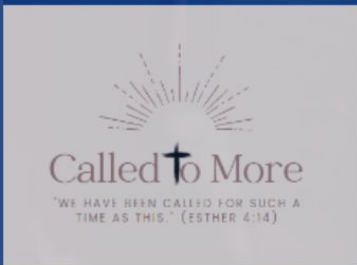
A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements; (b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan; (c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness; (d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts, and aligned to Catholic dimension; (f) respecting cultural diversity and appreciating differing perspectives expressed in the Catholic school community; (g) recognizing student and staff accomplishments; and (h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning. 	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>

Supporting Effective Governance

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

Indicators	Evidence in Practice
<p>Achievement of this competency is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity; (b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning Catholic environment that respects diversity and fosters a sense of belonging; (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education; (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities; (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements; (f) supporting the board in the fulfillment of its governance functions in the fiduciary, strategic and generative realms; (g) implementing board policies and supporting the regular review and evaluation of their impact; (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; (i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development; (j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends; (k) supporting the board in its engagement with the Catholic school community to develop a vision of a preferred future for student success; (l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and (m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations. 	<p>.</p>
	<p>Areas for Growth</p> <p>.</p>



Jurisdiction Results Report Elk Island Catholic School District 2021 - 2022

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Accountability Statement

The Board of Trustees and staff of Elk Island Catholic School Division work together towards continuous improvement that strives to provide learning as unique as every student. Our Division Assurance Education Plan and Annual Education Results Report highlight our dedication to student success and communicate our goals and strategies to all stakeholders.

This report represents the results of our work in the areas of faith formation, quality teaching and learning, wellness and engagement and communication to impact organizational effectiveness and strategic allocation of resources to support students' needs and the continued development of our employees.

Each year, we review our four priorities and corresponding division outcomes and strategies to reflect on what we have accomplished and look at areas to improve based on a comprehensive engagement process throughout the year. Our priorities align to the Alberta Education domains and are grounded in evidence-informed decision making which determine the specific strategies and growth opportunities. On behalf of Elk Island Catholic School Division, we extend our thanks and appreciation to our employees for their ability to adapt and respond in ways that demonstrate commitment to advancing equity by personalizing learning for each student grounded in our Catholic faith.

The Board approved this report for 2021-2022 on _____, 2022.

Le-Ann Ewaskiw
Chair, Board of Trustees
Elk Island Catholic School Division



Paul Corrigan
Superintendent of Schools
Elk Island Catholic School Division



Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Elk Island Catholic School Division did not have any disclosures this year, therefore, there is nothing to report.

Our Context

Elk Island Catholic Schools (EICS), part of Alberta's publicly-funded education system, proudly serves over 7,300 students in the communities of Camrose, Fort Saskatchewan, Sherwood Park, Strathcona County and Vegreville.

Elk Island Catholic Schools (EICS) warmly welcomes students and families to the EICS community. Our mission is to develop educational opportunities in the context of Gospel values. Quality Catholic education programming for Kindergarten to Grade 12 ensures all students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

Elk Island Catholic Schools (EICS) is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future. EICS believes every student deserves the opportunity to excel and succeed. We strive to ensure that every child - at every age - has this opportunity by providing:

- Responsive and diverse faith based educational programs.
- Outstanding staff and excellent teaching standards, technology, and facilities.
- Service based on strong ethics and values.
- Up-to-date technology and facilities.
- Community involvement in a division composed of urban and rural school communities.



Seeing Christ in Everyone

Our Schools

Sherwood Park / Strathcona County

ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL (9-12)

(English, French & Ukrainian)

4001 Emerald Drive, Sherwood Park, AB, T8H 0P5

Phone: (780) 467-2121

Fax: (780) 467-1390

ÉCOLE OUR LADY OF PERPETUAL HELP CATHOLIC SCHOOL (5-8)

(English / French Immersion)

273 Fir Street, Sherwood Park, AB, T8A 2G7

Phone: (780) 467-5631

Fax: (780) 467-1786

ÉCOLE PERE KENNETH KEARNS CATHOLIC SCHOOL (K-4)

(English / French Immersion)

8 Sandpiper Drive, Sherwood Park, AB, T8A 0B6

Phone: (780) 467-7135

Fax: (780) 467-1495

HOLY REDEEMER CATHOLIC SCHOOL (K-8)

53117 Range Rd. 222, Ardrossan, AB, T8E 2M8

Phone: (780) 922-4522

Fax: (780) 922-2825

HOLY SPIRIT CATHOLIC SCHOOL (K-4)

151 Crimson Drive, Sherwood Park, AB, T8H 2R2

Phone: (780) 416-9526

Fax: (780) 416-9529

MADONNA CATHOLIC SCHOOL (K-4)

15 Main Blvd., Sherwood Park, AB, T8A 3N3

Phone: (780) 467-7972

Fax: (780) 449-1035

ST. ISIDORE LEARNING CENTRE

310 Broadview Road, Sherwood Park, AB T8H 0T5

Phone: (780) 449-6463

Fax: (780) 467-5469

ST. LUKE CATHOLIC SCHOOL (K-8)

22139 South Cooking Lake Road, Sherwood Park, AB, T8E 1G9

Phone: (780) 922-5920

Fax: (780) 922-6450

ST. NICHOLAS CATHOLIC SCHOOL (K-4)

(English & Ukrainian)

109 Georgian Way, Sherwood Park, AB, T8A 3K9

Phone: (780) 467-3633

Fax: (780) 467-1584

ST. THERESA CATHOLIC SCHOOL (5-8)

(English & Ukrainian)

2021 Brentwood Blvd., Sherwood Park, AB, T8A 0X2

Phone: (780) 464-4001

Fax: (780) 464-7524

Our Schools

Fort Saskatchewan

OUR LADY OF THE ANGELS CATHOLIC SCHOOL (K-4)

9622 Sherridon Drive, Fort Saskatchewan, AB, T8L 1W7

Phone: (780) 998-3716

Fax: (780) 998-7413

ST. ANDRÉ BESSETTE CATHOLIC SCHOOL (9-12)

8300 Southfort Drive, Fort Saskatchewan, AB, T8L 0W4

Phone: (587) 744-0750

Fax: n/a

ST. JOHN PAUL II CATHOLIC SCHOOL (5-8)

9975 - 93 Avenue, Fort Saskatchewan, AB, T8L 1N5

Phone: (780) 992-0889

Fax: (780) 998-7345

ST. JOHN XXIII CATHOLIC SCHOOL (K-4)

9526 - 89 Street, Fort Saskatchewan, AB, T8L 2X7

Phone: (780) 998-7777

Fax: n/a

Vegreville

ST. MARTIN'S CATHOLIC SCHOOL (K-6)

4314 – 54A Avenue, Vegreville, AB, T9C 1C8

Phone: (780) 632-2266

Fax: (780) 632-6886

ST. MARY'S CATHOLIC SCHOOL (7-12)

4434 – 53 Street, Vegreville, AB, T9C 1A1

Phone: (780) 632-3934

Fax: (780) 632-2958

Camrose

OUR LADY OF MOUNT PLEASANT CATHOLIC SCHOOL (5-12)

39 Mount Pleasant Drive, Camrose, AB, T4V 2M3

Phone: (780) 672-2975

Fax: (780) 672-4747

ST. PATRICK CATHOLIC SCHOOL (K-4) (4571)

4816 - 53 Avenue, Camrose, AB, T4V OY2

Phone: (780) 672-2177

Fax: (780) 672-1818

Opening Fall 2025

BLESSED CARLO ACUTIS CATHOLIC HIGH SCHOOL (9-12)

For further information on our schools, please visit: <https://www.eics.ab.ca/schools/our-schools>

Introduction to the Report

The Elk Island Catholic School Division's annual Jurisdiction Results Report provides a summary of results for the 2021-2022 school year. This represents the final year of the four year assurance cycle. The 2018-2022 Division Education Assurance Plan set out how we moved forward in realizing our priorities and those of the province. The Division Education Assurance Dashboard provides ongoing real-time results of each of the priorities.

The interruption to the 2021-2022 traditional school year of Kindergarten to Grade 12 education had a significant impact on the data and corresponding results. This is to be taken into consideration when reviewing this document.

Each school posts a School Education Assurance Plan annually on their respective school websites that speaks to each of the priorities and their corresponding School Education Assurance Dashboard also provides ongoing real-time results.

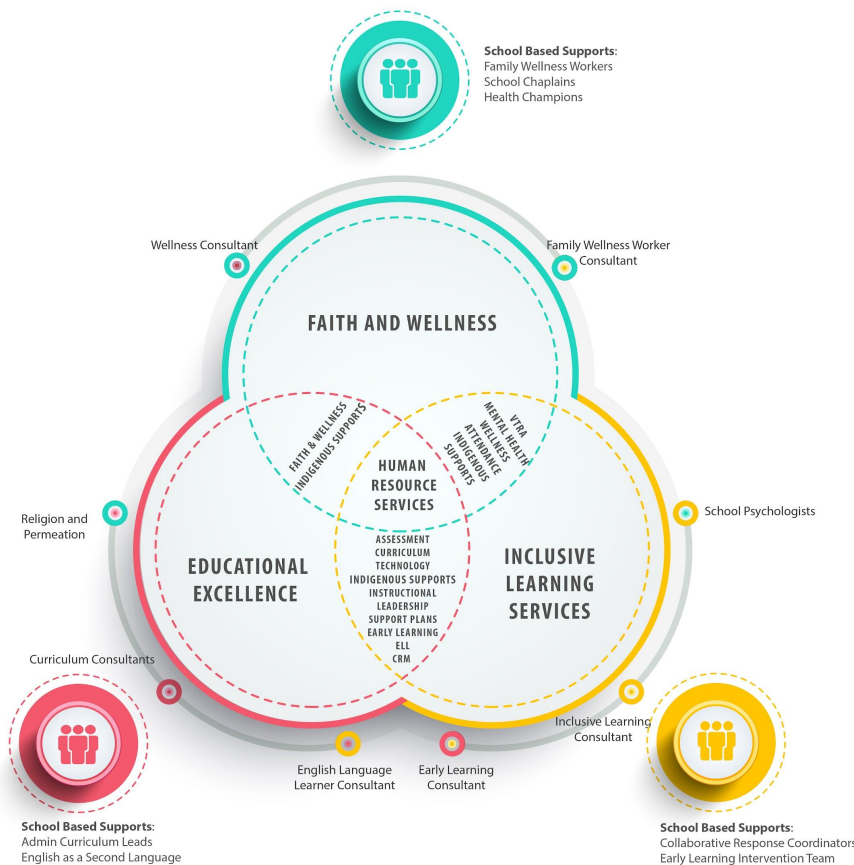


Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

Elk Island Catholic Schools educate and empower students from pre-kindergarten to Grade 12 through our mission of developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. We believe all students will leave school and be competent contributing global citizens. As such, everything we do, including engaging and empowering all our learners, is grounded in building student competencies and enhancing student success in a faith-filled community.

We believe that our intentional support for students makes a difference. We won't stop learning and improving, because we believe students matter. This is our calling. This is why we do what we do.

The visual below demonstrates the intentional coherence of each of central learning services departments. Our work is charted with purposeful action and interaction, working on building capacity, precision of practice and progress monitoring.



Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

This document is the Division’s Jurisdiction Results Report for 2021-2022. This report is compiled after the careful review of the Alberta Education Assurance Measures, Division Education Assurance Plan priorities and each of the Schools Education Assurance Plans.

Elk Island Catholic Schools (EICS) and its family of schools develops their education plan in alignment with the assurance framework and planning/reporting requirements as outlined by Alberta Education. The “assurance” aspect of our planning and reporting means that we utilize a cyclical planning process and engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence our stakeholders have in our actionable plan. The 2021-2022 school year is year four and the final year of the four-year planning time frame.



The Assurance Framework, as highlighted in the diagram above, shifts from an accountability model to a model that promotes a high level of local autonomy and responsibility to all stakeholders. It moves school jurisdictions from being accountable for outcomes to engaging stakeholders on jurisdiction priorities throughout the decision-making process.

Our Assurance model is a part of our engagement process. This process is highly collaborative, in-depth, and long-term involving school and parish communities, and our parents. EICS promotes the involvement of stakeholders by:

- Engaging school communities in a combined analysis of Alberta Education Assurance Measures, EICS Assurance Survey and local measures in understanding emerging division priorities
- Sharing all qualitative and quantitative data on Division and School Assurance Dashboard
- Collaborating on all division and school decisions such as administrative procedures, reporting, student achievement
- Establishing ongoing communication between senior administration and the Ministry, Catholic Education Parent Advisory Council and school leadership and school councils

Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

In support of building leadership capacity as instructional leaders and leading the work of assurance, the *Active School Engagement* process serves to enhance the process. Every six weeks, Senior Leadership visits each school to enhance their knowledge and understanding of each school. We work in collaboration with the school leadership team with a focus on data-driven conversations and continually using classroom, school, division, and provincial data to improve the K-12 experience for our students. Through purposeful presence in our schools, we are ensuring active practice around our four division goals. The visual represents the four major components that shape and guide instructional leadership conversations as we work together in support of achieving our assurance goals.



In alignment with our mission, EICS holds the beliefs that:

- Jesus Christ and his teachings are the foundation and core of our division.
- A quality education is a continuing process that develops the whole person in an environment which encourages success.
- We live out the Catholic faith through our words, actions and our interactions.
- Catholic education is a shared responsibility between home, the school, the parish and the community.
- Education is a lifelong journey during which excellence is actively pursued.
- Everyone has worth and dignity as a unique creation of God.

Mission: We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

School Education Assurance Plan Analysis

Each school develops a School Education Assurance Plan based on a comprehensive analysis of the school year. The analysis and plans are presented to each school's stakeholder groups and to senior administration prior to posting on the individual school's web page. The following analyses inform this report.

Sherwood Park - Strathcona County Schools

[ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL](#)

[ÉCOLE OUR LADY OF PERPETUAL HELP CATHOLIC SCHOOL](#)

[ÉCOLE PERE KENNETH KEARNS CATHOLIC SCHOOL](#)

[HOLY REDEEMER CATHOLIC SCHOOL](#)

[HOLY SPIRIT CATHOLIC SCHOOL](#)

[MADONNA CATHOLIC SCHOOL](#)

[ST. ISIDORE LEARNING CENTRE](#)

[ST. LUKE CATHOLIC SCHOOL](#)

[ST. NICHOLAS CATHOLIC SCHOOL](#)

[ST. THERESA CATHOLIC SCHOOL](#)

Fort Saskatchewan Schools

[OUR LADY OF THE ANGELS CATHOLIC SCHOOL](#)

[ST. ANDRÉ BESSETTE CATHOLIC SCHOOL](#)

[ST. JOHN PAUL II CATHOLIC SCHOOL](#)

[ST. JOHN XXIII CATHOLIC SCHOOL](#)

Vegreville Schools

[ST. MARTIN'S CATHOLIC SCHOOL](#)

[ST. MARY'S CATHOLIC SCHOOL](#)

Camrose Schools

[OUR LADY OF MOUNT PLEASANT CATHOLIC SCHOOL](#)

[ST. PATRICK CATHOLIC SCHOOL](#)

Navigating Year 3 of a Pandemic School Year

The Jurisdiction Results Report captures the summary of the 2021-2022 school year, and therefore it is important to make note of the impact on the delivery of education that took place during a global pandemic. Division and school operations were far from typical. The school year started with public health measures to lessen the spread of Covid-19 variant. By the end of November, the Omicron variant cases were at a record high, the province mandated additional public health measures and our winter break was extended to help stop the spread. EICS responded with operational refinements: masking, proof of vaccination, enhanced cleaning, stay at home guidelines, occupancy limits, and visitor restrictions. These decisions impacted every student in our division from reduced instruction, stress on their mental health and sense of unease anticipating what next. Our goal was to continue strong lines of communication with all of our stakeholders; students, staff and parents and support to the best of our ability.

Highlights from the school year:

Faith:

- Our faith theme, *Called to More*, was a catalyst for moving staff, students and parents forward with hope and faith;

Quality Teaching and Learning

- Continued staggered entry for all grade levels in September allowed for greater connections, routines and structures;
- Colleagues worked collaboratively to adapt to a modified learning environment to best support students (classroom and lesson design, technology support, mental well-being);
- Intentionally addressing learning gaps with supported interventions in both Literacy and Math grades 1-3;
- Multiple levels of professional learning supports to meet the needs of our staff before, during and after school
 - Face to face
 - Blended
 - Online

Wellness

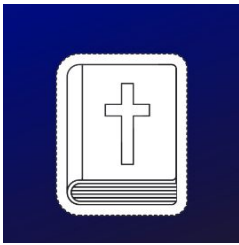
- Online monthly workshops, “Happy Half Hour” to support staff wellbeing;
- Division virtual dance event in partnership with Dance Play

Engagement and Improvement

- Choice to attend School Council meetings, parents teacher student conferences allowed for greater participation.

Our Priorities - Corresponding Domains

Faith Formation



*Local and Societal Context

**Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students*

**Design and implement extracurricular faith formation activities*

**Develop a deeper understanding of the connection between our spiritual life and our wellness.*

Quality Teaching And Learning



*Student Growth and Achievement - Teaching and Leading - Learning Supports

**Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12 (CTQS, CLQS)*

**Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 ((CTQS, CLQS)*

**Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community (CTQS, CLQS)*

Wellness



*Learning Supports - Local and Societal Context

**Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being*

**Engage Wellness Teams in the Division and Schools to prioritize workplace wellness*

Engagement and Improvement



*Local and Societal Context - Governance

Maintain transparency through continued generative stakeholder **engagements and **communication** strategies*

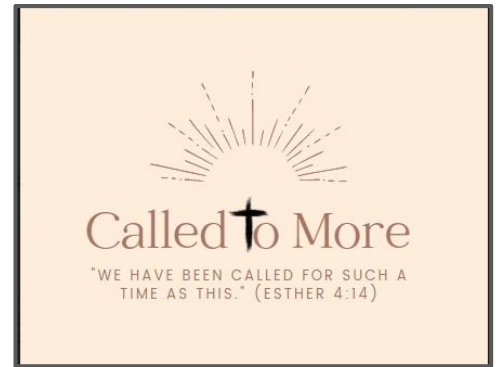
Enable ongoing communication through various mediums between the **division, classroom and home*

Provide safe and effective **transportation*

Maintain **school facilities that are safe, clean and support effective education*

Faith Formation 2021-2022: Called to More

As a Catholic School Division, we are called to share our Catholic Faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ. Our strategies for improving faith formation for 2021-2022 are primarily highlighted on the Faith Formation section of the EICS Dashboard.



Faith Formation

Understanding the Context:

As a Catholic School Division, we are called to share our Catholic faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.

Outcome:

Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.

Site:

School Year: 2021-2022 (1)

[Return Home](#)

2021-2022 Assurance Data

Catholic School Reviews

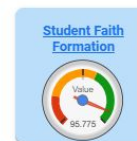
The formation of students and the achieving of our goal to have students come to know, love, and serve the Lord can only be achieved in a school culture which is fully integrated and Christ-centered.

The EICS Assurance process also includes an in-depth review and support program for every school on a four-year cycle. Using the "Marks of an Excellent Catholic School" document as a guide, the Catholic School Review process provides us with detailed perspectives and data that allows for celebration of what is systematic and effective for the school community while providing recommendations for improvement over a four year cycle.

This process includes a review of the following: School Assurance Plan, Staff Meeting Minutes, Student Handbook, Newsletters, Teacher Planning Documents, Report Cards, School PD Plan. A team of school leaders and Central Learning Services leaders conduct the review and also interview partner Parishes, parents, staff and students.

No data

[Click here to review the most recent Catholic School Reviews for each of our schools](#)



As a faith based learning community, we are committed to continuous improvement of the faith formation learning experiences and spiritual growth of all staff and students. Every stakeholder, every partner in our community is intrinsically woven into the fabric of Elk Island Catholic Schools and has a part to play in student success.

The three-year cycle of our three faith priorities of **Mission, Community** and the call to **Evangelization** must continue to be brought forth overtly, intentionally, and with purpose. This year, we move to the theme of "Called to More." Our call is to help each other see ourselves as our Heavenly Father sees us, to understand that we are called to be like Jesus in our day to day interactions. We are called to greatness. As Pope Francis has shared, "Education is one the most effective ways of making our work and history more human. Education is above all a matter of love and responsibility handed down from one generation to another."

Faith Formation 2021-2022: Called to More

Called To More was a timely theme in light of the school year where we navigated the pandemic and a return to normal. We were called to a growth mindset as we engaged with our priests, elders, chaplains, administration, students, parents and community at large. Our theme assisted us in gaining a clear sense of the person God wants us to be.

Our primary strategies for improving our Faith Goal for 2021-2022:

**Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students*

**Design and implement extracurricular faith formation activities*

**Develop a deeper understanding of the connection between our spiritual life and our wellness.*

Faith Measures: Our primary success measures are the Catholic School Review process as well as EICS Division Assurance Survey results measuring the faith environment of our schools and staff and student faith formation satisfaction. In addition, we also include the Alberta Education Assurance measure; Students model active citizenship.

Results

In review of the results, overall parents, staff and students are 94%+ are satisfied with our commitment to a faith permeated environment and the faith formation of staff and students. This represents a 4% increase from the previous year.



Faith Formation 2021-2022: Called to More

Highlights

- 93.4% of parents, students and staff are satisfied with student faith formation
- 95.2% of parents, students and staff are satisfied with staff faith formation
- 97.8% of parents, students and staff are satisfied with school faith environment
- 95.5% of parents, students and staff are satisfied with school and parish partnerships
- 90.1% of parents, students and staff are satisfied with students model active citizenship
- Faith integration is supported by our EICS Priests taking an active online and in person presence in our school communities.
- School Chapels in our schools provide a faith sanctuary, highlights the importance we place on our faith and supports spiritual and academic growth.
- Continued support to fully implement “Growing in Faith, Growing in Christ” Religion program
- Catholic world views are infused into curriculum in all subject areas through our High School Humanities Faith Integration Project.
- School planning time to integrate faith into all subject areas from K-12.
- Chaplains received communication and formation supports through a weekly “Chaplain Communication” email as well as regular meetings and support throughout the year.
- Staff Faith Formation sessions held on Sunday afternoons, 8 times a year, were well attended.
- Staff and students participated in Catholic Education Sunday, Catholic Education week, and student sacraments.



Faith Formation 2021-2022: Called to More

- Board meetings, administration meetings, staff meetings, retreats and professional learning days all began with dedicated faith formation aligned with assurance plan strategies.
- Maintaining strong community partnership with key stakeholders supporting Catholic Education -Parish priests, REAL Foundation, Catholic Social Services, GrACE group.
- Elementary student faith retreats led by Face to Face Ministries supporting our students to encounter Christ and embrace his call to holiness.
- High school students had the opportunity to live their faith and participate in the virtual NCYC retreat.
- Intentional collaboration and joint planning amongst our school chaplains, health champions, family wellness workers and counsellors to support the whole person in mind, body and spirit.
- Provide theory and resources to division consultants on permeation of faith into work with staff.



Quality Teaching and Learning

Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices. Our strategies for improving student growth and achievement for 2021-2022 are primarily highlighted on the Quality Teaching and Learning section of the EICS Dashboard.



Our primary strategies for improving our Quality Teaching and Learning Goal for 2021-2022:

*Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12 (CTQS, CLQS)

*Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 ((CTQS, CLQS)

*Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community (CTQS, CLQS)

Quality Teaching and Learning

Our Quality Teaching and Learning measures include a combination of provincial and local measures. The Alberta Education Assurance Measures are linked to the assurance domains. These results measure the school jurisdiction's performance and are comprised of a variety of data sources such as parent, teacher and student surveys and provincial test results. The results are presented over a three year average. Due to Covid-19, the Provincial Achievement Tests and the Diploma Exams were not written by all students in January 2022.

Alberta Education Assurance Measures - Overall Summary - Fall 2022

Assurance Domain	Measure	Elk Island CSRD #41			Alberta			Measure Evaluation		
		Current Results	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	85.4	84.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.0	83.6	82.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.0	91.1	90.7	83.2	83.4	81.1	High	Declined	Acceptable
	High School Completion Rate (5 yr)	95.6	92.3	93.1	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	70.9	n/a	78.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	14.4	n/a	17.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	78.8	n/a	86.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	19.6	n/a	22.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching and Leading	Education Quality	89.9	90.5	89.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	86.1	87.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.4	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.0	76.4	78.5	78.8	79.5	81.5	High	Improved	Good

Assurance Domain	Measure	EICS	Elk Island CSRD #41			Alberta			Measure Evaluation				
		Assurance Survey Current	Previous Year Result	Prev 3 Year Average	Current Results	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	90.5	84.4	88.9	85.4	84.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.2	86.5	90	83.0	83.6	82.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)				87.0	91.1	90.7	83.2	83.4	81.1	High	Declined	Acceptable
	High School Completion Rate (5 yr)				95.6	92.3	93.1	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable				70.9	n/a	78.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence				14.4	n/a	17.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable				78.8	n/a	86.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence				19.6	n/a	22.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching and Learning	Education Quality	94.1	92.5	93.4	89.9	90.5	89.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	93.2	93.3	93.3	86.1	87.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services				82.4	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.4	70.1	81.6	82.0	76.4	78.5	78.8	79.5	81.5	High	Improved	Good

Quality Teaching and Learning

Alberta Education Assurance Measures - Supplementary Measures - Fall 2022

Measure	Elk Island CSRD #41			Alberta			Measure Evaluation		
	Current Results	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate	n/a	n/a	72.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.3	1.2	0.8	2.3	2.6	2.6	Very High	Declined Significantly	Acceptable
In Service Jurisdiction Needs	92.7	90.3	88.3	83.7	84.9	85.1	Very High	Improved	Excellent
Lifelong Learning	83.2	79.6	64.4	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	84.1	83.0	82.1	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies- At Risk Students	83.1	82.7	82.5	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	79.0	76.2	77.3	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	88.7	89.9	88.2	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	72.6	70.9	68.9	72.6	71.8	74.1	Intermediate	Improved Significantly	Good
School Improvement	76.0	81.9	79.0	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6Year)	80.3	73.0	71.2	60.3	60.0	59.8	Very High	Improved Significantly	Excellent
Work Preparation	89.4	84.3	79.0	84.9	85.7	83.5	Very High	Improved Significantly	Excellent

Measure	EICS	Elk Island CSRD #41			Alberta			Measure Evaluation				
	Assurance Survey Current	Previous Year Result	Prev 3 Year Average	Current Results	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate				n/a	n/a	72.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate				2.3	1.2	0.8	2.3	2.6	2.6	Very High	Declined Significantly	Acceptable
In Service Jurisdiction Needs	96.4	94.4	91.6	92.7	90.3	88.3	83.7	84.9	85.1	Very High	Improved	Excellent
Lifelong Learning	Part of Citizenship			83.2	79.6	64.4	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	86.1	77.8	83.4	84.1	83.0	82.1	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies- At Risk Students	87.4	86.8	86.2	83.1	82.7	82.5	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate				79.0	76.2	77.3	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	93.2	90.5	92.5	88.7	89.9	88.2	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	Part of Broad Program			72.6	70.9	68.9	72.6	71.8	74.1	Intermediate	Improved Significantly	Good
School Improvement	84.1	69.2	78.4	76.0	81.9	79.0	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6Year)				80.3	73.0	71.2	60.3	60.0	59.8	Very High	Improved Significantly	Excellent
Work Preparation	94.5	90.1	91.4	89.4	84.3	79.0	84.9	85.7	83.5	Very High	Improved Significantly	Excellent

Quality Teaching and Learning

The EICS Assurance Survey combines the Alberta Education Assurance survey questions along with our local survey questions. The comprehensive results embedded into our public facing assurance dashboard is our main tool to stay informed about how the jurisdiction is doing relative to the outcomes. The EICS Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students. The fact that our measures are above or equal to the provincial average is a testament to the satisfaction of our stakeholders with our system providing depth and breadth to specific measures. The 2021-2022 results confirm the Division continues to show positive achievement in several areas.

EICS Celebrates

- Outperforming the province in the majority of the measures
- Student Learning Engagement - 90.5% compared to provincial average of 85.1%
- Citizenship - 92.2% compared to provincial average of 81.4%
- 5Yr High School Completion Rate - 95.6% compared to provincial average of 87.1%
- Education Quality - 94.1% compared to provincial average of 89%
- Welcoming, Caring, Respectful and Safe Learning Environments - 93.2% compared to provincial average of 86.1%
- Parental Involvement - 86.4% compared to provincial average of 78.8%
- Drop Out Rate -2.3% Very High with a significant decline
- In Service Jurisdiction Needs - 96.4% compared to provincial average of 83.7%
- Lifelong Learning - 83.2% compared to provincial average of 81.0%
- Program of Studies - 86.1% compared to provincial average of 82.9%
- Program of Studies-At Risk - 87.4% compared to provincial average of 81.9%
- Rutherford Eligibility - 79% compared to provincial average of 70.2%
- Safe and Caring - 93.2% compared to provincial average of 88.8%
- Transition Rate - 80.3% compared to provincial average of 60.3%
- Work Preparation - 94.5% compared to provincial average of 84.9%

Opportunities for Improvement

- Provincial achievement tests excellence below the provincial average by 3.6%
- Address the significant decline in the Drop Out Rate - 1.1%

Quality Teaching and Learning

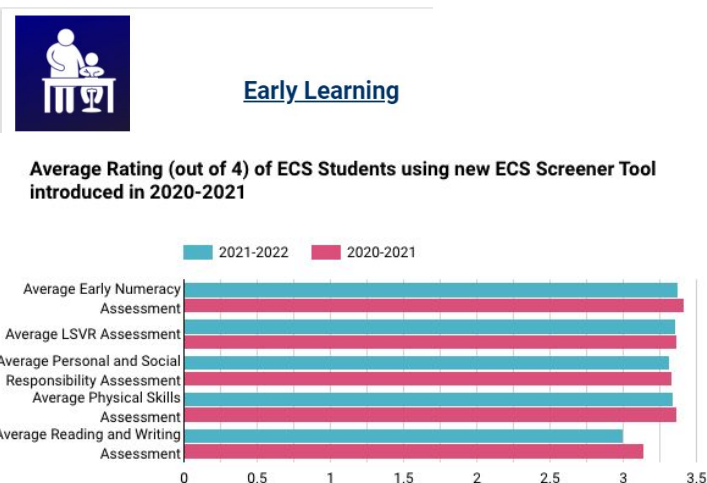
Complimentary to the provincial measures, division local measures continues to drive our improvement of quality teaching and learning in the areas of literacy and numeracy.

EICS uses a series of literacy and math pre-assessments that allow a teacher to determine students' individual strengths, weaknesses, knowledge and skills to inform instruction. The pre-assessments are primarily used to identify student areas of growth and areas of strength and to guide lesson and unit planning, as well as differentiate student supports.

The following dashboards are displayed on our public facing Assurance Dashboard:

Early Learning:

EICS Kindergarten Early Learning Assessment provide educators and parents with indicators of children's developmental strengths and areas for growth within the learner areas of *The Kindergarten Program Statement*: Early Literacy, Numeracy, Personal and Social Responsibility, and Physical Skills and Well Being.



High quality early years programming provides crucial developmental benefits giving all children the opportunity to thrive throughout their lives. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

The EICS Kindergarten Early Learning Assessment aligns key attributes within the learner areas of Early Literacy, Numeracy, Personal and Social Responsibility, and Physical Skills and Well Being to provide valuable information for teachers as they assess, plan, and respond to the needs of their students.

The EICS Kindergarten Early Learning Assessment is intended to be completed over the first few weeks of school. The purpose of the screener is to gather information to create learning experiences that are responsive to the needs of the child and the classroom.

The screener is developed to be integrated into the daily classroom routines and activities, and not an individualized pull out, and does not need to be completed in any specific order.

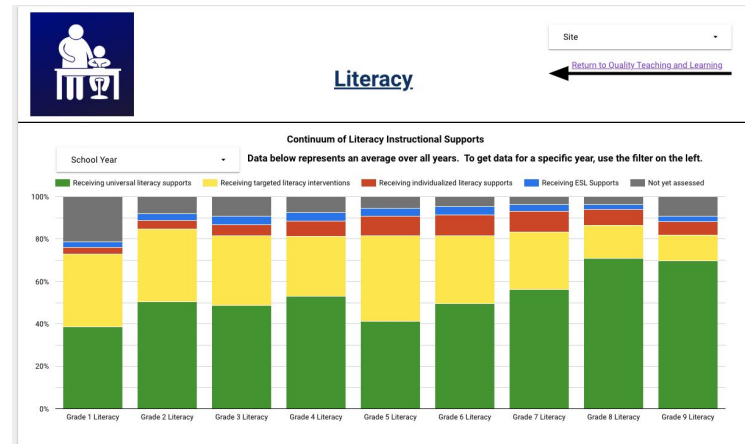
The results help guide student supports, improve teacher practices and identify issues that are relevant to an individual child's success at school.

Quality Teaching and Learning

Literacy

Continuum of Literacy Instructional Supports:

Literacy assessment tools are used to inform classroom teaching and identify students in need of literacy supports and interventions. This includes Phonological Assessment, Benchmark Assessment System, GB+, Star Reading and ESL Benchmarks.

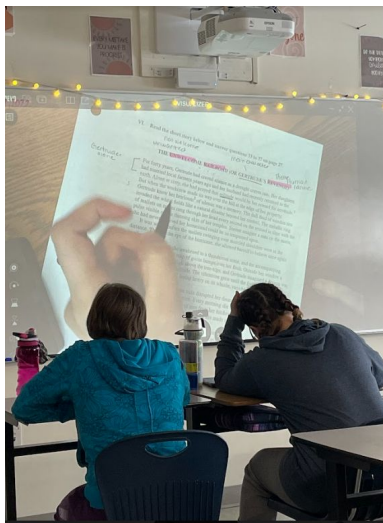


Literacy assessments are administered to all grade 1-9 students and play a critical role in informing and driving targeted literacy instruction. Teachers participated in ongoing professional learning focused on research-based foundational literacy practices to impact all students.

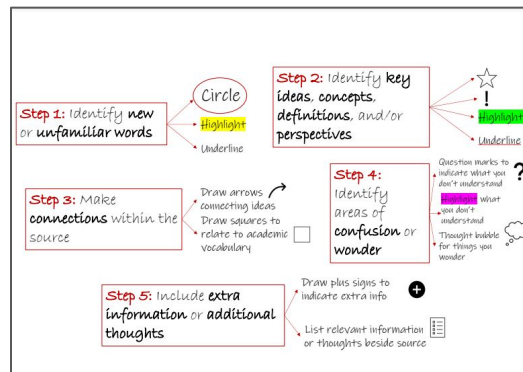
The Division dashboard reflects the level of supports provided for students and an overall picture of the level of supports being provided universally, in a targeted manner, and individually.

Overall District Data shows:

- Gr. 1-4: More students are accessing universal literacy supports than targeted or individualized literacy supports
- Gr. 5: Increase in students accessing individualized literacy supports. The level of complexity of text, loss of visual supports, higher level comprehension skills and the shift from learning to read to reading to learn are all factors. As well, a majority of our students move from the K-4 school to the middle school.
- Gr. 6-9: Increase in students accessing universal literacy supports. In response to middle



school and high school Star Reading results and the MIPI, through collective efficacy, teachers collaborated and implemented Annotation to support Disciplinary Literacy in all core subjects. This shared belief influenced students outcomes and achievement.



Quality Teaching and Learning

Math and Numeracy:

The Math Intervention Programming Instrument (MIPI) is a screening tool used with students in grades 1-10. The administration of the MIPI has three main goals:

- to inform and guide teacher practice,
- to provide timely information to identify a student that needs math interventions and
- to initiate conversations around math between teachers at the school and division level.

Math assessments are administered to all grade 1-10 students and plays a critical role in informing and driving targeted math instruction.

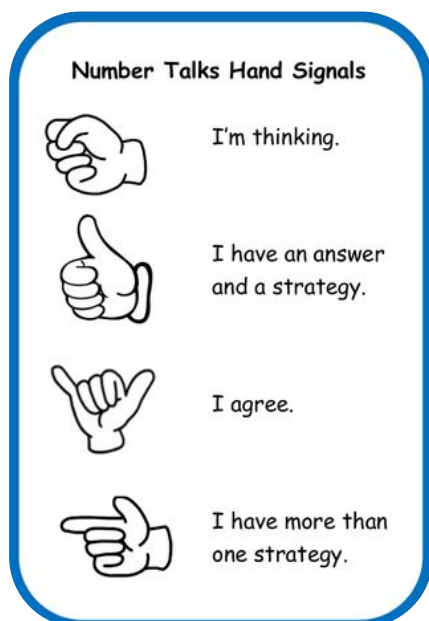
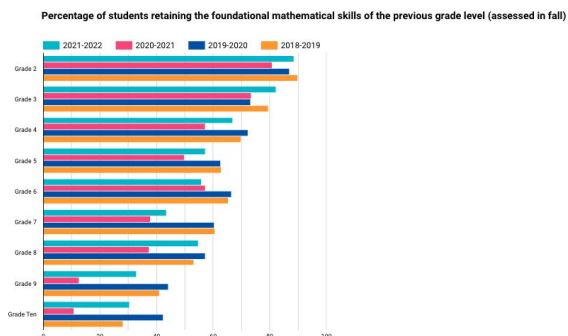
In reviewing our division results, the following areas are areas of concern:

- Computational Fluency
 - Div I and II → math facts: addition, subtraction, multiplication, and division)
 - Div III and IV → skills related to basic math facts: exponents, linear equations, Pythagorean theorem, area/perimeter
- Understanding place value, decimals, and fractions
- Probability
- Numeric Response



Math and Numeracy

Site
[Return to Quality Teaching and Learning](#)



Teachers participated in data analysis and ongoing professional learning focused on research-based foundational mathematical practices to impact all students. Elementary schools, as part of their assurance plan, engaged professional learning and implementation of Number Talks to support Computational Fluency. Number talks are a high-leverage teaching strategy to transform the culture of the classroom. Students develop computational fluency while thinking and reasoning like mathematicians.

Quality Teaching and Learning

Alberta Education Learning Disruption Grant

During the 2021-2022 school year, Alberta Education provided funding for targeted programming for students in grades one to three who were identified as needing additional learning supports to “close the gap” in literacy and numeracy learning due to the COVID-19 disruption.

EICS allocated FTE funding to each school based on a per student ratio. The funding was earmarked to integrate an Intervention Teacher in each elementary school site, which was a new role in EICS. The Intervention Teacher was chosen based on profile expectations with specific roles and responsibilities. The expectation was that the intervention program for identified students will be a collaborative approach between the Intervention Teacher, the Collaborative Response Coordinator, Classroom Teacher and Administration. The Intervention Teachers participated in mandatory professional learning throughout the course of the year to standardize the programming offered to students and to make deliberate connections to the classroom instruction. The integrated instructional practices by both the classroom teacher and the Intervention Teachers worked not only to benefit students in need of additional instruction but also allow capacity building for all team members.

The key performance measure that was used for the literacy assessments, to determine success of our programming was the **EICS Gr.1, 2, and 3 - Phonological Awareness and Word Recognition Assessment**. The identification of students needing support was determined by identifying students achieving **less than 65% mastery of letter-sound identification and phonemic awareness**.

296 Grade 1-3 students received literacy intervention. Average student score was 37% and at the end of the intervention programming the average student score was 71%. The students gained one year with the intense instruction provided by the intervention teacher and the classroom teacher.

The key performance measure that was used for the numeracy assessments, to determine success of our programming was the **Gr. 1-3 Math Intervention Programming Instrument**. The identification of students needing support was determined by identifying **students achieving less than 65% in number sense categories**.

196 Grade 1-3 students received numeracy intervention. Average student score was 49.14% and at the end of the intervention programming the average student score was 81.13%. The students gained one year with the intense instruction provided by the intervention teacher and the classroom teacher.



Quality Teaching and Learning

Promising Practice

Information gathered from the literacy screening assessments and MIPI assessment in conjunction with in-class observations, conversations, and products determines the level of interventions and supports received by students in grades K-9 as shown in the graphs above.

The supports are layered as universal, targeted, and individualized, representing an increase in intensity and specificity. This responsive approach is personalized to ensure that individual students are challenged and supported at a level that is appropriate for their stage of literacy development and achievement and mathematical progression.

Over time, data from the dashboards can be used in conjunction with in-class achievement data as well as data from provincial assessments to explore the success of strategies and inform the need to readjust or to reaffirm the supports already in place.

At a collaborative team, grade level or department meeting, the staff is led through a detailed analysis using the data from the assessments, the dashboards, in-class observations, conversations, and products to inform their instructional practices targeting the areas of growth identified.

Schools also align their next steps grounded in the Literacy or Numeracy Frameworks considering how to address the climate and culture of the school, instructional approaches and professional learning.



Quality Teaching and Learning

Highlights

- **Building the capacity** of administrators and teachers with targeted professional learning supports to support literacy, math and numeracy during professional development days, collaborative team meetings, division supported professional learning and one on one support.
- The EICS Kindergarten Early Learning Assessment. The screener aligns key attributes within the learner areas of Early Literacy, Numeracy, Personal and Social Responsibility, and Physical Skills and Well Being to provide valuable information for teachers as they assess, plan, and respond to the needs of their students. The teachers have commented on the effectiveness of the tool providing detailed information about the child providing specific starting places for each child's learning along with group trends to direct whole class instruction.
- **Implementation** of the EICS Grade 1-3 Phonological Awareness Screener. The screener allows a teacher to listen to a student identify and manipulate sounds. This is a good predictor of later reading success or difficulty.
- **Access** to a continuum of supports and services actioned through our Collaborative Response Model, including specialized supports and services.
- Pathway Programs supporting students with highly complex needs.
- **Intentional** professional learning for staff members across our division to continually strengthen skills and work collaboratively with community partners to meet the needs of each child in our division.
- **Building the capacity** of administrators and teachers in our middle schools in the area of content and disciplinary literacy.
- **Refinement** of multiple math learning strategies to support student mental math abilities and conceptual understanding of math concepts.
- **Continued Integration** of technology (EquatIO) to support secondary math teaching practices.
- **Implementation** of condensed English Language Learner (ELL) Benchmarks to assess and support our EAL students.
- **Engagement** with Elders and Knowledge Keepers to strengthen awareness of Indigenous perspectives and enhance instructional practices.

Quality Teaching and Learning

Provincial Achievement Test and Diploma Examination Results 2021-2022

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

Provincial Achievement Tests (PATs) and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

Provincial Achievement Test Results 2021-2022

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
ELA 6	86.9	76.1	+10.8	17.6	18.9	-1.3
FLAL 6	89.1	76.9	+12.2	10.9	10.6	+0.3
Math 6	73.5	64.1	+9.4	6.5	12.6	-6.1
Science 6	82.6	71.5	+11.1	22.2	23.7	-1.5
Social Stud. 6	80.4	67.8	+12.6	19.2	20.1	-0.9
ELA 9	70.3	69.6	+0.7	7.6	12.9	-5.3
FLA 9	77.6	73.5	+4.1	2.0	9.9	-7.9
Math 9	46.8	53.0	-6.2	9.7	16.7	-7.0
K&E Math 9**	28.6	55.3	-23.7	0.0	11.1	-11.1
Science 9	72.3	68.0	+4.3	22.5	22.6	-0.1
Social Stud. 9	59.3	60.8	-1.5	12.5	17.2	-4.7

*In the event that the Acceptable Standard + Below Acceptable Standard does not add up to 100%, students were either excused or absent.

** 7 students wrote K&E Math 9

Strengths:

- We achieved acceptable standard above the province in most courses
- Particularly in French Language Arts 6, Science 6, and Social 6 we excelled
- We are also proud of the Math and ELA results as those were areas of growth in previous years
- Our French results, which are embedded in the above numbers, were consistently strong.

Area for Growth:

- Standard of excellence in all courses, except for French Language Arts 6
- Math 9 and Social Studies 9
- All K&E programming, but a focus in K&E Math 9

Quality Teaching and Learning

Provincial Achievement Test and Diploma Examination Results 2021-2022

Diploma Results 2022

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	81.7	74.3	+7.4	26.6	25.2	+1.4
Chemistry 30	82.0	77.1	+4.9	31.5	31.1	+0.4
ELA 30-1	85.3	78.8	+6.5	9.5	9.4	+0.1
ELA 30-2	93.3	80.8	+12.5	22.7	12.3	+10.4
FLA 30-1	N/A	N/A		N/A	N/A	
Physics 30	76.7	78.5	-1.8	13.3	34.6	-21.3
Math 30-1	61.4	63.6	-2.2	19.8	23.0	-3.2
Math 30-2	63.1	61.5	+1.6	10.7	11.8	-1.1
Science 30	83.3	75.7	+7.6	19.2	17.2	+2.0
Social Studies 30-1	84.1	81.5	+2.6	17.1	15.8	+1.3
Social Studies 30-2	77.5	72.5	+5.0	20.9	13.2	+7.7

Strengths:

- We achieved acceptable standard above the province in most courses
- We had growth in the areas of Biology 30, Chemistry 30, English Language Arts 30-2, and Science 30 compared to past years of Diploma testing
- We are closing the gap between the province and EICS in Standard of Excellence compared to past years of Diploma testing
- Excellent results in Standard of Excellence

Area for Growth:

- Even though there has been growth in both Physics 30 and Math 30-1 compared to past years, these courses have room for improvement
- Standard of excellence in Math 30-2

Quality Teaching and Learning - First Nations, Métis and Inuit

First Nations, Métis, and Inuit students in EICS continue to perform well compared to the provincial average on Provincial Achievement Tests and Diploma Examinations in the Acceptable category. An area for improvement is to increase the percentage of Indigenous students who achieve the Standard of Excellence on the Diploma Exams.

We continue to outperform the province in the following areas:

- The 3-year High School Completion rate improved to reflect a **high achievement**.
- The 5-year High School Completion rate improved as well, showing a **very high achievement**.
- The Transition Rate (6 yr) improved significantly reflecting a **high achievement**

The drop out rate for EICS was maintained at **very high achievement**, despite a slight increase from 0.6% to 1.5%. This is an area to watch, however, as this rate has reflected a slight downward trend for the past two years.

Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Elk Island Catholic Separate S (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	85.3	79.1	88.7	59.5	62.0	58.4	High	Maintained	Good
	5-year High School Completion	95.0	89.7	87.7	68.0	68.1	65.8	Very High	Maintained	Excellent
	PAT: Acceptable	69.0	n/a	67.4	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	9.1	n/a	8.3	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	71.4	n/a	82.2	68.7	n/a	77.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	6.3	n/a	13.3	8.5	n/a	11.4	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2022

Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)

Measure	Elk Island Catholic Separate S (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	76.0	n/a	n/a	24.6	n/a	n/a	n/a
Drop Out Rate	1.5	0.6	0.2	4.9	5.0	5.3	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	67.6	73.1	81.6	41.1	39.5	38.6	Intermediate	Declined	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	67.2	55.8	63.2	37.7	35.7	34.9	High	Maintained	Good
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Quality Teaching and Learning - First Nations, Métis and Inuit

The professional growth on the part of our teachers and administrators in relation to the Teacher Quality Standard #5 (Applying Foundational Knowledge about First Nations, Métis and Inuit) and Leadership Quality Standard #5 (Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit) has impacted the results. Indigenous students in EICS are supported in a number of ways. There is a designated Indigenous Education consultant at CLS and an Indigenous Education Lead teacher in each school. The school-based lead teachers attend regular PD sessions with the district consultant and a Métis knowledge keeper, and they support colleagues in planning class lessons and school initiatives reflecting Indigenous perspectives. Many are also involved with their leadership team in tracking achievement of self-identified students. In addition, EICS has formed relationships with elders and Métis knowledge keepers and made connections with other division leads to further enhance supports for students and deepen professional learning. Three of the secondary schools in EICS have also formed Indigenous student councils to directly support student interests and provide leadership opportunities. School-based leads in the secondary schools also promote scholarship and bursary opportunities, and all leads work in conjunction with their school administration to consider nominating students for the ASBA Honouring Spirit Award.



Quality Teaching and Learning - English as an Additional Language

Assurance Domain	Measure	Elk Island Catholic Separate S (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	3-year High School Completion	81.8	85.7	84.7	78.5	78.7	76.0	Intermediate	Maintained	Acceptable		
	5-year High School Completion	96.3	100.0	97.8	86.1	86.9	85.9	Very High	Maintained	Excellent		
	PAT: Acceptable				65.8	n/a	70.2	n/a	n/a	n/a		
	PAT: Excellence				15.2	n/a	16.4	n/a	n/a	n/a		
	Diploma: Acceptable				59.0	n/a	72.5	n/a	n/a	n/a		
	Diploma: Excellence				10.8	n/a	15.3	n/a	n/a	n/a		
Teaching & Leading	Education Quality				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)				n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Fall 2022

Authority: 0046 The Elk Island Catholic Separate School Division (ESL)

Measure	Elk Island Catholic Separate S (ESL)			Alberta (ESL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	69.3	n/a	n/a	52.7	n/a	n/a	n/a
Drop Out Rate	1.4	1.4	1.3	2.2	2.6	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	53.1	54.9	59.9	61.3	58.3	56.4	Low	Maintained	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	86.8	60.3	60.3	66.0	65.4	65.2	Very High	Improved	Excellent
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

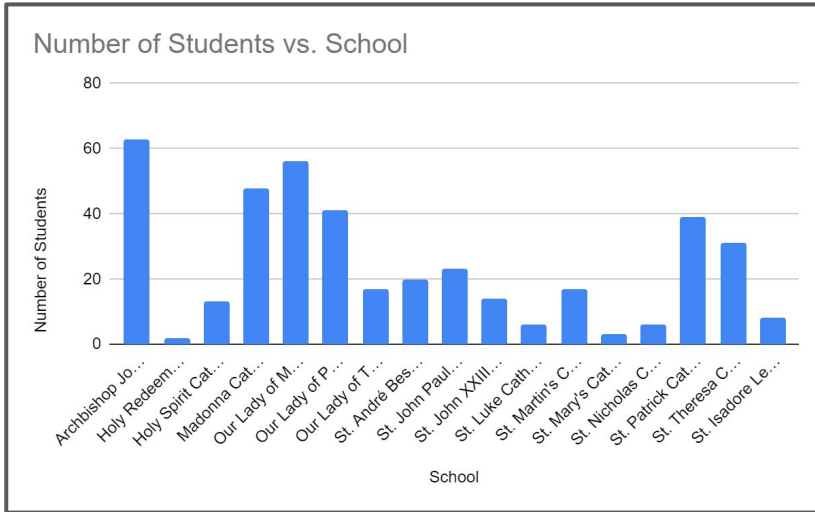
Achievement

- The drop out rate for EICS has been maintained reflecting a **very high** rate of achievement
- The 5 year High School Completion rate has been maintained at a **very high** rate
- The transition rate has improved showing a **very high** achievement.
- The **Acceptable Standard** of the Diploma Exam is now sitting above the ESL provincial average.

Areas for Growth

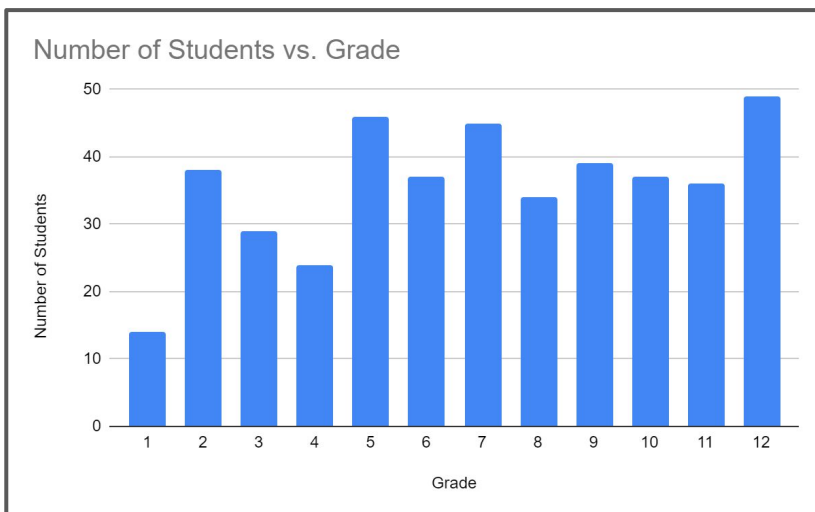
- A slight drop was noted with the 3-year high school completion rate but continues to show a high rate of achievement.
- Rutherford Scholarship eligibility rate continues to remain low.
- Opportunities for growth in achievement exist for both the Acceptable Standard and the Standard of Excellence of the PAT exams. Both are below the ESL provincial average, with The Standard of Excellence of the PAT exams showing significantly below the provincial average, making this an opportunity for growth as well.
- Standard of Excellence of the Diploma exams remains below ESL Provincial Average.

Supporting English Language Learners in Elk Island Catholic Schools



Achievements:

- Programming for ELLs
- Supporting 407 ELLs with targeted universal supports
- EAL Leads in each building
- Supporting teachers with scaffolding curricular outcomes
- Sharing culturally responsive teaching practices within the schools.
- Continued development of effective learning resources to support all learners.



Areas of Growth

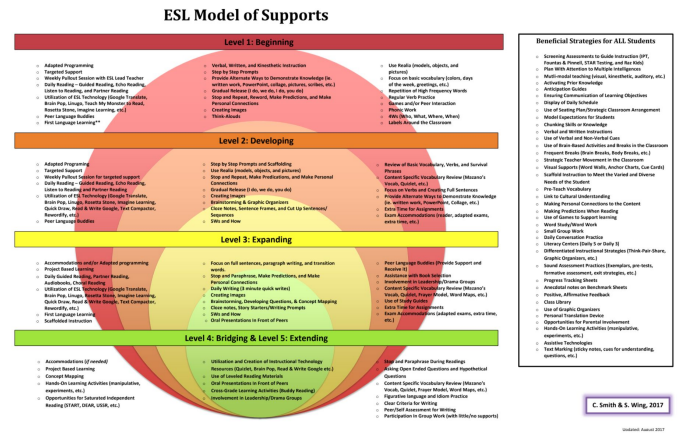
- Closing the learning gap between ELLs and the rest of the student population
- Meeting the curricular needs of new ELLs in our Highschool population
- Building capacity to include culturally responsive practices within our school communities.

English Language Learners in EICS are supported in numerous ways. There is a designated English as an Additional Language Consultant at CLS and English as an Additional Language (EAL) Lead teacher in each school. The school-based lead teachers attend regular PD sessions and have three one-on-one checkpoints throughout the year with the district consultant to support them with programming and strategies for their students. The EAL consultant and EAL leads support their teachers to monitor and assess language proficiency using the EICS EAL Benchmarks that are aligned with AB Ed benchmarks. The leads support their students with strategies for language comprehension and expression. We provide professional learning to teachers through staff meetings, Collaborative Team Meetings and PD days. A number of our schools have formed a partnership with community based programming such as Actions for Healthy Communities to bridge culturally responsive teaching in the classroom.

Supporting English Language Learners in Elk Island Catholic Schools

At EICS, our goal is to create an inclusive and welcoming environment for all of our students and their families. We offer a number of divisional supports to school leads.

- EICS Intake Procedures
- Programming supports
- EAL Lead Roles and Responsibilities
- EAL Assessment Procedures
- EAL Benchmarks
- Multilingual Strategies
- Classroom Supports
- Translation & Tech Tools
- Professional Learning Modules
- Supports for ELL families
- Culturally diverse resources and practices



After students are assessed in their 4 strands of language proficiency, (reading, writing, listening, and speaking), the EAL lead at the school guides teachers in implementing strategies that best support student needs. The diagram shows the levels of support.

Students who fall within the Level 1 zone have minimal or no English language proficiency and require targeted support within the classroom with small group instruction. These students require support such as adapted programming, weekly pullouts with the EAL lead teacher, and if possible first language learning to support understanding of content. As students develop English language proficiency skills, the support they require changes.

Students who fall within the Level 2 or 3 zone are growing in their language proficiency and have some basic strategies in place already. Language Proficiency supports within these zones continue to provide strategies that give students the scaffolds that they need to further their language development. Supports at this level progress from a targeted approach towards incorporating strategies that allow students to comprehend and express with greater independence.

Students who fall within the Level 4 zone have a solid grasp of English and are comfortable with understanding and expressing their understandings across several contexts. The supports provided within this level tend to focus around particular concepts (example: figurative language), or accommodations (example: extra time to complete assigned tasks). It also highlights effective skills which may support the student with organizing and expressing ideas (concept mapping, stop and paraphrase during readings).

Wellness

EICS is committed to success and well-being for all students. The Division recognizes, as a system, school community wellness must be present for all stakeholders. Our division outcome and strategies for improving wellness for 2021-2022 are primarily highlighted on the Wellness section of the Dashboard.

Wellness

Understanding the Context:

EICS is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.

Outcome:

Provide students, staff and community with safe and caring environment.



Elk Island Catholic Schools believes in the importance of wellness in body, mind and spirit. We believe that supporting healthy school communities is essential for supporting the growth and development of the whole person. We recognize that the dimensions of our personal wellbeing do not exist in isolation – but are each a part of the integrated whole.

The relationship between and interconnectedness of our mental health, physical wellbeing and spiritual wellness are well supported by both research and our own lived experience. We recognize that wellness is both an individual and collective responsibility and are committed to ensuring that staff and students are provided with the support they need to be well. We believe that wellbeing is a precondition to teaching and learning. We all have a role to play in supporting wellness within our school division. We commit to walking the walk at all levels of our organization.

Our primary strategies for improving our Wellness Goal for 2021-2022:

**Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being*

**Engage Wellness Teams in the Division and Schools to prioritize workplace wellness*

Wellness

Wellness Measures

Our Wellness measures include Division Assurance Survey results measuring employee engagement, student health and wellness, staff absenteeism rates, and student attendance rates. In addition, we also include the Alberta Education Assurance measure; success with safe and caring schools and educational transitions.

EICS Wellness Administrative Procedure includes physical literacy, mental health and nutrition; integrating the importance of wellness in body, mind and spirit. The full actioning of AP 168 demonstrated our full commitment to creating environments that support the well-being of all who work, teach, and learn in EICS. Division and School Wellness teams work collaboratively to foster healthy eating, active living and positive mental health. This data driven work has had a significant impact on the wellbeing of Elk Island Catholic Schools.

Results

- Overall staff are 95.4% satisfied with actionable workplace elements present in the workplace that represent staff engagement and staff wellness.
- Student health and wellness increased to 89.3%.



Wellness



Highlights

- 89.3% of parents, students and staff are satisfied with student health and wellness
- 95.4% of staff are satisfied with employee engagement
- 93.2% of parents, students and staff are satisfied with safe and caring schools
- Physical Literacy professional learning experiences offered in person and virtually to support physical literacy goals.
- Loose Parts Play program and our partnership with EverActive Schools continued to support physical literacy goals.
- Outdoor Classroom supports and outdoor learning workshops offered to schools to support holistic wellbeing.
- Partnership with University of Calgary’s Body Image Lab supports a weight-neutral wellbeing approach to health promotion in schools and the implementation of the updated Weight-Neutral Wellbeing Administrative Procedure.
- Weight-Neutral Wellbeing Community of Practice received “flipped podcast model” professional development on supporting weight-neutral wellbeing in the school setting.
- Strengthening of the universal supports for mental health include integration of the PEPY Wellbeing model in schools.

- Health Champions in each school community receive professional learning to support wellbeing in schools.
- Staff and student mental health continues to be a priority. To support and enhance students' social, emotional, behavioural, physical and academic functioning, each school has a family wellness worker, access to outside service providers, and health champions and wellness teams.
- Our school teams continued to provide individual and universal mental health supports. The Divisions continued use of a software monitoring system, Beacon, to help identify students at risk.
- Our Faith and Wellness Day shifted to a hybrid experience and included an opening mass, keynote speaker, connection time and virtual and in-person professional development workshops. 100% of staff offered positive feedback on the format and content of the day.
- Wellness teams in schools provided programming to support workplace wellness which impacted staff and student resiliency.
- The PEPY model for well-being is designed to support the development of the whole person and is a proactive, strength based system for supporting our overall well-being.



Every human being has natural psychological needs. You need to feel you belong. You need to feel your life has meaning and purpose. You need to feel that people see you and value you. You need to feel you've got a future that makes sense.
Johann Hari



Engagement and Improvement

Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance. Our strategies for improving Engagement and Improvement for 202-12022 are primarily highlighted on the Engagement and Improvement section of the Dashboard.

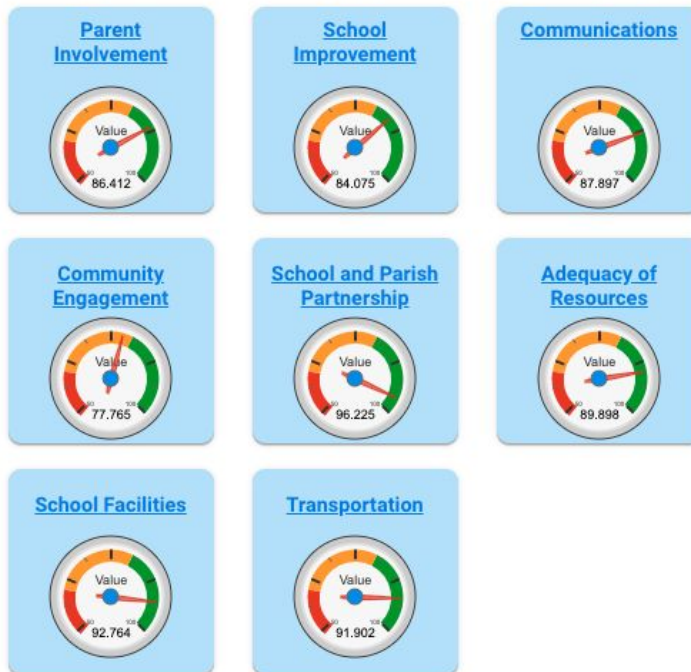
Engagement and Improvement

Understanding the context:

EICS is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.

Outcome:

Provide partners with the opportunity to contribute to student success.



EICS is committed to involving all educational stakeholders to improve division and school goals and outcomes. This is intentional involvement created with ongoing collaboration provides assurance and confidence students at EICS are getting the best possible Catholic education. This intentional input guides the division and the school on the future wanted.

Engagement and Improvement

Our primary strategies for improving our Engagement and Improvement goal:

Maintain transparency through continued generative stakeholder **engagements and communication strategies*

Enable ongoing communication through various mediums between the **division, classroom and home*

Provide safe and effective **transportation*

Maintain **school facilities that are safe, clean and support effective education*

Engagement and Improvement Measures:

Our Engagement and Improvement measures include Division Assurance Survey results measuring parent involvement, communications, community engagement, school and parish partnership, satisfaction with adequacy of resources, school facilities and transportation. In addition, we also include the Alberta Education Assurance measure; school improvement.

Results

- Overall parents and staff are 86.4% satisfied with parental involvement. This represents a 17.1 % increase from the previous year.
- Parent satisfaction is 77.8 % with divisional community engagement signifying a 18.6% increase from the previous year. This will continue to be an area of growth.

Highlights

- Overall parents, staff and students are 96.2% satisfied with the partnership between school, parish, and home
- Parents are 87.9% satisfied with classroom, school and EICS communications
- Overall parents, staff and students are 92.8% satisfied with a safe, clean and effective school facilities. This result has been trending up over the past three years
- Overall parents, staff and students are 91.9% satisfied with transportation services
- Increased attendance at school parent, teacher, student conferences due to online delivery
- Increased attendance at School Council meetings and Catholic Education Parent Advisory Council (CEPAC) due to online delivery

Trends, Issues and Challenges

The following trends and issues continue to create challenges for Elk Island Catholic Schools. The Board and Superintendency team have made Alberta Education aware of these challenges and will continue to work collaboratively with the Province to discuss solutions and strategies in the upcoming years.

Inclusive Education – Over the past number of years, it has become very apparent that the complexity and needs of our students have been increasing. These increased needs require professional development for staff, access to specialized consultants from the division/region, trained support staff, collaborative partnerships, and time for teachers to plan, develop and meet about individualized student support plans. All of these additional supports require school divisions to have adequate access to resources and funding from the province. While we appreciate the funding we receive for inclusive education, we want to be sure the province is aware the expenditures to ensure appropriate and reasonable supports are in place do not match the funding allocation provided. We trust the funding allocation model will be reviewed and revised so the funding adequately supports the costs for providing high quality inclusive education in Alberta.

Staff Wellness - Particularly through the pandemic, we have seen a growing need to support those who give care. Our educational assistants, teaching staff, and administrators are looking for tools at the school level to help staff members find the balance and energy to keep up with growing student and family needs. Dedicated funding would help to address some of these challenges.

Transportation – The transportation needs and expectations of our students and parents continue to exceed the resources made available to Elk Island Catholic Schools. Increases to the cost of fuel, no grants for achieving class 2, retaining drivers, and lack of parent awareness of transportation system are all items of concern. In addition, the lack of adequate funding along with the increased demand for our limited resources has made it difficult to evergreen our bus fleet. As such, the foreseeable future looks bleak for capital replacement. Implementation of the Carbon Levy may bring a fiscal challenge in the near future. Finally, there has been a substantial increase to the demand for urban busing without government funding. Overall, Transportation Services faces major shortages in budget areas such as staffing, capital, and other operational costs.

EICS Assurance Survey Comparison to Alberta

2021-2022 EICS Assurance Survey Response Rate:

Parents: 1542 Staff: 492 Students: 3717

2021-2022 Alberta Education Assurance Measure Survey Average Response Rate:

Parents: 216 Staff:186 Students: 1403

EICS administers the Alberta Education survey in addition to our EICS Assurance Survey. The EICS Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students. The survey also engages stakeholders with respect to the quality of Catholic education provided. Students, staff and parents/guardians of students enrolled in EICS are invited to participate.

Three separate survey instruments are administered including one for:

- students in grades 4 to 12
- parents/guardians of all students; and
- staff.

Target Population and Survey Response Rates:

	Surveys Expected	Responses Received	Percent Received
Grades 4-12	4758	3717	78%
Parents/Guardians	6151	1542	25%
Staff	574	492	86%

School Education Assurance Plans

The School Education Assurance Plans and corresponding Dashboard for each school are posted on their school website for public reference. In support of building leadership capacity in each of the leadership standards and leading the work of assurance, EICS uses the [Active School Engagement](#) process to shape and guide our conversations as we work together in support of achieving our assurance goals: faith formation, quality teaching and learning, wellness and communication and engagement.

Through our *Active School Engagement* process, senior administration and school based leadership meet at regular intervals throughout the school year to discuss their school assurance plan milestones and next steps. Subsequently, school based leadership mirrors the process with their staff and parents. EICS is dedicated to the Assurance Framework and is leading the province in this regard. This process is a true commitment to open and transparent dialogue and decision making.

In the spring, School Leadership teams present their School Assurance Plan Goals with corresponding strategies to Senior Administration based on their stakeholder engagements and data analysis of their School Assurance Dashboards. The reporting structure is provided through the Division and School Dashboards respectively.

Sherwood Park and Strathcona County Schools:

[Archbishop Jordan Catholic High School](#)
[École Our Lady of Perpetual Help Catholic School](#)
[École Pere Kenneth Kearns Catholic School](#)
[Holy Redeemer Catholic School](#)
[Holy Spirit Catholic School](#)
[Madonna Catholic School](#)
[St. Isidore Learning Centre](#)
[St. Luke Catholic School](#)
[St. Nicholas Catholic School](#)
[St. Theresa Catholic School](#)

Fort Saskatchewan Schools:

[Our Lady of the Angels Catholic School](#)
[St. André Bessette Catholic School](#)
[St. John XXIII Catholic School](#)
[St. John Paul II Catholic School](#)

Camrose Schools:

[Our Lady of Mount Pleasant Catholic School](#)
[St. Patrick Catholic School](#)

Vegreville Schools:

[St. Martin's Catholic School](#)
[St. Mary's Catholic School](#)

Appendix: How to Read the Assurance Measure

Achievement Evaluation

Achievement Evaluation is based upon a comparison of Current Year data to a set of standards, which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The tables below shows the range of values defining the 5 Achievement Evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.83	78.83 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Improvement Table

For each jurisdiction, Improvement Evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 Improvement Evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement Evaluations are combined to get the Overall Evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Appendix - Definitions for Measures and Key

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis or Inuit on student registration forms.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year.

Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school.

Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year. A student is considered to have dropped out if there is no evidence of participation in the Alberta education system the following year or did not complete high school.

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey.

Recommendation Report

Date: December 14, 2022

To: Board of Trustees

From: Union Negotiation Committee

Subject: Unifor Memorandum of Agreement

Originator: Secretary Treasurer, Tracy Leigh

Reference: Board Policy 2 – Role of the Board
Board Policy 8 – Board Committees

RECOMMENDATION:

That the Board of Trustees approves and ratifies the Memorandum of Agreement between Elk Island Catholic Separate School Division and Unifor, Local 71 for the period September 1, 2021 to August 31, 2024.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8 Fiscal Accountability establishes that the Board of Trustees will ratify Memorandum of Agreements with bargaining units.

Board Policy 8: Board Committees, Section 2 Employee Relations – Unifor Local #71 Committee shall negotiate on behalf of the Board within the boundaries set by the Board and in accordance with the Education Act and the Labour Relations Act. The committee will recommend a Memorandum of Agreement to the Board for ratification.

The collective agreement between Unifor and EICS expired on August 31, 2021. The negotiating committees met over 4 days between May and November 2022. The memorandum was approved by the Unifor Local on November 28, 2022.

Substantial changes to the agreement contain the following:

Schedule B

- Elimination of Pay Groups 1 and 2 (renumbering remaining Pay Groups)
- Addition of a Secretary III (Registrar) Classification in new Pay Group 3
- Addition of a Therapeutic Behaviour Assistant Classification in new Pay Group 4
- Addition of a new Pay Group for Flexible Learning Program Assistant (new Pay Group 5)

Schedule A

- Elimination of step 7 on the pay grid (all existing employees who are on the current 7-step grid as of the date of ratification will remain on the 7-step grid at their respective placement and receive general wage increases negotiated by the committees).
- Wage increase of 1.25% to take effect June 1, 2023
- Wage increase of 1.50% to take effect February 1, 2024
- Additional wage increase of 0.50% to take effect February 1, 2024 (subject to gain sharing formula)

COMMUNICATION PLAN:

Communicate Board decision to Unifor Local #71 and have agreement updated with changes. Post updated agreement to Division website and distribute to Finance and Human Resource departments.

Briefing: 2023 – 2024 School Calendar Development



December 14, 2022

Background:

- Elk Island Catholic School Board is tasked each year with approving a school calendar.
- Goal is to develop a calendar that meets the necessary hours of instruction, supports a quality learning environment and supports teacher and staff professional development
- Joint transportation with EIPS and Battle River is a consideration
- Three calendars have traditionally been approved each year to support the differences between the EIPS and Battle River calendars and the unique requirements for OLMP's 4-day student week.

Process:

EICS referenced the draft EIPS calendar to develop the EICS Sherwood Park, Fort. Saskatchewan, Vegreville 2023 – 2024 calendar.

EICS referenced the 23-24 Battle River Calendar to develop calendars for St. Patrick Catholic School and Our Lady of Mount Pleasant Catholic School.

Seeking Board 'Approval In-Principle' of the calendars; they will then be circulated to Schools and School Councils and the ATA Local for feedback. The calendars will come back to the Board for 'Final Approval' during the January Board Meeting.

Assumptions-

- Strive to develop a calendar that supports structuralized professional development and collaboration time for staff.
- Fall break has been maintained.
- Seek to have common professional development days among the calendars.
- The OLMP calendar reflects a modified student four-day calendar.
- Camrose calendars based on joint transportation being provided by Battle River
- A day in lieu of the Truth and Reconciliation day was honored

Considerations-

To the greatest extent possible, the calendar support structuralized professional development and collaboration time for staff.

The fall break has been maintained, though it is in different week

The proposed calendar for Sherwood Park/Fort Sask/Veg does not have any added transportation costs.

High Schools are able to meet the required hours of instruction in both semesters.

The St. Patrick's and OLMP Calendars have two days of instruction occurring on a day when Battle River does not run transportation. There is an added cost to the transportation, an additional day is approximately \$1500 / day.

Proposed Vegreville / Fort Saskatchewan / Sherwood Park Calendar

2023-2024	EICS	13 Operational Days	180 Instructional Days	193 Days
2023-2024	EIPS	11 Operational Days	181 Instructional Days	192 Days
2022 – 2023	EICS	13 Operational Days	180 Instructional Days	193 Days
2022 – 2023	EIPS	11 Operational Days	181 Instructional Days	192 Days
2021 – 2022	EICS	11 Operational Days	181 Instructional Days	192 Days
2021 – 2022	EIPS	11 Operational Days	181 Instructional Days	192 Days
2020 – 2021	EICS	13 Operational Days	180 Instructional Days	193 Days
2020 – 2021	EIPS	11 Operational Days	181 Instructional Days	192 Days
2019 – 2020	EICS	13 Operational Days	181 Instructional Days	194 Days
2019 – 2020	EIPS	11 Operational Days	181 Instructional Days	192 Days
2018 – 2019	EICS	14 Operational Days	179 Instructional Days	193 Days
2018 – 2019	EIPS	11 Operational Days	181 Instructional Days	192 Days
2017 – 2018	EICS	15 Operational Days	181 Instructional Days	196 Days
2017 – 2018	EIPS	11 Operational Days	181 Instructional Days	192 Days
2016 – 2017	EICS	14 Operational Days	181 Instructional Days	195 Days
2016 – 2017	EIPS	11 Operational Days	181 Instructional Days	192 Days

2015 – 2016	EICS	16 Operational Days	180 Instructional Days	196 Days
2015 – 2016	EIPS	11 Operational Days	181 Instructional Days	192 Days

Proposed St. Patrick' and OLMP Calendars

2023-2024	St. Pat	17 Operational Days	176 Instructional Days	193 Days
2023-2024	OLMP	17 Operational Days	162 Instructional Days	179 Days
2023-2024	Battle R	16 Operational Days	179 Instructional Days	195 Days

2022 – 2023	St. Pat	14 Operational Days	177 Instructional Days	191 Days
2022 – 2023	OLMP	14 Operational Days	160 Instructional Days	174 Days
2022 – 2023	Battle R	16 Operational Days	177 Instructional Days	195 Days

2021 – 2022	St. Pat	14 Operational Days	178 Instructional Days	192 Days
2021 – 2022	OLMP	14 Operational Days	162 Instructional Days	176 Days
2021 – 2022	Battle R	18 Operational Days	177 Instructional Days	195 Days

2020 – 2021	St. Pat	15 Operational Days	178 Instructional Days	193 Days
2020 – 2021	OLMP	15 Operational Days	162 Instructional Days	177 Days
2020 – 2021	Battle R	16 Operational Days	180 Instructional Days	196 Days

2019 – 2020	St. Pat	16 Operational Days	173 Instructional Days	189 Days
2019 – 2020	OLMP	16 Operational Days	162 Instructional Days	178 Days
2019 – 2020	Battle R	20 Operational Days	174 Instructional Days	188 Days

2018 – 2019	St. Pat	14 Operational Days	171 Instructional Days	185 Days
2018 – 2019	OLMP	14 Operational Days	162 Instructional Days	176 Days
2018 – 2019	Battle R	17 Operational Days	171 Instructional Days	188 Days

2017 – 2018	SP, OLMP 5-day	15 Operational Days	181 Instructional Days	196 Days
2017 – 2018	OLMP 4-day	15 Operational Days	152 Instructional Days	167 Days
2017 – 2018	Battle R	14 Operational Days	181 Instructional Days	195 Days

2016 – 2017	St. Pat	14 Operational Days	181 Instructional Days	196 Days
2016 – 2017	OLMP	14 Operational Days	152 Instructional Days	166 Days
2016 – 2017	Battle R	15 Operational Days	182 Instructional Days	197 Days

2015 – 2016	St. Pat	16 Operational Days	180 Instructional Days	196 Days
2015 – 2016	OLMP	15 Operational Days	152 Instructional Days	167 Days
2015 – 2016	Battle R	14 Operational Days	184 Instructional Days	198 Days

Action Recommended:

That the Board vote to give 'In-Principle' approval of the recommended 2023 – 2024 Strathcona / Fort Saskatchewan / Vegreville Calendar.

Consultation with the staff, school councils and the ATA will occur in the next month

The School Year Calendar will be brought back to the Board for 'Final Approval' in January.

August 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Legend	
First Instruction Day --Semester 1 & 2	
PD Days/Operational – School closed to students	
Early Dismissal/Staff Meeting	
Holiday/Vacation/School Closure	
Day in Lieu Interviews Operation Day -no students/staff	
Last Student Day	

SCHOOL CLOSURES	
Labour Day	September 4
Day in Lieu Truth and Reconciliation	October 2
Thanksgiving Day	October 9
Remembrance Day	November 11
Day in Lieu for Interviews	November 10 & March 22
Fall Break	November 6 - 10
Christmas Vacation	December 25 - January 5
Semester 2 Starts	February 1
Teachers' Convention	February 8 & 9
Family Day	February 19
Good Friday	March 29
Easter Monday	April 1
Spring Break	March 25 - 29
Victoria Day	May 20

	OPERATIONAL DAYS	STUDENT DAYS
August	3	1
September	0	20
October	1	19
November	2	16
December	0	16
January	1	17
February	3	17
March	2	14
April	0	21
May	1	19
June	1	19
	14	179

OPENING AND CLOSING DATES	
First day for Teachers	August 28
First day for Students	August 31
Last day for Students	June 27
Last day for Teachers	June 28

STAFF MEETINGS:	
First Staff Meeting – September 6	
All Subsequent staff meetings shall be the first instructional Wednesday of the month.	
Dismissal on a staff meeting Wednesday shall be 60 minutes prior to regular dismissal time.	

MISSION STATEMENT

"We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences"

Fort Saskatchewan, Sherwood Park, Vegreville

PD/Operational Days (Schools closed to students)	
August 28	In School PD Day
August 29	Division/School Opening Staff Day
August 30	In School PD Day
October 6	In School PD Day
January 31	In School PD Day
February 8	Teachers' Convention
February 9	Teachers' Convention
February 16	Division Faith Day
March 1	In School PD Day
May 3	In School PD Day
June 28	In School Staff Day

November 30th Holodomor Memorial Day - Ukrainian Famine Genocide
To be acknowledged in prayer.

Minimum Instructional Hours Per Year	
Early Childhood Services	475
Elementary/Junior High	950
Senior High School	1000

Instructional Days		Operational Days
Semester One	90	6
Semester Two	90	7
Total	180	13

August 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Legend	
First Instruction Day --Semester 1 & 2	
PD Days/Operational – School closed to students	
Early Dismissal/Staff Meeting	
Holiday/Vacation/School Closure	
Day in Lieu Interviews Operation Day -no students/staff	
Last Student Day	

SCHOOL CLOSURES	
Labour Day	September 4
Day in Lieu Truth and Reconciliation	October 2
Thanksgiving Day	October 9
Remembrance Day	November 11
Day in Lieu for Interviews	November 17 & March 22
Fall Break	November 13 - 17
Christmas Vacation	December 21 - January 3
Semester 2 Starts	February 1
Teachers' Convention	February 8 & 9
Family Day	February 19
Spring Break	March 18 - 22
Good Friday	March 29
Easter Monday	April 1
Victoria Day	May 20

	OPERATIONAL DAYS	STUDENT DAYS
August	3	0
September	2	16
October	0	18
November	2	15
December	1	12
January	1	19
February	4	16
March	1	13
April	1	18
May	1	17
June	1	18
	17	162

OPENING AND CLOSING DATES	
First day for Teachers	August 29
First day for Students	September 5
Last day for Students	June 27
Last day for Teachers	June 28

STAFF MEETINGS:	
First Staff Meeting – October 5	
All Subsequent staff meetings shall be the first instructional Wednesday of the month.	
Dismissal on a staff meeting Wednesday shall be 60 minutes prior to regular dismissal time.	

MISSION STATEMENT	
"We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences"	

OLMP Catholic School

PD/Operational Days (Schools closed to students)	
August 29	Division/School Opening Staff Day
August 30	In School PD Day
August 31	In School PD Day
September 1	In School PD Day
September 25	In School PD Day
November 1	In School PD Day
December 11	In School PD Day
January 31	In School PD Day
February 8	Teachers' Convention
February 9	Teachers' Convention
February 16	Division Faith Day
February 26	In School PD Day
April 15	In School PD Day
May 6	In School PD Day
June 28	In School Staff Day

November 30th Holodomor Memorial Day - Ukrainian Famine Genocide
To be acknowledged in prayer.

Minimum Instructional Hours Per Year	
Early Childhood Services	475
Elementary/Junior High	950
Senior High School	1000

Instructional Days		Operational Days
Semester One	80	9
Semester Two	82	8
Total	162	17

August 2023				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2024				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2024				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Legend	
First Instruction Day --Semester 1 & 2	
PD Days/Operational – School closed to students	
Early Dismissal/Staff Meeting	
Holiday/Vacation/School Closure	
Day in Lieu Interviews Operation Day -no students/staff	
Last Student Day	

SCHOOL CLOSURES		OPERATIONAL DAYS		STUDENT DAYS	
Labour Day	September 4	August	3		0
Day in Lieu Truth and Reconciliation	October 2	September	2		18
Thanksgiving Day	October 9	October	0		20
Remembrance Day	November 11	November	2		16
Day in Lieu for Interviews	November 17 & March 22	December	1		13
Fall Break	November 13 - 17	January	1		19
Christmas Vacation	December 21 - January 3	February	4		16
Semester 2 Starts	February 1	March	1		15
Teachers' Convention	February 8 & 9	April	1		20
Family Day	February 19	May	1		20
Spring Break	March 18 - 22	June	1		19
Good Friday	March 29				
Easter Monday	April 1		17		176
Victoria Day	May 20				

OPENING AND CLOSING DATES	
First day for Teachers	August 29
First day for Students	September 5
Last day for Students	June 27
Last day for Teachers	June 28

STAFF MEETINGS:	
First Staff Meeting – October 5	
All Subsequent staff meetings shall be the first instructional Wednesday of the month.	
Dismissal on a staff meeting Wednesday shall be 60 minutes prior to regular dismissal time.	

MISSION STATEMENT

"We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences"

St. Patrick Catholic School

PD/Operational Days (Schools closed to students)	
August 29	Division/School Opening Staff Day
August 30	In School PD Day
August 31	In School PD Day
September 1	In School PD Day
September 25	In School PD
November 1	In School PD Day
December 11	In School PD Day
January 31	In School PD Day
February 8	Teachers' Convention
February 9	Teachers' Convention
February 16	Division Faith Day
February 26	In School PD Day
April 15	In School PD Day
May 6	In School PD Day
June 28	In School Staff Day

November 30th Holodomor Memorial Day - Ukrainian Famine Genocide
To be acknowledged in prayer.

Minimum Instructional Hours Per Year	
Early Childhood Services	475
Elementary/Junior High	950
Senior High School	1000

Instructional Days		Operational Days
Semester One	86	9
Semester Two	90	8
Total	176	17



The Five Marks of the Catholic School Identity

Catholic School Review

Our Lady of Mount Pleasant
2022 – 2023



Introduction

The EICS Education Assurance process includes an in-depth review and support program for every school on a four-year cycle. Using the "Marks of an Excellent Catholic School" document as a guide, the Catholic School Review process provides us with detailed perspectives and data that allows for celebration of what is systematic and effective for the school community while providing recommendations for improvement over a four year cycle.

Through the perspective of the principles of the "Five Marks of an Excellent Catholic School", the purpose of this process is to gather information to assist the school community in impacting the faith life and learning of the students and staff.

Review Outcomes:

1. To celebrate the successes and strengths of the school.
2. To enhance capacity in the school and promote a culture of excellence in Catholic education.
3. To reinforce that Catholic Education is our number one responsibility.
4. To impact the faith life of students and student learning.

"The formation of students and the achieving of our goal to have students come to know, love, and serve the Lord can only be achieved in a school culture which is fully integrated and Christ-centered. "

The Catholic School Review was conducted by Assistant Superintendent, Thérèse deChamplain-Good, Director of Student and Staff Formation, Jody Seymour and Archbishop Jordan Principal, Ruth Tymkow.

Guiding Documents

[The Marks of a Catholic Leader](#)

[Leadership Quality Standard](#)

[Catholic Leadership Quality Standard](#)

Support Documents:

[Marks of an Excellent Catholic Leader](#)

[Growing Forward 2014 Symposium Final Report](#)

[The Catholic School Identity Assessment Tool: Companion Guide](#)



School Overview



"A Light for our Path" Psalm 119

Our Lady of Mount Pleasant Catholic School (OLMP) resides within the family of Elk Island Catholic Schools (EICS) and is part of Alberta's publicly-funded education system. Located in Camrose, OLMP offers quality Catholic education for students in Grades 5 to 12. The staff is comprised of 1 principal, Bob Charchun, 2 assistant principals, Becky Gumpinger and Stefan Johnson, 24 teachers and 12 support staff.

Website: [Our Lady of Mount Pleasant Catholic School](#)

Newsletter: [Nov. 25th Newsletter](#)

Social Media:
[OLMP Catholic School \(@OLMPschool\) / Twitter](#)

[OLMP Athletics \(@OLMP_POPPI\) / Twitter](#)



Catholic School Review Dashboard

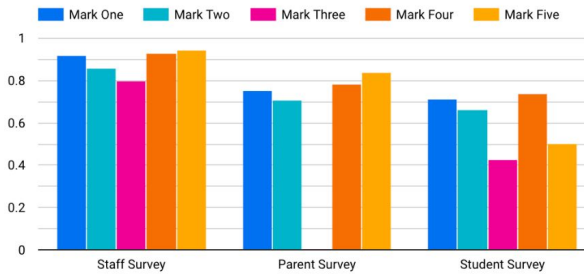
School Name: Our Lady of Mount... (1) ▾

2022-2023 Catholic School Review

Overall Summary of Survey Data

Mark One - Overall Average ▾	Mark Two - Overall Average	Mark Three - Overall Average	Mark Four - Overall Average	Mark Five - Overall Average
79.57%	74.44%	61.35%	81.67%	76.36%

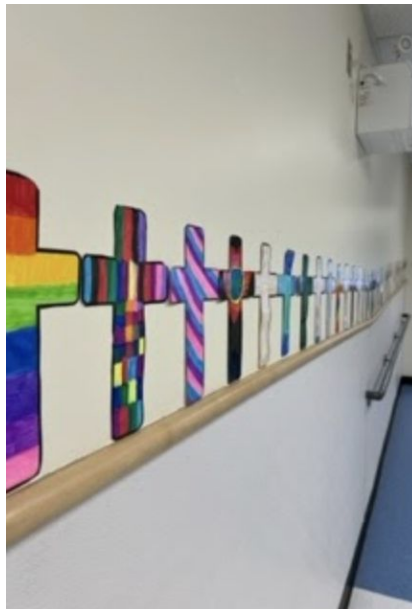
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[Link to Parents, Staff and Student Survey Results](#)

576 surveys completed

Staff: 26
Students: 466
Parents: 84



Mark One: Grounded in a Christian Anthropology

Standard One: An excellent Catholic school reflects the Church's mission to uphold the inherent dignity of humanity created in God's image and likeness with an eternal destiny.

*Founded in a Catholic Christian anthropology, the division/school's mission statement is clearly distinguishable from the mission statements of other public, independent, or charter schools. This is demonstrated by:

- a clear commitment to its Catholic identity with specific language referencing Jesus Christ and the Catholic Church
- a statement regarding the dignity and worth of all members of the Catholic school community as children of God

*The mission statement is concise and known by staff, students, and parents of the division/school community. This is demonstrated by:

- its display in prominent areas of the school facility and is reviewed regularly and updated as necessary
- Frequent communication to the broader community through social media, in newsletters and reports

*The mission statement is understood by the staff, students, and parents of the division/school community. This is demonstrated by:

- stating the school's core mission and/or mission statement
- identifying all people as created in the image and likeness of God
- affirming that, as a child of God, each person is treated with dignity imitating Jesus in relationships and actions

*All policies, administrative procedures, and school-based guidelines, such as progressive discipline, are grounded in the division/school's mission statement. This is demonstrated by:

- safe and caring guidelines and procedures
- a welcoming environment for parents and visitors (e.g., reception by first point of contact in the school/worksites, public messages/displays and events, volunteer orientations, etc.)

Commendations:

- Overall 80% of parents, staff and students agree that the school reflects the Church's mission.
- Overall 90% of parents, staff and students agree that students are cared for by administrators and staff at school.
- Staff strive to follow the example of Christ through their actions and interactions
 - Staff: 96.15%
 - Parents: 88.1%
- Staff commented: *"I just try to be myself. I try to bring the joy of what Christ has given to me. That may not be in direct language."*
"We are a close-knit family here and we do a good job of welcoming and loving students, treating them as made in God's likeness."
- One parent shared an overwhelming sense that staff truly demonstrated a focus on the whole person and felt a sense of "we got you" when her son returned to school.
- School staff is very welcoming and parents and students are always treated well.
- Much appreciation for the school administrative team for their support, modelling and connections they make with students.
- Students commented:
"Every morning they wait out at the busses for supervision. Our teachers make us feel cared for and comfortable and give us what we need - if we don't have lunch they will give us something to eat."
"Many teachers understand that kids have lives, especially grade 12's who have jobs. They're really good at giving us extra time and help. They sacrifice their lunch to help us. They will give extra time and assistance to students if we ask."
- Fr. Kris commented: *"Leadership team at the school is close to the strongest that I've experienced as a pastor. Admin and chaplains are all practicing parishioners. Their professional life is an extension of their prayer life."*

Areas of Growth:

- Awareness of the school's mission statement
 - Parents 28.57% agreed
 - Students 53% agreed
- There is a lack of awareness of the school mission statement. Many thought the slogan and yearly faith theme are the mission statement.



Mark One Artifacts

School motto "A Light for our Path" Psalm 119


School mission statement

"Our Lady of Mount Pleasant Catholic School is committed to building relationships that foster lifelong learning in faith, love and community. Every individual will find their light and in turn become a light for others."

**Our Lady of Mount Pleasant
Catholic School**



School Handbook



**ELK ISLAND
CATHOLIC SCHOOLS**
Seeing Christ in Everyone

[OLMP Student Handbook Link](#)

Mark Two: Imbued with a Catholic Worldview

Standard Two: An excellent Catholic school inspires staff and students to embrace a Catholic worldview, which is made explicit through physical spaces, liturgical celebrations, and prayer life.

*The division/school's Catholic identity is evident in the art and architecture of the school/worksite interior and exterior. This is demonstrated by:

- public signs and bulletin boards
- chapel/prayer spaces
- online presence
- hallways, classrooms, offices, learning commons, cafeteria, gymnasium, and auditorium

*The division/school has a chapel or other dedicated space for community prayer that is used by the school/worksite community for the purpose of prayer and worship.

*Every classroom has a prominent, visible prayer space with at least the following standard items: crucifix/cross, candle(s), Bible, and cloth in the colour of the liturgical season.

*Staff and students have numerous opportunities to pray every day at school, such as at the beginning and end of day, grace before snacks/meals, at the start of class, in spontaneous prayer etc.

*The school community gathers regularly for liturgical celebrations and has multiple opportunities to celebrate the Eucharist, preferably celebrated in the local parish (as local circumstances allow).

*The school collaborates with the local parish to support the immediate preparation for the sacraments of Baptism, Eucharist, Reconciliation, and Confirmation.

*Service projects reflect and articulate Catholic teaching on social justice and charity.

*All students and staff have opportunities for faith-based retreats, experiences and/or encounters at least once during the school year.

*School based clubs, teams, and activities are imbued with a Catholic worldview and promote the teachings of the Catholic Church. (Examples: team names, resources chosen, drama productions, music, etc.)

Commendations:

- Overall 74% of parents, staff and students agree that the school embraces the physical signs of a Catholic school.
- Overall 96% agree that the school catholic identity is evident with visible signs.
- 96.15% of staff agree that faith formation is included at staff meetings. Staff commented that they are in the process of collaboratively developing a faith formation curriculum for staff.
- Classrooms have visible prayer space and tables
 - Students: 88.63%
 - Staff: 96.15%
- Awareness of service projects and charities by staff and students. Students all commented on the sock project.
- An overwhelming appreciation for the prayer life of the school as a whole with numerous examples of collective worship multiple times a day and throughout the week for both students and staff. For example, prayer in sport led by athletes, rosary gang, morning divine liturgy, prayer and petitions.
"Our athletes love to pray together."
One staff member spoke about his own personal PGP goal being to have "each member of the team leading prayer before practice on a rotational basis."

Areas of Growth:

- Overall 51.67% agree that the Chapel space is used by students.
Students commented: a mixed commentary on use of the chapel with many indicating that it doesn't get used as often as it could and perhaps they can visit not only in religion class. One student said that she has been encouraged to go on her own to pray and reflect - perhaps this could be promoted by all staff.
- Regarding prayer tables - a similar mixed response from students with some indicating they are used during Religion class and many indicating that they are just there and notice the color of the cloth changing.
- Overall 53.06% agree with opportunities for faith based retreats for students. With such a strong school prayer life, we encourage staff to embed student faith retreats to experience a deeper faith experience.

Mark Two Artifacts



School celebrations:

Divine Liturgy with Fr Mark
 Classroom visits from Fr. Kris
 CWL ladies-Rosary with students at lunch
 Advent celebrations-Flex Assembly
 Opening Mass, Oct 6, 2022
 Ash Wednesday Mass (date TBD)
 Easter Mass (date TBD)
 Staff Faith formation with Father Kris-November staff meeting
 Traditional OLMP Advent Turkey Dinner-Dec 21st 2 sittings: HS & MS
 Graduation Mass-June



School

Retreats/Experiences:

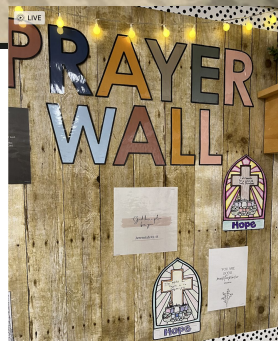
HS Volleyball Faith retreat
 JH/SH Basketball Faith retreat
 Spiritual development with Chaplain Stang-FLEX time
 OLMP Staff morning prayer

[Christmas Leadership Activities](#)



Service projects:

Making Christmas cards for Seniors-Flex Assembly
 20K sock day-Collecting Socks (Advent)
 School Terry Fox Advent Food Drive
 Candy Grams (supporting a local animal shelter)
 Lenten Wake-a-Thon (TBD)



Mark Three: Animated by a Faith Infused Curriculum

Standard Three: An excellent Catholic school delivers an academic curriculum that integrates the Catholic faith within the learner outcomes and teaching strategies.

*The delivery of curriculum reflects the Catholic social teachings, including: Dignity of the Human Person Stewardship of Creation Common Good Participation Solidarity Rights and Responsibilities Preferential Option for the Poor Economic Justice Subsidiarity and Role of Government Peace

*The delivery of curriculum nurtures and supports the spiritual, moral, and ethical life of the student, either explicitly or implicitly, through the Catholic lens. This is demonstrated by:

- identifying Catholic content in resources to make informed choices about instruction
- an awareness of where to access approved Catholic resources, using division supports as available
- knowing how to respond to discussions on sensitive topics

*The delivery of curriculum is faith-infused in such a way that could not be duplicated in a public school.

*Teachers are knowledgeable of Church teaching, apply it to the subject areas in which they teach, and actively seek connections between the subject matter and the teachings of the Church. This is demonstrated by:

- instruction that reflects the Catholic understanding of truth and the harmony between faith and reason.
- embedding Catholic social teaching into the content

*Teachers regularly and consistently incorporate Christian values and Church teaching into planning of instruction. This is demonstrated by:

- respect for the dignity of all students, parents, and community members (e.g., welcoming environment, inclusion of all, discipline processes)
- infusion of the Christian virtues, love of God and neighbour (e.g., commandment of love, theological and cardinal virtues, gifts of Holy Spirit)
- application of social and moral teachings (e.g., Catholic social teachings, human sexuality, and family life)

*As Religious Education/Studies are core subjects, teacher assignment, learner outcomes, delivery of instruction, and instructional minutes/credit allotments are subject to the same professional requirements and rigour as all core subjects (i.e., commensurate to other humanities).

*Time is allocated for teachers to collaborate on a regular basis to integrate and permeate faith throughout their subject areas.

*Concrete initiatives, and funding to enable them, are in place to assist schools in the theological education and faith formation of staff.

Commendations:

- Overall 61.35% of students and staff agree that the curriculum integrates the faith.
- 96.15% staff agreed that they are knowledgeable of Church teaching, apply it to the subject areas in which they teach, and actively seek connections between the subject matter and the teachings of the Church.
- Students commented on the natural integration of faith in humanities. For example, residential schools, inquisitions, and other historical events.
- 88.46% staff agreed there are concrete initiatives and funding for faith formation of staff. For example, dedicated faith formation at staff meetings, dedicated CTM faith team. Staff are appreciative of embedded faith formation professional learning during PD days, staff meetings and one on one conversations.
- Fr Kris shared that majority of students that are regularly attending mass are all involved in some ministry.

Areas of Growth:

- The delivery of the curriculum is faith infused.
 - 42.7% students agreed
- Students commented that teachers integrated more easily the faith in their humanities and religion classes and not so much in the others.
- Time is allocated for teachers to collaborate on a regular basis to integrate and permeate faith throughout their subject areas.
 - 46.15% staff agreed
- Overall, parents are unaware of the religion curriculum and the resources that support.
- Fr Kris is interested in setting up consistent school and class visits with an emphasis on meaningful connections and sacramental prep.

Mark Three Artifacts



[Link to Class Presentation - Lesson Plan](#)

Religion 8 - Unit 1 - Approx 11 weeks

Unit Question: How does the Holy Spirit guide us to seek truth and act justly?

Chapter 1 - 'Lessons' 1-6, Pages 2-41

CHAPTER QUESTION

How does the Holy Spirit guide us to seek truth through Scripture?

FOCUS QUESTION

How can we use the four senses of Scripture to help us seek and understand truth?

Religion 8

Unit: Ultrationalism	Date: November 20, 2022
Lesson: The Holocaust	Class: Social 20-2
Teacher: Music	Room: 152

Unit Goals: Unit Goal, Essential Question, Big Idea, and/or Through-Line

POS

- 2.1 Appreciate that nations and states pursue national interest
- 2.2 Appreciate that the pursuit of national interest has positive and negative consequences
- 2.3 Appreciate multiple perspectives related the pursuit of national interest
- 2.4 Explore the relationship between nationalism and the pursuit of national interest
- 2.5 Examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period)
- 2.6 Examine similarities and differences between nationalism and ultrationalism
- 2.7 Analyze nationalism and ultrationalism during times of conflict (causes of the First and Second World Wars, internments in Canada, conscription crises)
- 2.8 Analyze ultrationalism as a cause of genocide (the Holocaust, 1932 – 1933 famine in Ukraine, contemporary examples)
- 2.9 Analyze impacts of the pursuit of national self-determination

Biblical Throughline:

Justice Seeking- Students will act as agents of change by identifying and responding to injustices.

Students will understand the importance of keeping faith above loyalty to the nation.

Social Studies 20-2

Grades 4-6	% of Time	Hours / Yr	Min/ Week	Min / Yr	Min / Day	8 x 44.5 min periods = 368 min/day	32 blocks per week	Actual
ELA	25%	237.5	393.8	14250	87.96	2	8	8
Math	15%	142.5	236.3	8550	47.24	1.2	4.8	5
Science	15%	142.5	236.3	5700	31.49	1.2	4.8	5
Social Studies	10%	95	157.5	5700	31.49	0.8	3.2	3
Art & Music	10%	95	157.5	5700	31.49	0.8	3.2	3
PEW	10%	95	157.5	5700	31.49	0.8	3.2	3
Religion	10%	95	157.5	5700	31.49	0.8	3.2	3.00
FSL	5%	47.5	78.8	2850	15.75	0.45	1.6	2
Other				0	0.00		8	
Total	100%	950	1575	57000	308	16.05	32	32

Grades 7-8	% of Time	Hours / Yr	Min/ Week	Min / Yr	Min / Day	8 x 46 min periods = 368 min/day	32 blocks per week	Actual
ELA	16%	150	248.7	9000	49.72	1.26	5.05	6
Math	11%	100	165.8	6000	33.15	0.84	3.37	6
Science	11%	100	165.8	6000	33.15	0.84	3.37	4
Social Studies	11%	100	165.8	6000	33.15	0.84	3.37	4
Physical Ed.	8%	75	124.3	4500	24.86	0.63	2.53	2
Health & Life Skills	5%	50	82.9	3000	16.57	0.42	1.68	2
Religion	10%	95	157.5	5700	31.49	0.80	3.20	3
FSL	10%	95	30.7	5700	31.49	0.80	3.20	3
Other	19%	185	306.7	11100	61.33	1.56	6.23	2
Total	100%	950	1575	57000	352	8.00	32.00	32



[Refer back to this Master Copy for Updates](#)
This school template has been provided to building administrators to assist in providing focus on school improvement efforts. Professional development should be intentionally focused on the School Assurance Plan. It is led by data and the goals of the school and district.

School Planning Document - 2022-2023 for OLMF

Reference Docs: Admin Handbook, Key Events Calendar, School PL Plan Coherence Template (need an example? Click here), Reflective Tool - IICS Professional Learning Plan (2018-2022), CIRC Checklist

Month	Dates & Deadlines	Possible Focus	Professional Learning (PD Dates, Staff Meeting Dates)	School CRM Planning Schedule (CTM Dates, CRM PL Dates, and Focus)
Spring 2022	<p>Key Dates</p> <ul style="list-style-type: none"> June 21 - National Indigenous Peoples Day June 28 - Last Student Day June 29 - School PD <p>Deadlines</p> <ul style="list-style-type: none"> May 31 - School Assurance Plan posted on School Website June 15 - Draft School CRM and PD Planning Doc. to School Board June 20 - PD request for the FIRST 2 PD DAYS <ul style="list-style-type: none"> OP/Reg/CTM - Aug 25 - 26 Calendar - Aug. 30 + 31 Use 2021-2022 CIRC Request Form 	<ul style="list-style-type: none"> School Assurance Planning - IICS Assurance Plan Update Review of Assurance Results with staff and parents Review of Student Data (PFA, IOPS, School-based assessments, etc.) Staff Assurance Development plan Set School Assurance goals/Act Pillar analysis Align priorities with the budget 	<p>Sample:</p> <ul style="list-style-type: none"> May 01 - Staff Meeting <ul style="list-style-type: none"> Review assurance results with staff May 17 - In-School PD <ul style="list-style-type: none"> Set assurance goals for following school year PL on IOP and supporting students with complex needs - Book CLS* 	<p>Sample CTM Cycle (60 minute session):</p> <ul style="list-style-type: none"> May 08 - CTM focus literacy May 15 - PL on comprehension - Book CLS* May 22 - PL on comprehension - Book CLS* May 29 - Teacher callab time for literacy strategy June 05 - CTM focus literacy <p>See sample Collaborative Team Meeting Cycle from IICSS</p> <p>Optional Template: School PL Plan and School Assurance Plan Coherence</p>

[Link to PD and CRM Plan](#)



Mark Four: Sustained by Gospel Witness

Standard Four: An excellent Catholic school hires and nurtures teachers, administrators, and other Catholic staff who are living witnesses to the Gospel, and intentional disciples of Jesus Christ and his Church.

*Teachers, administrators, and staff are seen to be valuable contributors to the faith life of the school and parish. This is demonstrated by:

- Regular opportunity and invitation in the school to participate in the parish community (e.g., Sunday Eucharist, sacraments, ministries, parish groups, social life, charity)

*Teachers, administrators, and staff witness their life in Christ through their relationships with parents, students, and each other. This is demonstrated by:

- respect for human dignity
- a welcoming environment
- inclusion of all students, especially the most vulnerable
- discipline procedures
- engagement in community building through school activities

*Teachers, administrators, and staff demonstrate their faith through their active involvement in the school's Catholic culture, especially in liturgy, prayer, and social justice activities. This is demonstrated by:

- planning and engaging in liturgies and prayer, providing an example for students
- engagement in liturgy, communal prayer, scripture, retreats, and other faith events with students
- sharing of faith experiences
- engaging in social justice projects and activities

*As part of their ongoing growth, administrators and teachers create a school faith formation plan, and teachers are highly encouraged to add a faith formation goal into their professional growth plan at the start of each school year.

*Teachers, administrators, and staff are supported in their ongoing faith formation plans with allocated resources.

*The school and division are aligned and effective in their faith formation plans. This is demonstrated by:

- evidence of school and division faith formation plans
- addressing the needs of staff at all stages of evangelization, knowledge, and practice (e.g., a differentiated approach for new teachers, support staff, leaders, subject area experts, etc.)

*Hiring practice places the faith life of the prospective candidate, and the willingness to grow in faith, as a priority.

Commendations:

- 81% of parents, staff and students agree that the school staff are living witnesses of faith.
- Staff treat others with respect and dignity
 - Staff: 100%
 - Parents: 92.86%

Student commented: *"This schools feels more like a family than anything else."*

Staff commented: *"Colleagues always step up to support one another."*

Staff commented that *"we treat one another with patience, respect, and dignity... modeling, this tact for students."*

- Overall 96.15% of staff agree that the faith formation strategies are incorporated into SADP at start of the school year. All Staff are encouraged to grow in their faith life. Staff shared the 'tree analogy' and noted the encouragement that this provided in understanding of their personal faith journey.
- Staff commented: *"Administration take time to engage in discussions about faith to support our personal growth."*
- Students commented that teachers are addressing issues in the school. *"During assemblies, staff talk about how we are one and connected and better together."*

Areas of Growth:

- Overall, parents are unsure of the depth of the school parish connection as well as the faith life of the school.
- Consider including more communication and involvement with the parents through not only the school newsletter but also through the classroom teacher highlighting how they support Catholic social teachings through events such as; advent bag, sock project, food bank collection.

Mark Four Artifacts



Our Lady of Mount Pleasant
School Education Assurance Plan
2022 -2026 Division Education Assurance Plan
School Year: 2022-2023
Elk Island Catholic Schools will ensure success for all students.

2022-2023 School Assurance Plan Overview

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Goal	<i>Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.</i>	<i>Our students and staff will develop to their fullest potential through multiple pathways.</i>	<i>Staff and student well-being, in mind, body and spirit, will be supported through programming and education.</i>	<i>EICS provides enhanced opportunities to support student success through communication, engagement and partnership.</i>
Division Outcome	<i>Students and staff explore a deeper understanding of faith through the division faith theme.</i>	<i>Students achieve acceptable and excellence in literacy and math/numeracy.</i>	<i>Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health.</i>	<i>Provide appropriate, transparent and timely communication with schools, families and community stakeholders.</i>
School Strategy	<i>OLMP will engage in faith formation and school based activities unpacking and supporting the division faith theme.</i>	<i>OLMP will implement additional instructional support for students in the area of literacy and numeracy.</i>	<i>OLMP will action Pepy, including professional learning for staff and a school roll-out.</i>	<i>OLMP will continue publishing weekly s'mores and will increase class-based communications to parents.</i>

School celebrations:
 Divine Liturgy with Fr Mark
 Classroom visits from Fr. Kris
 CWL ladies-Rosary with students at lunch
 Advent celebrations-Flex Assembly
 Opening Mass, Oct 6, 2022
 Ash Wednesday Mass (date TBD)
 Easter Mass (date TBD)
 Traditional OLMP Advent Turkey Dinner-Dec 21st 2 sittings: HS & MS
 Graduation Mass-June

Division Outcome	<i>Students are provided relevant religious education and faith integration in all curricula.</i>			
School Strategy	<i>OLMP will engage in professional learning for staff around faith integration and will engage in professional collaboration to start building capacity in that regard (including in core classes)</i>			

• ADD rows if necessary



Chaplain Planning Template 2022-2023

General Information

School	Who is your Team? (Admin - Counseling - FWW - CRC Chaplain lead)
Our Lady of Mount Pleasant	Bob Charchun, Stefan Johnson, Becky Gumpinger, Josh Stang, Debbie Petiot, Laurie Kushnerick, Kelsy Bradford

[Link to Chaplain Work Plan linked to Assurance plan](#)



Mark Five: Shaped by a Spirituality of Communion

Standard Five: An excellent Catholic school recognizes that all members of the community contribute to its faith life, building unity and communion.

*Roles and responsibilities of all stakeholders are clearly articulated and understood (e.g., teacher, administrator, trustees, school council, volunteers, and provincial groups involved in Catholic education).

*The Catholic school adheres to board policies and administrative procedures to resolve conflict in a manner consistent with Gospel values.

*The school has an active school council working toward the shared purpose of a Catholic school.

*The Catholic school has a plan to encourage involvement of parents in the life of the school and parish.

*The school recognizes the role of the local bishop in teacher education and formation with respect to Catholic doctrine in his jurisdiction.

*The school and the local parish, as possible, work together to nurture the faith life of families who send their children to the Catholic school. This is demonstrated by:

- Connecting families to parish information, such as reception of the sacraments, youth groups, ministries, and social events

*The Catholic school frequently invites local parish priests, deacons and religious to school functions and encourages them to be actively involved in the school community.

*Schools engage in communication with community/stakeholders This is demonstrated by:

- newsletters, media stories, and social media to share, celebrate and advocate for the Catholic school and publicly funded Catholic education.

*The Catholic school engages with outside agencies that provide support to students, ensuring respect for and alignment with the Catholic worldview.

Commendations:

- Overall 76.36% agree that all members of the school community contribute to the faith life.
- Parent commented: *"Administration and teachers were incredible in supporting her child with his personal struggles."* Staff commented that *"Father Kris and Father Mark are involved through playing sports with students, meet and greets, bi-weekly divine liturgy (Father Mark), and staff meeting presentations (Father Kris), and visiting classes."*
- Staff (96.15%) and Parents (88.1%) follow fair, respectful discipline processes.
- Agreement by staff (92.31%) and parents (84.52%) that school is supported by an active school council.
- Staff commented on outside groups working with the students to enhance their prayer life. (eg., Rosary Gang)

Areas of Growth:

- Parish priest visits the school and classrooms regularly
 - Students: 50.43% vs Staff: 92.31%Greater communication of the parish priest contributions in the school faith life.
- Higher level of communication with parents and students to share the Catholic ethos. (eg., Morning message, Faith/Religion section on the website, religion classes, SMORE, social media presence)

Mark Five Artifacts

OLMP School Council Agenda

Our Lady of Mount Pleasant School

October 18, 2022

1. Opening Prayer
2. Introductions, Attendance and Sign-In sheet
3. Approval of Minutes from September 2022
4. Approval and Additions to Agenda
5. Principal & Student Rep Report
6. Standing Committees/Items
 - a. Breakfast Program
 - b. Facebook
 - c. OLMP Playground Update
7. Old Business
 - a. Program Plan
 - b. Effective School Council Checklist
8. New Business
 - a. Rally for Public Education - Oct 22, 1pm at the leg
 - b. CPAC Mtg and agenda - tomorrow Wed. Oct. 19
 - c. ASCE Grant - AB School Council Learning
9. Adjournment
10. Next meeting date – November 15, December 20, 2022

[Link to SC Agenda](#)



Better Together: One Body in Christ Final Thoughts

First and foremost, we encourage the OLMP staff to actualize the school mission statement. While staff are aware of the school motto, A Light for our Path, and the yearly faith theme, staff are uncertain or unaware of the efforts to revitalize the school mission statement. We encourage staff to engage with both students and parents to bring the mission statement to life and to help lead the faith life of the school.

We encourage administration to create opportunities for staff to collaborate and develop ways to integrate faith in all subject areas. Students and some staff members acknowledged that this is a growth area. Father Kris also commented on his willingness to be more active in the classroom and support staff in their faith formation to better support students.

In addition, consistent effort to communicate and celebrate the many meaningful faith based events and activities that occur within the school will build unity with the larger community. Share the good news!

Finally, there is genuine care for one another shared by students, staff and parents. The time spent at the school exemplified a true sense of community, inclusivity and genuine care and connection. Students, staff and leadership welcomed the review team and passionately shared their pride in OLMP.

It is evident that all are loved and cared for at Our Lady of Mount Pleasant..

Statement of Program Revenues and Expenses For the Month Ended November 30, 2022									Actual 2021/22 School Year (Unaudited)
REVENUES	Spring Budget 2022/23	Instruction	Plant Operations	Transportation	Administration	External Services	Total Year-to-Date Actual 2021/22	% of Budget	TOTAL
Alberta Education	\$ 61,828,518	\$ 12,177,308	\$ 1,715,163	\$ 890,002	\$ 652,157	\$ 179,505	\$ 15,614,135	25.3%	\$ 63,913,567
Alberta Infrastructure (Supported Capital Amortization)	\$ 4,712,000	\$ 1,174,123	\$ 104,344	\$ -	\$ -	\$ -	\$ 1,278,467	27.1%	\$ 5,123,528
Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Federal Government	\$ -	\$ 13,636	\$ -	\$ -	\$ -	\$ -	\$ 13,636	0.0%	\$ 59,636
Other Alberta School Authorities	\$ -	\$ 20,350	\$ -	\$ -	\$ -	\$ -	\$ 20,350	0.0%	\$ 10,848
Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Property Taxes	\$ 10,140,721	\$ 2,535,180	\$ -	\$ -	\$ -	\$ -	\$ 2,535,180	25.0%	\$ 9,208,317
Fees	\$ 2,250,139	\$ 1,693,747	\$ -	\$ 401,861	\$ -	\$ -	\$ 2,095,608	93.1%	\$ 2,531,804
Other sales and services	\$ 344,476	\$ 270,791	\$ -	\$ 25,697	\$ -	\$ 9,334	\$ 305,822	88.8%	\$ 524,616
Investment income	\$ 80,000	\$ 72,595	\$ -	\$ -	\$ -	\$ -	\$ 72,595	90.7%	\$ 142,049
Gifts and donations	\$ 82,986	\$ 104,119	\$ -	\$ -	\$ -	\$ -	\$ 104,119	125.5%	\$ 174,708
Rental of facilities	\$ 254,650	\$ -	\$ 30,410	\$ 25,427	\$ -	\$ -	\$ 55,837	21.9%	\$ 179,424
Fundraising	\$ 142,480	\$ 55,629	\$ -	\$ -	\$ -	\$ -	\$ 55,629	39.0%	\$ 124,112
Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ 53,339
Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
TOTAL REVENUES	\$ 79,835,970	\$ 18,117,478	\$ 1,849,917	\$ 1,342,987	\$ 652,157	\$ 188,838	\$ 22,151,378	27.7%	\$ 82,045,948
EXPENSES									
Certificated salaries	\$ 36,278,939	\$ 8,807,693	\$ -	\$ -	\$ 175,939	\$ 157,529	\$ 9,141,161	25.2%	\$ 37,057,910
Certificated benefits	\$ 8,751,463	\$ 1,808,408	\$ -	\$ -	\$ 35,235	\$ 30,724	\$ 1,874,366	21.4%	\$ 8,625,476
Non-certificated salaries and wages	\$ 12,398,799	\$ 2,267,686	\$ 696,255	\$ 369,576	\$ 302,791	\$ 548	\$ 3,636,856	29.3%	\$ 12,693,709
Non-certificated benefits	\$ 2,788,900	\$ 540,306	\$ 144,321	\$ 60,251	\$ 52,131	\$ 38	\$ 797,047	28.6%	\$ 2,753,615
SUB - TOTAL	\$ 60,218,101	\$ 13,424,093	\$ 840,576	\$ 429,827	\$ 566,095	\$ 188,838	\$ 15,449,430	25.7%	\$ 61,130,710
Services, contracts and supplies	\$ 15,181,869	\$ 2,246,795	\$ 760,176	\$ 258,607	\$ 116,770	\$ -	\$ 3,382,348	22.3%	\$ 16,451,807
Amortization of supported tangible capital assets	\$ 5,050,000	\$ 1,174,123	\$ 104,344	\$ -	\$ -	\$ -	\$ 1,278,467	25.3%	\$ 5,123,528
Amortization of unsupported tangible capital assets	\$ 1,004,000	\$ 32,486	\$ 112,776	\$ 74,162	\$ 39,298	\$ -	\$ 258,722	25.8%	\$ 1,073,696
Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Amortization of unsupported ARO tangible capital assets	\$ 152,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Unsupported interest on capital debt	\$ 395,000	\$ 3,120	\$ 1,505	\$ 3,302	\$ 3,397	\$ -	\$ 11,325	2.9%	\$ 385,639
Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
TOTAL EXPENSES	\$ 82,000,970	\$ 16,880,618	\$ 1,819,377	\$ 765,898	\$ 725,561	\$ 188,838	\$ 20,380,292	24.9%	\$ 84,165,380
OPERATING SURPLUS (DEFICIT)	\$ (2,165,000)	\$ 1,236,860	\$ 30,540	\$ 577,089	\$ (73,404)	\$ -	\$ 1,771,086	-82%	\$ (2,119,432)

ELK ISLAND CATHOLIC SCHOOLS
Statement of Revenues
For the Month Ended November 30, 2022 (Budget Target 25.00%)

	<u>Spring Approved</u> <u>Budget 2022/23</u>	<u>Fall Budget</u> <u>Update</u> <u>2022/23</u>	<u>Year-to-Date</u> <u>Actual 2022/23</u>	<u>Approved</u> <u>Budget</u> <u>Remaining</u>	<u>% Fall</u> <u>Budget Used</u>
ALBERTA EDUCATION					
BASE INSTRUCTION					
ECS Basic Instruction	\$ 890,040	\$ 839,512	\$ 209,794	\$ 629,718	25.0%
Grades 1-9 Base Instruction	\$ 23,495,744	\$ 23,112,735	\$ 5,775,873	\$ 17,336,862	25.0%
Grades 10-12 Base Instruction	\$ 11,818,963	\$ 11,818,963	\$ 2,953,552	\$ 8,865,411	25.0%
Home Education	\$ 3,571,038	\$ 3,044,038	\$ 740,801	\$ 2,303,237	24.3%
Outreach Funding	\$ 150,000	\$ 150,000	\$ 37,485	\$ 112,515	25.0%
Distance Education	\$ (496,800)	\$ (496,800)	\$ (124,150)	\$ (372,650)	25.0%
Rural Small Schools	\$ 2,767,500	\$ 3,020,000	\$ 754,698	\$ 2,265,302	25.0%
TOTAL BASE INSTRUCTION	\$ 42,196,485	\$ 41,488,448	\$ 10,348,053	\$ 31,140,395	24.9%
SERVICES & SUPPORT GRANTS					
Specialized Learning Support	\$ 4,732,710	\$ 4,732,849	1,182,739	\$ 3,550,110	25.0%
Program Unit Funding	\$ 167,350	\$ 167,350	41,821	\$ 125,529	25.0%
Kindergarten Severe	\$ 353,350	\$ 353,350	88,302	\$ 265,048	25.0%
Moderate Language Delay Grant	\$ 40,000	\$ 16,000	5,998	\$ 10,002	37.5%
First Nations	\$ 519,954	\$ 520,003	129,949	\$ 390,054	25.0%
English as a Second Language	\$ 400,560	\$ 400,560	100,100	\$ 300,460	25.0%
Refugee Students	\$ 15,400	\$ 15,400	3,848	\$ 11,552	25.0%
SUBTOTAL SERVICES & SUPPORT	\$ 6,229,324	\$ 6,205,512	\$ 1,552,757	\$ 4,652,755	25.0%
SCHOOL BASED GRANTS					
Operations and Maintenance	\$ 6,300,187	\$ 6,300,187	\$ 1,574,417	\$ 4,725,770	25.0%
Transportation	\$ 3,454,873	\$ 2,703,914	\$ 890,002	\$ 1,813,912	32.9%
High Speed Internet	\$ 172,800	\$ 172,800	\$ 43,183	\$ 129,617	25.0%
SUBTOTAL SCHOOL BASED GRANTS	\$ 9,927,860	\$ 9,176,901	\$ 2,507,601	\$ 6,669,300	27.3%
COMMUNITY BASED GRANTS					
Socio Economic	\$ 424,879	\$ 424,908	\$ 106,185	\$ 318,723	25.0%
Geographic Grant	\$ 552,437	\$ 552,437	\$ 138,054	\$ 414,383	25.0%
Nutrition Funding	\$ 150,000	\$ 150,000	\$ 37,485	\$ 112,515	25.0%
SUBTOTAL COMMUNITY BASED GRANTS	\$ 1,127,316	\$ 1,127,345	\$ 281,724	\$ 845,621	25.0%
JURISDICTION BASED GRANTS					
System Administration	\$ 2,545,857	\$ 2,545,857	\$ 636,210	\$ 1,909,647	25.0%
SUBTOTAL JURISDICTION BASED GRANTS	\$ 2,545,857	\$ 2,545,857	\$ 636,210	\$ 1,909,647	25.0%
ADDITIONAL ALBERTA GOVERNMENT FUNDING					
Bridge Funding	\$ 3,918,787	\$ 4,099,605	\$ 1,024,491	\$ 3,075,114	25.0%
Infrastructure Maintenance Renewal	\$ 913,339	\$ 913,339	\$ 140,746	\$ 772,593	15.4%
ATRF Government Contributions	\$ 3,800,000	\$ 3,800,000	\$ 854,922	\$ 2,945,078	22.5%
Amortization of Capital	\$ 5,050,000	\$ 5,050,000	\$ 1,278,467	\$ 3,771,533	25.3%
Other Alberta Gov Revenue	\$ 848,010	\$ 1,010,315	\$ 648,734	\$ 361,581	64.2%
TOTAL ADDITIONAL FUNDING	\$ 14,530,136	\$ 14,873,259	\$ 3,947,361	\$ 10,925,898	26.5%
TOTAL ALBERTA GOVERNMENT	\$ 76,556,978	\$ 75,417,322	\$ 19,273,705	\$ 56,143,617	25.6%
OTHER REVENUE					
Other Alberta School Authorities	\$ -	\$ -	20,350	\$ (20,350)	0.0%
Federal Government	\$ -	\$ 44,482	13,636	\$ 30,846	0.0%
Education Foundation	\$ 21,000	\$ 21,000	-	\$ 21,000	0.0%
Facility Rentals	\$ 254,650	\$ 260,000	55,837	\$ 204,163	21.5%
APPLE Schools	\$ 2,840	\$ 4,000	-	\$ 4,000	0.0%
Interest and Investment Income	\$ 80,000	\$ 80,000	72,595	\$ 7,405	90.7%
External Services	\$ 124,262	\$ 655,795	163,411	\$ 492,384	24.9%
International Students	\$ 10,800	\$ 10,800	-	\$ 10,800	0.0%
TOTAL OTHER REVENUE	\$ 493,552	\$ 1,076,077	\$ 325,828	\$ 750,249	30.3%
SCHOOL GENERATED FUNDS					
Transportation Fees	\$ 350,000	\$ 413,000	\$ 401,861	\$ 11,139	97.3%
Fees	\$ 1,900,139	\$ 1,874,374	\$ 1,693,747	\$ 180,627	90.4%
Fundraising	\$ 142,480	\$ 142,130	55,629	\$ 86,501	39.1%
Gifts and Donations	\$ 61,986	\$ 61,986	104,119	\$ (42,133)	168.0%
Other Sales and Services	\$ 330,835	\$ 380,671	296,489	\$ 84,182	77.9%
TOTAL SCHOOL GENERATED FUNDS	\$ 2,785,440	\$ 2,872,161	\$ 2,551,845	\$ 320,316	88.8%
TOTAL REVENUES	\$ 79,835,970	\$ 79,365,560	\$ 22,151,378	\$ 57,214,182	27.9%

ELK ISLAND CATHOLIC SCHOOLS
Statement OF Expenses
For the Month Ended November 30, 2022
Budget Target 25.00% (Schools 30%)

<u>SCHOOL & DEPARTMENT</u>	<u>Spring Budget</u> <u>2022/23</u>	<u>Fall Budget</u> <u>Update</u> <u>2022/23</u>	<u>Year-to-Date</u> <u>Actual 2022/23</u>	<u>Budget Remaining</u>	<u>% Budget</u> <u>Used</u>
St. Andre Bessette	\$ 3,281,557	\$ 3,355,844	\$ 989,695	\$ 2,366,149	29.5%
St. John Paul II	\$ 2,540,743	\$ 2,532,828	\$ 810,986	\$ 1,721,842	32.0%
Our Lady of Angels	\$ 1,419,186	\$ 1,405,494	\$ 380,218	\$ 1,025,276	27.1%
St. John XXIII	\$ 2,082,515	\$ 2,085,340	\$ 655,204	\$ 1,430,136	31.4%
Our Lady of Perpetual Help	\$ 2,564,503	\$ 2,582,551	\$ 793,807	\$ 1,788,744	30.7%
École Père Kenneth Kearns	\$ 1,532,377	\$ 1,559,088	\$ 437,216	\$ 1,121,872	28.0%
St. Nicholas	\$ 1,658,225	\$ 1,718,088	\$ 515,076	\$ 1,203,012	30.0%
Madonna	\$ 1,687,897	\$ 1,683,905	\$ 487,351	\$ 1,196,554	28.9%
St. Luke	\$ 1,268,665	\$ 1,264,061	\$ 397,784	\$ 866,277	31.5%
Holy Redeemer	\$ 1,356,191	\$ 1,410,227	\$ 432,707	\$ 977,520	30.7%
Our Lady Of Mount Pleasant	\$ 3,513,573	\$ 3,531,194	\$ 1,056,510	\$ 2,474,684	29.9%
St Patrick	\$ 2,528,208	\$ 2,505,922	\$ 748,992	\$ 1,756,930	29.9%
St. Martin's	\$ 1,715,527	\$ 1,698,873	\$ 504,011	\$ 1,194,862	29.7%
Holy Spirit	\$ 2,866,678	\$ 2,866,718	\$ 864,595	\$ 2,002,123	30.2%
St. Mary's	\$ 1,587,280	\$ 1,660,883	\$ 494,968	\$ 1,165,915	29.8%
Archbishop Jordan	\$ 8,179,755	\$ 8,098,538	\$ 2,337,534	\$ 5,761,004	28.9%
St. Theresa	\$ 4,388,622	\$ 4,390,377	\$ 1,316,228	\$ 3,074,149	30.0%
St. Isidore	\$ 4,813,123	\$ 4,303,230	\$ 1,131,561	\$ 3,171,669	26.3%
School Generated Funds	\$ 2,418,440	\$ 2,357,221	\$ 740,750	\$ 1,616,471	31.4%
Schools Total	\$ 51,403,065	\$ 51,010,382	\$ 15,095,194	\$ 35,915,188	29.6%
Information Tech	\$ 1,954,762	\$ 1,935,214	\$ 458,102	\$ 1,477,112	23.7%
Inclusive Learning Services	\$ 1,597,521	\$ 1,656,054	\$ 301,032	\$ 1,355,022	18.2%
Student and Staff Formation	\$ 1,028,838	\$ 1,043,539	\$ 296,380	\$ 747,159	28.4%
Education Excellence	\$ 270,639	\$ 275,984	\$ 69,662	\$ 206,322	25.2%
Secondments/External Services	\$ 124,262	\$ 655,795	\$ 170,105	\$ 485,690	25.9%
ATRF Contributions from Government	\$ 3,800,000	\$ 3,800,000	\$ 822,880	\$ 2,977,120	21.7%
System Ins.Support	\$ 2,489,383	\$ 2,676,242	\$ (169,592)	\$ 2,845,834	-6.3%
Central Inst. Total	\$ 11,265,405	\$ 12,042,828	\$ 1,948,570	\$ 10,094,258	16.2%
Business Services	\$ 1,183,885	\$ 1,178,188	\$ 252,690	\$ 925,498	21.4%
Board Governance	\$ 395,000	\$ 395,000	\$ 117,988	\$ 277,012	29.9%
Human Resources	\$ 560,000	\$ 564,052	\$ 163,243	\$ 400,809	28.9%
Office of Superintendent	\$ 495,000	\$ 540,050	\$ 217,332	\$ 322,718	40.2%
Capital, Debt Services & IMR	\$ 6,305,839	\$ 6,305,839	\$ 527,117	\$ 5,778,722	8.4%
Custodial	\$ 2,702,276	\$ 2,703,796	\$ 654,326	\$ 2,049,470	24.2%
Maintenance	\$ 3,850,977	\$ 3,849,457	\$ 637,933	\$ 3,211,524	16.6%
Transportation	\$ 3,839,523	\$ 3,223,914	\$ 765,898	\$ 2,458,016	23.8%
Support Services	\$ 19,332,500	\$ 18,760,296	\$ 3,336,528	\$ 15,423,768	17.8%
Total Expenditures	\$ 82,000,970	\$ 81,813,506	\$ 20,380,292	\$ 61,433,214	24.9%

**Elk Island Catholic Schools
Board Governance Expenses
As of November 30, 2022 (Budget Target 25%)**

Summary	May 2022 Budget	Actuals	Variance (\$ Budget Unspent)
Honoraria	\$196,099	\$49,025	\$147,074
Chair - Annual Honoraria	33,350	2,779	30,571
Vice Chair - Annual Honoraria	29,348	2,446	26,902
Trustee - Annual Honoraria	26,680	2,223	24,457
Employee Benefits	34,808	8,883	25,925
Travel Amount			
Al Stewart	500	125	375
Shelley Charchun	500	125	375
Teresa Makowecki	500	125	375
Trustee Professional Development (Policy 7, 12.3 & Appendix A)			
Al Stewart	3,000	686	2,314
Jean Boisvert	3,000	686	2,314
Le-Ann Ewaskiw	3,000	686	2,314
Dean Sarnecki	3,000	-	3,000
Shelley Charchun	3,000	-	3,000
Ted Paszek	3,000	686	2,314
Teresa Makowecki	3,000	686	2,314
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)			
Al Stewart	1,700	368	1,332
Jean Boisvert	1,700	327	1,373
Le-Ann Ewaskiw	1,700	305	1,395
Dean Sarnecki	1,700	-	1,700
Shelley Charchun	2,700	186	2,514
Ted Paszek	1,700	210	1,490
Teresa Makowecki	2,700	-	2,700
Audit Committee Public Member	1,600	400	1,200
Board Expenses (Policy 7, 12.7, 12.8)			
Board Public Relations (12.7)			
Meeting Meal Expenses (12.8)			
Board Retreats (12.8)		12,158	
ACSTA AGM - Policy (12.1.3 & 12.8)	34,993		22,538
Other General Misc Expenses (12.8)		297	
Election Advertising Costs (12.8.2)			
Contracted Services			
VISA Rebate		-	
Membership Fees (Policy 7, 12.9)			
ACSTA	37,000		
ASBA	50,000	38,890	
ASBA Zone 2/3	1,450	1,450	
Rural Caucus	600	184	
Alberta School Council Association	1,450	1,500	
Chamber of Commerce Memberships	600		49,076
TOTAL BOARD GOVERNANCE	\$395,000	\$117,988	\$277,012

Note: Trustees from Vegreville and Camrose receive more budget for additional travel costs.

2022/2023 Trustee Expenses
 Jean Boisvert (Trustee)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A) ASBA AGM	\$ 3,000	\$ 686	
<i>Subtotals</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A) Sept/Oct Mileage	\$ 1,700	\$ 327	
<i>Subtotals</i>	<u>\$ 1,700</u>	<u>\$ 327</u>	<u>\$ 1,373</u>
Totals	<u>\$ 4,700</u>	<u>\$ 1,012</u>	<u>\$ 3,688</u>

2022/2023 Trustee Expenses
 Ted Paszek (Vice Chair)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A) ASBA AGM	\$ 3,000	\$ 686	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A) October mileage	\$ 1,700	210	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 210</u>	<u>\$ 1,490</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 896</u></u>	<u><u>\$ 3,804</u></u>

2022/2023 Trustee Expenses
 Le-Ann Ewaskiw (Board Chair)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A)	\$ 3,000		
CLEBC		\$ 450	
CLEBC (refund)		\$ (450)	
ASBA AGM		\$ 686	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 1,700		
October Mileage		\$ 305	
<i>Subtotals</i>	<u>\$ 1,700</u>	<u>\$ 305</u>	<u>\$ 1,395</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 991</u></u>	<u><u>\$ 3,709</u></u>

2022/2023 Trustee Expenses
 Dean Sarnecki (Trustee)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A)	\$ 3,000		
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ -</u>	<u>\$ 3,000</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 1,700		
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ -</u>	<u>\$ 1,700</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 4,700</u></u>

2022/2023 Trustee Expenses
 Al Stewart (Trustee)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A)	\$ 3,000		
ASBA AGM		\$ 686	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 1,700		
September Mileage		\$ 99	
October Mileage		\$ 269	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 368</u>	<u>\$ 1,332</u>
Totals	<u>\$ 4,700</u>	<u>\$ 1,054</u>	<u>\$ 3,646</u>

2022/2023 Trustee Expenses
Teresa Makowecki (Trustee)
As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A \$ ASBA AGM	3,000	686	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 2,700		
<i>Subtotal</i>	<u>\$ 2,700</u>	<u>\$ -</u>	<u>\$ -</u>
Totals	<u>\$ 5,700</u>	<u>\$ 686</u>	<u>\$ 2,314</u>

2022/2023 Trustee Expenses
 Shelley Charchun (Trustee)
 As of November 30, 2022 (Budget Target 25%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 12.3 & Appendix A)	\$ 3,000		
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ -</u>	<u>\$ 3,000</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 2,700		
September Mileage		\$ 186	
<i>Subtotal</i>	<u>\$ 2,700</u>	<u>\$ 186</u>	<u>\$ 2,514</u>
Totals	<u><u>\$ 5,700</u></u>	<u><u>\$ 186</u></u>	<u><u>\$ 5,514</u></u>

Secretary Treasurer Briefing – 2022-2023 Insurance Premiums

December 14, 2022

Overall the Division will experience a net savings of \$94,419 on insurance premiums for the 2022-2023 school year. Despite an increase in insurance property value from \$300M to \$308M, the Division will see a savings of 19% on property premiums. The reduction is attributable to the following:

- Risk management measures undertaken by school boards
- ARMIC's marketing teams' ability to message their proactive risk management to underwriters
- Approval of a new rate model that classifies boards based on loss amount over 10 years and then factors in a discount or surcharge depending on the category.

The largest increase in premiums comes from the Cyber insurance policy where there will be an increase of 38%. This is due to increased risks in ransom and phishing activity on organizations.

Below is a comparison of insurance premiums by policy:

<u>Policy</u>	<u>2022-2023</u>	<u>2021-2022</u>	<u>Variance</u>	<u>%</u>
Property	\$ 442,981	\$ 547,196	(\$104,215)	(19%)
Liability	\$ 190,008	\$ 193,016	(\$ 3,008)	(1.6%)
Automobile	\$ 88,026	\$ 83,412	\$ 4,614	5.5%
Cyber	\$ 29,000	\$ 21,000	\$ 8,000	38%
Errors/Omissions	\$ 13,189	\$ 12,615	\$ 574	4.6%
Boiler/Machinery	\$ 5,861	\$ 6,245	(\$ 384)	(6.6%)
Crime	\$ 4,500	\$ 4,500	NA	NA
Special Risk	\$ 1,728	\$ 1,728	NA	NA
	\$ 775,293	\$ 869,712	(\$ 94,419)	

Automobile Rates

Private Passenger	\$ 703.00	\$ 683.00	\$ 20.00
Light Commercial	\$ 514.00	\$ 499.00	\$ 15.00
Heavy Commercial	\$ 812.00	\$ 788.00	\$ 24.00
Regular Buses	\$ 1,432.43	\$ 1,396.00	\$ 36.43
Spare Buses	\$ 1,075.43	\$ 1,050.00	\$ 25.43

There is a reciprocal liability of \$54,311 for 2022-2023 and the Division had an equity position of \$318,965 in ARMIC at August 31, 2022.