

**Agenda for the Public Board of Trustees Meeting
January 18th, 2023
St. John Paul II Catholic School, Fort Saskatchewan**

- 1. Call to Order**
- 2. Opening Prayer – Trustee Al Stewart**
 - 2.1 Prayers of Condolence
 - 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 December 14, 2022
- 7. Presentations / Delegations**
 - 7.1. Faith Formation - Jody Seymour
- 8. Unfinished Business**
 - 8.1. Policy 12- Role of the Superintendent
- 9. New Business**
- 10. Superintendent’s Report**
 - 10.1. January Superintendent Report

11. Secretary Treasurer's Report

- 11.1. December Division Financial Report
- 11.2. December Governance Report
- 11.3. 2023-2024 Enrolment Projections

12. Items for Information

- 12.1. Correspondence:
 - 12.1.1. GrACE December Newsletter
- 12.2. Trustee Reports:
 - 12.2.1. ACSTA

13. Board Meeting Evaluation

14. Closing Prayer - Trustee Teresa Makowecki

15. Adjournment

Elk Island Catholic Separate School Division

Minutes of the Public Board Meeting

Held on December 14th, 2022 at 1:00 p.m.

Central Learning Services, Sherwood Park, Alberta

Board Members Present:	<p>Le-Ann Ewaskiw, Board Chair Ted Paszek, Vice-Chair Jean Boisvert Shelley Charchun Teresa Makowecki Dean Sarnecki Al Stewart</p>
Board Members Absent:	<p>0</p>
Administration Present:	<p>Paul Corrigan, Superintendent Tracy Leigh, Secretary-Treasurer Thérèse deChamplain-Good, Assistant Superintendent Jody Seymour, Director Student and Staff Formation Michael Di Massa, Communications Coordinator Lisa Wispinski, Executive Services Coordinator/Recording Secretary</p>
Public:	<p>1</p>

Call to Order	<p>Chair Ewaskiw called the meeting to order at 1:02 pm</p>
Opening Prayer	<p>Chair Ewaskiw led everyone in prayer and offered condolences to those who are ill and who have lost loved ones.</p>
Singing of O'Canada	<p>Board Chair Le-Ann Ewaskiw welcomed everyone to the meeting, and everyone joined together in the singing of O'Canada.</p>
Land Acknowledgement	<p>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.</p>
Approval of the Agenda	<p>088/2022 Trustee Sarnecki moved to approve the agenda as presented. CARRIED</p>

Approval of the Minutes **089/2022** Trustee Stewart moved to approve the minutes of the November 23, 2022 Public Board Meeting as presented. **CARRIED**

Presentations and Delegations

Faith Formation Director of Student and Staff Formation, Jody Seymour led the Board in Faith Formation, reflecting on spiritual preparation to recognize the many gifts God wants to give us this Advent.

Unfinished Business

Policy Committee Updates **090/2022** Trustee Makowecki moved to accept Policy 5 Role of the Board Chair and Vice Chair as amended for third reading. **CARRIED**

FOR: AGAINST:
Le-Ann Ewaskiw Jean Boisvert
Ted Paszek
Shelley Charchun
Teresa Makowecki
Dean Sarnecki
Al Stewart

091/2022 Trustee Makowecki moved to accept Policy 6 Board Operations as amended for third reading. **CARRIED**

FOR: AGAINST:
Le-Ann Ewaskiw Jean Boisvert
Ted Paszek
Shelley Charchun
Teresa Makowecki
Dean Sarnecki
Al Stewart

092/2022 Trustee Makowecki moved to accept Policy 7 Governance Budget as presented for third reading. **CARRIED**

FOR: AGAINST:
Le-Ann Ewaskiw Jean Boisvert
Ted Paszek
Shelley Charchun
Teresa Makowecki
Dean Sarnecki
Al Stewart

093/2022 Trustee Makowecki moved to accept revised Policy 12 Role of the Superintendent as presented for first reading.

New Business

**2021 - 2022 EICS
Jurisdiction Results
Report**

Assistant Superintendent Thérèse deChamplain-Good presented the 2021-2022 Jurisdiction Results to the Board of Trustees.

Highlights include:

- High engagement with stakeholders, evidenced through increased participation in school council meetings, parish council meetings, and engagement from staff.
- Faith Formation: EICS continues to provide a rich environment for students to serve, celebrate and grow their faith; celebrating GrACE Poster Contest Winners, priest visits in the schools, curriculum faith integration, support from REAL Foundation.
- Quality Teaching and Learning: Our commitment to building the capacity to support school achievement growth is directly impacting teaching and learning in the classroom.
- Wellness: The most significant factor contributing to student success is the daily relationship between teachers (staff), and students in the classroom.
- Engagement and Improvement: Overall satisfaction with divisional community engagement, continues to be an area of growth.

094/2022

Trustee Boisvert moved that the Board of Trustees approve the 2021-2022 Jurisdiction Results Report for public release.

CARRIED

**Ratification of
UNIFOR
Memorandum of
Agreement**

095/2022

Trustee Boisvert moved 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.

CARRIED UNANIMOUSLY

**2023-2024 School
Year Calendars**

096/2022

Trustee Paszek moved that the Board vote to give ‘In-Principle’ approval of the recommended 2023 – 2024 Strathcona / Fort Saskatchewan / Vegreville Calendar, as well as the St. Patrick and OLMP calendars.

CARRIED

Superintendent's Report

Formation of the Superintendent Student Advisory Committee

This will be an opportunity to gather input and feedback from students. Student representatives include students in grade 10-12 from each high school. Will expand to other grades at a later date.

St. Sophia Parish Council Visit

Administration has reached out to all parish councils requesting an opportunity for the Superintendent to meet with each council to identify opportunities to work together. Superintendent Corrigan met with St. Sophia's Ukrainian Catholic Parish Council to discuss increasing the presence of St. Sophia in our school communities.

Catholic School Review - OLMP

Catholic school review was completed at Our Lady of Mount Pleasant in December. The school community received a positive review, acknowledging the outstanding work done by the school community school. Congratulations to the parents, students and staff for their outstanding work at OLMP.

097/2022

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

CARRIED

Secretary Treasurer Report

November Division Financial and Governance Report

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

098/2022

Trustee Al Stewart moved to accept the Secretary Treasurer Report as presented.

CARRIED

Correspondence

- December 13th, 2023 Letter from the Board to MLA's

Trustee Reports

Alberta Catholic School Trustee Association (ACSTA)

- Trustee Sarnecki presented the ACSTA report to the Board.

Alberta School Boards Association (ASBA)

- Trustee Boisvert presented the ASBA report to the board.

099/2022

Trustee Charchun moved to accept the trustee reports as information.

CARRIED

Board Meeting

Trustees completed the Board Meeting Evaluation form.

Evaluation

Closing Prayer

Trustee Boisvert closed the meeting with a prayer

Adjournment

Chair Ewaskiw declared the meeting adjourned at 4:37 p.m.

Board Chair, Le-Ann Ewaskiw

Secretary Treasurer, Tracy Leigh

DRAFT

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. 	<ul style="list-style-type: none"> •
	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> •

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 style="text-align: center;">Areas for Growth</p> <p>.</p>

Superintendent's Report

Date: January 18th, 2023

Vulnerable sector checks:

The Government of Alberta passed Bill 85 - The Students First Act on December 2, 2021. "Students First Act amends the *Teaching Profession Act*, *Education Act*, and the *College of Alberta School Superintendents' Act* to

- create a public online and searchable database of Alberta teacher and teacher leader information, bringing Alberta in line with other provinces
- *require school authorities to conduct criminal record and vulnerable sector checks when hiring a new teacher or teacher leader, and again every 5 years throughout their employment*
- improve oversight and timeliness of disciplinary matters for teachers and teacher leaders
- require the Alberta Teachers' Association (ATA) to inform the Ministry of Education about all complaints made against its members, including when a complaint is filed
- improve the efficiency of disciplinary processes by simplifying the ATA's disciplinary committee structure to align with the structure and processes used by the College of Alberta School Superintendents, and Alberta Education's Registrar"

<https://www.alberta.ca/putting-students-first.aspx>

Elk Island Catholic Schools will be moving forward with the criminal record and vulnerable sector checks over the next few months, in compliance with the timelines set out by Alberta Education. We are eager to learn best practices from other boards who have begun the process already.

Cogito:

The Cogito program was developed by EPSB and is offered in 15 of their schools. Cogito is a highly structured learning environment and it is designed for students who are willing to work to achieve academic excellence.

We are exploring the program with the mission to explore and deepen the connections between our faith, academic study and student growth in today's world. The program would run alongside regular programming. There would be a greater emphasis on literacy and numeracy, regular homework, timely assessments and an orderly classroom setting. Parents are a valued partner in their child's education and are expected to monitor daily homework.

We are looking to the possibility of housing this program at Madonna, alongside their regular ECS-4 programming. At this point, we are exploring as a possible K-4 program.

Update to in-person learning exemptions:

Alberta Education has sent around clarification about possible exceptions to in-person learning. To date there have been no situation in Elk Island Catholic where these protocols would be required.

Lurana Shelter:

A huge thank you to everyone for their your work in supporting and raising funds for Lurana Shelter through our Baskets of Blessings. EICS raised \$16,319.55!!! This will go a long way to supporting those women and children fleeing domestic violence. Thank you!

Calendar update:

The “approved in principle” calendars have been distributed for feedback from staff, parents and the local ATA. In order to give time for schools to engage parents, we will bring the calendars back to the board for approval at the February board meeting.

Registration opens Feb 1:

Registration opens for the 23/24 school year on Feb 1st. We are excited at the possibility of the the new school year and the opportunities it brings to our communities. Elk Island Catholic has worked hard this year to add central support to our Pre-K programs in our various communities which serve as a gateway to our k-12 programming.

Assurance surveys: coming soon!

This year marks year one of our new Assurance cycle. We have completely revamped our surveys, making them more user friendly and specific to people’s varying roles within Elk Island Catholic. We will be excited to launch this process on January 25th.

Statement of Program Revenues and Expenses For the Month Ended December 31, 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	\$ 15,916,436	\$ 2,291,191	\$ 1,194,046	\$ 869,543	\$ 238,986	\$ 20,510,202	33.2%	\$ 63,913,567
Alberta Infrastructure (Supported Capital Amortization)	\$ 4,712,000	\$ 1,570,169	\$ 139,285	\$ -	\$ -	\$ -	\$ 1,709,454	36.3%	\$ 5,123,528
Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Federal Government	\$ -	\$ 18,181	\$ -	\$ -	\$ -	\$ -	\$ 18,181	0.0%	\$ 59,636
Other Alberta School Authorities	\$ -	\$ 30,564	\$ -	\$ -	\$ -	\$ -	\$ 30,564	0.0%	\$ 10,848
Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Property Taxes	\$ 10,140,721	\$ 3,380,240	\$ -	\$ -	\$ -	\$ -	\$ 3,380,240	33.3%	\$ 9,208,317
Fees	\$ 2,250,139	\$ 1,866,470	\$ -	\$ 402,095	\$ -	\$ -	\$ 2,268,565	100.8%	\$ 2,531,804
Other sales and services	\$ 344,476	\$ 300,855	\$ -	\$ 29,307	\$ -	\$ 13,728	\$ 343,890	99.8%	\$ 524,616
Investment income	\$ 80,000	\$ 112,464	\$ -	\$ -	\$ -	\$ -	\$ 112,464	140.6%	\$ 142,049
Gifts and donations	\$ 82,986	\$ 116,890	\$ -	\$ -	\$ -	\$ -	\$ 116,890	140.9%	\$ 174,708
Rental of facilities	\$ 254,650	\$ -	\$ 38,390	\$ 27,162	\$ -	\$ -	\$ 65,552	25.7%	\$ 179,424
Fundraising	\$ 142,480	\$ 79,761	\$ -	\$ -	\$ -	\$ -	\$ 79,761	56.0%	\$ 124,112
Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ 53,339
Other revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
TOTAL REVENUES	\$ 79,835,970	\$ 23,392,030	\$ 2,468,866	\$ 1,652,610	\$ 869,543	\$ 252,714	\$ 28,635,764	35.9%	\$ 82,045,948
EXPENSES									
Certificated salaries	\$ 36,278,939	\$ 11,810,837	\$ -	\$ -	\$ 234,032	\$ 210,556	\$ 12,255,425	33.8%	\$ 37,057,910
Certificated benefits	\$ 8,751,463	\$ 2,355,373	\$ -	\$ -	\$ 46,450	\$ 40,556	\$ 2,442,379	27.9%	\$ 8,625,476
Non-certificated salaries and wages	\$ 12,398,799	\$ 3,072,049	\$ 926,050	\$ 491,382	\$ 341,782	\$ 1,497	\$ 4,832,760	39.0%	\$ 12,693,709
Non-certificated benefits	\$ 2,788,900	\$ 712,228	\$ 190,423	\$ 79,717	\$ 56,950	\$ 106	\$ 1,039,424	37.3%	\$ 2,753,615
SUB - TOTAL	\$ 60,218,101	\$ 17,950,486	\$ 1,116,473	\$ 571,099	\$ 679,214	\$ 252,714	\$ 20,569,987	34.2%	\$ 61,130,710
Services, contracts and supplies	\$ 15,181,869	\$ 3,046,082	\$ 1,055,565	\$ 327,743	\$ 132,204	\$ -	\$ 4,561,593	30.0%	\$ 16,451,807
Amortization of supported tangible capital assets	\$ 5,050,000	\$ 1,570,169	\$ 139,285	\$ -	\$ -	\$ -	\$ 1,709,454	33.9%	\$ 5,123,528
Amortization of unsupported tangible capital assets	\$ 1,004,000	\$ 43,620	\$ 150,369	\$ 111,027	\$ 52,397	\$ -	\$ 357,412	35.6%	\$ 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	\$ 22,613,477	\$ 2,463,197	\$ 1,013,171	\$ 867,212	\$ 252,714	\$ 27,209,771	33.2%	\$ 84,165,380
OPERATING SURPLUS (DEFICIT)	\$ (2,165,000)	\$ 778,553	\$ 5,669	\$ 639,439	\$ 2,331	\$ -	\$ 1,425,992	-66%	\$ (2,119,432)

ELK ISLAND CATHOLIC SCHOOLS
Statement of Revenues
For the Month Ended December 31, 2022 (Budget Target 33.33%)

	<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	\$ 279,725	\$ 559,787	33.3%
Grades 1-9 Base Instruction	\$ 23,495,744	\$ 23,112,735	\$ 7,605,928	\$ 15,506,807	32.9%
Grades 10-12 Base Instruction	\$ 11,818,963	\$ 11,818,963	\$ 3,938,070	\$ 7,880,893	33.3%
Home Education	\$ 3,571,038	\$ 3,044,038	\$ 987,734	\$ 2,056,304	32.4%
Outreach Funding	\$ 150,000	\$ 150,000	\$ 49,980	\$ 100,020	33.3%
Distance Education	\$ (496,800)	\$ (496,800)	\$ (165,534)	\$ (331,266)	33.3%
Rural Small Schools	\$ 2,767,500	\$ 3,020,000	\$ 1,006,264	\$ 2,013,736	33.3%
TOTAL BASE INSTRUCTION	\$ 42,196,485	\$ 41,488,448	\$ 13,702,168	\$ 27,786,280	33.0%
SERVICES & SUPPORT GRANTS					
Specialized Learning Support	\$ 4,732,710	\$ 4,732,849	1,576,985	\$ 3,155,864	33.3%
Program Unit Funding	\$ 167,350	\$ 167,350	55,761	\$ 111,589	33.3%
Kindergarten Severe	\$ 353,350	\$ 353,350	117,736	\$ 235,614	33.3%
Moderate Language Delay Grant	\$ 40,000	\$ 16,000	14,661	\$ 1,339	91.6%
First Nations	\$ 519,954	\$ 520,003	173,265	\$ 346,738	33.3%
English as a Second Language	\$ 400,560	\$ 400,560	133,467	\$ 267,093	33.3%
Refugee Students	\$ 15,400	\$ 15,400	5,131	\$ 10,269	33.3%
SUBTOTAL SERVICES & SUPPORT	\$ 6,229,324	\$ 6,205,512	\$ 2,077,006	\$ 4,128,506	33.5%
SCHOOL BASED GRANTS					
Operations and Maintenance	\$ 6,300,187	\$ 6,300,187	\$ 2,099,222	\$ 4,200,965	33.3%
Transportation	\$ 3,454,873	\$ 2,703,914	\$ 1,194,046	\$ 1,509,868	44.2%
High Speed Internet	\$ 172,800	\$ 172,800	\$ 57,577	\$ 115,223	33.3%
SUBTOTAL SCHOOL BASED GRANTS	\$ 9,927,860	\$ 9,176,901	\$ 3,350,845	\$ 5,826,056	36.5%
COMMUNITY BASED GRANTS					
Socio Economic	\$ 424,879	\$ 424,908	\$ 141,579	\$ 283,329	33.3%
Geographic Grant	\$ 552,437	\$ 552,437	\$ 184,072	\$ 368,365	33.3%
Nutrition Funding	\$ 150,000	\$ 150,000	\$ 49,980	\$ 100,020	33.3%
SUBTOTAL COMMUNITY BASED GRANTS	\$ 1,127,316	\$ 1,127,345	\$ 375,632	\$ 751,713	33.3%
JURISDICTION BASED GRANTS					
System Administration	\$ 2,545,857	\$ 2,545,857	\$ 848,280	\$ 1,697,577	33.3%
SUBTOTAL JURISDICTION BASED GRANTS	\$ 2,545,857	\$ 2,545,857	\$ 848,280	\$ 1,697,577	33.3%
ADDITIONAL ALBERTA GOVERNMENT FUNDING					
Bridge Funding	\$ 3,918,787	\$ 4,099,605	\$ 1,365,988	\$ 2,733,617	33.3%
Infrastructure Maintenance Renewal	\$ 913,339	\$ 913,339	\$ 191,969	\$ 721,370	21.0%
ATRF Government Contributions	\$ 3,800,000	\$ 3,800,000	\$ 1,143,267	\$ 2,656,733	30.1%
Amortization of Capital	\$ 5,050,000	\$ 5,050,000	\$ 1,709,454	\$ 3,340,546	33.9%
Other Alberta Gov Revenue	\$ 848,010	\$ 1,010,315	\$ 631,489	\$ 378,826	62.5%
TOTAL ADDITIONAL FUNDING	\$ 14,530,136	\$ 14,873,259	\$ 5,042,168	\$ 9,831,091	33.9%
TOTAL ALBERTA GOVERNMENT	\$ 76,556,978	\$ 75,417,322	\$ 25,396,098	\$ 50,021,224	33.7%
OTHER REVENUE					
Other Alberta School Authorities	\$ -	\$ -	30,564	\$ (30,564)	0.0%
Federal Government	\$ -	\$ 44,482	18,181	\$ 26,301	0.0%
Education Foundation	\$ 21,000	\$ 21,000	-	\$ 21,000	0.0%
Facility Rentals	\$ 254,650	\$ 260,000	65,552	\$ 194,448	25.2%
APPLE Schools	\$ 2,840	\$ 4,000	-	\$ 4,000	0.0%
Interest and Investment Income	\$ 80,000	\$ 80,000	112,464	\$ (32,464)	140.6%
External Services	\$ 124,262	\$ 655,795	217,527	\$ 438,268	33.2%
International Students	\$ 10,800	\$ 10,800	-	\$ 10,800	0.0%
TOTAL OTHER REVENUE	\$ 493,552	\$ 1,076,077	\$ 444,287	\$ 631,790	41.3%
SCHOOL GENERATED FUNDS					
Transportation Fees	\$ 350,000	\$ 413,000	\$ 402,095	\$ 10,905	97.4%
Fees	\$ 1,900,139	\$ 1,874,374	\$ 1,866,470	\$ 7,904	99.6%
Fundraising	\$ 142,480	\$ 142,130	79,761	\$ 62,369	56.1%
Gifts and Donations	\$ 61,986	\$ 61,986	116,890	\$ (54,904)	188.6%
Other Sales and Services	\$ 330,835	\$ 380,671	330,162	\$ 50,509	86.7%
TOTAL SCHOOL GENERATED FUNDS	\$ 2,785,440	\$ 2,872,161	\$ 2,795,379	\$ 76,782	97.3%
TOTAL REVENUES	\$ 79,835,970	\$ 79,365,560	\$ 28,635,764	\$ 50,729,796	36.1%

ELK ISLAND CATHOLIC SCHOOLS
Statement OF Expenses
For the Month Ended December 31, 2022
Budget Target 33.33% (Schools 40%)

<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	\$ 1,320,565	\$ 2,035,279	39.4%
St. John Paul II	\$ 2,540,743	\$ 2,532,828	\$ 1,062,204	\$ 1,470,624	41.9%
Our Lady of Angels	\$ 1,419,186	\$ 1,405,494	\$ 499,581	\$ 905,913	35.5%
St. John XXIII	\$ 2,082,515	\$ 2,085,340	\$ 851,350	\$ 1,233,990	40.8%
Our Lady of Perpetual Help	\$ 2,564,503	\$ 2,582,551	\$ 1,059,715	\$ 1,522,836	41.0%
École Père Kenneth Kearns	\$ 1,532,377	\$ 1,559,088	\$ 591,586	\$ 967,502	37.9%
St. Nicholas	\$ 1,658,225	\$ 1,718,088	\$ 681,589	\$ 1,036,499	39.7%
Madonna	\$ 1,687,897	\$ 1,683,905	\$ 655,387	\$ 1,028,518	38.9%
St. Luke	\$ 1,268,665	\$ 1,264,061	\$ 526,482	\$ 737,579	41.7%
Holy Redeemer	\$ 1,356,191	\$ 1,410,227	\$ 561,884	\$ 848,343	39.8%
Our Lady Of Mount Pleasant	\$ 3,513,573	\$ 3,531,194	\$ 1,409,060	\$ 2,122,134	39.9%
St Patrick	\$ 2,528,208	\$ 2,505,922	\$ 995,770	\$ 1,510,152	39.7%
St. Martin's	\$ 1,715,527	\$ 1,698,873	\$ 672,487	\$ 1,026,386	39.6%
Holy Spirit	\$ 2,866,678	\$ 2,866,718	\$ 1,146,643	\$ 1,720,075	40.0%
St. Mary's	\$ 1,587,280	\$ 1,660,883	\$ 652,235	\$ 1,008,648	39.3%
Archbishop Jordan	\$ 8,179,755	\$ 8,098,538	\$ 3,131,648	\$ 4,966,890	38.7%
St. Theresa	\$ 4,388,622	\$ 4,390,377	\$ 1,751,261	\$ 2,639,116	39.9%
St. Isidore	\$ 4,813,123	\$ 4,303,230	\$ 1,652,139	\$ 2,651,091	38.4%
School Generated Funds	\$ 2,418,440	\$ 2,357,221	\$ 1,028,049	\$ 1,329,172	43.6%
Schools Total	\$ 51,403,065	\$ 51,010,382	\$ 20,249,636	\$ 30,760,746	39.7%
Information Tech	\$ 1,954,762	\$ 1,935,214	\$ 593,993	\$ 1,341,221	30.7%
Inclusive Learning Services	\$ 1,597,521	\$ 1,656,054	\$ 404,643	\$ 1,251,411	24.4%
Student and Staff Formation	\$ 1,028,838	\$ 1,043,539	\$ 382,826	\$ 660,713	36.7%
Education Excellence	\$ 270,639	\$ 275,984	\$ 85,121	\$ 190,863	30.8%
Secondments/External Services	\$ 124,262	\$ 655,795	\$ 225,193	\$ 430,602	34.3%
ATRF Contributions from Government	\$ 3,800,000	\$ 3,800,000	\$ 1,100,545	\$ 2,699,455	29.0%
System Ins.Support	\$ 2,489,383	\$ 2,676,242	\$ (253,879)	\$ 2,930,121	-9.5%
Central Inst. Total	\$ 11,265,405	\$ 12,042,828	\$ 2,538,443	\$ 9,504,385	21.1%
Business Services	\$ 1,183,885	\$ 1,178,188	\$ 348,784	\$ 829,404	29.6%
Board Governance	\$ 395,000	\$ 395,000	\$ 144,866	\$ 250,134	36.7%
Human Resources	\$ 560,000	\$ 564,052	\$ 188,937	\$ 375,115	33.5%
Office of Superintendent	\$ 495,000	\$ 540,050	\$ 262,737	\$ 277,313	48.7%
Capital, Debt Services & IMR	\$ 6,305,839	\$ 6,305,839	\$ 650,873	\$ 5,654,966	10.3%
Custodial	\$ 2,702,276	\$ 2,703,796	\$ 881,678	\$ 1,822,118	32.6%
Maintenance	\$ 3,850,977	\$ 3,849,457	\$ 930,646	\$ 2,918,811	24.2%
Transportation	\$ 3,839,523	\$ 3,223,914	\$ 1,013,171	\$ 2,210,743	31.4%
Support Services	\$ 19,332,500	\$ 18,760,296	\$ 4,421,692	\$ 14,338,604	23.6%
Total Expenditures	\$ 82,000,970	\$ 81,813,506	\$ 27,209,771	\$ 54,603,735	33.3%

**Elk Island Catholic Schools
Board Governance Expenses
As of December 31, 2022 (Budget Target 33.3%)**

Summary	May 2022 Budget	Actuals	Variance (\$ Budget Unspent)
Honoraria	\$196,099	\$65,366	\$130,733
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	11,710	23,098
Travel Amount			
Al Stewart	500	167	333
Shelley Charchun	500	167	333
Teresa Makowecki	500	167	333
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	1,040	1,960
Dean Sarnecki	3,000	-	3,000
Shelley Charchun	3,000	-	3,000
Ted Paszek	3,000	686	2,314
Teresa Makowecki	3,000	826	2,174
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)			
Al Stewart	1,700	669	1,031
Jean Boisvert	1,700	497	1,203
Le-Ann Ewaskiw	1,700	437	1,263
Dean Sarnecki	1,700	328	1,372
Shelley Charchun	2,700	556	2,144
Ted Paszek	1,700	307	1,393
Teresa Makowecki	2,700	3,328	-
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)		572	
Board Retreats (12.8)		12,158	
ACSTA AGM - Policy (12.1.3 & 12.8)	34,993	1,488	20,173
Other General Misc Expenses (12.8)		297	
Election Advertising Costs (12.8.2)		305	
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	49,076
Rural Caucus	600	184	
Alberta School Council Association	1,450	1,500	
Chamber of Commerce Memberships	600		
TOTAL BOARD GOVERNANCE	\$395,000	\$144,867	\$250,133

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

2022/2023 Trustee Expenses
 Jean Boisvert (Trustee)
 As of December 31, 2022 (Budget Target 33.3%)

<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>	<hr/> \$ 3,000	<hr/> \$ 686	<hr/> \$ 2,314
 Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	 \$ 1,700		
Sept/Oct Mileage		\$ 327	
November Mileage		\$ 171	
 <i>Subtotals</i>	<hr/> \$ 1,700	<hr/> \$ 497	<hr/> \$ 1,203
 Totals	 <hr/> \$ 4,700	 <hr/> \$ 1,183	 <hr/> \$ 3,517

2022/2023 Trustee Expenses
 Ted Paszek (Vice Chair)
 As of December 31, 2022 (Budget Target 33.3%)

<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 November mileage	\$ 1,700	210 97	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 307</u>	<u>\$ 1,393</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 993</u></u>	<u><u>\$ 3,707</u></u>

2022/2023 Trustee Expenses
 Le-Ann Ewaskiw (Board Chair)
 As of December 31, 2022 (Budget Target 33.3%)

<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	
ASBA AGM		\$ 355	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 1,040</u>	<u>\$ 1,960</u>
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 1,700		
October Mileage		\$ 305	
November Mileage		132	
<i>Subtotals</i>	<u>\$ 1,700</u>	<u>\$ 437</u>	<u>\$ 1,263</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 1,477</u></u>	<u><u>\$ 3,223</u></u>

2022/2023 Trustee Expenses
 Dean Sarnecki (Trustee)
 As of December 31, 2022 (Budget Target 33.3%)

<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		
Sept - Nov Mileage		\$ 328	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 328</u>	<u>\$ 1,372</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 328</u></u>	<u><u>\$ 4,372</u></u>

2022/2023 Trustee Expenses
 Al Stewart (Trustee)
 As of December 31, 2022 (Budget Target 33.3%)

<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	
November Mileage		\$ 202	
December Mileage		\$ 99	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 669</u>	<u>\$ 1,031</u>
Totals	<u>\$ 4,700</u>	<u>\$ 1,355</u>	<u>\$ 3,345</u>

2022/2023 Trustee Expenses
Teresa Makowecki (Trustee)
As of December 31, 2022 (Budget Target 33.3%)

<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	
ASBA AGM		140	
<i>Subtotal</i>	\$ 3,000	\$ 826	\$ 2,174
Trustee Other Expenses (Policy 7, 12.4 & Appendix A)	\$ 2,700		
Prior year mileage		1986.5	
Sept - Nov mileage		1341.5	
<i>Subtotal</i>	\$ 2,700	\$ 3,328	\$ (628)
Totals	\$ 5,700	\$ 4,154	\$ 1,546

2022/2023 Trustee Expenses
 Shelley Charchun (Trustee)
 As of December 31, 2022 (Budget Target 33.3%)

<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	
November Mileage		\$ 184	
December Mileage		\$ 185	
<i>Subtotal</i>	<u>\$ 2,700</u>	<u>\$ 556</u>	<u>\$ 2,144</u>
Totals	<u><u>\$ 5,700</u></u>	<u><u>\$ 556</u></u>	<u><u>\$ 5,144</u></u>



St. Joseph Pray for Us

On May 13, 2021, Bishop McGrattan, Bishop of the Diocese of Calgary consecrated Alberta’s Catholic schools to St. Joseph. During this blessed season of Advent and as Christmas approaches, we continue to entrust ourselves to the fatherly care and powerful intercession of the Church’s patron saint.

“We beseech [St. Joseph’s] help in living out those same virtues he did and so grow in the likeness of Christ ever more. We consecrate our lives and all those dear to us to him as to a spiritual father who shows us the Fatherhood of God Himself and we place ourselves in his loving care so as to better witness our faith and live lives pleasing to God and in service to our sisters and brothers.”

—Bishop McGrattan, May 2013



Advent in our Catholic Schools



STAR Catholic Schools



Artwork from
Grande Prairie
Catholic Schools



Winner of the Christ
the Redeemer Catholic
Schools student Christmas
card competition

The mission of GrACE is to inspire, invigorate and embolden the spirit of Catholic education in order to unite, engage, educate and communicate with one voice on its behalf.

GrACE Newsletter

GrACE newsletter seeks to build a provincial Catholic community by celebrating Catholic education across Alberta.

Catholic Educational Leaders Gather

November 17-20 Catholic education leaders from across Alberta gathered for annual meetings. The commitment, passion and enthusiasm from Alberta's Catholic School Superintendents (CCSSA) and Alberta's Catholic School Trustees (ACSTA) is second to none. Bishop McGrattan was able to be present for all the days and Archbishop Smith joined CCSSA as an honored guest speaker. It was wonderful to reconnect in person and to celebrate the precious gift of publicly funded Catholic education in our province. You couldn't find more dedicated advocates.

Council for Catholic School Superintendents

Catholic superintendents connect with colleagues as they share ideas and experiences with advocacy and make plans for GrACE 2023.



Alberta Catholic School Trustees Association

Mark #5 of a Catholic School recognizes the essential nature of Catholic community and our joint responsibility for the common good.

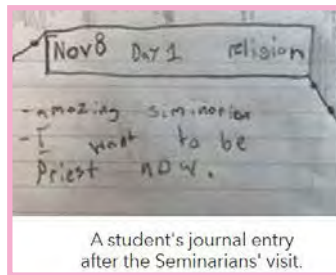
The closing mass at the annual ACSTA convention is the summit of the conference. Thank you to Bishop McGrattan for celebrating. Thank you to the music ministry for their beautiful worship.



Faithfully— Story of Catholic Education

We're pleased to share a wonderful story published this month in Faithfully. When Liisa Honish connected her students with seminarians, beautiful moments happened. Thank you to Liisa for making Mark #4 in Catholic education real by being a Gospel witness for her students.

A special visit from the seminarians - [ROMAN CATHOLIC DIOCESE OF CALGARY \(catholicyc.ca\)](http://ROMAN CATHOLIC DIOCESE OF CALGARY (catholicyc.ca))



Catholic Education Prayers of the Faithful for January 2023

- † For Catholic Education: That as a new year begins, we may choose Christ and embrace the spiritual practices of our Catholic faith, we pray to the Lord.
- † For Catholic Education: That our Catholic schools may inspire students to a life of love and service, we pray to the Lord.
- † For Catholic Education: That the teachers in our Catholic schools may be strengthened for their important task in our world, we pray to the Lord.
- † For Catholic Education: That our Catholic schools may celebrate the richness of the Catholic faith that we have inherited, we pray to the Lord.
- † For Catholic Education: That our Catholic schools may nurture the growth of wisdom and virtue in the young, we pray to the Lord.

Blog Links from ACSTA

Read and share these articles on Catholic education with YOUR stakeholders!

- † [Learning from Catholic Schools Outside of Alberta \(acsta.ab.ca\)](http://Learning from Catholic Schools Outside of Alberta (acsta.ab.ca)) by Matthew Hoven

GrACE Leadership Meeting Held

50 GrACE leaders from across the province gathered via zoom December 8 to share ideas and expertise in advocacy. The new GrACE engagement presentation was released. Resources and plans are shaping up to make 2023 a wonderful year! Thank you to everyone!



Catholic Education News in Alberta

National Evangelization Team at St. Joseph's Collegiate

Submitted by Andrea Schell, Principal—Brooks, AB

On Monday, November 14, Tuesday, November 15, and Monday, November 21, 2022, St. Joseph's Collegiate (SJC) in Brooks, Alberta was blessed to have the National Evangelization Team (NET) come to our community to provide faith retreats for our Grade 9, 10, and 11 classes. SJC has worked with NET for several years to help bring faith to students, and this year, like in years past, the team was phenomenal. The "Net-ers," young people in their late teens and early twenties, were billeted by members of the SJC staff while they were in the community, and were gracious visitors who were excited to bring faith into the homes that they were welcomed into. They interacted with the families of staff, playing games and discussing their own faith journeys. They asked if they could pray with the families and were thankful for the room and board provided to them.

For each day-long retreat, the NET team provided faith testimonials, relationship building games and activities that always linked back to God and His love for us, time for students to pray and be prayed for, and a chance for students to connect with each other and with God. Because they were so close in age to the students that they served, the Net-ers were able to connect well with students and make faith even more relevant and invitational for them. After his retreat, one Grade 11 student said, "Everyone needs to slow down sometimes. Time flies by and it's difficult to get a moment of silence and peace to really just consider everything. NET retreats give us a moment to slow down and think. Plus it's fun." A Grade 9 student said, "It's a fun and creative way to get students interested in growing their faith. It allows students an opportunity to be surrounded with friends and gives them another interactive option in having a relationship with Christ."

SJC was thrilled to have the opportunity to have NET in our community this year and will invite them back to help us bring God's love to all we serve.



New Bishop at St. Paul

Welcome to the new Bishop of St Paul, Bishop Gary Franken, whose recent ordination on December 12 was a celebration of joy and community.



Catholic School District's Publications

- † [Calgary Catholic School District](#)
- † [Redeemer Revelations](#)

Students from Fort McMurray Catholic explain Advent

- † [Advent 2022 - Faith - YouTube](#)

Justice Kevin Feehan

[Justice Kevin Feehan's Presentation on Constitutional Rights for Catholic Education](#)



Catholic Education Beyond Our Province

Catholic school enrolment tops 20,000 | Saskatchewan Catholic School Boards Association (scsba.ca)

What's the enrolment story in your school district? Share your good news with GrACE!



CTR Catholic Engages Community

On December 7, CTR Catholic hosted an engagement with members of their community. An evening of conversation, relationship building and insights.



Connect Online

We ask you to help us celebrate Catholic education in Alberta. Follow us on Facebook, Twitter and Instagram. Post your pictures and tag us so we can share them and celebrate too. Thanks for being a grateful advocate in support of Catholic education!

- † GrACE Facebook address is www.facebook.com/GrACE4cathed
- † Twitter: [@GrACE4cathed](https://twitter.com/GrACE4cathed)
- † Instagram: [@grace4catholiceducation](https://www.instagram.com/grace4catholiceducation)
- † GrACE website
- † Email: gracedirector7@gmail.com

Social Media from around the Province

Mrs. LaRose @larose_s · Dec 1

This week we had our Shepherd on the Search join our class to help my 2s prepare their hearts for Jesus's birth! He has been moving around the classroom leaving verses and quotes that remind us how much God and Jesus love us ❤️ @MCS_EICS @EICSCatholic #Advent #Christmastradition



ChestertonSILC @ChestertonSilc · Dec 2

Thank you @NTCEdmonton for hosting our students on a tour and discussion about the BA Catholic Studies program at Newman. Mass, lunch, tour and a class was amazing. @EICSCatholic @silc_eics



24 Reasons I AM JOYFUL This Christmas

1. **Andrew's** Patience and hard working attitude!
2. **Marisa's** Compassion and focus in class!
3. **Kathlyn's** Empathy and love for those around her!
4. **Mitchell's** Kind spirit, love for dogs and big hugs!
5. **Rylan's** Care + Kindness towards everyone around him!
6. **Jawel's** Joyful personality and kindness to others!
7. **Levrett's** Class focus, honesty and sweet spirit!
8. **Milena's** Love for gym and classroom effort!
9. **Dusten's** Incredible artistic ability + smile!
10. **Jack's** Selflessness and helpful/kind nature!
11. **Greyson's** Athletic ability and energy!
12. **Lucy's** Sweet spirit and thoughtfulness!
13. **Rori's** Classroom focus and hard working spirit
14. **Parker's** energy + making me laugh!
15. **Xander's** Compassion for others + hard work!
16. **Sebastian's** Kindness to others in the class!
17. **Kane's** Hard working attitude and smile!
18. **Samantha's** Big hugs + others helpful spirit!
19. **Arley's** Helpfulness and giant smile!
20. **Gabby's** Respectfulness to others + big smile!
21. **Conrad's** dance moves and being a great friend!
22. **Bridgette's** Gentleness and kindness to others!
23. **Skylar's** Sweetness and the love she shows others!
24. **Tristan's** Humor and inquisitive m

STAR Catholic @STARCatholic · Dec 1

Grateful Advocates for Catholic Education was created in 2018 by the Bishops of Alberta, @ACSTANews & the Council for Catholic School Superintendents. @GrACE4cathed aims to unite, engage, educate & communicate w/ one voice on behalf of Catholic education!

#IBelieveInCatholicEd



Grateful Advocates for Catholic Education



St. Mary's Sexsmith
5d · 📍

Today was our monthly Art Show following Mass! This month we featured the artwork of grade 4. Their paintings remind us to take time this Advent season to make room for Christ, making sure our hearts are like the manger and not the Inn. We were blessed to have some of our grade 4 students assist with the Mass and a huge thank you to Immaculate Conception parishioners for hosting a pancake breakfast to accompany the art show! #gpcsd #livingthatsaintslife #IBelieveInCatholicEd #catholiceducation



Holy Spirit Catholic School
4d · 📍

Congratulations to our students who received their First Holy Communion today! 🙌

PofPCCSD @PofPccsd · Dec 7

Grade 9 students have been studying the Beatitudes and making connections in their own personal lives #IBelieveInCatholicEd @CCSD_edu @GrACE4cathed



Cindy Escott @EscottLearning · Dec 6

Beautiful Advent Mass @STJPIICATHOLIC today! A great message to be thankful for your blessings this time of year! #ecssdPEACE #Advent2022 #IBelieveInCatholicEd



STAR Catholic @STARCatholic · Dec 7

Did you know you can follow GrACE on social media? Follow along them at Grace: Grateful Advocates for Catholic Education on Facebook, @GrACE4cathEd on Twitter & @grace4catholiceducation on Instagram!

#IBelieveInCatholicEd



Evergreen Catholic Schools @EvergreenCSSD · Dec 1

Students and staff of Fr. Gerard Redmond Catholic School (Gr. 5-12) in Hinton, AB celebrated the Advent season with Fr. Rajesh Jesuraj, S.A.C. in a Mass at Our Lady of the Foothills Catholic Church.

#ecssdPEACE @GrACE4cathEd @archedmonton #IBelieveInCatholicEd



Legal School

November 28 at 12:06 PM · 🌐

We gathered at St. Émile Parish this morning to begin Advent. Thank you to Mrs. Pelletier for sharing her gifts and talents while leading us in music ministry it made the mass so special.

Also a huge thanks and many blessings to Father Lester as he presided over mass and telling us to remember the 3 Ps of Advent; prayer, patience and perseverance!! Thank you for your spiritual leadership and giving up of your time this morning before leaving for Plamondon. We wish you many blessings in your new parish.

#IBelieveInCatholicEd Grace: Grateful Advocates for Catholic Education Greater St. Albert Catholic Schools

Joseph Dumont @PrincipalDumont · Dec 2

My first career fair in person!!! I am very excited to meet @StMarysU students today and to share with them about my amazing school Division @GSACRD!!



Holy Family CRD @HFCRD37 · Dec 8

The Holy Family Catholic Regional Division and St. Andrew's School is honoured to congratulate our students and Parish members for receiving the Sacrament of Confirmation with Archbishop Pettipas on November 19th. #Grace4CathEd #IBelieveInCatholicEducation #HFCRD



St. Joseph Catholic @joes4646 · Dec 1

What a wonderful way to begin the Advent season! Together. At church. Listening to the Christmas story and singing about the light of Hope that shines during this first week of Advent. ❤️ We are so grateful for this celebration! #ecssdPEACE





St. Francis of Assisi Academy
November 29 at 6:17 PM · 📍
Today students had the opportunity to attend Adoration of the Blessed Sacrament - a time for silent, meditative prayer. What a meaningful way to center our hearts on the reason for the season: HE who is The Way, The Truth & The Life! #IBelieveInCatholicEd Grace: Grateful Advocates for Catholic Education

ChestertonSILC @ChestertonSILC · 3h
Thank you Bishop David for your wonderful and informative presentation to our Chesterton Academy students today on a Nativity icon and it's correlation to a Resurrection icon. @EdmontonEpa #IBelieveInCatholicEd @silc_eics @EICSCatholic



Tina Madden @MrsTLMadden · 17h
As we prepare for His coming, make us instruments of Your peace. During this second week of Advent, student's and staff @OLWChestermere have been reflecting on how they can become instruments of peace. #IBelieveInCatholicEd



St. Matthew School @StMatthew_CCSD · Nov 30
This Saturday Bennette in grade 7 made a Declaration of Faith in the Catholic Church and later in the day received the Sacrament of Reconciliation.



St. Matthew School @StMatthew_CCSD · Dec 1
We are so proud of all the students that made their Sacrament of Reconciliation this Saturday at Cecilia Church.



StBonifaceECSD @StBonifaceECSD · 5h
Patiently awaiting His arrival!





St. Clement Catholic School
December 3 at 10:06 AM

A beautiful Advent Celebration led by our grade 4/5 class.



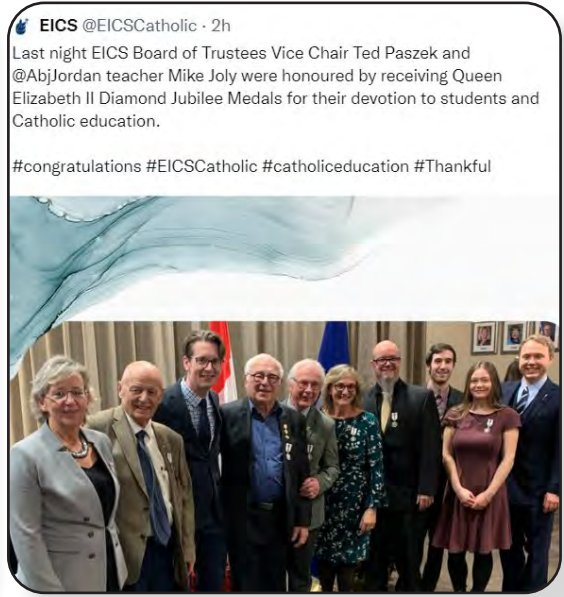
PofPCCSD @PofPccsd · Dec 7

Walking around the school seeing different displays as we prepare for the birth of Jesus 🙌 So beautiful and blessed to show this amazing event 🙏 #IBelieveinCatholicEd @CCSD_edu @GrACE4cathed



GrACE @GrACE4cathed · Dec 8

So beautiful to have students from Brooks' Catholic schools join parishioners for morning mass to celebrate the Feast of the Immaculate Conception #iBelieveinCatholicEd @calgarydiocese



EICS @EICSCatholic · 2h

Last night EICS Board of Trustees Vice Chair Ted Paszek and @AbjJordan teacher Mike Joly were honoured by receiving Queen Elizabeth II Diamond Jubilee Medals for their devotion to students and Catholic education.

#congratulations #EICSCatholic #catholiceducation #Thankful



St. Alphonsus School CCSD @alphonsus_st · Dec 7

#advent



St. Maria Goretti @SMG_CCSD · 20h

Grade 6 students delivering Christmas cheer to our neighbours.

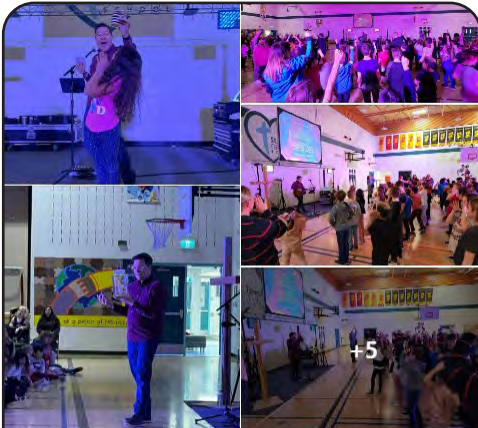
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 #congratulations #EICSCatholic #catholiceducation #Thankful



Mark Hickie @MPHickie · Dec 7
 Today we celebrated our Advent Liturgy organizing by our Gr. 7 classes. We were blessed to have Fr. JP from @RCAscensionYYC serve as president. We were gifted in song from our liturgy choir led by Ms. Evans. Wishing all in the @Ascension_CCSD community a blessed Advent season! 🙏



St. John Paul II Collegiate
 Fr. Peter Lukas Drapal blessed our students with holy water today during our weekly Advent ceremony, with a pine branch in hand. While students waited, they wrote messages of peace and hope which will be displayed in the school.
 Today was extra special with this school-wide experience ending with Father blessing our St. Patrick room, being used to pack hundreds of backpacks in the days ahead! In so doing, we know the Lord will be with those who give to, work on, and benefit from this project for the needy in our community. 🙏
 Today's Gospel reading from Matthew 3:1-12 reminds us to "prepare the way of the Lord, make his paths straight."
 For this, let us continue to pray during this Advent!
 #StJPISaint #StJohnPaulII



St. Teresa of Avila School
 November 28 at 4:33 PM
 Our students had a faith-filled day with Masson Normand during our PULSE retreat. It was an amazing day filled with song, prayer and learning about virtues. A special thank you to our School Advisory Council and Red Deer Regional Catholic Education Foundation for sponsoring this faith retreat for us! Red Deer Catholic Regional Schools

Holy Family School @HolyFamilyECSD · Dec 7
 Father Patrick joined our G3's during Hour of Code as they create a collaborative stop motion video recreating the entire story of Jesus' birth. #ecsdfaithinspires @EdmCathSchools #ecsdhoc

