

1. **Call to Order**

2. **Opening Prayer – Trustee Dean Sarnecki**

- 2.1 Prayers of Condolence
- 2.2 Other Intentions as presented

3. **Singing of O Canada**

4. **Acknowledgment of Land and People**

Elk Island Catholic Schools acknowledges that we are, in all the schools and communities of EICS, located within the traditional land of Treaty No.6 and home of the Métis Nation. 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.

These traditional territories are a vast area encompassing large portions of central Alberta and central Saskatchewan, an area in which we live, work and play each and every day.

5. **Approval of the Agenda**

6. **Approval of Minutes**

- 6.1. Approval of the Minutes of the Public Board Meeting held on April 17th, 2024

7. **Presentations / Delegations**

- 7.1. Faith Formation - Jody Seymour, Director Student and Staff Formation

8. **Unfinished Business**

- 8.1. Policy Committee
 - 8.1.1. Policy 15 - Hearings on Teacher Transfers

9. **New Business**

- 9.1. 2024-2025 Budget Recommendation
 - 9.1.1. Presentation
 - 9.1.2. Management Discussion and Analysis
 - 9.1.3. Budget Report (Alberta Education)
- 9.2. Locally Developed Course Approval

- 9.2.1. Superintendent Briefing, Locally Developed Course Approval
- 9.3. EICS Division Assurance Education Plan
 - 9.3.1. EICS Assurance Highlights 2023-2024
 - 9.3.2. 2024-2025 (YR 3) EICS Division Assurance Plan
- 9.4. Superintendent Evaluation
- 9.5. Policy Committee
 - 9.5.1. Policy 16 - Recruitment and Selection of Personnel
 - 9.5.2. Policy 9 - Board Representatives

- 10. **Superintendent's Report**
 - 10.1. Superintendent Report - May 2024

- 11. **Secretary Treasurer's Report**
 - 11.1. April Financial Report
 - 11.2. April Governance Report

- 12. **Items for Information**
 - 12.1. Correspondence:
 - 12.1.1. ASBA Honouring Spirit: Indigenous Student Award
 - 12.1.1.1. 2024 Elk Island Catholic Honourable Mention Letter
 - 12.1.1.2. 2024 Elk Island Catholic Honorable Mention Letter
 - 12.1.2. Linking generations

 - 12.2. Trustee Reports:
 - 12.2.1. ACSTA:
 - 12.2.2. ASBA:

- 13. **Board Meeting Evaluation**

- 14. **Closing Prayer - Trustee Jean Boisvert**

- 15. **Adjournment**

	<p>to make their home here.</p> <p>These traditional territories are a vast area encompassing large portions of central Alberta and central Saskatchewan, an area in which we live, work and play each and every day</p>
Approval of the Agenda	<p>036/2024 Trustee Sarnecki moved that the agenda be adopted as circulated. <i>CARRIED.</i></p>
Approval of the Minutes	<p>037/2024 Trustee Stewart moved that the Board of Trustees approve the minutes of the March 20th, 2024 Public Board Meeting as circulated. <i>CARRIED.</i></p>
Presentations / Delegations	
Faith Formation	<p>Director Jody Seymour led the board in Faith Formation, on Witness, The Church's Missionary Transformation.</p> <p>The Board was offered an opportunity to reflect on how to adapt our methods to serve the Elk Island Catholic community to achieve our goals as missionary disciples.</p>
Business Services	<p>Finance Manager Heather Whyte shared a presentation with the Board of Trustees outlining the work that Business Services does to support staff in our division, and introduced the Business Services Team to the Board.</p> <p>Chair Ewaskiw thanked the Business Services Team for their hard work in supporting our staff and the division, and for sharing a bit about themselves with the Board.</p>
Unfinished Business	
New Business	
ASBA Edwin Parr Award - Outstanding First Year Teacher	<p>Each year the Alberta School Boards Association (ASBA) honours six outstanding first-year teachers with the Edwin Parr Teacher Award. School boards may nominate any first-year K to 12 teacher who has taught in an Alberta school jurisdiction which is a member of the ASBA.</p> <p>2023-2024 ASBA Edwin Parr Nominee: Amanda McAra - St. John XXIII Catholic School</p>

	<p>2023/24 Edwin Parr EICS Winner, Zone 2/3 Representative: Andria Diduck - St. Luke Catholic School</p> <p>038/2024 Trustee Charchun moved that the Board of Trustees publicly acknowledge and congratulate the Elk Island Catholic Schools’ ASBA Edwin Parr Award Nominee for having done an outstanding job in their first year of teaching.</p> <p style="text-align: right;"><i>CARRIED.</i></p>																								
<p>Excellence in Catholic Education Awards</p>	<p>Each year the Council of Catholic School Superintendents of Alberta honours one teacher or school administrator from each Catholic jurisdiction in the province who has done an exemplary job in preparing our youth to grow into outstanding Catholic citizens. Nominees are passionate about Catholic education and the students they teach, inspire their students, and demonstrate commitment to Catholic education and teaching excellence.</p> <p>An EICS Excellence in Catholic Education award for Support Staff. This award mirrors the CCSSA award, but is designed for our support staff.</p> <p>2023/24 CCSSA Excellence in Catholic Education Award Nominees:</p> <table border="0"> <tr><td>Brett Fawcett</td><td>St. Isidore Learning Centre</td></tr> <tr><td>Donna Hayden</td><td>St. Luke Catholic School</td></tr> <tr><td>Jennifer Maynard</td><td>St. John XXIII Catholic School</td></tr> <tr><td>Jennifer Smadis</td><td>St. John Paul II Catholic School</td></tr> <tr><td>Jessica Billingsley</td><td>St. Theresa Catholic School</td></tr> <tr><td>Josh Stang</td><td>Our Lady of Mount Pleasant Catholic School</td></tr> <tr><td>Kevin Haugan École</td><td>Our Lady of Perpetual Help Catholic School</td></tr> <tr><td>Kiera O’Toole</td><td>Our Lady of the Angels Catholic School</td></tr> <tr><td>Lavonne Leeson</td><td>St. John Paul II Catholic School</td></tr> <tr><td>Robert Stecyk</td><td>St. John Paul II Catholic School</td></tr> </table> <p>2023/24 CCSSA Excellence in Catholic Education Winner: Elizabeth Esposito-McLean St. André Bessette Catholic School</p> <p>2023/24 Nominees EICS Excellence in Catholic Education Award for Support Staff:</p> <table border="0"> <tr><td>Eleanor Hessing</td><td>St. John XXIII Catholic School</td></tr> <tr><td>Michelle Johnston</td><td>St. John Paul II Catholic School</td></tr> </table> <p>2023/24 EICS Support Staff Winner: Lisa Wispinski EICS Central Learning Services</p>	Brett Fawcett	St. Isidore Learning Centre	Donna Hayden	St. Luke Catholic School	Jennifer Maynard	St. John XXIII Catholic School	Jennifer Smadis	St. John Paul II Catholic School	Jessica Billingsley	St. Theresa Catholic School	Josh Stang	Our Lady of Mount Pleasant Catholic School	Kevin Haugan École	Our Lady of Perpetual Help Catholic School	Kiera O’Toole	Our Lady of the Angels Catholic School	Lavonne Leeson	St. John Paul II Catholic School	Robert Stecyk	St. John Paul II Catholic School	Eleanor Hessing	St. John XXIII Catholic School	Michelle Johnston	St. John Paul II Catholic School
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	<p>039/2024 Vice Chair Paszek moved that the Board publicly acknowledge and congratulate the Elk Island Catholic Schools' CCSSA Excellence in Catholic Education Award winners and the EICS Excellence in Catholic Education Support staff award winner for their excellent work in facilitating the faith development of students</p> <p style="text-align: right;"><i>CARRIED.</i></p>
CUPE Memorandum of Agreement	<p>040/2024 Vice Chair Paszek moved that the Board of Trustees approves and ratifies the Memorandum of Agreement between Elk Island Catholic Separate School Division and The Canadian Union for Public Employees for the period September 1, 2020 to August 31, 2024.</p> <p style="text-align: right;"><i>CARRIED UNANIMOUSLY.</i></p>
2024-2025 Division Fee Schedule	<p>041/2024 Trustee Boisvert moved that the Board of Trustees approve the 2024-2025 Division Fee Schedule as recommended.</p> <p style="text-align: right;"><i>CARRIED UNANIMOUSLY.</i></p>
2024-2025 School Fee Minimum Schedule	<p>042/2024 Trustee Boisvert moved that the Board of Trustees approve the 2024-2025 School Fee Maximum Schedule as recommended.</p> <p style="text-align: right;"><i>CARRIED UNANIMOUSLY.</i></p>
Superintendent's Report	
	<p>Superintendent Corrigan shared updates on the following:</p> <ul style="list-style-type: none"> ● EICS sponsorship for local Elders to attend the College of Alberta Superintendents (CASS) First Nations, Métis, and Inuit Education Gathering ● St. Joseph's College Graduation ● Annual School and Department Assurance Presentations ● Staffing Process for 2024/2025 School Year ● Update on the Budget for 2024/2025 ● Update on the Science Kit Partnership with Elk Island Public Schools. ● Fort Saskatchewan Chamber of Commerce State of the City Luncheon with Mayor Gale Katchur. ● Young Authors Conference ● Archdiocese Art Award Celebration <p>043/2024 Trustee Makowecki moved that the Board of Trustees receive the Superintendent Report as information.</p> <p style="text-align: right;"><i>CARRIED.</i></p>
Secretary Treasurer Report	
	<p>Secretary Treasurer Tracy Leigh presented the March Financial and</p>

	<p>Governance Reports.</p> <p>044/2024 Trustee Charchun moved that the Board of Trustees receive the Secretary-Treasurer’s Report as information.</p> <p style="text-align: right;"><i>CARRIED</i></p>
Correspondence	
	<p>Chair Ewaskiw shared the following correspondence with the Board of Trustees:</p> <ul style="list-style-type: none"> ● REAL Foundation ● GrACE Summit ● Minister’s Youth Council
Trustee Reports	
Alberta Catholic School Trustees’ Association (ACSTA)	Trustee Sarnecki shared a verbal report about ACSTA.
Alberta School Boards Association (ASBA)	<p>Trustee Boisvert shared a verbal report about ASBA.</p> <p>045/2024 Trustee Sarnacki moved to accept verbal trustee reports as information.</p> <p style="text-align: right;"><i>CARRIED.</i></p>
Board Meeting Evaluation	Trustees were encouraged to complete the Board Meeting Evaluation.
Closing Prayer	Trustee Stewart led the closing prayer.
Adjournment	Chair Ewaskiw declared the meeting adjourned at 4:06 p.m.

Board Chair, Le-Ann Ewaskiw

Secretary Treasurer, Tracy Leigh

EICS Policy Committee - Policy Revision/Review Dates

[EICS Board of Trustees' Policies | Elk Island Catholic Schools](#)

Policy	Name	Historical Revision Dates	Suggested Review Dates
Policy 1	Division Foundation Statements	June 2023	March 2025
<i>Appendix A</i>	<i>EICS Logo</i>	June 2023	
<i>Appendix B</i>	<i>5 Marks of Catholic School Identity</i>	June 2023	
Policy 2	Role of the Board	November 2019	November 2023
<i>Appendix A</i>	<i>Code of Canon Law</i>		
<i>Appendix B</i>	<i>Board Annual Work Plan</i>		
<i>Appendix C</i>	<i>Performance Assessment Guide</i>		
Policy 3	Role of the Trustee	May 2020	November 2023
<i>Appendix A</i>	<i>Services, Materials, and Equipment Provided to Trustees</i>		
Policy 4	Trustee Code of Conduct	May 2020	January 2024
<i>Appendix A</i>	<i>Code of Ethics for Catholic School Trustees</i>		
<i>Appendix B</i>	<i>ASBA Code of Ethics</i>		
<i>Appendix C</i>	<i>Trustee Code of Conduct Sanctions</i>		
Policy 5	Role of the Board Chair & Vice Chair <i>Added Role of Vice Chair to Policy 5</i>	December 2022	January 2024
Policy 6	Board Operations <i>Became Board Operations (split old Policy 7 into 2 policies.)</i>	December 2022	October 2023
Policy 7	Board Governance <i>Became Board Governance (split old Policy 7 into 2 policies.)</i>	December 2022	October 2023
Policy 8	Board Committees	November 2020	January 2024
Policy 9	Board Representatives	November 2019	May 2024
Policy 10	Policy Making	May 2021	November 2023
Policy 11	Board Delegation of Authority	November 2019	September 2024
Policy 12	Role of the Superintendent	January 2023	October 2023
Policy 13	Distributed Decision Making	January 2015	October 2024
Policy 14	Appeals and Hearing Regarding Student Matters	November 2020	November 2024
Policy 15	Hearings on Teacher Transfers	November 2019	March 2024
Policy 16	Recruitment and Selection of Personnel	June 2019	April 2024
Policy 17	Retirement of Facilities	November 2019	June 2024
Policy 18	Student Transportation Services	April 2020	December 2024
Policy 19	Inclusive Communities: Providing Safe and Caring Learning Environments	November 2019	January 2025
Policy 20	Naming of Educational Facilities	February 2017	February 2025
Policy 21	School Fees and Charges	January 2021	February 2024

November 2019 - General changes to policies to reflect the change from "School Act" to "Education Act"

EICS Policy Committee - Policy Revision/Review Dates

December 2023	<p>Policy 4: Trustee Code of Conduct Policy 5: Role of the Board Chair & Vice Chair</p> <p>Second Reading: Policy 10: Policy Making Policy 2: Role of the Board <i>Appendix A: Code of Canon Law</i> <i>Appendix B: Board Annual Work Plan</i> <i>Appendix C: Performance Assessment Guide</i> Policy 3: Role of the Trustee <i>Appendix A: Services, Materials, and Equipment Provided to Trustees</i></p>
January 2024	<p>Policy 4: Trustee Code of Conduct Policy 5: Role of the Board Chair & Vice Chair Policy 8: Board Committees</p>
February 2024	<p>Policy 21: School Fees and Charges</p>
March 2024	<p>Policy 15: Hearings on Teacher Transfers</p>
April 2024	<p>Policy 16: Recruitment and Selection of Personnel</p>
May 2024	<p>Policy 9: Board Representatives</p>
June 2024	<p>Policy 17: Retirement of Facilities</p>
September 2024	<p>Policy 11: Board Delegation of Authority</p>
October 2024	<p>Policy 13: Distributed Decision Making</p>
November 2024	<p>Policy 14: Appeals and Hearing Regarding Student Matters</p>
December 2024	<p>Policy 18: Student Transportation Services</p>
January 2025	<p>Policy 19: Inclusive Communities: Providing Safe and Caring Learning Environments</p>
February 2025	<p>Policy 20: Naming of Educational Facilities</p>
March 2025	<p>Policy 1: Division Foundation Statements <i>Appendix A: EICS Logo</i> <i>Appendix B: 5 Marks of Catholic School Identity</i></p>
April 2025	<p>Policy 6: Board Operations</p>
May 2025	<p>Policy 7: Board Governance</p>
April 2025	<p>Policy 12: Role of the Superintendent</p>

HEARINGS ON TEACHER TRANSFERS

The Superintendent may transfer a teacher in accordance with the relevant section of the Education Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

Specifically

1. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
2. The request for a hearing before the Board shall be submitted by the teacher to the Secretary-Treasurer with a copy being provided to the Superintendent.
3. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
4. The Secretary-Treasurer shall advise the teacher in writing of the date, time and location of the hearing.
5. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Secretary-Treasurer not less than four (4) days prior to the scheduled date of the meeting. The Secretary-Treasurer will provide copies of all such documentation to the trustees and the parties prior to the hearing, where possible, or during the hearing.
6. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing: the names of counsel, other representatives, and any witnesses.
7. Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
8. Procedure at Hearings
 - 8.1 The hearing shall be conducted at an in-camera session of the Board, and chaired by the Board Chair, or in the Board Chair's absence, the Vice-Chair or designate.

- 8.2 The Board Chair will introduce all parties, and the parties or their representative shall introduce all witnesses at the hearing.
- 8.3 The sequence of the hearing shall be as follows:
- 8.3.1 An opening statement to be made by each of the parties;
 - 8.3.2 Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
 - 8.3.3 Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
 - 8.3.4 Superintendent's or designate's opportunity for a response to the teacher's presentation;
 - 8.3.5 Teacher's opportunity for a response to the administration's presentation;
 - 8.3.6 An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
 - 8.3.7 An opportunity for the Superintendent or designate to make final comments;
 - 8.3.8 An opportunity for the teacher to make final comments; and
 - 8.3.9 No cross-examination of witnesses shall be allowed unless the Chair deems it advisable.
- 8.4 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have a recording secretary or legal counsel in attendance.
- 8.5 If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Board Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, trustees are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 8.6 When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 8.7 The Board decision will be communicated to the teacher, in writing, following the hearing.

Reviewed: March 2023

Revised: November 2020

Legal Reference: Section 33, 52, 53, 212, 222 Education Act

Recommendation Report

Date: May 29, 2024

To: Board of Trustees

From: Superintendent

Subject: 2024-2025 Division Operating Budget

Originator: Secretary Treasurer, Tracy Leigh

Reference: Board Policy 2 – Role of the Board

RECOMMENDATION:

That the Board of Trustees approve the 2024/2025 Budget and direct Administration to submit the Budget Report to the Minister of Education by May 31, 2024.

BACKGROUND:

Board Policy 2: Role of the Board, Section 8.2 establishes that the Board of Trustees will approve annually the Division's budget for submission to Alberta Education by the due date.

Board Policy 2: Role of the Board establishes that the duty of the Board is to represent Catholic electors and advocate for publicly funded Catholic education in a broader context. The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of clear strategic direction and the wise use of resources.

- Budget Summary:
 - EICS has prepared an \$84 million operating budget drawing \$365K from operating reserves.
 - Accumulated operating reserves (net of school generated funds) are projected to be \$2.3M at the end of 2024/25 which is 3.6% of budgeted operating expenditures.
- Budget Principles: the 2024/2025 Budget has been developed with the following principles.
 - Distributed decision making in resource allocations and budget decisions.
 - Equitable distribution of funds to schools and programs.

- Allocated funds directed to Division's Assurance Priorities.
- Budget Report:
 - Provincial funding is based on projected enrollment of 8,419 FTE students (including 1,935 home education students).
 - Budgeted revenue of \$84 million includes provincial funding of \$79 million.
 - Increase of \$769K in provincial operational funding.
 - ASEBP benefit premiums increased 7.8% overall.
 - Second CPP contribution ceiling will increase the division's CPP contributions.
 - Salary and benefit cost increases in the budget were mitigated by staff reductions.
 - Projected decrease of 4 Certificated FTE and 4 Non-Certificated FTE.
 - The renewal of the natural gas contract increased the cost from \$2.65/GJ to \$4.06/GJ.
 - All collective agreements will end August 31, 2024, and the division will enter negotiations with potential settlements in the 2024/2025 school year.

Recommendation Report

Date: May 29, 2024
 To: EICS Board of Trustees
 From: Superintendent Paul Corrigan
 Subject: Locally Developed Courses
 Originator: Assistant Superintendent Educational Excellence, Thérèse deChamplain-Good
 Reference: Board Policy 2 - Role of the Board

Recommendation:

That the Board of Trustees approve the following new courses for use in our division schools:

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Broadcast Video 15	5 Credits (2024-2028)	LDC1786	2024-2025	August 29, 2024	2027-2028
Broadcast Video 25	5 Credits (2024-2028)	LDC2786	2024-2025	August 29, 2024	2027-2028
Cake Decorating 15	3 Credits (2023-2027)	LDC1620	2024-2025	August 29, 2024	2026-2027
Cake Decorating 25	3 Credits (2023-2027)	LDC2620	2024-2025	August 29, 2024	2026-2027
ESL Expository English Level 1 15	5 Credits (2024-2028)	LDC1271	2024-2025	August 29, 2024	2027-2028
ESL Expository English Level 2 15	5 Credits (2024-2028)	LDC1276	2024-2025	August 29, 2024	2027-2028
ESL Introduction to Mathematics 15	5 Credits (2024-2028)	LDC1350	2024-2025	August 29, 2024	2027-2028
Greek Language and Culture 3Y 15	5 Credits (2022-2026)	LDC1360	2024-2025	August 29, 2024	2025-2026
Greek Language and Culture 3Y 25	5 Credits (2022-2026)	LDC2360	2024-2025	August 29, 2024	2025-2026
Greek Language and Culture 3Y 35	5 Credits (2022-2026)	LDC3360	2024-2025	August 29, 2024	2025-2026
Reading Development 15	5 Credits (2024-2028)	LDC1311	2024-2025	August 29, 2024	2027-2028
Reading Foundations 15	3 Credits (2024-2028)	LDC1296	2024-2025	August 29, 2024	2027-2028
Speech and Debate 25	3 Credits (2024-2026)	LDC2244	2024-2025	August 29, 2024	2025-2026
Speech and Debate 35	3 Credits (2024-2026)	LDC3244	2024-2025	August 29, 2024	2025-2026



Background:

Locally developed courses (LDCs) are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, and address local, community or parental interests. Divisions may develop their own courses, or they may seek permission to acquire courses developed by other divisions.

Locally developed courses and resources must be approved and renewed every four years by the developing board. In the case of high school courses, the courses also must be assessed and approved by Alberta Education. The process is governed by Alberta Education policies.

Process:

1. As per our Administrative Procedure 218 – Locally Approved Courses - school leadership works with staff and students to provide recommendations to Central Learning Services for initial approval.
2. Any concerns with requests are brought forward and discussed with school leadership to ensure that programming is offered in accordance with Division priorities and strategic planning.
3. Alberta Education is contacted to ensure that the courses still meet their requirements and approvals.
4. Currently, it is required by Alberta Education to have Board approval for locally developed courses.

 2022-2026 Division Education Assurance Plan 2024-2025 Elk Island Catholic Schools will ensure Success for all Student 				
Our Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Connection to Alberta Education Domain	Student Growth and Achievement Local & Societal Context	Student Growth and Achievement Teaching and Leading Learning Supports Governance	Learning Supports Local & Societal Context	Local & Societal Context Governance
Understanding the Context	<p>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.</p> <p>Budgetary Principles: Decisions based on: • Providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the mission of the Church</p>	<p>Student success depends on quality instruction in an environment that respects learner's independent spirit and promotes the development of innovation and creativity. Teaching and learning corresponds with meaningful assessment and reporting practices.</p> <p>Budgetary Principles: Decisions based on:</p> <ul style="list-style-type: none"> • Being student-centric and evidence-supported; • Enabling each student in the division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and • Illuminating the true costs of servicing students and supporting the achievement of student outcomes. 	<p>Elk Island Catholic Schools is committed to supporting the well-being of all. Wellness issues are linked to decreased learning and productivity, interpersonal conflict, and increased absenteeism, as well as short and long-term disability claims. The Division recognizes that wellness is a collective responsibility.</p> <p>Budgetary Principles: Decisions based on:</p> <ul style="list-style-type: none"> • Evaluating student and staff needs and understanding the capacity of staff to support school community needs • Ensuring optimal student and staff engagement 	<p>"Assurance is achieved through relationship building and engagement between education partners and by creating and sustaining a culture of continuous improvement and collective responsibility." A.B.E.D.</p> <p>Elk Island Catholic Schools is committed to enhanced engagement with educational partners to improve communication, decision-making and system assurance.</p> <p>Budgetary Principles: Decisions based on:</p> <ul style="list-style-type: none"> • Managing with the principle of responsible stewardship
Engagement Division Assurance Planning, Engagement and Reporting				
Goal	Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Our students and staff will develop to their fullest potential through multiple pathways.	Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
Division Outcome and Corresponding Strategies	<p>Provide an actionable representation of the Division faith theme and corresponding formation opportunities that leads to impact in the division and at the schools</p> <p><i>**Provide an actionable representation of the Division faith theme representing the connection to the Division Mission and Beliefs and corresponding formation opportunities that leads to impact in the division and at the schools</i></p>	<p>Students achieve acceptable and excellence in literacy and math/numeracy.</p> <p><i>*Support implementation of the literacy continuum of supports based on assessment triangulation to address gaps.</i> <i>*Support implementation of the numeracy continuum of supports based on assessment triangulation to address gaps.</i></p>	<p>Support holistic well-being through education and professional development in the areas of physical literacy, <i>weight neutral</i> well-being and mental health.</p> <p><i>*Support integrated curriculum resources and professional learning opportunities that develop an understanding of holistic wellness (body, mind and spirit) by:</i> - emphasizing the importance of physical activity for life at all grade levels (eg., movement in the classroom, connection to PEW, DPA)(AP 168 - Appendix A) - encouraging healthy relationship with food at school and at home, (eg., supporting a shift in language and practice)(AP 168 - Appendix C)</p>	<p>Provide appropriate, transparent and timely communication with schools, families and community stakeholders.</p> <p><i>*Enhance visibility of division and school communication (Trustee, division and school initiatives, promotion, events and information) through multiple mediums to improve community engagement.</i> <i>*Enhance division and school website navigation to optimize the digital experience.</i> <i>*Support school communication to families regarding student achievement and supports.</i></p>
Division Outcome and Corresponding Strategies	<p>Students and staff engage in living a sacramental life to deepen their faith journey.</p> <p><i>*Provide spiritual and religious education support and guidance to enable staff and students to grow in their understanding and commitment to the faith</i> <i>*Provide support to strengthen our Catholic identity through the integration of the Five Marks of The Excellent Catholic Leader, the Five Marks of an Excellent Catholic Teacher and the Marks of a Catholic School (Leadership and Staff formation, Instructional Walkthroughs, Faith infused classroom and school)</i> <i>*Share and develop experiences that help in the formation of responsible students who give witness to Catholic Social Teachings (Active Citizenship)</i></p>	<p>Implement curriculum through data-informed, responsive instruction and quality assessment.</p> <p><i>*Support implementation of new curriculum with a focus on responsive teaching to support ALL students with access to and use of appropriate resources.</i> <i>*Support school leadership and staff collaboration to engage in and improve instructional, assessment and reporting practices responsive to student assessment data.</i></p>	<p>Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.</p> <p><i>*Support integrated curriculum resources and professional learning opportunities that develop an understanding of holistic wellness (body, mind and spirit) by:</i> - providing universal, proactive strategies to enhance the mental health of our staff and students. (eg., Strategies may include: EICS Circles, Connections Project, Circle of Security, PEPY) (AP 168 - Appendix B) <i>*Build the efficacy of division and school staff in responsive interventions and coordination of services (FWW, CRC/ILS, Community Services) for responding to mental health, behaviour and regulation needs.</i> <i>*Engage Division and School Leadership teams to support wellbeing as a shared responsibility.</i> <i>*Develop a division continuum of supports for student well-being.</i></p>	<p>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</p> <p><i>*Continue existing internal and external active division and school engagement processes with key stakeholders (assurance survey, catholic school review, active school engagement, parent advisory council, CEPAC, ATA, CUPE, Unifor, Non-Association, Transportation Association, student voice)</i></p>
Division Outcome and Corresponding Strategies	<p>Students are provided relevant religious education and faith integration in all curricula.</p> <p><i>* Engage staff in implementation of the Growing in Faith Growing in Christ curriculum and connections to home, school and parish.</i> <i>*Plan and provide faith formation professional learning opportunities for ongoing teacher training and the resources required for planning faith integrated lessons.</i> <i>*Provide resources that reflect catholic social teachings to integrate faith in all curricula at all grade levels.</i></p>	<p>Students access learning opportunities and supports that address their diverse learning needs.</p> <p><i>*Engage and support school leadership teams and staff in the continued refinement of the collaborative response model and the continuum of supports and services aligned to the principles of inclusive education for ALL students (Alberta Education: Implementing a continuum of supports and services, 2022)</i> <i>*Respond and strengthen early learning programming (Pre-K, K, 1) to be responsive to the strengths and needs of students and families in our Catholic schools. (learner readiness)</i></p>	<p>Honour the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.</p> <p><i>*Leverage our division mission and beliefs to commit to become a culturally responsive school system addressing anti-racism, gender and intersectionality.</i> <i>*Support Division and school leadership teams in fostering a sense of belonging for ALL students (universal school culture continuum of supports that encompasses active citizenship and Catholic social teachings)</i></p>	<p>Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.</p> <p><i>*Provide appropriate training and timely communication for effective school operations. (All Departments: Financial Services, Human Resources, Communications, Technology, Maintenance, Transportation)</i> <i>*Develop leadership through strategic budgeting and resource management</i> <i>*Support for and access to reliable infrastructure and appropriate technology to promote learning</i> <i>*Optimize, modernize and maintain school facilities to foster enriching learning environments</i> <i>*Provide safe and effective transportation to and from school</i></p>
Division Outcome and Corresponding Strategies	<p>Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic schools.</p> <p><i>*Engage with community partners to celebrate the good news of Catholic Education (Division, School, Parish and Faith community connection)</i></p>	<p>Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education.</p> <p><i>*Support instructional leadership and teaching practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community</i> -Personal growth in foundational knowledge -Strategies to apply Indigenous perspectives in classrooms -Enhancing visibility of Indigenous culture in the school</p>		

EICS relies on Alberta Education and local measures found on the Division Assurance Dashboard and each respective School Assurance Dashboard. The Division and School Leadership teams engages in ongoing data analysis and engages with their stakeholders on a regular basis to provide input in the Division and corresponding School Assurance Plans.

Policy 16

RECRUITMENT AND SELECTION OF PERSONNEL

~~The recruitment and selection of Division personnel is a shared responsibility between the Board and the Superintendent.~~

The Board ~~further~~ believes strong leadership and administration at the Division and school levels are essential to the effective and efficient operation of the school system.

The Board further recognizes that the superintendent is the direct employee of the Board and commits the responsibility of ensuring personnel is in place for the smooth and effective operation of the District to the Superintendent and Administrative Policies.

Specifically

1. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
 - 1.1 The hiring process will be established by the Board at the time of recruitment. All details will be established and determined by the Board. These may include the hiring of a recruiter and determining other responsibilities as necessary. ~~and will include advertisement of the position.~~
 - 1.2 The offer of employment shall be conditional on the successful applicant providing; a criminal record check, a child intervention check and a letter of reference from their Catholic Parish Priest.
2. ~~In the case of hiring the~~ Secretary-Treasurer: The Superintendent shall have the responsibility for the creation of the hiring process including initiating the advertising and short list of candidates, with a selection committee comprising of at least two (2) Trustees, Superintendent, and other appropriate stakeholders. This may include, but not limited to school administrators and relevant Learning Services Personnel.
 - 2.1 The successful candidate must be supported by the majority of the selection committee. The Superintendent must be one (1) of the votes in the majority.
 - 2.2 The Superintendent is delegated full authority to determine the Role Description and provide a written contract of employment and contract renewal.
 - 2.3 The offer of employment shall be conditional on the successful applicant providing; a criminal record check, a child intervention check and a letter of reference from their Catholic Parish Priest or other attesting to the willingness to work in a Catholic-integrated workplace.
3. The Superintendent is delegated full authority and responsibility to recruit and select for all EICS Central Learning Services Leadership positions and Team positions set out in the leadership structure created by the Superintendent.

4. The following process will be followed for the appointment of candidates to the positions of Principal and Assistant-Principal:
 - 4.1 The Superintendent shall form an Administrative Review Committee which will be the interview committee.
 - 4.2 The decision will normally be made by consensus of the interview committee. The Superintendent will have the final choice.
 - 4.3 The Superintendent is delegated full authority to make all decisions regarding the term and/or continuing appointments of school-based administrators.
5. The Superintendent is delegated full authority to recruit and select staff for all other school-based positions.
6. All offers of employment shall be conditional on the successful applicant providing a criminal record check and a child intervention check (CIC) that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position.
7. For those positions requiring teacher certification, the Superintendent will hire certified applicants who are Catholic. Applicants are required to provide a satisfactory pastoral reference letter from their Catholic parish priest. Certified employees wishing to move from probationary contracts must provide an updated satisfactory pastoral reference letter from their Catholic parish priest.
8. The Superintendent may, due to extenuating circumstances, make individual exceptions to this practice when the District is unable to fill the vacancies requiring teacher certification, with qualified Catholics.
9. The job-posting process will be transparent making every reasonable effort to ensure all current Division employees are made aware of staff vacancies.

Reviewed:

Revised: June 2019

Legal Reference: Section 33, 52, 53, 68, 204, 222, 225 Education Act
Freedom of Information and Protection of Privacy Act
CCSSA Catholic Leadership Quality Standards.

Policy 9

BOARD REPRESENTATIVES

The Board is represented in a number of associations ~~and special event conferences.~~ Trustees and alternates are appointed as representatives by the Board, who will report to the Board **as required** on a regular basis.

The representatives will be determined at the annual Organizational Meeting. In the case of more than the assigned number of trustees submitting their intentions to represent the Board on each association, the Board Chair will request an election of those positions by secret ballot. Only the successful candidate(s) will be announced with the ballots being destroyed immediately after the election.

1. Alberta Catholic Schools Trustees Association Director (ACSTA)
 - 1.1 One (1) trustee and one (1) alternate trustee representative are appointed.
 - 1.2 **The trustee representative, while appointed by the board to represent the interests of EICS, recognizes that the ACSTA works to enhance, protect, and promote Catholic education province-wide. Generally issues are directed to surrounding Catholic education.** ~~The Trustee appointed to this position represents the Board's views at this provincial forum dedicated exclusively to Catholic Education issues.~~
 - 1.3 When the ACSTA Board of Directors require decisions impacting finances or other important philosophies, the Director representing the Board will, **as best as possible**, consult with the Board in Committee of the Whole to obtain Board input.
 - 1.4 The ACSTA representative provides the Board with regular reports.
 - 1.5 The ACSTA Board of Directors meets **four times per year, plus when necessary to address arising issues.** ~~approximately five (5) times a year including a three (3) day session where the~~ Board of Directors also participate in **professional and faith formation activities, a retreat** and **engage in an annual** self-evaluation of the Board and Executive Director.
2. Alberta School Boards Association – Zone 2/3 (ASBA)
 - 2.1 One (1) Trustee and one (1) alternate Trustee representative are appointed.
 - 2.2 The Trustee appointed to this position represents the Board's views at this provincial forum dedicated to all educational issues **generally excluding other than** Catholic Education issues **which are more appropriate at ACSTA.** Information sharing, networking and professional development are priority agenda items at Zone meetings.
 - 2.3 The Zones are also a key internal communication link for the association, with a representative of the ASBA Board of Directors attending every Zone meeting to ensure two-way communication between the ASBA leadership and its membership.

- 2.4 One (1) trustee from each board is appointed the official Board representative; however all trustees may attend.
- 2.5 The ASBA representative provides the Board with regular reports.
- 2.6 ASBA Zone 2/3 meets approximately nine (9) times a year.
- 2.7 It is also expected that the Board Representative attends the ASBA Fall General Meeting and the ASBA Spring General Meeting.
- 2.8 Rural Caucus
 - 2.8.1. One (1) trustee and one (1) alternate trustee representative are appointed.
 - 2.8.2. The trustee appointed to this position attends the annual Rural Education Symposium. [Link to Symposium on ASBA Website](#)
 - 2.8.3 The Committee meets approximately three (3) times each school year.
- 3. Education Foundation (REAL Foundation)
 - 3.1 One (1) trustee and one (1) alternate trustee representative are appointed.
 - 3.2 The trustee appointed to this position acts as a liaison between the Board and the Foundation.
 - 3.3 This Committee meets approximately **four** ~~five~~ times each school year.
- ~~4 Young Authors Conference Representative

 - 4.1 ~~One (1) trustee and one (1) alternate trustee representative are appointed.~~
 - 4.2 ~~The trustee appointed to this position attends the annual Young Authors Conference held in Sherwood Park each year to represent the Board and show support for this event.~~~~
- ~~5 Young Scientists Conference Representative

 - 5.1 ~~One (1) trustee and one (1) alternate trustee representative are appointed.~~
 - 5.2 ~~The trustee appointed to this position attends the annual Young Scientists Conference held at the University of Alberta in the spring of each year to represent the Board and show support for this event.~~~~
- 6 Parish Representative
 - 6.1 All trustees are eligible to provide monthly reports on parish activities and events in support of our home, school and parish partnerships.
- 7 Catholic Education Parent Advisory Committee - CEPAC
 - 7.1 Trustees are welcome to attend these meetings and will receive invitations. The chair of these meetings is the superintendent or delegate. The superintendent will provide an update to the board in the superintendent's report following each meeting. ~~Upon invitation by the Superintendent, a trustee will attend the CEPAC meetings. Trustees will alternate throughout the year.~~

~~7.2—Trustees act as a liaison between the Board and this Committee and provide
—a short Board highlights report at each meeting.~~

7.3 This Committee meets approximately three (3) times each school year.

Revised: November 2019

Legal Reference: Section 33, 34, 51, 52, 53 Education Act

1. Correspondence

- 1.1. Wolf Creek Public Schools Letter

2. External Organizational Activities

- 2.1. REAL foundation Golf Tournament May 22
- 2.2. GrACE Summit May 10th
- 2.3. ASBA Zone 2/3 MLA engagement night May 8th
- 2.4. CCSSA meetings April 29/30
- 2.5. Blueprints Retreat April 30-May 3.
- 2.6. MCI summit April 18th

3.

4. Information

- 4.1. Award winners: We were excited to have two recipients of the “Alberta Distinguished Leadership Award” from the ATA Council of School Leadership, Karen Antoniuk and Melissa Damur. They will be presented with their awards at a banquet at the beginning of June.
- 4.2. ATA staffing is essentially complete in our schools. Unifor support staff recall will take place in June.
- 4.3. Our COR (Certificate of Recognition) program audit happened in the past several weeks, overviews our Divisional Health and Safety program. While the final report is delivered in June, it is always a great experience to take some time to focus on our health and safety procedures in the division.
- 4.4. Proud to present our CCSSA award winner Elizabeth Esposito-McLean her award at Blueprints.
- 4.5. A number of EICS schools have signed up to pilot the new Social Studies curriculum. Teachers make decisions about which parts of the curriculum to engage with and are supported by our Central Learning Services Team.
- 4.6. [Carlo Acutis to be first millennial saint: Pope Francis recognizes miracle for canonization | Catholic News Agency](#)

5. Community Engagement

- 5.1. CEPAC meeting - May 6th, 2024
- 5.2. Catholic School Review - St. John Paul II Catholic School



Wolf Creek Public Schools

May 7, 2024

Mr. Paul Corrigan, Superintendent
Elk Island Catholic Schools
310 Broadview Rd
Sherwood Park, AB
T8H 1A4

Tim De Ruyck
Superintendent of Schools

Dear Paul,

I am writing to express sincere gratitude to you and all those within your staff who have developed your numeracy assessments for grades 1-10 as well as your phonological literacy assessments for grades 1-3.

As you will well know, as school divisions we are often working on similar initiatives, whether focused on literacy, numeracy, or other. The willingness of yourself and your staff to share this excellent resource with neighboring school divisions is a testament to the collegiality of yourself and your staff.

As a small expression of gratitude, Wolf Creek Public Schools would like to make a charitable donation on behalf of Elk Island Catholic Schools to a charity of importance to your school division. Please let me know and we will see that it is done. Please also share my sincere gratitude with all within your organization who were part of developing these useful assessment tools.

Thank you again.

Tim De Ruyck
Superintendent
Wolf Creek Public Schools

6000 Highway 2A
Ponoka, Alberta T4J 1P6

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CATHOLIC EDUCATION PARENT ADVISORY COUNCIL (CEPAC)

CEPAC Meeting (Virtual)

Agenda

May 6th, 2024 at 6:30 pm

<https://meet.google.com/apf-uwhv-qou>

Informational Materials:

- Administrative Procedure 110 - [School Councils](#)
 - Administrative Procedure 520 - [Ethical Fundraising and Charitable Activities in Schools](#)
 - Alberta School Council Association (ASCA) - [School Council Resource Guide](#)
 - [Alberta School Councils Regulation](#) (AR 94/2019)
 - [ASCE Grant Information](#) (Funding Manual 2023-2024)
-

Attendees: School CEPAC Reps, School Council Chairs, Trustees, Superintendent

AGENDA


Opening Prayer – Paul Corrigan / Le-Ann Ewaskiw

Land Acknowledgement - Paul Corrigan

1. ASCA Conference and AGM

- Thank-you to those that attended the ASCA Conference and AGM. We appreciate the time involved in voting through resolutions on behalf of Elk Island Catholic Schools.

2. Catholic Education Week

- **GrACE Art Contest:**  GrACE artwork 2024 (1).mp4
- This is the week we celebrate Catholic Education, along with Bus Driver Appreciation, Teacher Appreciation, Hats on for Mental Health.
- Those students who submitted artwork recognizing our division theme this year were shared in the video linked above. Winners were recognized at mass on Sunday.
- Some of these students' work was also selected as part of an Archdiocese Project; these students will be recognized tomorrow at a mass with Archbishop Smith.

3. GrACE Summit - May 10th, 2024




- Information and Registration: [GrACE Summit Registration Information](#)
- Parents are invited to attend the GrACE Summit. This is a great opportunity to connect with our greater Catholic community, as we all play a vital role in supporting and promoting Catholic Education in our Province.

4. Assurance/Budget

- Each school and department in EICS presented their assurance plan to administration the last week of April.

- Leaders were encouraged to share the engagement that took place with stakeholders to look deeper into the data from the assurance surveys. They were also encouraged to celebrate what is working well in their schools/departments, and areas to improve for next year.
- School leadership were asked to present their assurance results to school councils, for further insight and input.
- School Assurance should be an agenda topic on school council agendas. This allows leadership to share where they are at throughout the year in relation to their assurance plan, and to continually gather feedback from parents along the way.
- Please reach out to your school administrator if you have not had the opportunity to review the assurance data.
- Budget updates - EICS did receive a slight increase in funding over last year, due to the great work schools have done to increase their enrolment through new programs. School and division leadership are currently working on the budgets for next year. The budget will be presented to the Board of Trustees at the May 29th, 2024 public meeting. All are welcome to attend.

5. REAL Foundation Golf Tournament and Sponsorship

-  REAL Raffle 2024 (6 × 4in) (1).png
-  REAL Foundation 20th Annual (1).png
-  2024 Golf Sponsorship Letter.doc.pdf

6. General Questions and Answers

- School Admin Transfers - it appears that this information has not been shared in school communities. The division will look to create a division news update, as other school divisions have done, to share the news of administrative transfers for next year. The list will also be attached to the minutes for school council chairs as information.
- Sincere thank-you to those chairs that are stepping down for their service over the years to their school community. The countless hours you've devoted to organizing events, advocating for your school's needs, and nurturing a culture of involvement have not gone unnoticed. Your leadership has left an indelible mark on your school, and we are profoundly grateful for everything you have done.
- St. Martin's school council chair shared the work that they have done this year to support their school community through various fundraising efforts. A new gazebo, wind barrier, and tether ball have been built on their school grounds. Their parent council group and society is looking forward to the work ahead next year, and proud of the work the school community has done this year.

7. Closing Prayer - Paul Corrigan

8. Meeting Adjournment - 7:00 pm



The Five Marks of the Catholic School Identity

Catholic School Review

St. John Paul II Catholic School

2023 - 2024

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. "

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



St. John Paul II Catholic School resides within the family of Elk Island Catholic Schools (EICS) and is part of Alberta's publicly-funded education system. Located in Fort Saskatchewan, St. John Paul II offers quality Catholic education for students in Grade 5 to Grade 8 including Pathways, Sport for Life and Performing Arts programming. The staff is comprised of Principal, Mr. Robert Stecyk, Assistant Principal, Nikki Cava, 18 teachers and 10 support staff.

Website: [St. JP II Website](#)

Newsletter: [April S'More](#)

Social Media: [Instagram](#), [Facebook](#), [X \(Twitter\)](#)

Our Vision

We are a faith-filled school that embraces the spiritual, physical, emotional, and academic wellness of our community. Infused with God's love, we guide, inspire, and challenge one another to achieve our greatest potentials, believing that we have the capacity to make a difference in the world.



[View insights](#)

[Boost post](#)



Liked by [lucasbuck48](#) and 31 others

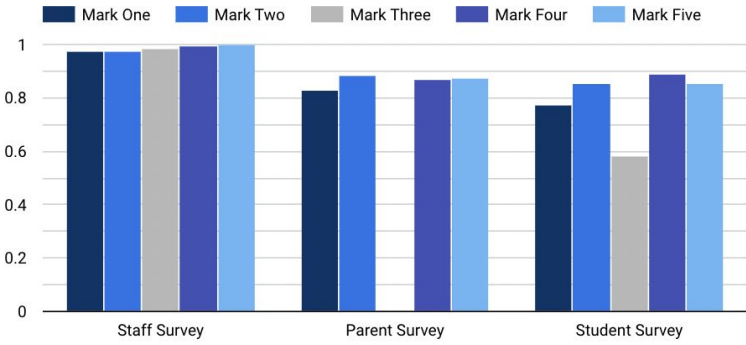
stjp2 Our Grade 5s and 6s participated in our grade-level faith retreats yesterday. They spent the day considering how they can truly light up our world! #patriotpride #gloweics #fortsask

Catholic School Review Dashboard

2023-2024 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
85.99%	90.48%	78.35%	91.88%	90.94%

1 - 1/1 < >



source	Mark One - Survey Average	Mark Two - Survey Average	Mark Three - Survey Average	Mark Four - Survey Average	Mark Five - Survey Average
Student Survey	87.9%	90.35%	86.89%	95.08%	91.8%
Staff Survey	88.8%	91.98%	76.47%	90.44%	90.59%
Parent Survey	83.8%	80%	0%	93.33%	90%



Surveys Completed
Staff: 27
Students: 318
Parents: 44



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/worksite, public messages/displays and events, volunteer orientations, etc.)

Commendations:

- Overall 95% of parents and 100% of staff indicate a familiarity with the school's mission statement
 - The mission statement was evidently displayed and communicated throughout the school, the staff handbook, s'more and social media.
 - Staff said, "I integrate the school mission into conflict resolution, connecting conversations around student behaviour to what we are called to be, as Christians." "And at assemblies and staff meetings: we reinforce the summarized mission statement."
- 86% of parents and 100% of staff surveyed feel that staff create a welcoming environment for all visitors.
- 86% of students and 95% of parents surveyed indicate that students are cared for by admin and staff.
 - It was clearly communicated by staff that they feel loved, listened to and taken care of. "This is our family outside of our family"
 - Overwhelmingly consistent communication by staff of the open door, judgement free, authentically supportive space of admin.
 - Students said there are so many ways they feel cared for here, "they teach kids religion class (your focus and learning is important), in the staff room there's a snack cart for those needing food, our custodian is always so nice and wants to talk to you about your day... there are tons of examples and they always help us if we don't understand things, the WIN room!"
- 100% of parents feel that all are treated with dignity and respect and are valued within the school community
 - Staff commented, "We have Christ centered approach - self, others, environment. Behavior Matrix - 7 Sacred teachings... rather than thou shall not."
 - Parent said that discipline and culture of the school is positive and that there are well behaved students due to high expectations. Another said that the school culture is very good because faith and values are upheld.
- 100% of staff and 84% of students agree that extra care is given to the most vulnerable and marginalized.
- 100% of staff and 88% of Parents indicated that staff strive to follow the example of Christ through their actions and interactions
 - Staff commented, "...some kids struggle with faith, because blind faith is hard, so we reflect a lot about stewardship, using yourself as a resource to support the environment
 - "There is an invitation for others to participate in morning devotions, prayers, etc. Gospel."
 - The praised presence of admin in the hallways goes a long way in this area.

Areas of Growth:

- While parents and staff have a high familiarity with the mission of the school, only 65% of students indicated an awareness of it.
- Though only 74% of staff indicated participating in reviewing or developing the mission statement, the comments made by staff in interviews were consistent with a welcome, transparent and available approach by admin for participation in school decision making.
 - "Rob often asks our opinions and always cares about what we think, even when he makes the final call."
 - "Admin is very, very transparent. Email communication is good, and one on one meetings to support. They take people's opinions into consideration."

Mark One Artifacts

We Believe

The following belief statements reflect the operant values of St. John Paul II Catholic School and serve to guide all decision making.

- God exists within every human heart
- Students receive the best nurturing in a safe and caring environment
- All students have gifts and talents which need encouragement and development
- Teachers teach because they care about society's future
- The pursuit of excellence in curricular and co-curricular activities is an investment in a student's future
- A positive/open school climate encourages stakeholders to participate in the many aspects of the school program
- Students have choices/responsibilities in developing their programs
- Success promotes positive student attitudes

[School Handbook](#)

[St JPII 23-24 Assurance plan](#)

[PD/Collaborative Mtg Plan 23/24](#)



Our Mission:

St. John Paul II Catholic School is a Christ-centered community devoted to fostering personal growth in all of our students and developing meaningful connections that encourage respect for self, others, and our environment.



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:

- 97% of parents and students and 100% of staff agree that the school's Catholic identity is evident with visible signs.
 - School Chapel is right at the entrance and there are sacramentals throughout the school including faithful wall art as well as confirmation celebrations, the faith theme and student work.
- 100% of staff agree that faith formation is included at staff meetings.
 - Much evidence in interviews and plans that Faith Formation is a priority and the admin team is supportive of each person's faith journey.
 - Chaplain provides great faith support and resources.
- 100% of staff and 92% of students say that school gathers regularly for liturgies of the word and to celebrate the Eucharist.
 - Staff said prayer is evidenced daily for staff and students, from morning prayer and liturgy of the word, we are encouraged to use the Chapel and we do adoration.
- 96% of parents and 82% of students say that the school is aware and communicative of the sacramental prep offered by the Parish.
- Though a low % of students and parents indicated on the survey that they participate in service projects, students interviewed were able to articulate specifics.
 - Students said, "...food drive, quite a few things in a year; in peer mentoring we wrapped boxes and filled it with food. Hampers: 12 days of Giving. Lurana Shelter support."

Areas of Growth:

- 75% of students and 79% of staff indicated that school based activities, clubs and teams are imbued with a catholic worldview and promote the teachings of the Catholic Church. In a middle school with a vibrant sports and performing arts life, this is an area of growth. Consider how we can infuse our faith: prayer, virtues etc. into our events, clubs and activities.
- Only 65% of students agreed that they have numerous opportunities to pray during the day. This needs to be explored and discussed given that 100% of staff said that it is occurring. Are students really engaged in prayer? Do they realize what they're doing during prayer? Does staff consider prayer at the beginning of the day and lunch to be sufficient?
- The school has a chapel that is frequently visited by student. Again, the discrepancy in the staff and student response warrants exploring.
 - Staff: 100%, **Students: 76%**, Parents: 86%
- 68% of students and 72% of parents vs 90% of staff indicated that students have opportunities to participate in service projects. Often this discrepancy is about awareness of what service projects are and is more reflective of communication. This warrants some discernment.

Mark Two Artifacts

St. John Paul II Catholic School
April 19 at 12:45 PM · 🌐

Our Grade 7 students participated in their grade-level faith retreat, celebrating in morning mass at OLA Parish, taking a prayer walk, and celebrating with song and reflection at the church! #gloweics #patriotpride #fortsask



Field Trip to
Edmonton and the Royal As
patriotpride



Patriot Post



- Baskets of Plenty
- 12 Days of Christmas (Families First Society)
- Food Bank Drive
- Lurana Shelter Bake Sale
- Linking Generations Partnership
- Terry Fox Fundraiser
- Haunted House Fundraiser for Lurana Shelter
- Playground/School Grounds Clean-up
- Peer Mentorship Reading Buddies
- Family Groups for Student Faith & Wellness Day
- Warm-Winter Wear Donations
- Christmas Cards for Seniors
- Postcards for First Responders
- Grab & Go Cart for Students
- Treat Donations for George Spady Society
- Sport4Life Fun Days @ OLA and St. John XXIII

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

- 100% of staff say that the delivery of curriculum is faith infused in such a way that it could not be duplicated at a public school.
 - A student commented that Religion is important here and they have it 4 times a week and it's pretty interesting.
 - Staff commented that every homeroom teacher teaches their own religion, that it's not one expert ...we all buy-in and it helps with building relationships in our classrooms. Conversations are rich based on relationships with our homeroom students.
 - Students said that faith is 100% a part of everyday ...moments like how God created the earth. In math, we will do like little examples. Pray in the morning, before lunch, how we can follow in Jesus footsteps - social - how we can help as a community. We fundraise and help the community in lots of ways..."
- 100% 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.
 - Staff said, GfGIC provides meaningful prayers - and guidance. Have to be the hard role model - loud, confident, and know exactly what I'm doing. Need to evangelize the ones that don't go to church or at home.
 - Faith instruction as a priority at JPil is evidenced in the common RE blocks with homeroom. This is a considerable strength and staff appreciate and validate the decision.
- 100% of staff said that time is allocated for teachers to collaborate on a regular basis to integrate faith throughout their subject areas
 - Principal Stecyk said, This was one of our big assurance plan goals this year. Structured intentional focus on building the capacity of our staff. Intentionally embedded structured time to work on this and create faith infused lesson plans. We brought in Andrea for support. PL this year, next year build capacity to integrate faith across all curricula.
- 100% staff agreed that they regularly and consistently incorporate christian values and church teachings into planning of instruction.
- 100% staff agreed that there are concrete funding and initiatives in place that enable them and assist them in theological education and faith formation.
 - Students commented about what makes this school Catholic, "We get more masses where were together which is more of a community, Faith & Wellness Day was awesome - I helped and it was so fun, lots of time we pray in class, we pray for special days and events. Fr. Carlos assemblies in the gym"

Areas of Growth:

- Only 58% of students believe that the delivery of curriculum is faith infused in such a way that it could not be duplicated at a public school. Despite 100% of staff indicating this on the same question, and acknowledging the work in the area of faith integration in their interviews, it is not always translating to students.
- This is an active area of growth as indicated in the assurance plan and strategies.
 - Principal Stecyk said that they're providing time to collaborate to build those resources under the guidance and support of school leadership and then walk through and witness, have conversations with staff, students, parents...it's an ongoing process.

Mark Three Artifacts

2022-2023 School Strategies and Corresponding Actions:

Implementation Plan:	School Strategies: <i>“What are the school strategies that will help us in achieving the division outcome and the objective of the goal?”</i> <i>“When will this take place? (include in Time)”</i>
School Strategy(ies): To achieve the Shared Vision <i>Examine the present situation in the area of focus:</i> <ul style="list-style-type: none"> • What are we doing well and what is the evidence? • What are we not doing so well, and what is the evidence? • What might be possible? 	Strategy 1: Plan professional learning opportunities for staff while providing collaboration time and supports to assist in the integration of faith across all curricula. <ul style="list-style-type: none"> • Provide structured time (during staff meetings and PD Days) for staff to develop faith integrated lesson plans and share best practices with colleagues • Continued implementation of a common religion block with structured weekly parish priest visits spread across all subject areas • Ensuring all grade-level teachers teach their homeroom religion block • Continued use of the Growing in Faith Growing in Christ resource at all grade levels



Excerpt from Staff Meeting Agenda(s)

- [Faith Formation](#) (Stecyk)
- *Chaplain (Leeson):*
 - **Priest Visits:** Tuesday Block 4 Religion
 - Grade levels please meet in the gym with Fr. Carlos and set up the computer/projector/screen
 - Topic: [Copy of The Sacraments](#)
 - Upcoming: March 19-Grade 8's
 - **StJPII Sunday Mass at the Church:** Sunday, March 10th @ 11:00am
 - No ministries just your presence
 - **Lent Morning Prayer:** Continue in individual homerooms/block 1 classes.
 - **Staff Mass:** Thursday, March 14th @ 3:15 pm
 - **Stations of the Cross:** Week of March 18-21st
 - **Easter Mass:** Tuesday, April 2nd @ 10:30 am (Block 4)
 - **From the Parish:**
 - [2024 Confirmation Schedule](#)



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:

- 86% of parents and 96% of staff feel that staff and administrators are seen as valuable contributors to the faith life of the school and parish
- 100% of staff, 88% of students and 86% of parents agreed that the school staff demonstrates its faith through their active involvement in the school's catholic culture (liturgies, prayer, social justice)
 - Students said, "JPII has lots of representation of God and Jesus. The stained glass, the Chapel, crosses on every single door...we pray a lot, Fr. Carlos 3 Kings epiphany door blessing - "20+C+M+B+24"- Mrs. Leeson is awesome as Chaplain, mass in gym often, talk about Jesus in every subject, we get to go to the church AND the Basilica..." They loved it.
- 100% of staff said that they feel encouraged to grow in their own faith life.
 - Principal Stecyk regular and active parishioner at OLA
 - The staff at JPII are committed to their personal faith lives as practicing Catholics/Christians, and are observably so at both OLA and OLPH as well as other parishes.
- 100% of staff feels that faith formation strategies are incorporated in the staff assurance plan
 - Faith Formation is a priority at JPII this was reiterated in staff interviews through their repeated allusions to the strong chaplain support and the Principal leading faith formation at every staff meeting.
 - Father Carlos commented that he would to be a resource for PL in faith integration.

Areas of Growth:

- St. JPII Staff are excellent at witnessing love and relationships, but not explicitly tying this back to God. This is the presence of Jesus. Say His name.

Mark Four Artifacts



ST. JP2 FAITH & WELLNESS DAY
Friday, Mar 15



Physical: Movement, Nutrition, Regeneration



Spiritual: Gifts, goals, gratitude



Social: Curiosity, kindness, trust



We are excited to share in a day of faith and wellness with all of our students!



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:

- 100% of staff indicated that they are aware of the role and responsibilities of a Catholic Educator
 - My experiences in the mass impacts me more now – for using in a math class
 - This is evident in the comment by a parent who claimed, “this school gives my child everything they need.”
- 100% of staff and 86% of parents feel that JPll has an active school council working toward the shared purpose of a Catholic School
- 100% of staff and 84% of parents indicated that the school practices fair and respectful discipline practices
- 100% of staff and 84% parents said that the school encourages the involvement of parents in the life of the school and parish
 - Parents commented that they receive monthly invite to school council meetings and that there is lots of volunteer opportunities for fundraising, for dances, etc. “The invitation to attend ceremonies and mass feels really nice.”
- 90% of parents said that the school is actively connecting them to parish activities
- 90% of parents surveyed said that they are satisfied with the communication between home and school, sharing faith based activities and parish news.
- 100% of staff and 85% of students said that the parish priests visits the school and classrooms regularly.
 - Staff commented, “ Fr Abraham came to vball and bball – forming connections is so important. Makes a difference; it’s a big deal!”
 - Fr. Carlos and Fr. Abraham are here regularly: once a month liturgy of the word for staff. Every Tuesday Father visits a class.
 - Student said, “Father came to bless the doors. And he’s here often at the school...Priest comes to games and pep rallies – That was a lot of fun.”

Areas of Growth:

- Father Carlos pointed out an opportunity for more collaboration between school and parish in the area of social justice, particularly service projects.

Mark Five Artifacts

[March School Council Agenda](#)

[St. JP II FAITH EVENT CALENDAR](#)



OLA BIBLE CAMP

July 15-19, 2024 Monday-Friday 9:30-12:30
 Accepting registrations for Kindergarten to grade 5
 Grade 6 Jr leaders may volunteer for the week

Where
 Our Lady of the Angels Church
 Fort Saskatchewan

Registration Link
<https://www.olafor100k.ca/eam.ca/Programs>

Contact Us
 780-934-3411
mjohnston@gmail.com

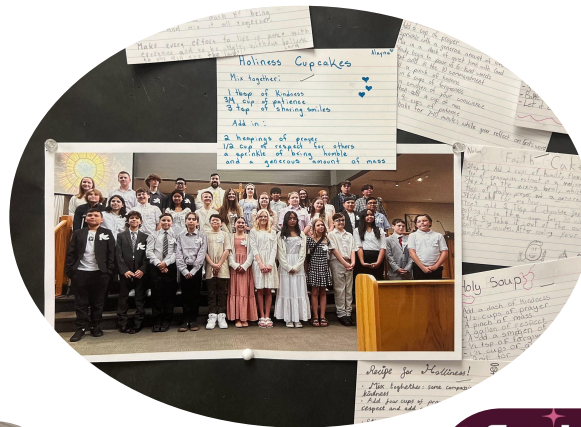
Activities
 Games
 Drama
 Faith Experiments
 Snacks

Volunteers needed. Please contact Michelle for info.

Admission \$30

STUBA

Living into friendship with God



ST. JOHN PAUL II CATHOLIC SCHOOL OPEN HOUSE

April 15th, 2024 - 6:00pm to 7:30 pm

A brief greeting from Administration at 6:00pm, followed by self-guided exploration of the school!

SEE YOU THERE!

St. John Paul II GRAB-N-GO CART

Food Stability Initiative

Food Banks Canada are reporting the highest-ever demand for food bank usage countrywide. Statistics Canada reported that there are **1 in 4 children** in Alberta that have experienced food insecurity in the last 12 months. Food security matters to our school; therefore, we want all of our students to have access to food. The Grab-N-Go Cart is intended to support students that do not have a lunch packed or need to supplement existing lunch and snacks from home. If you have any questions or may require additional support with food security, please reach out to Mrs. Dube at 780-992-0889 or email lee.dube@eics.ab.ca.

twice but nice

SPECIAL THANKS TO OUR SPONSORS

PARENTS/GUARDIANS

We need your **FEEDBACK**

Please check your **EMAIL** And respond to our **FEEDBACK FORM**

To make St. JP II the best it can be

Go Light Our World – Final Thoughts

St. John Paul II Catholic School exemplifies the 5 Marks of an Excellent Catholic School in many ways. From the moment you enter the building and certainly throughout the entire school, the physical signs and symbols of Christ are prominent. Seeing the beautiful chapel upon entry is a beautiful sight that is followed by Christ centered wall art, student work of the faith theme, the importance of the seven sacred teachings, and prominent prayer tables. St. Pope John Paul II's picture is in every single room and space. Even more outstanding however, is the feeling that comes from the connections among staff and students.

The students are happy and cared for. This was evident in our visit and reiterated through conversations with staff, students and parents. The staff is also truly cared for by their admin team and they care about each other. Staff indicated that their admin team is there for them and they trust in their leadership. The Principal and Assistant Principal are clear servant leaders who are always available, always caring and supportive, never judgemental and follow through with their plans and promises.

Staff said of school decisions and culture, "a lot of appropriate top down stuff. Rob has always been transparent and collaborative. We built the mission statement together. Rob often asks our opinions and always cares about what we think, even when he makes the final call. Rob and Nikki love us and support us." Parents commented that communication is great, with two way opportunities and repeated that their child was happy and that's what counts.

It is evident that staff meetings, PD and CTM time is being well utilized to dig deeper into faith integration and formation. Faith formation and faith integration and priorities at JP II and though there is still work to be done with integration, the intention is authentic and the progress is apparent. The school's mission statement is at the core of all plans and collaboration which is perhaps why most reported knowing it. The intentionality of a mission and motto is imperative and that is working at this school. Although, we do suggest exploring the mission and motto with staff and parents as a reflective exercise. This is not only formation, but it allows for the opportunity for greater input and connection. As well it allows for the creation of new strategies to make it come to life.

The parish, school and home connection is good between OLA parish and St. John Paul II. This is aided by the Principal's and Chaplain's strong connection to the parish, their prioritizing this relationship and the importance of having Father Abraham and Father Carlos a part of the school fabric. Father Carlos, and the review team will always emphasize the importance of staff nurturing their own faith lives. Attending mass and having a personal relationship with God is essential for Catholic school staff. There is no better formation. Through it faith integration becomes easier and authentic. Father Carlos also expressed that he would happily be a resource for faith integration professional learning. Father Carlos positively commented how purposeful and demonstrable the presence of Jesus is at JP II. Father Carlos is pleased with the relationship between the parish and school. He credits that to the school chaplain and strong admin team. He loves that some of the staff are regular parishioners who also contribute to the ministries at mass. Father Carlos pointed out an opportunity for more collaboration between school and parish in the area of social justice, particularly service projects.

St. JP II staff exceptionally witness love and relationships. Our suggestion for growth would be to work on explicitly tying this love and the blessing of strong relationships back to God. This is the presence of Jesus. Say His name. As mentioned, other recommendations include infusing our faith more purposefully in the multitude of extra curricular activities, attention to student engagement in prayer and a creating a real awareness about what service projects are. You're doing all of these things but again, being more explicit about the why. Witness, Worship, Service. Naming it is a big deal.

It has been a joy and a blessing to spend this time at JP II. It is hopeful and a cause for celebration. Perhaps this comment by a student summed things up perfectly when they said about what makes JP II Catholic, "Because it's more of a community, smaller school, welcoming school, teachers and Mr Stecyk entice you...when I went to public school it didn't feel as welcoming, closer friend relationships and with teachers...**and because we learn about Jesus – we can be better people.**"

Statement of Program Revenues and Expenses For the Month Ended April 30, 2024									Actual 2022/23 School Year (Audited)
REVENUES	Spring Budget	Instruction	Plant Operations	Transportation	Administration	External Services	Total Year-to-Date	% of Budget	TOTAL
	2023/24						Actual 2023/24		
Alberta Education	\$ 62,052,699	\$ 34,145,291	\$ 5,067,066	\$ 2,166,687	\$ 1,843,510	\$ 421,396	\$ 43,643,950	70.3%	\$ 62,161,515
Alberta Infrastructure (Supported Capital Amortization)	\$ 4,523,100	\$ 25,492	\$ 2,976,914	\$ -	\$ -	\$ -	\$ 3,002,407	66.4%	\$ 4,665,139
Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Federal Government	\$ 138,111	\$ 157,818	\$ -	\$ -	\$ -	\$ -	\$ 157,818	114.3%	\$ 110,369
Other Alberta School Authorities	\$ -	\$ 51,562	\$ -	\$ -	\$ -	\$ -	\$ 51,562	0.0%	\$ 38,937
Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Property Taxes	\$ 10,380,210	\$ 6,920,140	\$ -	\$ -	\$ -	\$ -	\$ 6,920,140	66.7%	\$ 10,140,720
Fees	\$ 2,635,533	\$ 2,880,439	\$ -	\$ 383,027	\$ -	\$ -	\$ 3,263,466	123.8%	\$ 3,162,931
Sales of services and products	\$ 522,874	\$ 668,942	\$ 10,181	\$ 20,555	\$ 108	\$ 22,866	\$ 722,652	138.2%	\$ 741,604
Investment income	\$ 390,000	\$ 332,233	\$ -	\$ -	\$ -	\$ -	\$ 332,233	85.2%	\$ 460,771
Gifts and donations	\$ 356,279	\$ 167,736	\$ -	\$ -	\$ -	\$ -	\$ 167,736	47.1%	\$ 266,049
Rental of facilities	\$ 260,000	\$ -	\$ 136,079	\$ 32,588	\$ -	\$ -	\$ 168,666	64.9%	\$ 177,351
Fundraising	\$ 118,595	\$ 181,309	\$ -	\$ -	\$ -	\$ -	\$ 181,309	152.9%	\$ 155,521
Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 5,500	\$ -	\$ -	\$ -	\$ 5,500	0.0%	\$ 13,126
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ 92,527
TOTAL REVENUES	\$ 81,377,401	\$ 45,530,964	\$ 8,195,739	\$ 2,602,857	\$ 1,843,618	\$ 444,262	\$ 58,617,440	72.0%	\$ 82,186,560
EXPENSES									
Certificated salaries	\$ 36,354,064	\$ 23,893,976	\$ -	\$ -	\$ 461,196	\$ 360,952	\$ 24,716,124	68.0%	\$ 37,098,683
Certificated benefits	\$ 9,069,485	\$ 5,620,336	\$ -	\$ -	\$ 111,884	\$ 80,676	\$ 5,812,896	64.1%	\$ 8,720,984
Non-certificated salaries and wages	\$ 12,808,239	\$ 6,019,409	\$ 1,986,912	\$ 989,702	\$ 834,484	\$ 2,446	\$ 9,832,952	76.8%	\$ 13,204,066
Non-certificated benefits	\$ 3,095,036	\$ 1,577,609	\$ 467,787	\$ 191,964	\$ 111,275	\$ 188	\$ 2,348,823	75.9%	\$ 3,027,533
SUB - TOTAL	\$ 61,326,824	\$ 37,111,330	\$ 2,454,699	\$ 1,181,666	\$ 1,518,839	\$ 444,262	\$ 42,710,796	69.6%	\$ 62,051,266
Services, contracts and supplies	\$ 14,666,476	\$ 6,671,190	\$ 2,887,064	\$ 702,915	\$ 269,857	\$ -	\$ 10,531,026	71.8%	\$ 14,286,353
Amortization of supported tangible capital assets	\$ 4,523,100	\$ 25,492	\$ 2,976,914	\$ -	\$ -	\$ -	\$ 3,002,407	66.4%	\$ 5,160,551
Amortization of unsupported tangible capital assets	\$ 999,000	\$ 216,268	\$ 154,903	\$ 237,921	\$ 50,918	\$ -	\$ 660,011	66.1%	\$ 1,098,042
Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Amortization of unsupported ARO tangible capital assets	\$ 90,879	\$ -	\$ 62,276	\$ -	\$ -	\$ -	\$ 62,276	68.5%	\$ 93,415
Unsupported interest on capital debt	\$ 418,000	\$ 50,910	\$ 66,354	\$ 52,938	\$ 54,706	\$ -	\$ 224,908	53.8%	\$ 373,154
Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -
TOTAL EXPENSES	\$ 82,024,279	\$ 44,075,190	\$ 8,602,210	\$ 2,175,441	\$ 1,894,320	\$ 444,262	\$ 57,191,423	69.7%	\$ 83,062,781
OPERATING SURPLUS (DEFICIT)	\$ (646,878)	\$ 1,455,774	\$ (406,471)	\$ 427,416	\$ (50,702)	\$ -	\$ 1,426,017	-220.4%	\$ (876,221)

ELK ISLAND CATHOLIC SCHOOLS
Statement of Revenues
For the Month Ended April 30, 2024 (Budget Target 66.67%)

	<u>Spring Approved</u> <u>Budget 2023/24</u>	<u>In Year</u> <u>Adjustments</u>	<u>Budget</u> <u>Update</u> <u>2023/24</u>	<u>Year-to-Date</u> <u>Actual 2023/24</u>	<u>Approved</u> <u>Budget</u> <u>Remaining</u>	<u>% Budget</u> <u>Used</u>
ALBERTA EDUCATION						
BASE INSTRUCTION						
ECS Basic Instruction	\$ 1,170,529	\$ 29,215	\$ 1,199,744	\$ 770,753	\$ 428,991	64.2%
Grades 1-9 Base Instruction	\$ 25,984,710	\$ 915,389	\$ 26,900,099	\$ 17,589,010	\$ 9,311,089	65.4%
Grades 10-12 Base Instruction	\$ 12,965,797	\$ 463,171	\$ 13,428,968	\$ 8,935,938	\$ 4,493,030	66.5%
Home Education	\$ 2,888,358	\$ 320,138	\$ 3,208,496	\$ 2,479,343	\$ 729,153	77.3%
Outreach Funding	\$ 150,000		\$ 150,000	\$ 99,990	\$ 50,010	66.7%
Distance Education	\$ 81,000		\$ 81,000	\$ 55,295	\$ 25,705	68.3%
Rural Small Schools	\$ 1,070,600	\$ (48,930)	\$ 1,021,670	\$ 1,024,491	\$ (2,821)	100.3%
TOTAL BASE INSTRUCTION	\$ 44,310,994	\$ 1,678,983	\$ 45,989,977	\$ 30,954,820	\$ 15,035,157	67.3%
SERVICES & SUPPORT GRANTS						
Specialized Learning Support	\$ 5,196,727	\$ 105,714	\$ 5,302,441	3,532,811	\$ 1,769,630	66.6%
Classroom Complexity	\$ 320,680	\$ 8,710	\$ 329,390	219,571	\$ 109,819	66.7%
Program Unit Funding	\$ 256,575	\$ 17,215	\$ 273,790	190,560	\$ 83,230	69.6%
Kindergarten Severe	\$ 328,515	\$ (20,625)	\$ 307,890	228,494	\$ 79,396	74.2%
Moderate Language Delay Grant	\$ 52,800	\$ 30,800	\$ 83,600	55,728	\$ 27,872	66.7%
First Nations	\$ 562,566	\$ 30,735	\$ 593,301	392,088	\$ 201,214	66.1%
English as a Second Language	\$ 478,236	\$ 78,804	\$ 557,040	374,724	\$ 182,316	67.3%
Refugee Students	\$ 18,150	\$ 6,050	\$ 24,200	16,682	\$ 7,518	68.9%
SUBTOTAL SERVICES & SUPPORT	\$ 7,214,249	\$ 257,403	\$ 7,471,652	\$ 5,010,657	\$ 2,460,995	67.1%
SCHOOL BASED GRANTS						
Operations and Maintenance	\$ 6,581,922	\$ 37,427	\$ 6,619,349	\$ 4,411,454	\$ 2,207,895	66.6%
Infrastructure Maintenance Renewal	\$ 896,472		\$ 896,472	\$ 655,612	\$ 240,860	73.1%
Transportation	\$ 3,164,049	\$ (405,631)	\$ 2,758,418	\$ 2,109,155	\$ 649,263	76.5%
High Speed Internet	\$ 172,800		\$ 172,800	\$ 115,188	\$ 57,612	66.7%
SUBTOTAL SCHOOL BASED GRANTS	\$ 10,815,243	\$ (368,204)	\$ 10,447,039	\$ 7,291,409	\$ 3,155,630	69.8%
COMMUNITY BASED GRANTS						
Socio Economic	\$ 410,379	\$ 9,089	\$ 419,468	\$ 280,192	\$ 139,276	66.8%
Geographic Grant	\$ 549,523	\$ 4,523	\$ 554,046	\$ 369,093	\$ 184,953	66.6%
Nutrition Funding	\$ 199,500	\$ 36,534	\$ 236,034	\$ 169,521	\$ 66,513	71.8%
SUBTOTAL COMMUNITY BASED GRANTS	\$ 1,159,402	\$ 50,146	\$ 1,209,548	\$ 818,806	\$ 390,742	67.7%
JURISDICTION BASED GRANTS						
System Administration	\$ 2,693,292		\$ 2,693,292	\$ 1,795,348	\$ 897,944	66.7%
Teacher Salary Settlement	\$ 1,383,290	\$ (63,300)	\$ 1,319,990	\$ 879,905	\$ 440,085	66.7%
SUBTOTAL JURISDICTION BASED GRANTS	\$ 4,076,582	\$ (63,300)	\$ 4,013,282	\$ 2,675,254	\$ 1,338,028	66.7%
ADDITIONAL ALBERTA GOVERNMENT FUNDING						
Alberta School Council Grant	\$ 8,500		\$ 8,500	\$ -	\$ 8,500	0.0%
Fuel Price Contingency	\$ 75,000		\$ 75,000	\$ 57,532	\$ 17,468	76.7%
Mental Health Grant	\$ 225,073	\$ 59,571	\$ 284,644	\$ 161,250	\$ 123,394	56.6%
Curriculum Implementation	\$ 264,900	\$ 29,912	\$ 294,812	\$ 162,856	\$ 131,956	55.2%
Learning Disruption Grant		\$ 138,180	\$ 138,180	\$ 133,862	\$ 4,318	96.9%
Supplemental Growth Grant		\$ 659,000	\$ 659,000	\$ 439,289	\$ 219,711	66.7%
ATRF Government Contributions	\$ 3,700,000		\$ 3,700,000	\$ 2,284,505	\$ 1,415,495	61.7%
Amortization of Capital	\$ 4,523,100		\$ 4,523,100	\$ 3,002,407	\$ 1,520,693	66.4%
Other Alberta Gov Revenue	\$ (2,788)	\$ 194,867	\$ 192,079	\$ 188,215	\$ 3,864	98.0%
TOTAL ADDITIONAL FUNDING	\$ 8,793,785	\$ 1,081,530	\$ 9,875,315	\$ 6,429,915	\$ 3,445,400	65.1%
TOTAL ALBERTA GOVERNMENT	\$ 76,370,255	\$ 2,636,558	\$ 79,006,813	\$ 53,180,862	\$ 25,825,951	67.3%
OTHER REVENUE						
Federal Government	\$ 138,111	\$ 46,037	\$ 184,148	157,818	\$ 26,330	85.7%
Other Alberta School Authorities	\$ -		\$ -	51,562	\$ (51,562)	0.0%
Fees - Division	\$ 406,250	\$ (118,276)	\$ 287,974	296,697	\$ (8,723)	103.0%
Fees - Transportation	\$ 370,000	\$ 13,265	\$ 383,265	383,027	\$ 238	99.9%
Sales of services and products - Division	\$ 79,141	\$ 194,383	\$ 273,524	335,802	\$ (62,278)	122.8%
Interest and Investment Income	\$ 390,000		\$ 390,000	332,233	\$ 57,767	85.2%
Gifts & Donations - Division	\$ 21,000	\$ (21,000)	\$ -	30,000	\$ (30,000)	0.0%
Facility Rentals	\$ 260,000	\$ (65,000)	\$ 195,000	168,666	\$ 26,334	86.5%
Fundraising - Division	\$ -	\$ 20,000	\$ 20,000	-	\$ 20,000	0.0%
External Services	\$ 585,754	\$ (97,792)	\$ 487,962	385,635	\$ 102,327	79.0%
Other Revenue	\$ -	\$ 23,298	\$ 23,298	-	\$ 23,298	0.0%
TOTAL OTHER REVENUE	\$ 2,250,256	\$ (5,085)	\$ 2,245,171	\$ 2,146,939	\$ 98,232	95.6%
SCHOOL GENERATED FUNDS						
Fees	\$ 1,730,513		\$ 1,730,513	\$ 2,583,743	\$ (853,230)	149.3%
Sales of services and products	\$ 568,503		\$ 568,503	386,851	\$ 181,652	68.0%
Gifts and Donations	\$ 339,279	\$ (24,000)	\$ 315,279	137,736	\$ 177,543	43.7%
Fundraising	\$ 118,595	\$ (1)	\$ 118,594	181,309	\$ (62,715)	152.9%
TOTAL SCHOOL GENERATED FUNDS	\$ 2,756,890	\$ (24,001)	\$ 2,732,889	\$ 3,289,639	\$ (556,750)	120%
TOTAL REVENUES	\$ 81,377,401	\$ 2,607,472	\$ 83,984,873	\$ 58,617,440	\$ 25,367,433	69.8%

ELK ISLAND CATHOLIC SCHOOLS
Statement Of Expenses
For the Month Ended April 30, 2024
Budget Target 66.67% (Schools 80%)

<u>SCHOOL & DEPARTMENT</u>	<u>Spring Budget</u> <u>2023/24</u>	<u>Budget</u> <u>Update</u> <u>2023/24</u>	<u>Year-to-Date</u> <u>Actual 2023/24</u>	<u>Budget Remaining</u>	<u>% Budget</u> <u>Used</u>
St. Andre Bessette	\$ 3,313,202	\$ 3,403,709	\$ 2,661,301	\$ 742,408	78.2%
St. John Paul II	\$ 2,557,092	\$ 2,668,629	\$ 2,058,325	\$ 610,304	77.1%
Our Lady of Angels	\$ 1,557,734	\$ 1,663,641	\$ 1,275,085	\$ 388,556	76.6%
St. John XXIII	\$ 2,125,740	\$ 2,286,388	\$ 1,727,247	\$ 559,140	75.5%
Our Lady of Perpetual Help	\$ 2,435,608	\$ 2,472,645	\$ 1,942,668	\$ 529,977	78.6%
École Père Kenneth Kearns	\$ 1,657,178	\$ 1,733,338	\$ 1,359,777	\$ 373,561	78.4%
St. Nicholas	\$ 1,676,131	\$ 1,728,694	\$ 1,387,778	\$ 340,916	80.3%
Madonna	\$ 1,808,655	\$ 1,881,066	\$ 1,460,249	\$ 420,817	77.6%
St. Luke	\$ 1,259,668	\$ 1,305,265	\$ 1,016,493	\$ 288,772	77.9%
Holy Redeemer	\$ 1,621,826	\$ 1,749,383	\$ 1,364,171	\$ 385,212	78.0%
Our Lady Of Mount Pleasant	\$ 3,568,849	\$ 3,626,275	\$ 2,883,123	\$ 743,152	79.5%
St Patrick	\$ 2,432,350	\$ 2,508,233	\$ 1,968,020	\$ 540,213	78.5%
St. Martin's	\$ 1,822,964	\$ 1,912,042	\$ 1,502,280	\$ 409,762	78.6%
Holy Spirit	\$ 2,778,917	\$ 2,786,421	\$ 2,178,874	\$ 607,547	78.2%
St. Mary's	\$ 1,574,193	\$ 1,585,747	\$ 1,229,732	\$ 356,016	77.5%
Archbishop Jordan	\$ 7,934,905	\$ 8,178,412	\$ 6,407,280	\$ 1,771,132	78.3%
St. Theresa	\$ 4,390,736	\$ 4,513,563	\$ 3,592,701	\$ 920,863	79.6%
St. Isidore	\$ 4,302,180	\$ 4,730,532	\$ 3,471,136	\$ 1,259,396	73.4%
School Generated Funds	\$ 2,732,890	\$ 2,732,889	\$ 2,205,862	\$ 527,027	80.7%
Schools Total	\$ 51,550,818	\$ 53,466,871	\$ 41,692,102	\$ 11,774,769	78.0%
Information Tech	\$ 1,842,291	\$ 1,842,291	\$ 1,204,170	\$ 638,121	65.4%
Inclusive Learning Services	\$ 1,563,206	\$ 1,658,962	\$ 1,122,198	\$ 536,764	67.6%
Student and Staff Formation	\$ 916,078	\$ 1,008,469	\$ 626,015	\$ 382,454	62.1%
Education Excellence	\$ 229,659	\$ 229,659	\$ 165,261	\$ 64,398	72.0%
Secondments/External Services	\$ 585,754	\$ 487,962	\$ 368,638	\$ 119,324	75.5%
ATRF Contributions from Government	\$ 3,700,000	\$ 3,700,000	\$ 2,200,582	\$ 1,499,418	59.5%
System Ins.Support	\$ 3,050,848	\$ 3,350,734	\$ (2,680,011)	\$ 6,030,745	-80.0%
Central Inst. Total	\$ 11,887,836	\$ 12,278,077	\$ 3,006,855	\$ 9,271,222	24.5%
Business Services	\$ 1,164,000	\$ 1,164,000	\$ 731,005	\$ 432,995	62.8%
Board Governance	\$ 400,000	\$ 400,000	\$ 291,780	\$ 108,220	72.9%
Human Resources	\$ 532,383	\$ 532,984	\$ 349,886	\$ 183,098	65.6%
Office of Superintendent	\$ 514,820	\$ 518,212	\$ 342,145	\$ 176,067	66.0%
Capital, Debt Services & IMR	\$ 4,626,979	\$ 5,523,451	\$ 3,851,941	\$ 1,671,510	69.7%
Custodial	\$ 2,755,270	\$ 2,785,270	\$ 1,909,447	\$ 875,823	68.6%
Maintenance	\$ 4,943,124	\$ 3,984,079	\$ 2,840,822	\$ 1,143,257	71.3%
Transportation	\$ 3,649,049	\$ 3,274,086	\$ 2,175,441	\$ 1,098,645	66.4%
Support Services	\$ 18,585,625	\$ 18,182,082	\$ 12,492,467	\$ 5,689,615	68.7%
Total Expenditures	\$ 82,024,279	\$ 83,927,030	\$ 57,191,423	\$ 26,735,607	68.1%

**Elk Island Catholic Schools
Board Governance Expenses
As of April 30, 2024 (Budget Target 67%)**

Summary	May 2023 Budget	Actuals	Variance (\$ Budget Unspent)	(%) Budget Spent
Honoraria	\$210,638	\$140,426	\$70,212	66.67%
Chair - Annual Honoraria	33,350	22,233	11,117	66.67%
Vice Chair - Annual Honoraria	29,348	19,565	9,783	66.67%
Trustee - Annual Honoraria	26,680	17,787	8,893	66.67%
Employee Benefits	42,907	27,853	15,054	64.92%
Travel Amount				
Al Stewart	500	333	167	66.67%
Shelley Charchun	500	333	167	66.67%
Teresa Makowecki	500	333	167	66.67%
Trustee Professional Development (Policy 7: Section 3 & Appendix A)				
Al Stewart	3,000	1,851	1,149	61.70%
Jean Boisvert	3,000	1,044	1,956	34.78%
Le-Ann Ewaskiw	3,000	825	2,175	27.51%
Dean Sarnecki	3,000	1,014	1,986	33.78%
Shelley Charchun	3,000	1,014	1,986	33.78%
Ted Paszek	3,000	1,802	1,198	60.08%
Teresa Makowecki	3,000	686	2,314	22.86%
Trustee Other Expenses (Policy 7: Section 4 & Appendix A)				
Al Stewart	1,700	825	875	48.53%
Jean Boisvert	1,700	572	1,128	33.64%
Le-Ann Ewaskiw	1,700	393	1,307	23.14%
Dean Sarnecki	1,700	50	1,650	2.94%
Shelley Charchun	2,700	937	1,763	34.69%
Ted Paszek	1,700	365	1,335	21.49%
Teresa Makowecki	2,700	-	2,700	0.00%
Contracted Services	1,200	400	800	33.33%
Board Expenses (Policy 7: Sections 5, 7, 8 & Appendix A)				
Board Public Relations (Section 7)		1,544		
Meeting Meal Expenses (Section 8.1)		2,468		
Board Retreats (8.3)		4,707		
ACSTA AGM (Policy 7 - Appendix A)	22,455	7,206	3,683	16.40%
ASBA Representative (Section 4.2 - AGM & SGM)		686		
Other General Misc Expenses (Section 8.4)		2,163		
Election Advertising Costs (Section 8.2)				
Membership Fees (Policy 7: Section 9)				
ACSTA	40,000	37,777		94.44%
ASBA	42,000	49,356		117.51%
ASBA Zone 2/3	1,450	1,450		100.00%
Rural Caucus	600	672	(5,551)	112.01%
Alberta School Council Association	1,450	1,800		124.14%
Chamber of Commerce Memberships	900	896		99.59%
TOTAL BOARD GOVERNANCE	\$400,000	\$291,780	\$108,220	72.94%

**Note: Trustees from Camrose and Vegreville have higher budgets to cover additional travels costs.

2023/2024 Trustee Expenses
Jean Boisvert (Trustee)
As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A)	\$ 3,000		
Dec-23 St. Joseph College Alumni Event		\$ 30	
Apr-24 CCSTA June Conference Registration		\$ 1,014	
<i>Subtotals</i>	<u>\$ 3,000</u>	<u>\$ 1,044</u>	<u>\$ 1,956</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 1,700		
Dec-23 Sherwood Park Chamber Luncheon		\$ 41	
Dec-23 Mileage: Meetings (ASBA, October Public Meeting)		\$ 194	
Jan-24 Luncheon: Sherwood Park Chamber of Commerce		\$ 41	
Mar-24 Mileage: Meetings (ASBA, Rural Caucus, Board Meeting)		\$ 246	
Apr-24 St. Joseph College Breakfast		\$ 50	
<i>Subtotals</i>	<u>\$ 1,700</u>	<u>\$ 572</u>	<u>\$ 1,128</u>
Totals	<u>\$ 4,700</u>	<u>\$ 1,615</u>	<u>\$ 3,085</u>

2023/2024 Trustee Expenses
 Ted Paszek (Vice Chair)
 As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A)	\$ 3,000		
Dec-23 ASBA Conference Expenses		\$ 789	
Apr-24 CCSTA June Conference Registration		\$ 1,014	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 1,802</u>	<u>\$ 1,198</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 1,700		
Dec-23 Mileage: Meetings (ASBA, October Public Meeting)		203	
Apr-24 St. Joseph College Breakfast		50	
Apr-24 Mileage: March Board Meeting		112	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 365</u>	<u>\$ 1,335</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 2,168</u></u>	<u><u>\$ 2,532</u></u>

2023/2024 Trustee Expenses
 Le-Ann Ewaskiw (Board Chair)
 As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A)	\$ 3,000		
ASBA FGM Expenses		\$ 139	
ASBA FGM Conference Fee		\$ 686	
<i>Subtotal</i>	\$ 3,000	\$ 825	\$ 2,175
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 1,700		
October Mileage		\$ 214	
Mar-24 Mileage: (Board Meetings, Value Scoping)		\$ 179	
<i>Subtotals</i>	\$ 1,700	\$ 393	\$ 1,307
Totals	\$ 4,700	\$ 1,219	\$ 3,481

2023/2024 Trustee Expenses
 Dean Sarnecki (Trustee)
 As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A) Apr-24 CCSTA June Conference Registration	\$ 3,000	\$ 1,014	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 1,014</u>	<u>\$ 1,986</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A) Apr-24 St. Joseph College Breakfast	\$ 1,700	50	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 50</u>	<u>\$ 1,650</u>
Totals	<u><u>\$ 4,700</u></u>	<u><u>\$ 1,064</u></u>	<u><u>\$ 3,636</u></u>

2023/2024 Trustee Expenses
 Al Stewart (Trustee)
 As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A)	\$ 3,000		
Dec-23 ASBA FGM Conference Registration & Expenses		\$ 739	
Feb-24 ACSTA Symposium		\$ 99	
Apr-24 CCSTA June Conference Registration		\$ 1,014	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 1,851</u>	<u>\$ 1,149</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 1,700		
Nov-23 October Mileage		\$ 297	
Dec-23 Mileage: Meetings (ASBA, Board Meeting)		\$ 49	
Jan-24 Mileage: December Board Meeting		\$ 25	
Feb-24 Mileage: Meetings (Advocacy, Symposium, Board Meeting)		\$ 195	
Mar-24 Mileage: Meetings (PD, Board Meeting)		\$ 135	
Mileage: School Visits, Board Meetings, MLA Meeting)		\$ 123	
<i>Subtotal</i>	<u>\$ 1,700</u>	<u>\$ 825</u>	<u>\$ 875</u>
Totals	<u>\$ 4,700</u>	<u>\$ 2,676</u>	<u>\$ 2,024</u>

2023/2024 Trustee Expenses
Teresa Makowecki (Trustee)
As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A) Dec-23 ASBA FGM Conference Fee	\$ 3,000	\$ 686	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 686</u>	<u>\$ 2,314</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 2,700		
<i>Subtotal</i>	<u>\$ 2,700</u>	<u>\$ -</u>	<u>\$ 2,700</u>
Totals	<u><u>\$ 5,700</u></u>	<u><u>\$ 686</u></u>	<u><u>\$ 5,014</u></u>

2023/2024 Trustee Expenses
 Shelley Charchun (Trustee)
 As of April 30, 2024 (Budget Target 67%)

<u>Description</u>	<u>Budget</u>	<u>Actuals</u>	<u>Variance</u>
Trustee Professional Development (Policy 7, 3 & Appendix A)	\$ 3,000		
Apr-24 CCSTA June Conference Registration		1014	
<i>Subtotal</i>	<u>\$ 3,000</u>	<u>\$ 1,014</u>	<u>\$ 1,986</u>
Trustee Other Expenses (Policy 7, 4 & Appendix A)	\$ 2,700		
Sep-23 Mileage: September Board Meeting		\$ 91	
Oct-23 Mileage: October Board Meeting / Retreat		\$ 153	
Dec-23 Mileage: November/December Board Meeting		\$ 203	
Feb-24 Mileage: GrACE Meeting		\$ 92	
Feb-24 Mileage: Advocacy Meetings February Board Meeting		\$ 184	
Mar-24 Mileage: (PD Day, Board Meeting)		\$ 213	
<i>Subtotal</i>	<u>\$ 2,700</u>	<u>\$ 937</u>	<u>\$ 1,763</u>
Totals	<u><u>\$ 5,700</u></u>	<u><u>\$ 1,950</u></u>	<u><u>\$ 3,750</u></u>