



Date: April 29, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
Phone: 780-441-6004
Web: ecsd.net

1 Call to Order

- 1.1 Opening Prayer Father Julian
- 1.2 Land Acknowledgement L. Fiorillo
- 1.3 Roll Call
- 1.4 Approval of the Agenda
 - 1.4.1 Consent Items
 - 1.4.1.1 2026-2027 Division School Year and Year-Round School Year Calendar Update
- 1.5 Minutes
 - 1.5.1 Minutes of Regular Board Meeting 7-2025-2026, March 25, 2026
 - 1.5.2 Matters Arising from the Minutes
- 1.6 Excellence in Catholic Education Winners L. Anderson
 - 1.6.1 Maria Diebolt
 - 1.6.2 Liliana Kucy
 - 1.6.3 Diane Lefebvre
- 1.7 Stollery Recognition L. Anderson

2 Business of the Meeting

- 2.1 Three-Year Education Plan & Implementation Plan L. Anderson, T. Peterson

3 Presentation and Review of Accountability Report (s)

- 3.1 Human Resources Report L. Anderson, C. Kennerd
- 3.2 Integrated Health and Well-being Framework Update – the Companion Guide L. Anderson, T. Peterson
- 3.3 Facilities and Construction Projects Update L. Anderson, P. Farmakis
- 3.4 ECSD Annual Survey 2025-2026 L. Anderson, R. Feehan

4 New Business

4.1 Notice of Motion: Change of Date of the May Public Board Meeting L. Turchansky

5 Celebration of #ECSDfaithinspires

5.1 Board Chair Report S. Palazzo

5.2 Chief Superintendent Report L. Anderson

6 Adjournment

6.1 Closing Prayer L. Thibert

6.2 Motion to Adjourn

BOARD OF TRUSTEES

Leah Fiorillo, Ward 71

Sandra Palazzo, Ward 72

Kara Pelech, Ward 73

Debbie Engel, Ward 74

Alene Mutala, Ward 75

Lisa Turchansky, Ward 76

Laura Thibert, Ward 77

CHIEF SUPERINTENDENT

Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **1.4.1.1**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent of Educational Planning

Re: **Revision of the 2026-2027 Division School Year and Year-Round School Year Calendars**

Background:

Attached are revised Division School Year and Year-Round School Year calendars for 2026-2027. This change is being made to honour the request made by the Elections Alberta to have a non-instructional day in our schools on October 19, 2026. The Operation Days (190) and Instructional Days (183) remain the same for both calendars.

Recommendation:

That the Board of Trustees receives the revised 2026-2027 Division School Year Calendar and 2026-2027 Year-Round School Calendar for information purposes.

Attachment:

- Revised 2026-2027 Division School Year Calendar
- Revised 2026-2027 Year-Round School Calendar



ECSD SCHOOL CALENDAR 2026-2027

July 2026							August 2026							September 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

October 2026							November 2026							December 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

January 2027							February 2027							March 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2027							May 2027							June 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

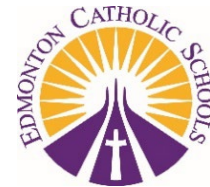
First Day of Operation
August 31, 2026
 First Day of Instruction
September 2, 2026
 Last Day of Instruction
June 28, 2027
 Last Day of Operation
June 29, 2027

Labour Day	Sept 7
Truth & Reconciliation Day	Sept 30
Thanksgiving Day	Oct 12
Election Day	Oct 19
Remembrance Day Wknd	Nov 11-13
Christmas Vacation	Dec 21 to Jan 1
Family Day	Feb 15
Faith Development Day/PD	Feb 24
Teachers' Convention	Feb 25- 26
Professional Development Day	Mar 25
Spring Break	Mar 26 to Apr 2
Good Friday	Mar 26
Easter Monday	Mar 29
Victoria Day Wknd	May 20-24

MONTH	Operational Days	Instructional Days
August	1	0
September	20	19
October	20	20
November	18	18
December	14	14
January	20	20
February	19	16
March	19	18
April	20	20
May	18	18
June	21	20
Total	190	183

- Non instructional Days
- Non-Operational Days
- Cancellation of early dismissal
- Early Dismissal
- Statutory Holiday - Office/School Closed
- Named Holiday - Office/School Closed

ECSD Year-Round School Calendar 2026-2027



First Day of Operation
August 13, 2026
 First Day of Instruction
August 17, 2026
 Last Day of Instruction
June 28, 2027
 Last Day of Operation
June 29, 2027

- Labour Day Sept 7
- Truth & Reconciliation Day Sept 30
- Fall Break Oct 12-23
- Thanksgiving Day Oct 12
- Election Day Oct 19
- Remembrance Day Wknd Nov 11-13
- Christmas Vacation Dec 21 to Jan 1
- Family Day Feb 15
- Faith Formation Day/PD Feb 24
- Teachers' Convention Feb 25-26
- Spring Break Mar 22 to Apr 2
- Good Friday Mar 26
- Easter Monday Mar 29
- Victoria Day Wknd May 20-24

MONTH	Operational Days	Instructional Days
August	13	11
September	20	19
October	12	12
November	18	18
December	14	14
January	20	20
February	19	16
March	15	15
April	20	20
May	18	18
June	21	20
Total	190	183

July 2026							August 2026							September 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

October 2026							November 2026							December 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
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January 2027							February 2027							March 2027						
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					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2027							May 2027							June 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

- Non-instructional days
- Cancellation of early dismissal
- Non-operational days
- Early dismissal
- Statutory Holiday - Office/School Closed
- Named Holiday - Office/School Closed



Date: March 25, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
9405 50 Street NW | Edmonton AB | T6B 2T4
Phone: 780-441-6004
Web: [ecsd.net](https://www.ecsd.net)

1. Call to Order

1.1 Board Chair Palazzo called the meeting to order at 3:00 PM.
Father Glenn began the meeting with the Opening Prayer.

1.2 LAND ACKNOWLEDGEMENT

Trustee Palazzo acknowledged that we are on the traditional land of Treaty 6 and homeland of the Métis. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

1.3 ROLL CALL

Sandra Palazzo, Board Chair
Lisa Turchansky, Vice-Chair
Leah Fiorillo
Kara Pelech
Debbie Engel
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the March 25, 2026 Public Meeting of the Board be approved as circulated.

CARRIED

1.4.1 Consent Items

The consent items and the recommendations therein were approved by the Board with the approval of the agenda.

1.4.1.1

2026-2027 Division School Year and Year-Round School Year Calendar Update

The Board of Trustees received the revised 2026-2027 Division School Year Calendar and 2026-2027 Year-Round School Calendar for information purposes.

1.5 MINUTES

1.5.1 Minutes of the February 18, 2026 Regular Board Meeting

Trustee Engel moved that the minutes of the February 18, 2026 Regular Public Meeting of the Board be approved as circulated.

CARRIED

1.5.2 Matters Arising from the Minutes

There were no matters arising from the minutes.

1.6 APPOINTMENTS/DELEGATIONS/PRESENTATION

Edwin Parr Recipient – Callum Moore

The Board of Trustees recognized and celebrated Callum Moore as Edmonton Catholic Schools' 2026 Edwin Parr award recipient.

2. Business of the Meeting

2.1 Three-Year Capital Plan (2027-2030)

Trustee Thibert moved that the Board of Trustees approve the **Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030**.

CARRIED

Trustee Thibert moved that based on the evidence provided in the **Edmonton Catholic Schools Three-Year Capital Plan, 2027-2030**, the Board determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provides for continuous improvement.

QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).

QI 10.3 Ensures information is disseminated to inform appropriate publics.

CARRIED

3. Presentation and Review of Accountability Report(s)

3.1 Math Framework Implementation Plan

Trustee Mutala moved that the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period.

- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 2.2 Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 2.3 Ensures there is measurable improved student achievement over time.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 5.4 Provides for training of administrators and the development of leadership capacity within the Division.
- QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the March Board Chair Report on #ECSDfaithinspires for information purposes.

4.2 Chief Superintendent Report

The Board of Trustees acknowledged receipt of the Chief Superintendent’s Report on #ECSDfaithinspires: March 2026 for information purposes.

5. Adjournment

- 5.1 Trustee Turchansky** said the closing prayer.
- 5.2 Trustee Engel** moved the meeting be adjourned at 4:36 PM.

CARRIED



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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **1.6.1**

Date: April 29, 2026
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Excellence in Catholic Education Award – Maria Diebolt**

Background:

Each year, Edmonton Catholic Schools names three teacher or administrator recipients for the Council of Catholic School Superintendents of Alberta's (CCSSA) Excellence in Catholic Education Award. Recipients are chosen based on their significant contributions to creating a culture of excellence for staff and students in the wonderful journey of Catholic education.

Maria Diebolt, Principal of St. Philip Catholic Elementary School, leads with compassion, clarity, and a deep respect for the dignity of every person. Her Catholic leadership is expressed through strong parish partnership, intentional faith formation, and a steadfast commitment to inclusion, reconciliation, and wellness. Maria fosters a school culture where student voice is valued, staff feel supported, and Gospel values guide daily practice. In moments of both challenge and celebration, she leads with service and care, strengthening community and belonging. Maria Diebolt's leadership is a powerful reflection of excellence in Catholic education.

Recommendation:

That the Board of Trustees recognizes and celebrates Maria Diebolt for receiving the Excellence in Catholic Education Award.



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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **1.6.2**

Date: April 29, 2026
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Excellence in Catholic Education Award – Lily Kucy**

Background:

Each year, Edmonton Catholic Schools names three teacher or administrator recipients for the Council of Catholic School Superintendents of Alberta's (CCSSA) Excellence in Catholic Education Award. Recipients are chosen based on their significant contributions to creating a culture of excellence for staff and students in the wonderful journey of Catholic education.

Lily Kucy, Principal of Monsignor Fee Otterson Catholic Elementary/Junior High School, is a faith-filled leader who lives out Catholic values with authenticity and purpose. Her leadership is grounded in Gospel teachings and guided by the belief that love, belonging, and dignity must be at the heart of Catholic education. Lily fosters a Christ-centered school culture where faith is woven into learning, relationships, and service, and where every child is valued—every day, no exceptions. Through her inclusive leadership, commitment to parish partnership, and dedication to spiritual growth, Lily is a true witness to excellence in Catholic education.

Recommendation:

That the Board of Trustees recognizes and celebrates Lily Kucy for receiving the Excellence in Catholic Education Award.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **1.6.3**

Date: April 29, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Excellence in Catholic Education Award – Diane Lefebvre**

Background:

Each year, Edmonton Catholic Schools names three teacher or administrator recipients for the Council of Catholic School Superintendents of Alberta's (CCSSA) Excellence in Catholic Education Award. Recipients are chosen based on their significant contributions to creating a culture of excellence for staff and students in the wonderful journey of Catholic education.

Diane Lefebvre, who received this award while Principal of Our Lady of Mount Carmel Catholic Elementary School, is a leader who combines vision, precision, and genuine care for people. She is deeply committed to instructional excellence, particularly through innovative, faith-infused STEM programming and strong assessment practices that support both students and teachers. Diane leads with clarity and trust, strengthening school operations, communication, and community engagement. Known for her strong relationships and steady leadership, she creates a school culture where learning thrives and people feel supported. Diane's thoughtful, student-centered leadership exemplifies excellence in Catholic education. Diane has now assumed the Principalship at St. Nicholas Catholic Junior High School, where she will continue to share her many gifts.

Recommendation:

That the Board of Trustees recognizes and celebrates Diane Lefebvre for receiving the Excellence in Catholic Education Award.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **1.7**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent of Learning Services

Resource Staff: Cheryl Shinkaruk, Manager, Programs & Projects

Re: **Stollery Children’s Hospital Plaque of Recognition**

Background:

Edmonton Catholic Schools has supported the Stollery Children’s Hospital through donations to support advanced medical equipment, innovative research, and compassionate care for children in need.

Stollery Recognition

Edmonton Catholic Schools has been recognized by the Stollery Children’s Hospital Foundation for its outstanding commitment to pediatric health care, having raised more than \$100,000 in support of the Stollery. To date, the division’s total contribution has reached \$167,837, reflecting the generosity and collective efforts of students, staff, and school communities. In recognition of this significant milestone, the Foundation will install an 8” x 8” commemorative plaque, in April 2026.

These funds have been raised through a variety of meaningful initiatives across the division, including the Heart of Glee event previously hosted at the division level, as well as numerous school-based fundraising activities. Together, these efforts demonstrate Edmonton Catholic Schools’ ongoing commitment to supporting the health and wellbeing of children and families in our community, while also fostering a strong culture of service, compassion, and social responsibility among students.

Edmonton Catholic Schools Board of Trustees will be invited for a tour of the Stollery Children’s Hospital and to view the plaque that recognizes the long-time support.

Recommendation:

That the Board of Trustees acknowledge and celebrate Edmonton Catholic Schools’ continued commitment to supporting the Stollery Children’s Hospital Foundation through ongoing fundraising and community engagement initiatives.



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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **2.1**

Date: April 29, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Resource Staff: Susan Makale, Executive Director
Trish Roffey, Manager, Elementary Curriculum

Re: **Edmonton Catholic Schools' Three-Year Education Plan 2026-2029 and Implementation Plan**

Background:

Alberta Education requires all school jurisdictions to submit a Three-Year Education Plan annually. The Three-Year Education Plan must be approved by the Board of Trustees and posted on our Division's website by May 31 of each year.

Our Edmonton Catholic Schools' Three-Year Education Plan 2026-2029 is rooted in the priorities of **Learning and Living our Faith, Excellent Educational Experiences, and Nurturing Student Well-being** which were determined by the Board of Trustees after engagement with School Councils, school leadership, and the Student Voice Team. Goals and key strategies are designed to ensure that students in Edmonton Catholic Schools experience the conditions that lead their optimal learning and to the development of competencies within our Catholic educational context.

Central to the Three-year Education Plan is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

This is a three-year fixed plan which will begin in the fall of 2026 when our year-round calendar schools return from their summer break. Implementing a fixed plan strategy allows us to carry out sustained work in each of our goals with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. In utilizing a fixed plan model, we have the ability to evaluate our progress in our goals on a yearly basis and modify or develop additional strategies to target areas of growth required in order to support our Division's priorities.

Our engagement processes also involve the evaluation and reporting of provincial and local measures to our public. ECSD accomplishes this via the Division Assurance Dashboard which gives the public real time access to metrics that will demonstrate our growth within each one of the priorities. This includes the results from our

Edmonton Catholic Schools' Annual Survey which is organized into themes that mirror the goals of this plan and the Alberta Education Assurance Measures that are reported from their Assurance Survey.

The Implementation Plan provides an overview of the robust and rich internal resource hub that has been developed to support schools in bringing the goals and key strategies to life in their planning process. Embedded in appropriate goals within the High Impact Strategy Suite section of the hub will be specific actions that schools can undertake to improve achievement for our First Nations, Métis, and Inuit students and to advance the Truth and Reconciliation Commission's Calls to Actions for all students.

Recommendations:

1. That the Board of Trustees approves the **Edmonton Catholic Schools' Three-Year Education Plan 2026-2029**.
2. That, based on the evidence provided in the **Edmonton Catholic Schools' Three-Year Education Plan 2026-2029 and Implementation Plan**, the Board determines that the following Quality Indicators have been met as per Board Policy 12-Appendix B, relative to the current evaluation period:

- | | |
|----------------|--|
| <i>QI 1.1</i> | <i>Ensures that all school leaders actively promote education in a Catholic context.</i> |
| <i>QI 2.2</i> | <i>Identifies trends and issues related to student achievement to inform the Three-year Planning process, including recommendations for innovative means to improve measurable student achievement.</i> |
| <i>QI 2.3</i> | <i>Ensures there is measurable improved student achievement over time.</i> |
| <i>QI 8.1</i> | <i>Ensures the three-year planning process involves appropriate input and results in high satisfaction.</i> |
| <i>QI 8.3</i> | <i>Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.</i> |
| <i>QI 8.4</i> | <i>Ensures key results identified by the Board are achieved.</i> |
| <i>QI 8.5</i> | <i>Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities and is approved within Alberta Education deadlines.</i> |
| <i>QI 9.1</i> | <i>Ensures Division compliance with all Alberta Education and Board mandates.</i> |
| <i>QI 10.3</i> | <i>Ensures information is disseminated to inform appropriate publics.</i> |

Attachments:

- Edmonton Catholic Schools' Three-Year Education Plan 2026-2029
- Implementation Plan





Edmonton Catholic Schools Three-Year Education Plan 2026-2029 (Year 1)

Central to the Edmonton Catholic Schools (ECSD) Three-Year Education Plan is our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We aim to develop strategies and priorities that will inspire our students and ensure their success by giving them the tools they need to succeed.

This is the first year of a new three-year fixed plan cycle. Implementing a fixed plan allows us to carry out sustained work in each of our priorities with the intent to create the conditions to foster consistency of practice in identified areas for lasting impact. This plan is contextualized through three priorities which have been established by the Board in response to multiple engagements in advance of this new plan. The three priorities are ***Learning and Living our Faith, Excellent Learning Experiences, and Nurturing Student Well-being***. Each priority provides a lens through which the goals can be viewed. Each of the goals is reflective of at least one of the priorities. This methodology empowers schools to approach the work of continuous improvement in a manner that honors their strengths and local context. The priorities and goals will remain fixed for the three-year planning cycle.

The goals within this three-year plan are reflective of the deep work that has taken place over the past two years in the Division to develop a framework to ensure that every student experiences the conditions that are necessary for their optimal learning, appropriately referred to as the Optimal Learning Framework. The strategic focus that is provided through this educational plan will ensure consistency of language and practice across all schools, thus developing coherence in our journey. We will evaluate our progress on a yearly basis and modify or develop additional actions to target areas of growth required in order to actualize our Division's commitment to ensuring that every student will experience optimal learning.

Accountability Statement for the Education Plan

Under the direction of the Board of Trustees, the Education Plan for The Edmonton Catholic Separate School Division commencing August 13, 2026, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees reviewed and approved the Three-Year Education Plan for 2026-2029 (Year 1) on April 29, 2026.

Sandra Palazzo
Board Chair

Lynnette Anderson
Chief Superintendent

GOAL 1:

Students will experience the Catholic faith as a living presence, woven into learning, relationships, and daily experiences across all aspects of school life.

Key Strategies:

- Catholic faith is meaningfully integrated into all aspects of school life. Teachers plan intentionally with Gospel values.
- Catholic Social Teaching is lived out through service and advocacy rooted in learning. Service, stewardship, and ethical reflection are part of daily school life.
- Faith-based conversations are embedded in classroom and school culture. Teachers pose Gospel-rooted questions so that students engage in reflective, respectful dialogue around values and beliefs.

GOAL 2:

Students are nurtured with a whole-child approach, shaped by our Catholic identity, that fosters emotional, physical, spiritual, and moral development.

Key Strategies:

- Students are supported through a coordinated approach that addresses emotional, mental, physical, and spiritual well-being. Staff intentionally embed wellness practices throughout the school day and build strong, trusting relationships with students and families.
- Staff utilize intentional faith experiences, reflection, and restorative practices with students. Staff model Gospel values, foster conscience formation, and promote a sense of purpose grounded in Catholic teaching.
- Physical, emotional, and social environments are intentionally designed to support student well-being. Classrooms and common spaces are welcoming, inclusive, and calm.
- Catholic virtues such as Faith, Fortitude, Charity, and Prudence are explicitly taught, modelled, and celebrated.

GOAL 3:

Students work together to solve real-world problems, practicing teamwork, communication, and critical thinking in authentic contexts.

Key Strategies:

- Students work with peers to explore ideas, solve problems, and share responsibility for learning. Teachers coach students on how to listen, lead, compromise, and share responsibility.
- Tasks and projects are grounded in real-life challenges or scenarios. Students make decisions, design solutions, and reflect on outcomes, connecting learning to the world beyond the classroom.
- Teachers co-plan interdisciplinary units, and students apply skills from multiple disciplines to explore meaningful questions or issues.
- Assessment includes reflection on process, impact, and collaboration. Students present or publish their learning to authentic audiences, classmates, families, and community partners.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Parental Involvement*
- *Access to Supports and Services*
- *Citizenship*
- *Welcoming, Caring, Respectful, and Safe Learning Environments*

Local Measures - ECSD Annual Survey Themes:

- *Catholic Faith Permeating*
- *Well-being and Catholic Spiritual Formation*
- *Applied and Collaborative Learning*

GOAL 4:

Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity.

Key Strategies:

- Learning is designed for student engagement: it is joyful, meaningful, and active.
- Teachers use UDL (Universal Design for Learning) to ensure all learners can access and express learning in multiple ways. Students see their identities reflected in classroom content and materials.
- Learning targets and success criteria are clear. Expectations are high and visible, but so is support. Students understand the “why” of learning and are guided through productive struggle.
- Student learning is shared through portfolios, assemblies, exhibitions, or classroom showcases. Growth is acknowledged frequently, formally and informally, by peers, teachers, and leaders.

GOAL 5:

Students understand what they are learning and why, receive timely feedback, and reflect on their progress.

Key Strategies:

- Teachers regularly use student interest, feedback, and self-assessments to guide lesson design. Students reflect on their growth and use feedback to take ownership of their learning.
- Teachers analyze and act on evidence collaboratively during team meetings, Professional Learning Community and Collaborative Response Team meetings, assessment results, observational data, and student reflections inform planning and support.
- Students receive timely, actionable feedback from teachers and peers. Students know how to use feedback to revise, improve, and grow. Teachers model how to give and receive constructive input.
- Schools use data and conversations to make decisions.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Access to Supports Services*
- *Student Learning Engagement*
- *Three-Year High School Completion Rate*
- *Education Quality*
- *Five-Year High School Completion Rate*
- *Diploma Acceptable/Excellence*
- *PAT Acceptable/Excellence*

Local Measures - ECSD Annual Survey Themes:

- *Joy and Rigour*
- *Assessment and Feedback*

GOAL 6:

Students think boldly, explore new ideas, and express themselves creatively. Students take risks, try again, and persevere through challenges.

Key Strategies:

- Classrooms promote experimentation, “what if” thinking, and play. Students are encouraged to generate ideas, test them, revise, and share without needing a perfect product.
- Students engage in learning that invites choice, design, and personal expression. Assignments have room for creativity, and final products reflect the student, not just the task.
- Teachers celebrate effort and iteration, model vulnerability, and create routines that normalize revision and improvement.
- Teachers provide time, tools, and structure to support creative thinking and expression. Students use art, media, storytelling, performance, prototyping, or other creative modes to show what they know.

GOAL 7:

Teachers co-create learning experiences where students set goals, reflect on progress, and persevere through challenges, with encouragement and timely support.

Key Strategies:

- Students are taught how to set goals, reflect on their progress, and understand how they learn best.
- Teachers normalize struggle and teach strategies for perseverance. Support is responsive and timely, adjusted to meet students where they are.
- Students regularly receive timely, specific feedback that helps them grow. They learn to give, receive, and act on feedback to improve their work and thinking.
- Students have voice and choice in how they learn and show what they know. Teachers offer options for tasks, grouping, tools, or modalities.

GOAL 8:

Students see the relevance of what they're learning and understand how it applies beyond the classroom. Learning is connected to real-world contexts, experiences, and challenges.

Key Strategies:

- Teachers use local and global examples to ground instruction in meaningful contexts. Curriculum is connected to authentic issues, events, and challenges that impact students' lives.
- Teachers select texts, tasks, and visuals that honour diverse identities and invite every student's voice.
- Teachers guide students to reflect on multiple perspectives as they explore big questions and moral dilemmas across the curriculum. Lessons include dialogue around fairness, justice, truth, and responsibility.
- Schools partner with local organizations and individuals such as Elders, artists, and knowledge keepers to extend classroom learning.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Student Learning Engagement*
- *Education Quality*

Local Measures - ECSD Annual Survey Themes:

- *Creativity and Risk-Taking*
- *Ownership of Learning*
- *Real World Connections*

GOAL 9:

Staff actively pursue professional learning, reflect on their practice, and adapt to meet the evolving needs of students. Teachers and leaders model a mindset of continuous growth and curiosity.

Key Strategies:

- Professional learning time, mentorship, and PD budgets are built into school planning. Teachers participate in school-driven PD days, collaborate with support professionals (e.g., Multi-Disciplinary Teams and Educational Assistants), and engage in learning cycles.
- Adults talk openly with students and one another about their learning. Learning is visible in newsletters, hallway boards, staffroom displays, and walkthroughs.
- Leaders and teachers are seen learning: participating in sessions, co-planning with coaches, sharing what's working, and showing vulnerability.
- Schools cultivate environments where professional learning is expected, supported, and celebrated.

PERFORMANCE MEASURES:***Alberta Education and Childcare Measures:***

- *Education Quality*

Local Measures - ECSD Annual Survey Theme:

- *Lifelong Learning*

ENGAGEMENT:

Development of the ECSD Education Plan 2026-2029 (Year 1) involved effective engagement with educational partners. The Optimal Learning Framework upon which this plan is based was developed through an iterative, collaborative process grounded in research, professional standards, and system voice. We began with the end in mind and asked our Student Voice Team members to help us determine what competencies they expect a student to develop over their time with Edmonton Catholic Schools as they experience an excellent Catholic education. Through multiple cycles of engagement, refinement, and application, the Division identified a set of learning conditions to support the development of those student competencies so that reflect both provincial direction and ECSD's Catholic context. This work was strengthened through ongoing engagement with educators, leadership teams, and expert guidance, ensuring the framework is both research-informed and grounded in classroom reality. The result is a shared language that supports alignment across classrooms, schools, and the system, while still allowing for professional judgment and local context. Drawing on Alberta's Teaching, Leadership, and Superintendent Quality Standards, as well as the provincial curriculum architecture and the Ministerial Order on Student Learning #005/2024, the framework brings coherence to existing expectations rather than introducing something new.

Through further Division engagement by the Board of Trustees at their Community of School Councils (COSC) meeting on November 18, 2025, a clear message emerged: there is strong confidence in our educators, alongside a desire for greater clarity and consistency in how learning is experienced across schools. School leaders have echoed this need. Without shared language and common reference points, strong practices can feel fragmented, and expectations can vary from classroom to classroom. It is from the COSC engagement, in conjunction with ongoing Student Voice Team engagement, that the Board of Trustees established the priorities which provide the guidance for this plan.

In addition to the implementation supports which are outlined in the subsequent section, the Division also plans responsive supports to address specific areas of concern with respect to Provincial Achievement Tests and Diploma Examinations on an annual basis. The most recent set of supports were presented in the [Provincial Achievement Testing Response Report](#) and [Diploma Examinations Response Report](#) in November 2025.

IMPLEMENTATION:

The Division has developed a robust internal SharePoint site to support each of the goals in this three-year plan. Within the site's High Impact Strategy Suite, relevant goals include specific school actions to improve achievement for First Nations, Métis, and Inuit students and advance the Truth and Reconciliation Commission's Calls to Action for all students.

The overview of this implementation plan can be found here: [Implementation Plan](#)

ECSD WEB LINKS:

ECSD Operating Budget webpage: [ECSD Division Operating Budget](#)

Capital Plans webpage: [ECSD Capital Plans](#)

Three-Year Education Plan webpage: [ECSD Three-Year Education Plans](#)

Assurance Dashboard webpage: [ECSD Assurance Dashboard](#)

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Education Plan Report
2026-2029 (Year 1)



Optimal Learning Implementation Plan

Why Optimal Learning, Why Now

Edmonton Catholic Schools is operating within an increasingly complex educational landscape. Classrooms reflect a wide range of student strengths, needs, and learning pathways. At the same time, educators are implementing new curriculum, supporting student well-being, and working toward high expectations for learning.

Through Division engagement, including the Community of School Councils (COSC), a clear message emerged: there is strong confidence in our educators, alongside a desire for greater clarity and consistency in how learning is experienced across schools.

School leaders have echoed this need. Without shared language and common reference points, strong practices can feel fragmented, and expectations can vary from classroom to classroom.

Optimal Learning responds to this need.

It provides a clear, shared framework that brings alignment to teaching, leadership, and professional learning. Rather than adding something new, it helps the Division focus on what matters most, creating the conditions where every student can thrive.

Alignment to Mission, Faith, and Portrait of a Graduate

Optimal Learning is grounded in the mission of Edmonton Catholic Schools and our commitment to educating the whole child, academically, spiritually, socially, and emotionally.

The Portrait of a Graduate describes who we are forming our students to become. Optimal Learning focuses on **how we create the conditions for that formation to happen every day in classrooms.**

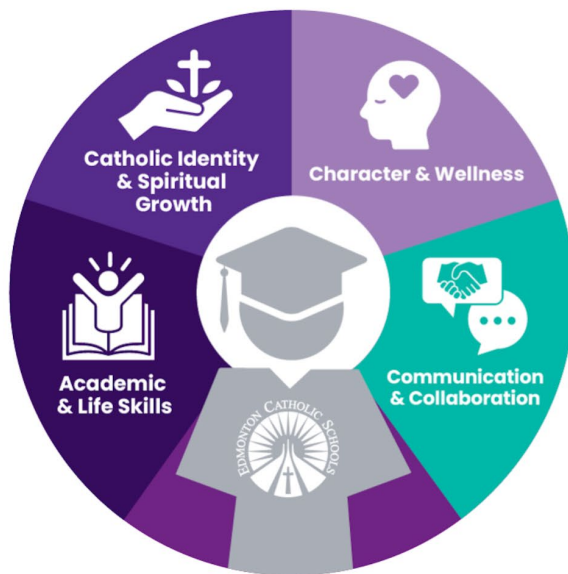
Faith is not confined to a single condition within this framework. While it is explicitly named in areas such as Catholic Faith Permeating and Well-being and Spiritual Formation, it is present across all learning conditions.

For example, in **Joy and Rigour**, joy is not understood as surface-level happiness. Drawing on the tradition of St. Thomas Aquinas, joy is experienced as the deep fulfillment that comes from meaningful work and growth, a sense of purpose, effort, and accomplishment. In this way, joy and rigour are not opposites, but partners. Students experience joy through challenge, perseverance, and success.

This reflects a Catholic understanding of learning as formation, where intellectual growth, personal development, and faith are interconnected.

Optimal Learning ensures that our mission is not only stated, but lived in daily practice.

PORTRAIT OF A GRADUATE



When a student experiences Optimal Learning while attending Edmonton Catholic Schools, they will be:

- Critical thinkers and problem solvers
- Creative and innovative
- Discerning believers and seekers
- Faith-filled stewards
- Lifelong Learners
- Empathetic and inclusive
- Resilient and wellness-focused
- Effective communicators and collaborators
- Ethical digital and global citizens

What Is Optimal Learning?

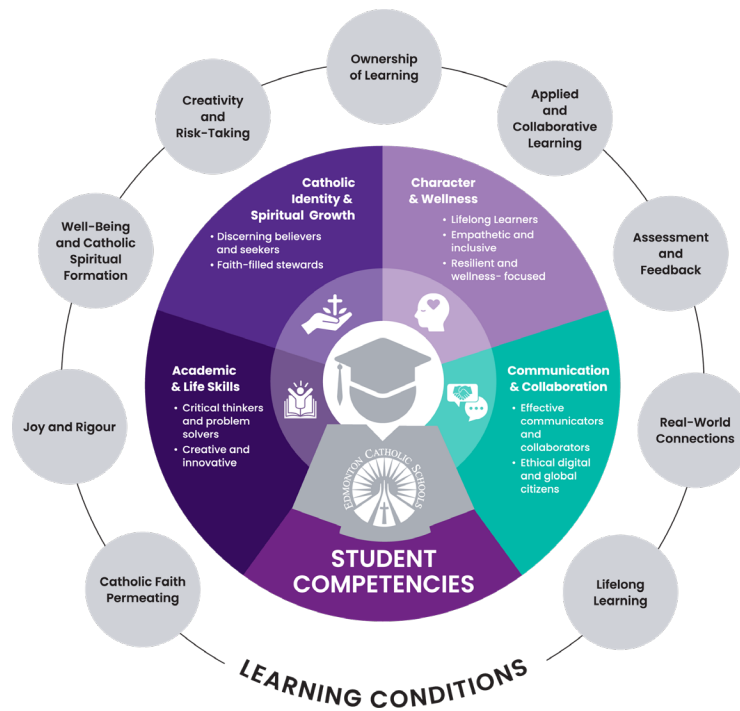
Optimal Learning is a shared understanding of the conditions required for effective teaching and learning across Edmonton Catholic Schools.

It is not a program or checklist. It is a framework that helps educators and leaders focus on the conditions that support student success, while allowing flexibility in how learning is designed within each school context.

At its core, Optimal Learning recognizes that strong outcomes do not happen by chance, they are the result of intentional conditions. These include:

- clarity of learning,
- purposeful instructional design,
- responsive teaching,
- meaningful assessment,
- and supportive learning environments.

The Learning Conditions provide a common language for these elements. They support planning, professional dialogue, and reflection, helping educators understand not just *what* to teach, but *how learning is experienced by students*.



<u>Catholic Faith Permeating</u>	<u>Joy and Rigour</u>	<u>Well-Being & Catholic Spiritual Formation</u>
<u>Creativity and Risk Taking</u>	<u>Ownership of Learning</u>	<u>Applied and Collaborative Learning</u>
<u>Assessment and Feedback</u>	<u>Real-World Connections</u>	<u>Lifelong Learning</u>

From Concept to Practice: How Optimal Learning Is Being Activated

Following the development of the framework, the Division has focused on thoughtful activation rather than rapid rollout.

Leadership Academy

Leadership Academy served as the formal introduction of Optimal Learning, bringing leaders together around a shared understanding of learning conditions and instructional leadership.

Principals identified the value of having clear language to support conversations about teaching and learning, making expectations more visible and actionable.

Aligning Professional Learning

Rather than introducing new structures, existing professional learning (School Teams, consultant support, leadership conversations) has been aligned to the Learning Conditions.

This ensures that professional learning is:

- connected,
- purposeful,
- and focused on improving classroom practice.

Supporting Professional Conversations

The ECSD Success Matrix supports consistent, meaningful conversations across the system. It provides a shared reference point for reflection and dialogue, grounded in observable practice.

This strengthens alignment while honouring professional judgment.

Five Key Implementation Foundations for the ECSD Three-Year Education Plan 2026-2029

1. Development of the Optimal Learning Framework

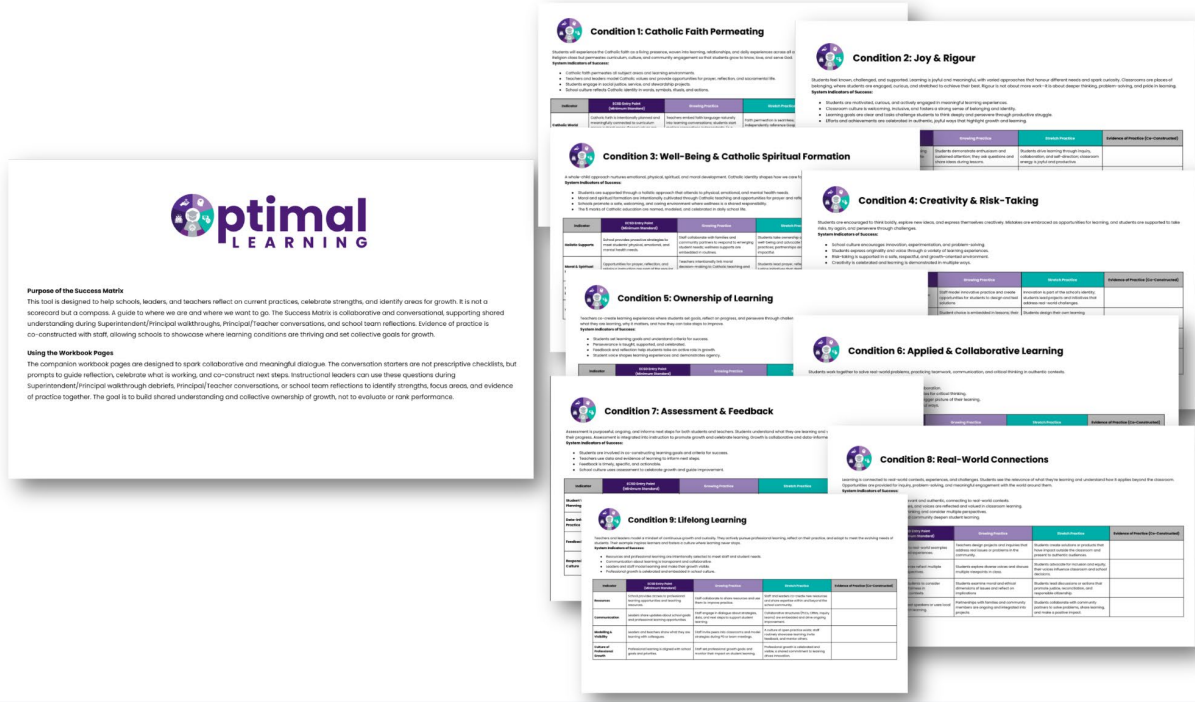
The Optimal Learning Framework was developed through an iterative, collaborative process grounded in research, professional standards, and system voice. Learning Services worked alongside school and system leaders to refine a shared understanding of what creates the conditions for student success. Drawing on Alberta’s Teaching, Leadership, and Superintendent Quality Standards, as well as the provincial curriculum architecture, the framework brings coherence to existing expectations rather than introducing something new.


Through multiple cycles of consultation, refinement, and application, the Division identified a set of learning conditions and student competencies that reflect both provincial direction and ECSD’s Catholic context. This work was strengthened through ongoing engagement with educators, leadership teams, and expert guidance, ensuring the framework is both research-informed and grounded in classroom reality. The result is a shared language that supports alignment across classrooms, schools, and the system, while still allowing for professional judgment and local context.

2. ECSD Success Matrix

The ECSD Success Matrix is a practical tool designed to support reflection, planning, and professional dialogue across all levels of the system. It outlines each learning condition through clear indicators and descriptions of what success looks like in practice, using observable and student-centered language .

Rather than functioning as an evaluative rubric, the Success Matrix serves as a conversation guide. It supports superintendent–principal discussions, principal–teacher conversations, instructional coaching, and teacher self-reflection. The accompanying workbook provides prompts that help teams identify strengths, co-construct evidence of practice, and determine next steps for growth . This approach builds shared understanding and collective ownership, allowing each school to define what Optimal Learning looks like within its unique context while remaining aligned to Division priorities.





Condition 2: Joy & Rigour

Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity. Classrooms are places of belonging, where students are engaged, curious, and stretched to achieve their best. Rigour is not about more work—it is about deeper thinking, problem-solving, and pride in learning.

System Indicators of Success:

- Students are motivated, curious, and actively engaged in meaningful learning experiences.
- Classroom culture is welcoming, inclusive, and fosters a strong sense of belonging and identity.
- Learning goals are clear and tasks challenge students to think deeply and persevere through productive struggle.
- Efforts and achievements are celebrated in authentic, joyful ways that highlight growth and learning.

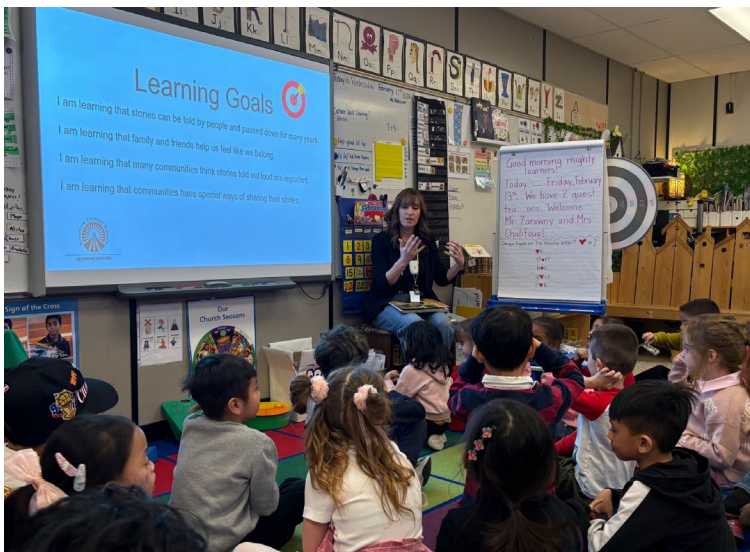
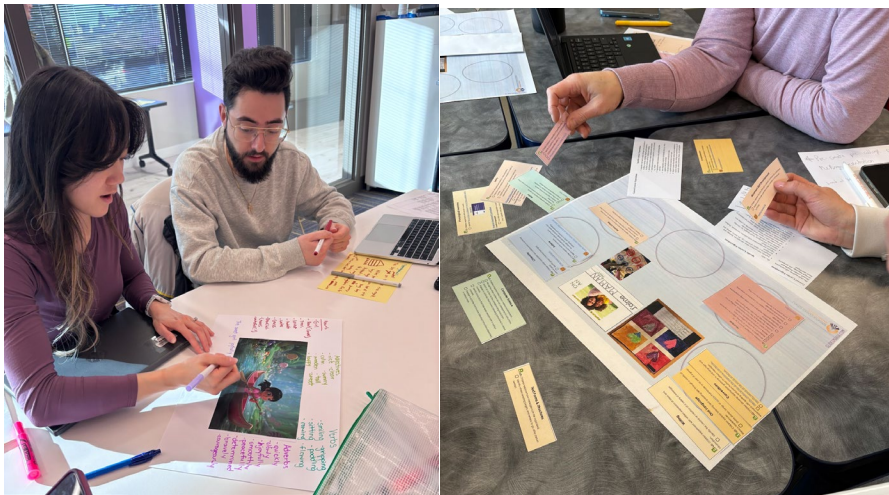
Indicator	ECSD Entry Point (Minimum Standard)	Growing Practice	Stretch Practice	Evidence of Practice (Co-Constructed)
Engaged Learners	Students are actively involved in learning tasks that spark curiosity, joy, and invite participation.	Students demonstrate enthusiasm and sustained attention; they ask questions and share ideas during lessons.	Students drive learning through inquiry, collaboration, and self-direction; classroom energy is joyful and productive.	
Belonging & Identity	Classroom culture is welcoming, safe, and inclusive for all students.	Students see their cultures, languages, and identities represented in classroom materials and routines.	Students co-create classroom norms and learning spaces, fostering a sense of ownership and belonging for every learner.	
Clarity & Challenge	Learning goals and success criteria are shared with students; tasks are appropriately challenging.	Students articulate what they are learning and why; scaffolds and supports enable productive struggle.	Students set personal goals, track progress, and reflect on growth; learning tasks demand higher-order thinking and creativity.	
Celebration of Learning	Teachers acknowledge student effort and achievement in meaningful ways.	Celebrations are connected to learning goals and involve peers and families when appropriate.	Students take the lead in showcasing and celebrating their learning through portfolios, presentations, or public exhibitions.	

3. High Impact Strategy Suite

To support implementation, Learning Services is developing a High Impact Strategy Suite that makes effective instructional practices visible in real classroom contexts. These strategies are

grounded in research and aligned directly to the learning conditions and student competencies, ensuring coherence with curriculum and daily teaching practice. The strategies will be tailored to the needs of diverse student groups. Embedded within the hub will be specific actions that schools can undertake to improve achievement for our First Nations, Métis, and Inuit students and to advance the Truth and Reconciliation Commission's Calls to Actions for all students.

The focus is on modeling rather than prescribing. By showing what high-impact strategies look like in action, educators are able to see how conditions for learning are created through intentional instructional design. This approach reinforces that Optimal Learning is not an add-on, but a way of delivering curriculum effectively. It also supports consistent professional learning across the Division, where all sessions are explicitly connected to the shared language of conditions and competencies.

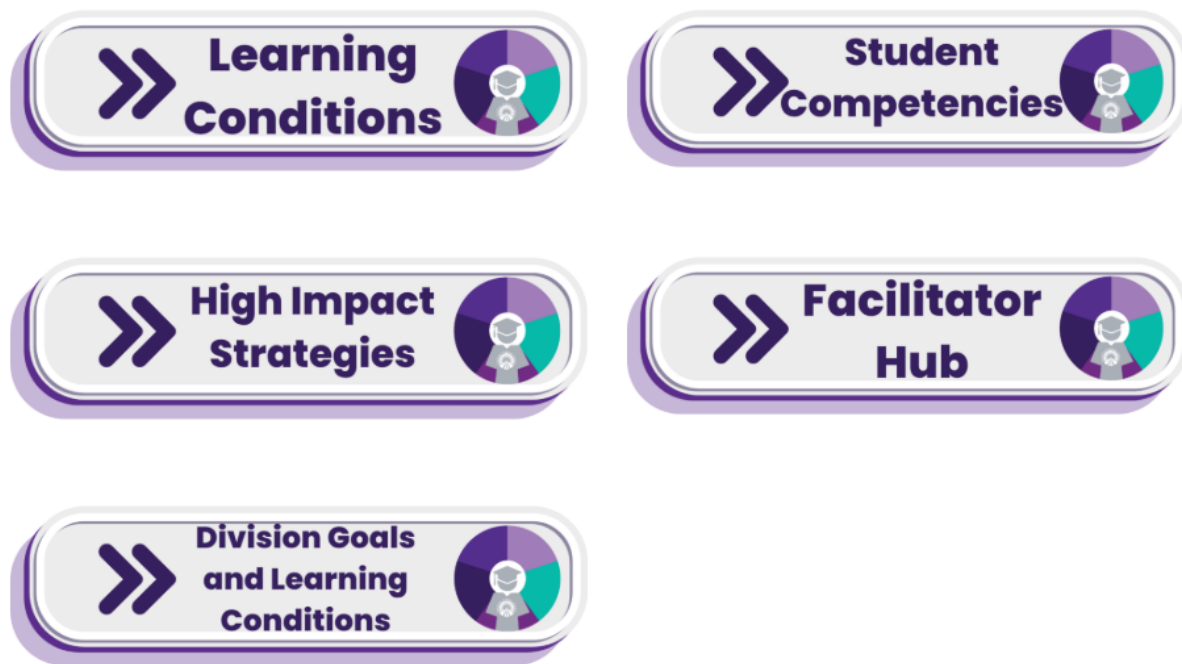




OPTIMAL LEARNING

What is Optimal Learning?

Optimal Learning is the outcome of aligning curriculum, instruction, and environment to nurture the full potential of every student. It happens when teachers, leaders, and school staff create the right conditions for learning. Where faith, academic rigor, inclusive practice, and meaningful relationships are interwoven. Optimal Learning is not a fixed destination, but a living commitment to growth, grounded in professional standards and inspired by the belief that every child can flourish. It is both the science of teaching and the art of cultivating hope.



4. Facilitator Hub

The Facilitator Hub was created to provide school leaders with accessible, ready-to-use resources to support staff learning. Located within the Optimal Learning SharePoint site, it serves as a central hub for professional learning, including facilitator guides, slide decks, and structured activities.

The first three modules, *What is Optimal Learning?*, *What are Learning Conditions?*, and *What are Student Competencies?*, offer a common entry point for all schools. These modules are designed to build shared understanding and spark professional dialogue, rather than deliver one-time training. They emphasize reflection, connection to practice, and adaptability to local contexts .

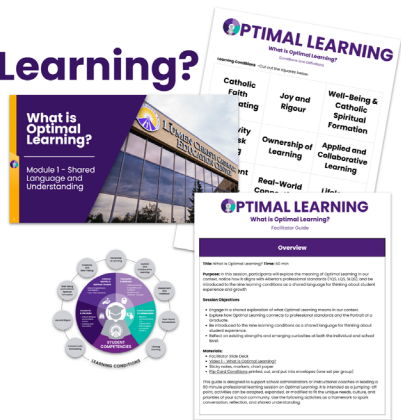
By providing consistent, high-quality resources, the Facilitator Hub enables principals, instructional coaches, and teacher leaders to guide meaningful learning within their schools, supporting coherence while allowing flexibility in implementation.

What is Optimal Learning?

Faith, curriculum, learning conditions, and competencies are not separate streams.

Optimal Learning integrates them.

It shifts us from “initiative stacking” to aligned design.



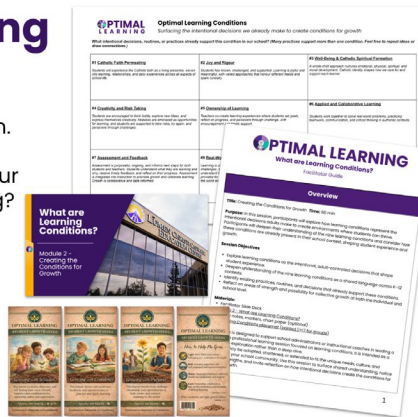
What are Learning Conditions?

Asking Why. Then asking why again.

Conditions are intentional and in our control. What are we already doing?

They determine whether competencies can grow.

They influence daily student experience more than any single strategy.



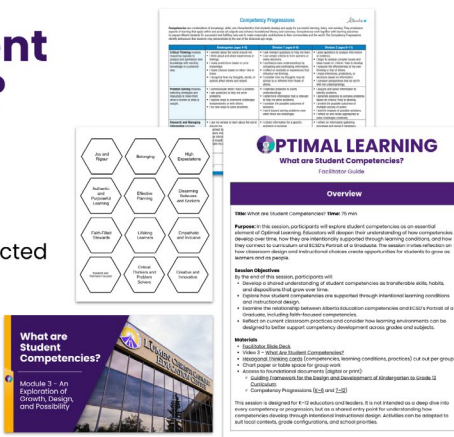
What are Student Competencies?

They grow over time.

They require opportunity.

They must be intentionally connected to curriculum.

They are not add-ons.



5. Optimal Learning Working Group (OLWG)

The Optimal Learning Working Group (OLWG) is a Division-wide implementation model designed to move the framework from shared understanding into sustained classroom practice. Selected schools will participate as “living laboratories,” where educators, leaders, and students work together to co-construct, test, and refine what Optimal Learning looks like in action .

Participation will include 10–15 schools, each represented by a small team of leaders and teachers. The work is structured through iterative learning cycles that emphasize application, reflection, and refinement. A key feature of the OLWG is the integration of student voice, ensuring that the impact of learning conditions is understood through the experiences of learners themselves.

The purpose of the OLWG is to build system coherence through shared practice rather than top-down implementation. By creating opportunities for schools to learn with and from each other, the model supports the development of practical examples, strengthens professional capacity, and enables knowledge to be shared across the Division.

Optimal Learning Working Group



A System Model for Deep, Co-Constructed Implementation

The Optimal Learning Working Group (OLWG) is a strategic, division-wide implementation model designed to move Optimal Learning from shared understanding into **deep, observable, and sustainable practice** across Edmonton Catholic Schools.

This model positions select schools as “**living laboratories of learning**” where system leaders, educators, and students work together to co-construct, test, refine, and mobilize what Optimal Learning looks like in practice.

The Central Commitment

Rather than implementing to schools, this model builds implementation **with** schools, creating coherence, shared language, and system-wide capacity over time.

Creating Coherence Across the System

Optimal Learning brings coherence to teaching and learning across the Division. Over time, schools engage with multiple initiatives and priorities. Without a unifying structure, this can feel fragmented.

Optimal Learning provides that structure.

It connects curriculum, instructional practices, assessment, and student supports through a shared set of learning conditions. This allows educators to see how their work fits together, rather than experiencing it as separate expectations.

As a result:

- duplication is reduced,
- priorities are clearer,
- and professional learning is more focused.

At the leadership level, this shared language strengthens instructional leadership conversations across schools and departments.

Most importantly, it ensures that students experience consistent, high-quality learning, without requiring identical approaches in every classroom.

Evidence of Early Impact and Uptake

Early evidence shows strong engagement and growing clarity across the system.

- High participation in Leadership Academy and follow-up learning
- Positive principal feedback on clarity and shared language
- Increased confidence in leading instructional conversations
- Use of the Success Matrix to support reflection and planning
- Alignment of professional learning to Learning Conditions

Principals consistently described Optimal Learning as helping to:

- “bring existing work together”
- “clarify expectations”
- “support meaningful conversations about practice”

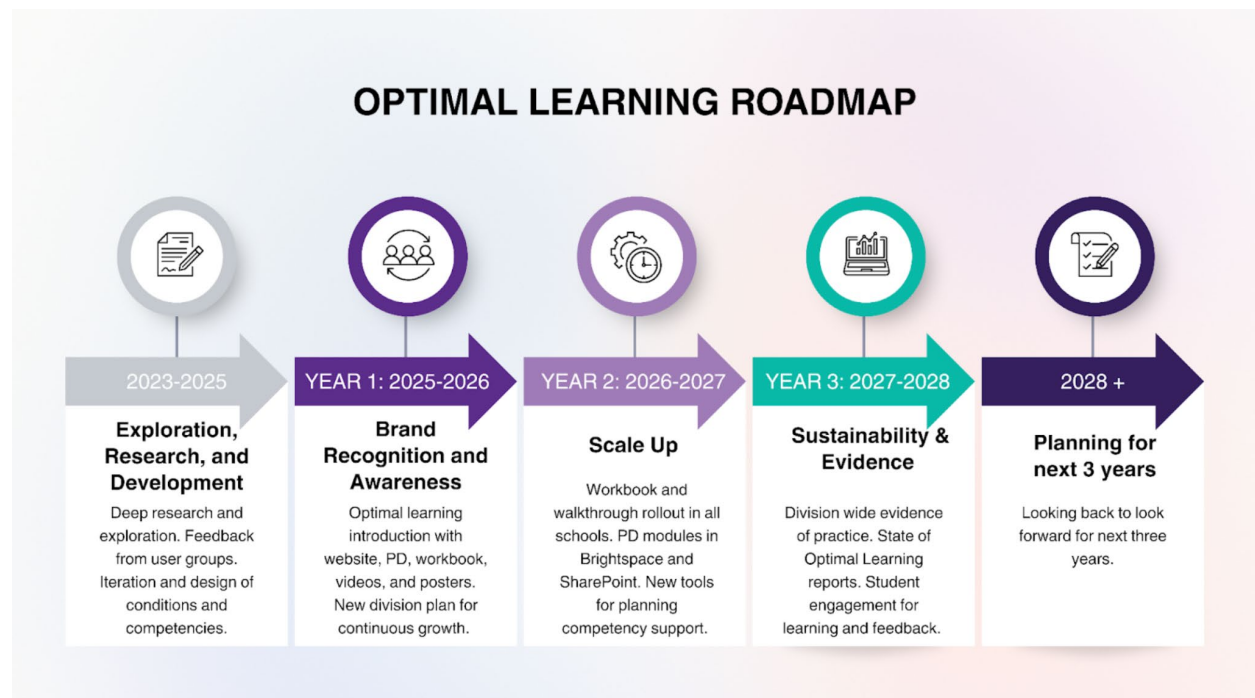
These early indicators demonstrate that the framework is establishing a strong foundation for long-term impact.

The Three-Year Arc: Where We Are Going

Optimal Learning is a multi-year approach designed to support meaningful and sustained change.

- **Year 1:** Build shared understanding and align leadership and professional learning
- **Year 2:** Deepen practice and expand application across schools
- **Year 3:** Strengthen consistency and gather evidence of impact

This phased approach ensures that change is intentional, supported, and sustainable.



Conclusion: Assurance and Stewardship

Optimal Learning is how Edmonton Catholic Schools will bring its new Three-Year Education Plan to life.

It provides:

- a shared language,
- a collective purpose,
- and a clear framework for action.

By focusing on the conditions for learning, the Division is moving from managing initiatives to strengthening practice. This work is grounded in our Catholic faith, aligned with Division goals, and designed to support every student in reaching their God-given potential.



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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **3.1**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Kennerd, Superintendent, Human Resource Services

Resource Staff: Human Resource Services Team

Re: **Human Resource Services Report 2025-2026**

Background:

Human Resource Services plays a foundational role in supporting the mission, vision, and operational effectiveness of Edmonton Catholic Schools by overseeing the full employee lifecycle for approximately 5,500 staff across the Division. This includes recruitment, staffing, orientation, professional learning, leadership development, employee relations, contract and collective agreement administration, payroll, benefits, and Occupational Health and Safety (OHS).

Through coordinated recruitment, orientation, development, supervision, and evaluation practices, HRS demonstrates leadership in establishing consistent and effective human resource processes that support staff competence, accountability, and alignment with Division expectations. Hiring and promotional practices are carried out in collaboration with Religious Education Services to ensure that the Catholic identity of the Division is honored and reinforced, and that employees understand their role in faith formation and spiritual permeation.

Human Resource Services also facilitates equitable access to professional learning, leadership development, and mandatory training, including OHS programming, to support safe, healthy, and effective workplaces. In addition, HRS ensures the administration and interpretation of collective agreements and employment contracts in compliance with applicable legislation, supporting fair, transparent, and accurate compensation practices across the Division.

Collectively, the evidence outlined in the HRS report demonstrates that these interconnected functions are implemented in a coherent and effective manner that strengthens organizational capacity, supports student learning and well-being, and sustains the Division's Catholic mission.

Recommendation:

That based on the evidence provided in the Human Resource Services report, the Board of Trustees determines that the following Quality Indicators (QI) have been met, as per **Board Policy 12 – Appendix B**, relative to the current evaluation period:

- QI 4.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.*
- QI 5.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.*
- QI 5.2 Ensures that hiring and promotion practices support the Catholic aspect of our Division's mission.*
- QI 5.4 Provides for training of administrators and the development of leadership capacity within the Division.*
- QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.*
- QI 5.6 Implements requirements of Occupational Health and Safety legislation, including required staff professional development*

Attachment:

- Human Resource Services Report



HOPE

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HUMAN RESOURCE SERVICES

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INTRODUCTION

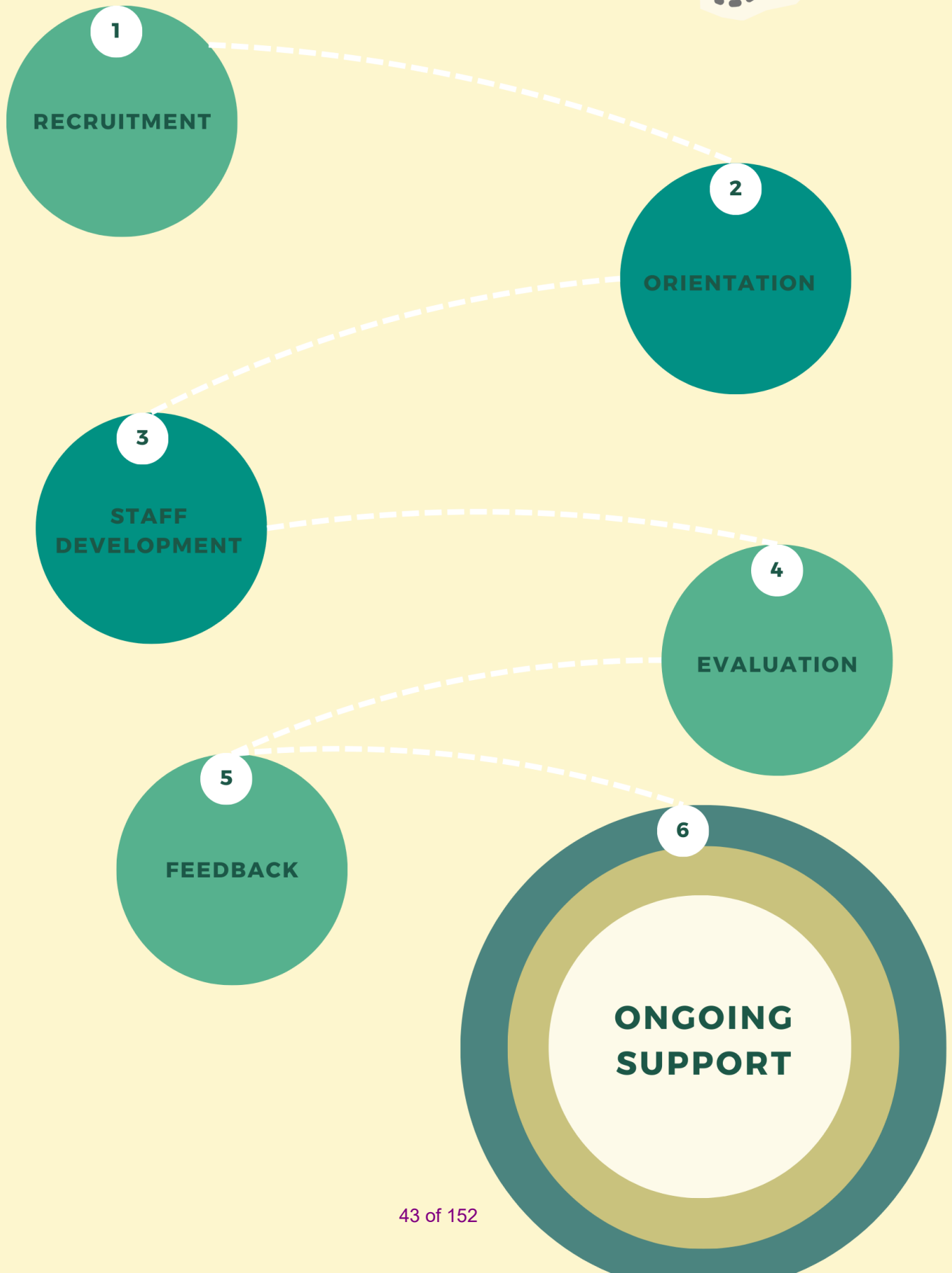
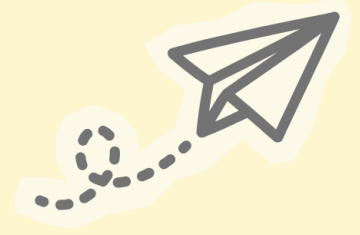
Human Resource Services (HR) plays a foundational role in upholding the mission, vision, and commitment to operational excellence of Edmonton Catholic Schools by supporting every stage of the employee journey, from the first point of contact to long-term professional careers. With responsibility for hiring practices, staffing, staff development, orientation, employee relations, benefits, contract administration, payroll, and Occupational Health and Safety programming, HR ensures that all 5,500 employees across the Division are welcomed, supported, supervised, and equipped to thrive in their roles. This report highlights how these interconnected functions create a cohesive employee experience that reflects the Division's mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and that strengthens the capacity of staff to support student learning, faith formation, and well-being.

HR demonstrates leadership in recruiting, orienting, developing, supervising, and evaluating staff in ways that build confidence, competence, and alignment with Division expectations. HR collaborates with Religious Education Services to ensure that hiring and promotional practices honor and reinforce the Division's Catholic identity, helping staff understand their role in faith formation and spiritual permeation. The recruitment of high school students into future ECSD pathways further strengthens long-term sustainability and deepens community connection.

HR facilitates high-quality professional learning, leadership development, and Occupational Health and Safety training, ensuring that staff have equitable access to resources that support both professional growth and safe, healthy workplaces. HR's work in administering collective agreements, managing payroll, and ensuring compliance with employment legislation safeguards fair and transparent employment practices. Collectively, these efforts ensure that HR remains a pillar of organizational stability, Catholic identity, and operational excellence across Edmonton Catholic Schools.



THE JOURNEY ONBOARDING TO ONGOING



TALENT ACQUISITION

TEACHER RECRUITMENT STRATEGY & OUTREACH



HR's recruitment work begins well before a formal application is received. In a competitive labour market and a growing Division, ECSD's approach is shifting from "filling vacancies" to building a culture-driven strategy rooted in vocation, belonging, and purpose. Through consistent employer brand messaging and relationship-based outreach, HR works to expand the pool of qualified, mission-aligned candidates, particularly in hard-to-fill areas while reinforcing ECSD's identity as a top Employer.

Recruitment outreach is intentionally multi-channeled and partnership focused. HR cultivates relationships with post-secondary institutions, career centers, education faculties, and community networks to create earlier and more meaningful connections with emerging educators and professional staff. In addition, HR leverages events and touchpoints that support candidate confidence and clarity, such as ECSD information sessions, application supports, and networking opportunities. These efforts strengthen candidate experience, improve readiness for hiring processes, and increase the likelihood of strong-fit hires who understand ECSD's culture and expectations.

ECSD's recruitment approach is also grounded in continuous improvement. HR continues to refine processes to track recruitment activity, monitor trends in candidate availability, and use feedback from candidates, schools, and internal partners to refine processes. This ensures recruitment remains responsive to workforce realities while staying anchored in the Division's Catholic mission and commitment to student learning.

KEY PRACTICES:

- Recruitment and engagement events (e.g., Education career fairs, presentations at universities and faculties, ECSD information nights, networking event).
- Focused recruitment for priority roles (e.g., Early Learning, Fine Arts, Languages, Specialized Programming, CTS/CTF, Math & Sciences).
- Candidate experience supports (e.g., application support sessions; mock interviews, pre-application inquiries; event attendance and follow-up).
- Brand messaging consistency and staff ambassador role (e.g., "Teach and Work Where You Belong" as a consistent recruitment message and shared responsibility across the Division).



CATHOLIC MISSION IN HIRING

Hiring at ECSD is a mission-driven process that intentionally reflects the Division's Catholic identity and responsibility for faith formation. HR collaborates with Religious Education Services and system leaders to ensure that recruitment, screening, and selection practices are aligned with our Catholic identity. This ensures that Catholic education is foundational to how we teach, lead, serve, and build community within our schools.

Interview processes and hiring criteria emphasize alignment with ECSD's mission, vision, and core values, and seek candidates who can contribute to a Catholic school environment through their role. The Division's approach affirms that all employees support Catholic identity through relationships, service, dignity and respect, and the daily witness they bring to school communities.

Through staff induction and early training opportunities, newly hired staff are supported to understand the distinctive nature of Catholic education at ECSD, including the invitation to engage meaningfully in faith life. This alignment between hiring practices and faith permeation strengthens consistency across schools.

Growth.

KEY PRACTICES:

- Catholicity-aligned screening and interview practices (e.g., consistent Catholic mission/faith-permeation questions and criteria, faith formation plan, pastoral reference).
- Collaboration with Religious Education Services through shared resources and onboarding elements that strengthen Catholic identity and faith formation, including required and supplemental religion courses (e.g., Catholicism 101 and online learning modules) to support teachers in meeting Division expectations for continuous contract.
- Our partnerships with Catholic institutions (e.g., St. Joseph's College, parish connections, faith-based community networks).
- Coordination with Religious Education Services to support teachers in enrolling in Rite of Christian Initiation of Adults (RCIA) within their home parish.
- Contribution to province-wide learning through the Council of Catholic School Superintendents of Alberta (CCSSA), including presentations and sharing of practices related to Catholic mission-aligned hiring and faith formation at plenary gatherings.
- Intentional faith-formation opportunities for non-Catholic and non-teaching staff, including facilitated conversations with school chaplains, opportunities to connect with school or community parishes, and an open invitation to engage with Religious Education Services for mentorship and growth.



EARLY PATHWAYS INTO ECSD

HR ECSD’s long-term sustainability depends on building pathways into the Division early before candidates are actively applying for permanent roles. HR supports early-entry strategies that create connection, belonging, and familiarity with Catholic school identity so candidates experience ECSD as a potential professional “home,” not just a future employer.

Early pathways include strengthening relationships with post-secondary programs beyond practicum placements and creating opportunities for pre-service teachers and emerging educators to engage with ECSD through events, networking, and school-based connections. These early experiences help candidates build confidence in the application process and allow ECSD to communicate professional expectations, culture, and mission earlier in the decision-making journey.

Pathways are also built “from within,” supporting a channel that can include students and support staff who explore longer-term careers in Catholic education. By creating access points and practical experiences, ECSD increases readiness of prospective hires and helps schools identify candidates who demonstrate strong fit through the job engagement.

KEY PRACTICES:

- Pathway initiatives (e.g., earlier post-secondary partnership engagement; networking events; information nights; application support sessions).
- Internal pathways (e.g., “students → support staff → teachers” concept; early exposure to Catholic education and school culture).
- Dual Credit programming for 4th and 5th year students’ partnership with Norquest
- Administrative Professional – 1 year certificate
- Educational Assistant – 1 year certificate
- Grow Your Own initiative (early stages), engaging ECSD high school students at Student Voice to promote teaching as a vocation, maintain connection with potential future educators, and gather student feedback to refine and expand outreach to high schools across the Division.
- CTS Bridging opportunities/ collegiate programming



HIRING, SCREENING & PLACEMENT

STRENGTH BASED PLACEMENT

Once candidates advance through screening, HR collaborates with schools and departments to support placements that consider strengths, experience, and program needs. Strength-based placement improves early success by ensuring role fit, reducing avoidable transitions, and helping employees contribute meaningfully sooner. This approach supports workforce stability and is especially important in specialized teaching and support roles where school environments require focused skill sets.



Placement decisions are informed by candidate qualifications and demonstrated competencies, as well as school-based context and program needs. HR supports schools in identifying candidates who align with specialized areas such as Inclusive Education, Languages, CTS/CTF, Fine Arts, and other priority staffing areas. Placing employees where they are most likely to succeed also contributes to retention, particularly for early-career educators and newly hired staff navigating the transition into a school environment and participating in the teacher evaluation process.

A strength-based approach also reinforces the Division's values and mission. When staff are placed in roles that align with their gifts and vocation, they are more likely to experience belonging, professional confidence, and engagement, supporting both student learning and the overall collective strength of school communities.

KEY PRACTICES:

- Specialized placement considerations (e.g., Languages, Fine Arts, CTS/CTF, Math, Sciences, Music, specialized programming).
- Retention of newly hired staff by aligned assignment and positive teacher evaluation experience; ongoing review of fill rates in schools.
- School feedback (e.g., administrator feedback on placement fit, early performance/transition indicators, referral of practicum students and educational assistants).

SUPPORTING THE TRANSITION INTO ECS D

The transition from “candidate” to “employee” is a critical stage in the employee lifecycle and strongly influences early confidence, engagement, and retention. HR supports this transition through timely contract processing, required checks, employee document collection, system setup, and clear communication so new staff arrive prepared, welcomed, and feel connected to the Division.

This work includes ensuring newly hired staff receive practical guidance prior to their first day (e.g., next steps, documentation, system access, key contacts) and that schools are supported to prepare for the employee's



arrival. A strong transition process reduces uncertainty and helps staff focus on readiness for students and their role, rather than administrative barriers.

By ensuring a smooth, supportive, and responsive transition into employment, HR lays the foundation for successful onboarding and strengthens the overall candidate-to-employee experience, supporting early retention and positive first impressions of ECSD.

KEY PRACTICES:

- Review of data - average time from offer to fully processed contract; volume of contracts processed annually; streamline business processes and workflow to support continued efficiencies.
- Employee feedback, clarity of communication and our hiring process, access to training modules, resources and mentors.
- Continuous access to online resources, support, and training when applicable

ONBOARDING & ORIENTATION

Onboarding and orientation provide a structured, consistent entry into ECSD by connecting new staff to the Division's Mission and Catholic identity while ensuring they are operationally ready for their role. Using the Division's onboarding resources, employees are supported to complete key start-up requirements (e.g., submission of hiring documentation such as Teaching Quality Standards certification, where applicable) and establish access to essential systems and supports, including Division email with multi-factor authentication, Employee Self Service/PeopleSoft for payroll and employment information, and AESOP for absence management, and My Safety Portal for reporting incidents and injuries.

Onboarding also emphasizes "staying informed" through MyECSD.net and core Division resources (e.g., calendars, directories, and professional learning listings) and provides role-specific guidance through staff group onboarding resources (ATA, AUPE, Unifor & OOS employee groups). In alignment with Catholic permeation, onboarding introduces expectations for Catholic teachers as Gospel witnesses and key requirements for non-teaching staff who have chosen to work in our Catholic organization. Collectively, these elements reduce uncertainty, strengthen readiness, and support early retention by ensuring new staff feel welcomed, connected, and equipped to serve students and school communities.



EARLY CAREER SUPPORTS & DEVELOPMENT

BEGINNING TEACHER SUPPORTS

ECSD provides structured, intentional support for beginning teachers to strengthen instructional confidence, professional growth, and long-term retention. Early career supports are designed to ensure that new educators are not navigating the complexity of the role in isolation, and that they experience ECSD as a community where they are supported to succeed personally, professionally, and spiritually.

Beginning teacher supports include mentorship, coaching, regular check-ins, and Division-supported professional learning that responds to the realities of early-career teaching (e.g., classroom management, assessment, inclusive practices, and role expectations). These supports contribute to optimal learning by strengthening teacher capacity early and building consistent practice across schools while supporting beginning teachers to grow and attain the competencies of the Alberta Teaching Quality Standard. Beginning teacher supports also reinforce Catholic identity by grounding new staff in the Division teacher competency of *Commitment to Living the Gospel Values*, demonstrating a willingness to grow in faith through active involvement in the school's Catholic culture and participation in Church life.

By coordinating and strengthening these supports, HR contributes to an early career experience that promotes confidence, competence, and belonging, key drivers of retention and long-term effectiveness.

KEY PRACTICES:

- Early and ongoing recruitment connections through post-secondary career fairs, networking events, and direct follow-up to help candidates learn about ECSD before applying.
- Catholic mission reflected at every stage, with hiring practices, interview questions, and onboarding that emphasize service, faith, and belonging within a Catholic educational context.
- Clear early pathways into ECSD, including outreach to high school students, support for Educational Assistants exploring teaching careers, and engagement with pre-service teachers before and during practicums.
- Thoughtful hiring and placement decisions that consider candidate strengths, experience, and readiness, alongside system needs, to support successful placement and retention.
- Strong onboarding and early-career supports, including centralized HR onboarding, Beginning Teacher Mentorship, scheduled Beginning Teacher Conferences, and access to curated resources through the Beginning Teachers SharePoint site.
- Coordinated support from Learning Services and Inclusive Education to promote confidence, belonging, and professional growth.



EARLY CAREER SUPPORTS

Non-teaching staff, including Educational Assistants, clerical staff, facilities and maintenance employees, and other specialized support roles across AUPE, Unifor, and Out of Scope (OOS) employee groups play an essential role in supporting student learning, wellbeing, and the day-to-day operations of Edmonton Catholic Schools. Recognizing the complexity, responsibility, and impact of these roles, Human Resource Services provides intentional early career supports that emphasize role clarity, confidence building, and skill development within the unique context of Catholic education.

Early career support is designed to help employees understand expectations; access required systems and resources and integrate effectively into school and department teams. Through centralized onboarding resources, role specific guidance, and coordinated support across Staffing, Payroll, Benefits, Occupational Health and Safety, and Employee Health Services, staff are supported in establishing a strong and successful foundation from the outset of employment. These supports promote consistency, reduce uncertainty, and help employees feel prepared and valued in their roles.

Managers and supervisors play a key role in supporting their staff during the early stages of employment. In partnership with Human Resource Services, leaders support successful onboarding by providing day-to-day guidance, clarifying role expectations, supporting performance conversations, and fostering welcoming, respectful work environments. This shared responsibility ensures that early career supports are experienced consistently at the site and department level, reinforcing the Division's mission and vision while responding to the unique needs of each work environment.

Human Resource Services maintains dedicated onboarding and information pathways for AUPE, Unifor, and OOS employees, ensuring staff receive clear information related to employment status, probationary periods, performance evaluation timelines, and role specific responsibilities. By providing early access to payroll and benefits information, absence management systems, workplace policies, and health and safety expectations, HR supports staff in navigating employment requirements while focusing on service to students and school communities.

Early career development also prioritizes safety, wellness, and compliance. Required training, guidance on working safely in school environments, and access to Employee Health Services and wellness resources support staff wellbeing and contribute to safe, respectful, and healthy workplaces across the Division. These supports align with the Division's responsibility to ensure staff are equipped to work confidently and safely in diverse and sometimes complex environments.

Collectively, these early supports contribute to service quality for students and families while strengthening retention across key nonteaching roles. When staff receive timely training, understand expectations, and feel supported through accessible HR partnerships, they are more likely to experience belonging, engagement, and long-term professional growth within ECSD. Early career supports are intentionally mission aligned and strengths based, affirming the dignity of each role and reinforcing how every employee contributes to the shared mission of Catholic education.



KEY PRACTICES:

- Clear, step-by-step onboarding for AUPE, Unifor, and OOS staff, including access to Division systems (Division email, PeopleSoft, AESOP), payroll and benefits information, absence reporting, and key administrative procedures through centralized HR onboarding resources.
- Role specific onboarding pathways for AUPE, Unifor, and Out of Scope employee groups outlining role expectations, probationary periods, performance evaluation requirements, and onsite responsibilities.
- Training focused on safety, wellbeing, and compliance, including Occupational Health and Safety requirements, workplace wellness supports, and guidance for working safely and effectively in school and operational environments.
- Ongoing access to Human Resource Services and Division supports, including dedicated HR contact points, internal career opportunity postings and access to resources and support as needed.

PROFESSIONAL LEARNING & LEADERSHIP DEVELOPMENT

ONGOING LEARNING FOR ALL STAFF

Human Resource Services continues to ensure that all staff have equitable access to meaningful, relevant professional learning aligned with Division and departmental priorities. Our Learning and Development Specialist organizes regular Professional Development sessions for staff serving in ECSD departments. In the 2025–26 school year to date, 115 staff members have attended the first six professional development sessions. Many are returning participants, demonstrating trust in the learning model and its relevance to their work.

This year's sessions (Personality Dimensions, Facilitation Mastery, Critical Thinking for Strategic Decision Making, Feedback as a Growth Tool, The Power of Recognition, and Leading with Purpose & Impact) represent a shift toward deeper leadership-focused learning. Each session explicitly reinforces that leadership is not title bound; rather, all staff can lead through influence, collaboration, and modeling Division expectations. Participants consistently highlight the value of learning alongside colleagues across departments and gaining insight into how their roles contribute to the broader mission of ECSD.

Staff report that the tools, strategies, and reflective activities embedded in each session allow for immediate application in their daily roles, whether strengthening communication, enhancing team collaboration, or improving service to schools.



LEADERSHIP DEVELOPMENT

HR continues to build leadership capacity across the Division through the continuation of two established SHINE programs: the SHINE Aspiring Leader Program and the SHINE Team Leader Program. Both programs, rooted in our SHINE Leadership Competency Framework (Seek challenges, Honor Yourself, Influence Others, Network and Embody Visionary Leadership), were offered in previous years and have maintained steady participation, demonstrating strong organizational interest in leadership growth. These cohort-based learning experiences take a deep dive into the SHINE domains and competencies, supporting participants in developing the self-awareness, communication skills, relationship building abilities, and problem-solving capacities needed to lead effectively in any role. Participants represent a wide spectrum of departments including Information Technology, Transportation, Facility Services, Financial Services, Human Resource Services, Student Services, and Learning Services, illustrating the breadth of leadership potential across ECSD.

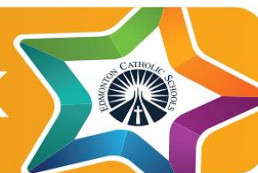


The long-term impact of these programs is emerging. So far two graduates from last year's Aspiring Leaders cohort have since moved into internal promotions, and informal feedback suggests increased readiness among many participants to take on expanded responsibilities. Participants consistently highlight the value of learning alongside colleagues from across the Division, with feedback such as: *"The most rewarding part of the program was the opportunity to connect and learn alongside colleagues from different areas of the Division,"* and *"Every session included meaningful takeaways I could use in the workplace and in my personal life."* The small group environment, reflective activities, and practical tools within these programs create a safe, engaging space for participants to grow as leaders.

These programs continue to play a meaningful role in strengthening ECSD's internal leadership pathways, supporting readiness for future opportunities, and fostering leadership behaviors at all levels. The combination of multiyear programming, strong cross department participation, and competency-based learning aligns directly with ECSD's priorities of Learning Excellence and Organizational Excellence, reinforcing a culture in which leadership is understood as a shared, everyday responsibility across the Division.



SHINE FRAMEWORK



The **SHINE Leader Development Framework** represents the key skills, behaviours, abilities, and knowledge required to lead from all levels of non-school based roles at ECSD. It fosters a collective understanding of what exemplary leadership looks, sounds, and feels like throughout the Division. It is closely tied to the priorities of the Division Plan for Continuous Growth in terms of Learning Excellence, Organizational Excellence, and Embracing Diversity. The framework contains five dimensions, each with six competencies.

FIVE DIMENSIONS

Seek Challenges

S

1. Seek challenging opportunities to test skills.
2. Challenge people to try innovative approaches.
3. Actively search for innovative and creative ways to continuously improve work performance.
4. Think critically, challenge the status quo, identify issues, solve problems, and design/implement effective processes.
5. Identify measurable milestones that keep projects moving forward.
6. Take initiative in anticipating and responding to change.

Honour Yourself

H

1. Emotionally resilient and aware of their own assumptions, values, principles, strengths, and limitations.
2. Actively seek opportunities and challenges for personal learning, character building, and growth.
3. Act with integrity to follow through on promises and commitments.
4. Ask for feedback on how their actions affect people's performance and take responsibility for their own performance.
5. Develop soft skills such as honesty, motivation, communication, resilience, team management, and confidence.
6. Exhibit personal mastery by creating a personal vision/philosophy of leadership based on personal values and principles.

Influence Others

I

1. Learn with others and encourage learning while working.
2. Contribute to the health and well-being of staff and self.
3. Recognize people for their contributions and express confidence in their abilities.
4. Encourage participation and find multiple ways for employees to use strengths.
5. Ensure people carry out their duties according to their job description.
6. Support and challenge others to achieve professional and personal goals.

Network

N

1. Develop effective, cooperative, and collaborative relationships.
2. Actively listen to diverse points of view and encourage open exchange of communication.
3. Treat people with fairness and respect, and view diversity and differences as assets.
4. Involve people in decisions directly impacting their job performance.
5. Give people choices about how to do their work and combine and develop resources to create new products/services.
6. Negotiate through conflict and gain support while demonstrating a commitment to customer service.

Embody Visionary Leadership

E

1. Make decisions based on future trends influencing work.
2. Describe a compelling image of the future by painting a "big picture" of group aspirations.
3. Inspire a vision by identifying, establishing, and communicating clear and meaningful expectations and outcomes.
4. Integrate organizational mission and values with reliable, valid evidence to make decisions in alignment with the Division Plan for Continuous Growth.
5. Understand the complexity of the context in which they are working with a focus on the Division Plan for Continuous Growth.
6. Measure and evaluate priorities, compare the results against established goals, and correct the course as appropriate.

**The SHINE Leadership Framework, shown in the chart above, is based on research that emphasizes the importance of strategic development specific to the organization's strategy and how leadership development programs can improve organizational performance, increase productivity, and decrease turnover.*



PERFORMANCE SUPERVISION, EVALUATION & EMPLOYEE RELATIONS

EVALUATION FOR GROWTH

Human Resource Services supports performance evaluation processes across all staff groups to ensure they are fair, consistent, and aligned with professional standards and Catholic values. These evaluations promote a growth-centered approach to improvement, helping staff strengthen their practice while meeting role expectations. HR's guidance ensures compliance with collective agreements and supports administrators in applying evaluation processes with confidence and clarity.

Employee Relations supports leadership and employees through performance evaluation requirements as outlined in each employee's terms and conditions of employment, job descriptions, Division programming requirements, and Division Administrative Procedures. Leaders are supported by Employee Relations in situations where concerns are escalated and when an employee's performance does not meet expectations. Employee Relations' support and involvement ensure matters progress to resolution. Progression and resolution of performance concerns ensure quality and effective staff development, disciplinary, evaluation and supervisory processes. This progressive approach to resolving the performance concern, in turn, supports promotion practices and leadership development.

EMPLOYEE RELATIONS

Employee Relations supports a respectful, safe, and accountable workplace by guiding progressive discipline, responding to complaints, and helping resolve conflict. Human Resource Services ensures that all processes uphold legislative requirements, Division policies, and ECSD's core values while supporting staff and leadership through difficult situations. This work fosters a positive workplace culture which aims to respectfully and professionally manage both conflict and misconduct, and to protect the integrity of Division operations.

From a coaching (proactive) perspective, Employee Relations develops and effectively implements quality disciplinary, evaluation, and supervisory processes by building the capacity of ECSD leaders and staff through coaching and by encouraging clear, courageous conversations. Employee Relations emphasizes early intervention, outlining clear expectations, fair feedback, and supportive performance improvement plans so that issues are addressed constructively and before they escalate. The Employee Relations team also provides ongoing mentorship and resources to ensure that supervisory practices are applied consistently and align with best management practices. With a focus on collaboration and the opportunity to prevent escalation, the Employee Relations team helps school administrators and management develop the skills to manage staff performance and handle disciplinary matters in a positive, growth-oriented manner. This proactive approach fosters a culture of accountability, early problem-solving, and continuous growth across the Division.

From a responsive (reactive) perspective when issues or conflicts do arise, the Employee Relations team manages disciplinary actions, investigations, and conflict resolution with procedural fairness and by utilizing appropriate strategies to address matters effectively.



Impartial investigations into reported misconduct or performance concerns will follow, ensuring that the necessary scope, principles of natural justice and Division policy are followed at each step. In this way, the facts and relevant circumstances are sought. Employee Relations work closely with principals and supervisors to guide them through progressive discipline and appropriate corrective actions when needed, always upholding high standards of confidentiality, equity and procedural fairness in decision-making.

There is also an important focus on workplace restoration and restorative interventions after conflicts or disciplinary incidents. Employee Relations will facilitate post-incident debriefings or mediation between staff members to help restore respectful working relationships and a positive climate in the workplace. With attention to moving forward, the Employee Relations team ensures that supervisory and disciplinary processes are effectively implemented and trusted. These responsive efforts help maintain a fair, safe, and supportive work environment, reinforcing accountability while also focusing on learning and reconciliation.



** Human Resources Services Advisors and Principals engage in collaborative ‘Speed Dating’ sessions organized by Leadership Services. Second year principals were invited by Leadership Services to book times with various subject matter professionals in HR, Leadership Services, Learning Services and Division monitoring to address specific questions and concerns. Each session lasted 15 minutes and a subject matter professional could have had up to 10 sessions*

EMPLOYEE RELATIONS CONSULTATIONS:

Employee Relations regularly (daily) consults with Edmonton Catholic Schools’ leadership and staff to coach and assist with addressing workplace issues including discipline. While Employee relations work involves formal processes such as investigations or discipline, the focus is also on early support, guidance, and problem solving. All staff in contact with Employee Relations are encouraged to raise concerns, ask questions, and seek clarification before issues escalate.



RESOLUTION TIMELINES AND TRENDS:

Resolution timelines follow negotiated conditions in Collective Agreements and Terms and Conditions and will take the time that is needed to be diligent and thorough. Investigations and fact-finding allow for adequate time to seek and understand perspectives, and relevant mitigating and aggravating circumstances in the interest of procedural fairness and the principles of natural justice.

Whenever possible, Employee Relations supports and encourages respectful, honest conversations between employees and their supervisors. Informal and collaborative conversations, at the lowest level, provide for the best, most meaningful outcomes.

Edmonton Catholic Schools successfully negotiated agreements with both Unifor and AUPE in 2025 and 2026. Settled collective agreements for both employee groups are in place until August 31, 2028. Both agreements were reached through collaborative, respectful discussions where each party sought to understand each other's interests or positions.

A comprehensive labour disruption plan was developed collaboratively by Human Resource Services, in partnership with other central office departments, in the months and weeks preceding the provincial teacher labour disruption in October 2025. Human Resource Services played a coordinating role and was responsible for facilitating and supporting the administration of the labour disruption plan throughout the strike period. While the ATA agreement was imposed through legislation at the end of the strike, Human Resource Services was responsible for supporting the implementation of the new/revised terms, which continues through present day. For example, substitute teachers' rates of pay and revised experience recognition.

FOSTERING A CATHOLIC, WELCOMING & SUPPORTIVE WORKPLACE CULTURE

Edmonton Catholic Schools nurtures a workplace culture grounded in Catholic values, hospitality, and respect by offering faith development opportunities, recognition programs, and initiatives that foster belonging. Events such as Faith Development Day, staff recognition celebrations, and the annual Division theme contribute to a cohesive and mission-aligned culture. This focus on belonging reinforces the truth that every staff member contributes to Catholic education.

Employee Relations, in partnership with Occupational Health and Safety, safeguards The Respect in the Workplace Administrative Procedure 171, which helps to foster a Catholic, welcoming and supportive workplace culture. Administrative Procedure 171 upholds the Division's commitment and requirement to maintain a work environment that is free from harassment or violence. Through daily discussions with administration/management and staff, Employee Relations actively champions and permeates the goal to help maintain respectful, fair, and healthy work environments where issues are addressed early and thoughtfully.



OCCUPATIONAL HEALTH, SAFETY & WELLBEING

Throughout the past year, ECSD maintained compliance with regulatory requirements and prioritized hazard identification and risk mitigation through regular safety audits and training. The Division also enhanced its focus on psychological health and well-being, including the delivery of The Working Mind training, reinforcing a comprehensive approach to workplace health and safety.

CERTIFICATE OF RECOGNITION (COR) AUDIT 2025

As part of the 2025 Certificate of Recognition (COR) audit, 14 schools, as well as Lumen Christi and Facilities Services, were audited to assess occupational health and safety practices across school and operational environments.

SCORE SUMMARY AND RESULTS:

The 2025 Certificate of Recognition (COR) audit confirms that the Division maintains a strong and effective occupational health and safety management system, achieving an overall audit score of 93%, well above the COR certification requirement of 80%. High performance was demonstrated across most audit elements, including Qualifications, Orientation and Training (100%), Hazard Assessment (97%), Emergency Response (97%), System Administration (96%), and Leadership and Organizational Commitment (95%), providing assurance of sustained leadership engagement and well-established safety processes.

Overall, the 2025 COR audit results provide the Board with confidence that the Division's health and safety program is well functioning, compliant, and focused on continuous improvement.

PSYCHOLOGICAL HEALTH AND SAFETY:

Recognizing the importance of mental well-being, several initiatives were implemented to promote psychological health and safety. These included awareness campaigns, access to support resources, and the integration of mental health considerations into overall safety policies. Feedback from employees indicated improved awareness and a supportive workplace culture.

EMPLOYEE FAMILY ASSISTANCE PROGRAM (EFAP) USAGE OVERVIEW:

The Employee and Family Assistance Program (EFAP) is delivered through GreenShield, a confidential, third-party provider offering counselling, coaching, financial and legal consultation, crisis support, and preventative mental health resources for employees and their eligible dependents.

EFAP utilization increased steadily throughout 2025, reflecting a coordinated effort to address historically low participation. Targeted initiatives focused on reducing barriers to access and improving employee registration by strengthening awareness, clarifying program offerings, and supporting employees in understanding how to register and access services. These efforts emphasized ease of access, confidentiality, and early connection to support, contributing to sustained growth in EFAP use.



Overall, EFAP continues to function as an early intervention and well-being resource, with steady growth in utilization. Usage patterns reinforce the importance of ongoing mental health awareness, early support, and preventative approaches to employee well-being.

THE WORKING MIND TRAINING:

The Division continues to strengthen psychological health and safety through the implementation of The Working Mind training, an evidence-based mental health program developed by the Mental Health Commission of Canada. This training is designed to increase mental health awareness, reduce stigma, build personal resilience, and support early recognition of changes in mental well-being among employees and leaders.



Over 220 employees and leaders have participated in The Working Mind, through a combination of in-person and virtual sessions. Employee sessions focus on self-awareness, stress management, and mental health literacy, while department leader sessions include an additional module on supporting staff, having effective mental health conversations, and fostering psychologically safe workplaces.

To support sustainability and cost-effective delivery, the Division invested in in-house facilitator training through the Mental Health Commission of Canada. This approach allows The Working Mind to be embedded into ongoing professional learning, school-based professional development days, and leadership training, ensuring consistent messaging and long-term integration within the Division's broader health and well-being framework.

The Working Mind training supports the Division's commitment to psychological health and safety, builds shared language around mental health, increases confidence in recognizing and responding to mental health concerns, and reinforces pathways to support, including Employee Health Services and EFAP.

COMPENSATION, PAYROLL, BENEFITS & CONTRACT ADMINISTRATION

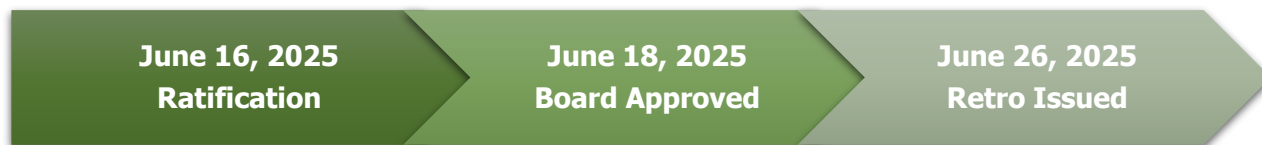
Human Resources ensures that all Division staff receive accurate and timely compensation through the administration of payroll, benefits, and the interpretation of collective agreements. This work involves complex processes such as salary restructuring, retroactive payments, and ongoing payroll system enhancements. These activities require a high level of precision and strong collaboration across departments. Maintaining a consistently accurate payroll system is essential to reinforcing employee trust and supporting the Division's operational integrity.

On average, the payroll team processes payments for approximately 5,360 employees each month. During the past year, the team also managed several significant and complex compensation changes, including the

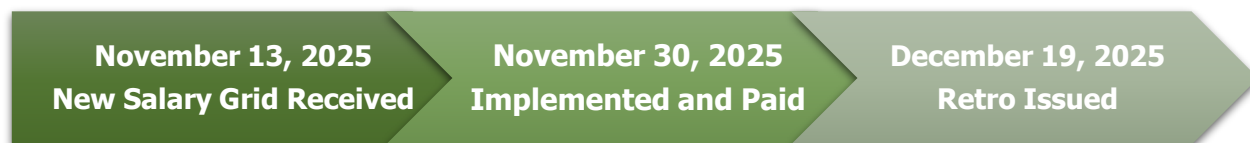


calculation and payment of retroactive salary adjustments across all three collective agreements, as well as a review of the salary structure for Out-of-Scope (OOS) staff.

- Our Unifor collective agreement ratified a September 1, 2024 3% increase on June 16, 2025, that our board approved on June 18, 2025. As a result, 1,453 employees received retroactive pay, which was issued on June 26, 2025.



- The new salary grids outlined in Bill 2: Back to Work legislation for September 1, 2024, and September 1, 2025, were received on November 13, 2025. The new rate was implemented and paid to all ATA employees on November 30, 2025. Retroactive pay was issued to 3,215 employees on December 19, 2025. Retroactive payments for teacher replacement staff were processed in the March payroll cycle.



- Our AUPE collective agreement ratified a September 1, 2024, 3% increase and a September 1, 2025, 3% or \$1.25 increase (whichever is greater) on February 7, 2026. The Board approved the agreement on February 18, 2026. As a result, 413 employees received retroactive pay, which was issued on February 27, 2026.



BENEFITS UPDATE:

In addition to salary adjustments, several benefit improvements were introduced through recent collective bargaining agreements:

UNIFOR:

- Two days of family medical leave,
- An increase of \$30 per visit for physiotherapy, acupuncture, chiropractic, and massage, to an annual maximum of \$1,400
- An additional \$100 was added to their Flexible Spending Account



OUT-OF-SCOPE:

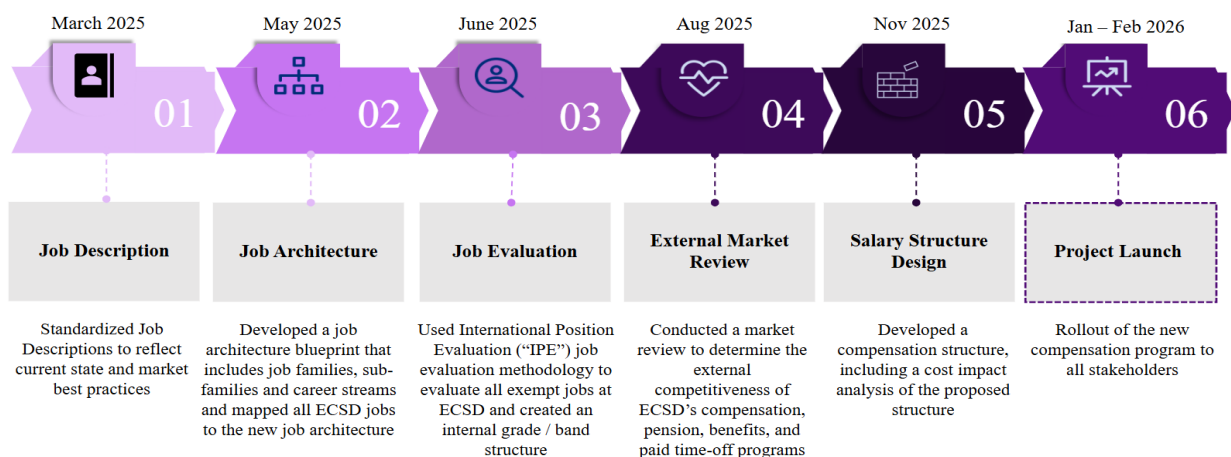
- Expansion of the Wellness Spending Account (WSA) eligible expenses to include sports and fitness equipment

AUPE:

- One additional day of Family Medical Leave
- Massage coverage increased from \$100 to \$500 annually effective March 1, 2026
- An additional \$100 was added to their Flexible Spending Account
- Adoption of the current Dental Fee Guide (previously based on the 2009 guide)

OUT OF SCOPE COMPENSATION RESTRUCTURING:

Human Resources completed a multiphase review of the Out-of-Scope (OOS) compensation structure designed to ensure equity, transparency, and competitiveness across this employee group. Beginning in 2024, this work included updating and standardizing all OOS job descriptions, building a consistent job architecture that maps every role to defined job families and career streams, evaluating 225 positions using Mercer’s International Position Evaluation methodology, conducting an external market review of compensation and benefits, and designing an updated salary structure that took effect January 1, 2026.



The next phases of the project include updating our OOS compensation guiding documents, supporting departments with organizational design and workforce planning, career progression support, and completing regular reviews to ensure we remain aligned with evolving market benchmarks and organizational needs.

The OOS Compensation Review strengthens the Division’s recruitment and retention efforts by establishing a transparent, competitive, and equitable compensation system. By modernizing job evaluation processes, updating salary structures, and improving clarity around roles and career pathways, the Division is better positioned to attract qualified candidates and retain experienced staff. The updated structure also supports long-term sustainability and stability across departments, ensuring the Division can continue providing strong support to schools and students. As of February 2026, early indicators show a positive impact, including an increased number of well-qualified applicants for positions across the Division.



CAREER GROWTH, PATHWAYS & LONG-TERM RETENTION

LONG SERVICE RECOGNITION EVENING

Each year, Edmonton Catholic Schools host its Long Service Recognition event to honor employees who have reached significant milestones in their vocation with the division. This celebration acknowledges continuous staff across all 4 employee groups and highlights the enduring commitment that supports the mission of the Catholic education in our communities. The program is grounded in gratitude, respect, and the belief that long service reflects a profound dedication to our students, families, and staff.

The event brings together the honorees, guests, Division leadership, Trustees, and special guests for an evening of recognition and celebration. The program includes formal greetings and expressions of appreciation; this sets out a reverent and joyful tone as the Division collectively honors the contribution of the long-serving staff. Leadership messages offered during the celebration affirm that the work of our employees is an expression of faith and love, forming a legacy that strengthens Catholic education. Staff are reminded that their dedication contributes to nurturing students spiritually, academically and emotionally and supports our Division mission and vision.

Feedback illustrates that this celebration is both valued and cherished by employees, with the event being described as an honor and highlight of the year. The long service recognition event has a strong positive impact on staff morale, organizational culture and the division's ongoing commitment to honoring those who faithfully serve Edmonton Catholic Schools.



ALBERTA'S TOP 85 EMPLOYERS

Edmonton Catholic Schools' recognition as one of Alberta's Top Employers for 11 consecutive years reflects consistent, externally validated excellence in people centered organizational practices. This designation is awarded through a rigorous comparative assessment by MediaCorp Canada Inc. across ten key domains, including work environment, employee engagement, compensation and benefits, family friendly policies, training and development, support for experienced employees, and community involvement.

ECSD's continued success demonstrates consistent implementation of measurable initiatives such as integrated well-being framework, structured leadership development through the SHINE framework, targeted and innovative recruitment and retention initiatives, and intentional career stage support that responds to growth, strengthens workforce stability and helps build organizational capacity. Collectively, these outcomes provide clear evidence of a high quality, supportive, and sustainable workplace that enables the Division to effectively serve students, staff, and the broader Catholic community

Overall, this achievement highlights how Edmonton Catholic Schools people focused culture supports both career progression and long-term employee commitment, contributing to retention, organizational continuity, and a stable, future ready workforce.



CONCLUSION

Throughout all stages of an employee's experience, Human Resource Services provides the guidance and support necessary for employees to grow, contribute, and succeed within Edmonton Catholic Schools. From the earliest stages of recruitment, HR ensures that hiring processes are fair, mission aligned, and grounded in the principles of Catholic education. These intentional practices help identify individuals who bring not only the required expertise, but also a strong alignment with the mission and values of our Division while supporting the spiritual, academic, and social development of students. Through the cultivation of strong applicant pathways, including high school outreach initiatives, practicums, and pre hire engagement, HR strengthens long term sustainability and expands future recruitment pools.

As employees join the Division, HR's onboarding, orientation, and early career support establish a strong foundation for professional success. Ongoing professional learning opportunities, coaching structures, mentorship programs, and leadership development pathways ensure staff have equitable access to the training and resources required to fulfill their roles effectively. HR also implements the requirements of Occupational Health and Safety legislation, including the coordination of required professional development and training to support safe, healthy, and respectful workplaces. These efforts contribute to both individual professional growth and the continued strengthening of system wide capacity.

In addition, HR's commitment to accurate payroll administration, benefits support, and the fair and consistent application of collective agreements reinforces confidence in organizational processes and ensures employees are compensated appropriately. Through effective supervision, performance support, employee relations practices, and attention to workplace safety and well-being, HR helps foster a culture grounded in dignity, respect, safety, and accountability, reflecting both professional standards and Catholic Social Teaching.

Together, these efforts form a comprehensive and mission driven human resources framework that supports employees from recruitment through their ongoing service within the Division. By continually refining its practices, strengthening partnerships, and upholding the Catholic identity of Edmonton Catholic Schools, Human Resource Services remains committed to supporting the Division's priorities and ensuring that staff are prepared, supported, and empowered to serve students, families, and each other each day.



Rejoice in hope, be patient in suffering, persevere in prayer.

— Romans 12:12 —



Lumen Christi Catholic Education Centre

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EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **3.2**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent of Learning Services

Resource Staff: Antonella Molella, Director of Inclusive Education, Learning Services

Re: Integrated Health and Well-being Framework Update

Background:

Mental health and well-being have become foundational conditions for student learning, staff sustainability, and safe school communities. Across ECSD, schools are responding to sustained increases in student complexity, heightened mental health needs, and growing reliance on schools as a primary access point for supports.

The Integrated Health & Well-Being Framework was developed to move the Division from isolated wellness initiatives toward a coherent, system-wide approach that aligns Catholic identity, instructional leadership, student supports, staff well-being, and safety obligations.

Implementation of the Framework is underway across all schools and departments, supported through shared structures, leadership roles, and coordinated professional learning.

Key areas of progress include:

- Division-wide coherence
- Student leadership
- Social and Emotional Learning (SEL)
- Access to mental health supports
- Staff well-being and safety

Recommendation:

That the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 – Appendix B**, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.*
- QI 1.2 Provides staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.*
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.*
- QI 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.*
- QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.*
- QI 5.6 Implements requirements of Occupational Health and Safety legislation, including required staff professional development.*

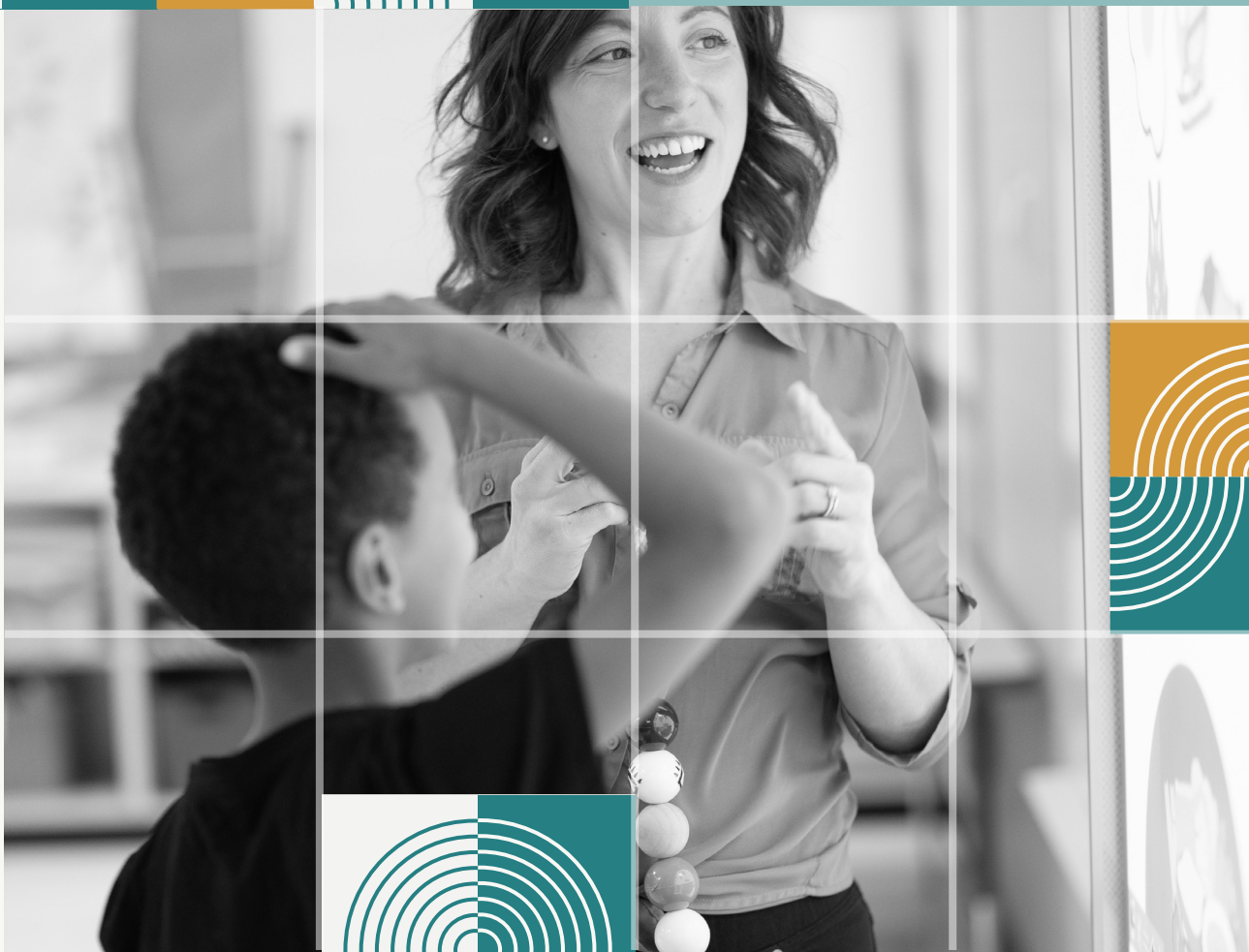
Attachment:

- Integrated Health and Well-being Framework – Implementation Update Report



INTEGRATED HEALTH AND WELL-BEING FRAMEWORK

IMPLEMENTATION UPDATE



April
2026





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PURPOSE

This report provides an update on the implementation of Edmonton Catholic School Division's (ECSD) Integrated Health & Well-Being Framework. It highlights actions advanced through the Division's Menu of Actions and the work of Wellness Champions across all schools. The report also outlines how the Framework is strengthening student well-being and supporting welcoming, caring, and safe learning environments across the Division.

Schools are encouraged to reference the Division's Action Plan, [*From Vision to Action - A School Companion Guide to the Integrated Health and Well-Being Framework.*](#)



MENTAL HEALTH & WELL-BEING ACROSS ECSD

Across Edmonton Catholic Schools, mental health and well-being have become inseparable from student success, staff sustainability, and the daily realities of schooling. What schools are experiencing is not a short-term increase in need, but a sustained shift in the complexity of student needs, the pressures on staff, and the role schools play in supporting children and families.

At the school level, this work is visible in classrooms, hallways, and relationships. Students are navigating increased anxiety, emotional regulation challenges, family instability, and barriers to accessing care outside of school. At the same time, staff are responding compassionately and professionally while maintaining welcoming, caring, respectful and safe learning environments for all students.

This reality has required the Division to move away from isolated wellness initiatives toward a more coherent, system-wide approach. The Integrated Health & Well-Being Framework provides that structure.



Key realities shaping this work include:

- Schools are often the first place where student and family needs surface
- Stigma around mental health support has decreased, leading to increased help-seeking
- Staff are supporting increasingly complex emotional, behavioural, and social needs
- School-based services are often the most timely and accessible point of support for families

The Division's response has focused on strengthening the conditions for well-being rather than relying solely on crisis intervention. Every school now identifies a Wellness Champion who helps connect students, staff, administrators, and divisional supports. This role helps ensure that wellness is not dependent on individual effort, but is embedded in school planning, student leadership, and daily practice. Through coordinated professional learning, shared resources, and ongoing collaboration, schools are building a common understanding of how spiritual, social, emotional, physical, and environmental well-being intersect.

Social and emotional learning (SEL) has become a central pillar of this work. Rather than treating mental health as an add-on, schools are increasingly integrating SEL into routines, classroom practice, and leadership structures. Student leadership symposiums have elevated student voice and strengthened school cultures of connection, belonging, and care. These experiences not only build student skills, but also reinforce a culture where help-seeking is normalized and peer support is valued. Early evidence from schools shows increased confidence among staff in teaching SEL, stronger student engagement, and more intentional schoolwide practices.

Alongside universal prevention, targeted and intensive mental health support remains essential. Every school has access to a mental health specialist through resident supports, mobile supports, school risk teams, or community partnerships. Referral numbers have increased significantly, not because schools are failing, but because stigma has decreased and trust has grown. Students and families are more willing to seek help when support is visible, consistent, and relationship-based. Importantly, data shows that many referrals involve high-risk or crisis situations, underscoring that schools are often responding after needs have escalated due to delays or gaps in external systems.

These pressures highlight a broader reality: schools are functioning as a central access point for mental health care. Families facing long waitlists, cultural or language barriers, or system navigation challenges often turn to schools first. For some students, school-based mental health support is the only timely option available. This reinforces the importance of sustaining school-based services while continuing to advocate for stronger system alignment beyond education.

Well-being work also extends to the physical and environmental conditions of schools. Curriculum alignment in physical education and wellness ensures that students develop lifelong skills related to movement, health literacy, and self-management. Initiatives such as Healthy Schools Certification, outdoor learning communities of practice, and student-led recess programs demonstrate how physical well-being, engagement, and belonging are intentionally cultivated. Principals are also using walk-through tools to examine how spaces feel to students and staff, adjusting routines, communication practices, and shared expectations to strengthen welcoming and caring environments.

Equally important is the growing recognition that staff well-being is foundational to student success. Educators are navigating increasingly complex classrooms while supporting students with significant emotional and behavioural needs. In response, the Division has placed deliberate emphasis on psychological health and safety. Through evidence-based initiatives such as The Working Mind™, leaders and staff are developing a shared language around mental health, building confidence to support one another, and addressing concerns earlier. Increased awareness and uptake of the Employee and Family Assistance Program further signal a culture shift toward proactive support rather than crisis response. As awareness grows and support becomes more accessible, needs that were once hidden are now surfacing. Schools are not standing still in the face of this complexity; they are adapting, learning, and strengthening their capacity to care for both students and staff.

At a system level, the Integrated Health & Well-Being Framework provides coherence. It ensures that wellness is aligned with Catholic identity, instructional leadership, staff safety, and student success, rather than treated as a separate initiative.

In essence, Edmonton Catholic Schools are becoming places where learning and well-being are inseparable. Schools are responding to the realities students bring with them each day while intentionally building environments of hope, connection, and care. This work reflects a commitment not only to academic success, but to the dignity and flourishing of every student and staff member entrusted to the system.





DIVISION-WIDE IMPLEMENTATION

Menu of Actions

Division-wide implementation of the Integrated Health & Well-Being Framework is underway across all levels of the Division, including principals, Wellness Champions, Learning Services, Human Resources, teachers, and school-based student leadership teams. This work is being advanced through coordinated professional learning, leadership development, and student-led initiatives.

Partnerships have also been strengthened with Primary Care Alberta, including introductions to Health Promotion Facilitators and Lead Nurse supports. Apple Schools continue to support school-based health promotion.



Wellness Champions

Launched in September 2025, Wellness Champions are educators who are selected to lead health promotion and prevention efforts and work closely with Inclusive Education and Curriculum Consultants to support school-based implementation. They focus on understanding the Framework, identifying key priorities, and supporting social and emotional learning (SEL) integration.

This work has been sustained through structured connection points and regular communication. The January 29, 2026 Mid-Point Check-In and the upcoming April 22, 2026 Connection Meeting, support schools in strengthening Comprehensive School Health planning and student skill development. Additionally, Wellness Champions receive ongoing updates highlighting Division-wide wellness campaigns and opportunities for school-based activation, while broader messaging is shared with all ECSD staff through the Staff Week at a Glance newsletter (SWAG).

What this Work is Enabling

1. Increased alignment between Division priorities and school-based action
2. Stronger integration of student leadership into school planning
3. More consistent approaches to well-being across the Division

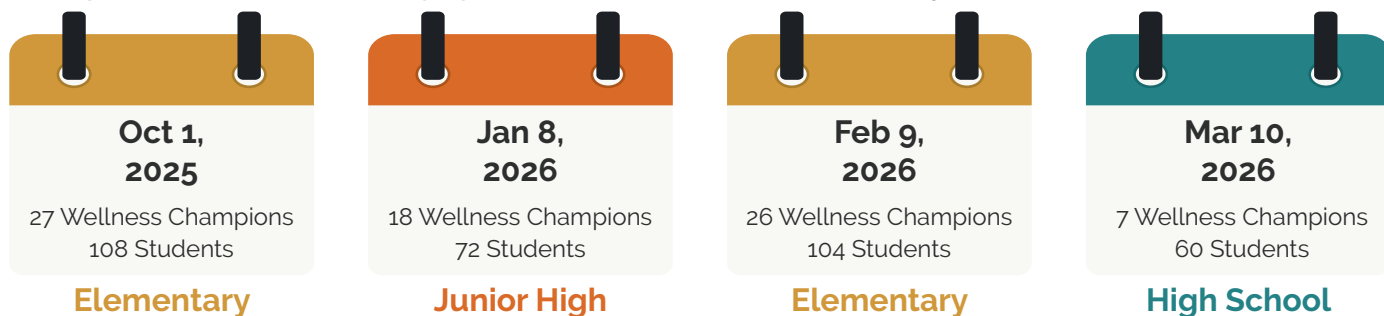
Student Leadership Symposiums

Student Leadership Symposiums have played a key role in elevating student voice and strengthening a culture of connection, belonging, and care across the Division. Hosted at Lumen Christi Catholic Education Centre under the theme "Building Connections and Creating a Culture of Care," these events brought together Wellness Champions and student leaders from across grade levels.

Students participated in two leadership sessions of their choice, while Wellness Champions focused on data-informed planning and schoolwide social and emotional learning integration. These sessions supported student well-being by building leadership capacity and strengthening skills related to self-awareness, relationships, resilience, and belonging.

Moreover, through direct connection with students during the symposiums, Wellness Champions identified their school's unique wellness needs and co-developed meaningful student-informed action plans for Comprehensive School Health. A Resource Wayfinder supported this planning process.

Strong Participation and Engagement at Student Leadership Symposiums



Session Topics Included at Student Leadership Symposiums

- Faith in Action: Connecting Hearts, Creating Care
- Active Leaders
- Inspiring Wellness Through Art
- We All Belong: Celebrating Diversity at School
- Rest Easy, Rise Strong
- Feeding the Right Wolf
- Apple Schools



What this Work is Enabling

1. Increased student ownership of well-being initiatives
2. Stronger peer leadership and support
3. Deeper alignment between student voice and school planning

Professional Learning

Professional learning continues to be a central driver of implementation across the Division. Learning Services staff, including consultants, speech-language pathologists (SLPs), occupational therapists (OTs), support staff, One World, One Centre staff, and leadership participate in monthly Altogether Meetings, where they identify their roles within the Framework and strengthen alignment across teams.

Principals engaged in Framework-focused learning during the Principal as Instructional Leader (PIL) meeting on January 20, 2026. In addition, Division-wide social and emotional learning (SEL) professional learning launched in January and February of 2026 (Part 1: Understanding SEL) and continued in March 2026 (Part 2: Implementing SEL Schoolwide). This coordinated approach to learning is supporting teachers, administrators, and school teams in embedding SEL into daily practice.

What this Work is Enabling

1. Increased shared language across departments
2. Stronger alignment between Learning Services and schools
3. Increased confidence in implementing SEL and well-being practices



IMPLEMENTATION PROGRESS BY WELL-BEING DOMAIN

Spiritual Well-Being

Through Quality Indicator 1.1, Religious Education Services ensures that school leaders actively promote education within a Catholic context, creating environments where faith, wellbeing, and learning are deeply interconnected. By providing guidance, resources, and formation opportunities, Religious Education Services empowers school chaplains to nurture spiritually vibrant schools where prayer, reflection, and pastoral care are integrated into daily life.

In alignment with QI 1.2, staff are supported through intentional faith formation and professional development opportunities that deepen personal spirituality while also enhancing their capacity to effectively and confidently teach religious education.

For QI 1.3 and QI 1.4, Religious Education Services supports school chaplains in organizing meaningful religious celebrations and social justice initiatives that unite students, staff, and families in living out Gospel values. These initiatives cultivate compassion, purpose, and a sense of belonging, key contributors to overall wellbeing. By facilitating cooperative religious initiatives among schools, homes, and parishes, the department strengthens the shared responsibility of faith formation and creates a cohesive spiritual community. They work to ensure that school chaplains are equipped, supported, and connected, enabling them to have a transformative impact on the spiritual and emotional wellness of the entire school community.

Religious Education Services plays a central role in strengthening the impact of Division and Lay Chaplains to ensure vibrant Catholic learning environments where faith, wellbeing, and academic excellence are deeply interconnected. Through intentional leadership, formation, and collaborative structures, the department advances Quality Indicators 1.1–1.4 and supports the spiritual and emotional wellness of students and staff across the division.

Actions

Catholic Leadership and Faith Culture

Religious Education Services supports school leaders in actively promoting education within a Catholic context by:

- Faith Formation for administrators during monthly CEL Meetings – provides time for reflection, spiritual renewal, and connection to shared values, which can reduce stress and strengthen their sense of purpose. This ongoing support fosters resilience, balance, and a more grounded leadership approach that positively contributes to administrators' overall health and well-being.
- Regular Chaplain gatherings provides a space for collaboration, reflection, and mutual support, helping school chaplains strengthen their capacity to care for others while maintaining their own health and well-being.
- Development of shared liturgical resources – supports staff by reducing planning stress and fostering collaboration, while also deepening their sense of unity and purpose within the Catholic faith community.

Staff Faith Formation and Professional Growth

Intentional formation opportunities deepen personal spirituality while strengthening instructional capacity in Religious Education by:

- Opening school Masses and Faith Development Day – this year, David Wells focused his keynote on hope and how that theme can serve as a unifying statement for all ECSD staff. At the same time, the address by Terry Hershey demonstrated a clear emphasis of the health and well-being for staff.
- Pedagogical professional development specific to the RE Curriculum in all grades - helps staff cultivate a shared sense of purpose, moral grounding, and supportive community, which contributes positively to their own well-being and resilience. In turn, this approach fosters inclusive, learning environments in a Catholic context that nurture students' emotional, spiritual, and social health.
- Mentorship support for Lay Chaplains – strengthens their ability to provide consistent spiritual care, guidance, and compassionate presence, which enhances their own confidence and well-being. This, in turn, creates a more supportive and faith-centered environment where both staff and students feel valued, connected, and emotionally supported.

Religious Celebrations and Social Justice

School Chaplains are equipped to lead meaningful liturgical celebrations and social justice initiatives that unite schools, families, and parishes by:

- Prayer – helps with the health and well-being of staff and students within a Catholic context during the school day.
- Coordinated Advent and Lenten programming – helps foster a sense of community and purpose, helping to reduce stress and strengthening overall mental health.
- Social justice opportunities – helps create a healthier, more connected, and more compassionate Catholic school community where both students and staff can thrive.
- Parish-school collaboration in sacramental preparation and liturgies – helps build meaningful relationships between the school and parish community, reducing isolation and fostering emotional support.



Early Signals of Success

- Increased visibility of faith in daily school life
- Strong student sense of belonging and purpose
- Growth in staff confidence teaching Religious Education
- Positive survey results regarding spiritual wellness supports
- Strengthened parish-school-family partnerships
- Increased engagement in Social Justice initiatives

Social and Emotional Well-Being

Social and emotional well-being work is being strengthened through coordinated Division-wide SEL professional learning, student leadership opportunities, and school-based practices that support connection, belonging, and skill development. This work is being implemented across the Division through Social Emotional Learning (SEL) and supported by Wellness Champions, school leaders, and Learning Services.

Actions

Social Emotional Learning (SEL) Implementation

- Division-wide SEL professional learning (Part 1: Understanding SEL; Part 2: Implementing SEL School-wide)
- Ongoing support through Wellness Champion connection points and principal learning
- Monthly Learning Services professional learning modules

Student Leadership and Voice

- Student Leadership Symposiums focused on connection, belonging, and care
- Student participation in leadership sessions across grade levels
- Student-led contributions to school well-being initiatives

School-Based SEL Practices

- Integration of SEL into classroom routines and daily practice
- Increasing use of schoolwide SEL approaches
- Pilot implementation in select schools (e.g., St. Charles, Annunciation, St. Timothy)

Early Signals of Success

- Clearer alignment with Division well-being goals
- Increased student help-seeking behaviours
- Increased understanding of SEL across schools
- Evidence of SEL in classroom routines and practices
- Stronger peer support through student leadership

Next Steps (60-90 Days)

- Continued Wellness Champions Team Sessions
- Continued implementation of school-wide SEL professional learning
- Ongoing Learning Services professional learning modules



Physical Well-Being

Physical well-being is being strengthened through curriculum implementation and school-based health promotion initiatives that supports students in developing lifelong skills related to movement, health literacy, and personal well-being. Across the Division, physical education and wellness programming is aligned with the Integrated Health & Well-Being Framework, reinforcing the connection between physical health, engagement, and student success.

Actions

Curriculum Implementation

- Implementation of K–6 Physical Education and Wellness curriculum
- Ongoing support for Grades 7–12 Physical Education programming
- Field testing of the new 7–9 Physical Education and Wellness curriculum

Student Engagement and Leadership

- LEAD recess program (Grades 4–6 students are trained to lead activities and games during recess)
- Student involvement in promoting active and healthy school environments

School-Based Health Promotion

- Healthy Schools Certification aligned to Comprehensive School Health
- School-based goal setting in areas such as physical activity, nutrition, and mental health
- Collaboration with school nurses and consultants

Outdoor Learning and Environment

- Natural Connections community of practice (strengthens teacher's confidence and competence in teaching outdoors)
- Professional learning to support outdoor education

Early Signals of Success

- Increased teacher confidence in implementing curriculum
- Greater cohesion in Healthy Schools planning
- Increased staff and family engagement
- Improved student leadership and decision-making (LEAD recess)
- Increased enthusiasm for outdoor learning

Next Steps (60-90 Days)

- Field testing days (March 3, April 15, May 26)
- Healthy Schools Certification follow-up meetings
- LEAD recess training day (May 26)
- Natural Connections sessions (March 11, May 20)



Environmental Well-Being

Environmental well-being is being strengthened through school-based practices, leadership tools, and shared resources that support welcoming, caring, respectful, and safe learning environments. This work is supported through the use of school climate tools, access to centralized resources, and ongoing collaboration across schools and leadership teams.

Actions

School Climate and Leadership Practices

- Use of Walk Around Tools (School Leader's Guide and Teacher Companion Tool) to support staff and student well being as part of their Comprehensive School Health planning
- School-based planning for welcoming, caring, respectful, and safe environments
- Leadership practices focused on consistent schoolwide expectations and routines
- Introduction of weekly well being information sharing in place of announcements

Resource Access and Supports

- Development of a mental health SharePoint site with universal, targeted, and individual supports. Access to Inclusive Education SharePoint resources for staff
- Clear pathways for accessing supports, including mental health referrals and resources (such as the Walk Around Tools, guidance on sensory spaces, help-seeking information, bullying and healthy relationship resources)

Collaboration and Knowledge Sharing

- Schools sharing well-being planning practices through Principal as Instructional Leader (PIL) meetings
- Ongoing dialogue across schools to support implementation
- Expansion of school-based learning across leadership groups

Early Signals of Success

- Increased use of centralized resources (e.g., SharePoint engagement and access)
- Growing interest in school-based well-being planning
- Increased collaboration between schools and leadership teams
- Schools seeking guidance and sharing successful practices

Next Steps (60-90 Days)

- Expansion of school-based well-being planning across additional schools
- Continued sharing of school-level practices through leadership groups
- Ongoing use and refinement of Walk Around Tools to support school environments





CONTINUUM OF SUPPORTS & SERVICES

The Division's goal is to ensure timely, culturally responsive, and evidence-based mental health supports for every student and staff member. Every school has access to a mental health specialist, either as a resident specialist, through mobile team support, via the school risk team, or through community agencies as needed.

Access to Mental Health Supports

ECSD and Recovery Alberta mental health specialists play a critical role in supporting both individual students and broader school communities. The average caseload for a full-time mental health specialist providing individual counselling ranges from 45 to 55 students, depending on the complexity of needs. To date, there have been 837 referrals across Edmonton Catholic Schools.

In addition to individual counselling, mental health specialists work alongside school teams to build capacity through professional learning and universal supports. This approach helps reduce stigma and ensures that students, staff, and families can more easily access support both within schools and in the community.

Through a renewable three-year partnership with Recovery Alberta, Mental Health and Addictions, students and families are able to connect with mental health specialists who work directly in schools and across the system. These specialists build trusted relationships within school communities and support students and families in navigating additional services beyond the school.

Consistent access to mental health specialists—whether through resident roles or ongoing support—has contributed to increased referrals, stronger awareness of available supports, and reduced stigma. When this level of access is reduced or disrupted, referrals decrease and there is limited capacity to consistently monitor and support students who were previously receiving services.



System Pressures and Capacity Considerations

Implications for School-Based Supports

School-based mental health services continue to be a critical component of student support.

For many families:

- barriers to external services are significant
- school-based support is the most accessible option
- in some cases, it is the only timely and responsive form of care available

Complexity of Student Needs

- 8.1% of referrals involve neurodevelopmental complexity
- 3.9% reference attendance concerns or school refusal

These factors often compound mental health needs and increase the level of support required.

High-Risk and Escalated Needs

- 16.1% of referrals involve crisis or high-risk escalation

This indicates that many students are being referred for in-school support after needs have intensified, often due to delays in accessing care externally.

Service Availability and Continuity

Approximately 10% of referrals reference challenges accessing services outside of schools, including waitlists for diagnostic programs, transitions in therapists, and delays in community-based care.

Some families report months-long waitlists for mental health therapy, resulting in increased reliance on school-based supports during that time.

System Access and Equity Pressures

Across referrals, data indicates that schools are increasingly functioning as a primary access point for student mental health support rather than a supplementary service.

- 20.3% of referrals identify the school as the primary access point
- 17.2% reference family instability
- 17.2% reference language or cultural barriers

These trends reflect broader systemic gaps in access to care outside the school division and highlight barriers that limit access to external services.

Under-Identification within ECSD

Students with multiple or complex diagnoses, particularly those who are not consistently engaging with age-level curricula, are less likely to be referred for mental health services.

School teams often prioritize program modification, regulation, and functional supports. While these approaches are essential, they can unintentionally limit access to targeted psychotherapeutic intervention for students who would benefit.

A multidisciplinary model that positions occupational therapists and mental health specialists as primary support providers would allow for more comprehensive, integrated care.



STAFF WELL-BEING, SAFETY & COMPLIANCE

A core principle of the Integrated Health and Well-Being Framework is that staff well-being is foundational to student success. This connection continues to be reinforced through feedback from leaders, parents, and students.

In addition to ongoing occupational health and safety (OHS) responsibilities, this year's work has placed a deliberate emphasis on psychological health and safety, with a focus on strengthening leadership capacity to recognize, respond to, and support staff well-being. Targeted training and consultation have been provided to managers, supervisors, and school teams on a needs-based basis.

Psychological Health & Safety

Psychological health and safety has been strengthened through the implementation of The Working Mind™ an evidence-based mental health training program developed by the Mental Health Commission of Canada.

Delivered through employee and leader sessions, the training builds mental health awareness, reduces stigma, and establishes a shared language for psychological well-being. It also equips managers and supervisors to recognize early signs of concern, engage in supportive conversations, and foster psychologically safe workplaces.

Investment in in-house facilitators supports sustainable delivery and integration into leadership development and school-based professional learning. This work directly supports Quality Indicator 5.5 by strengthening staff well-being, leadership capacity, and safe, supportive working environments that enable effective teaching and learning.

The Working Mind

- As of March 20, 2026, 117 employees and 65 leaders have participated
- Sessions are offered monthly, with additional school-based PD bookings and targeted leadership offerings
- A dedicated Manager Module focuses on supporting staff, psychological safety, early intervention, boundaries, workload, and resilience for leaders themselves
- Provides qualitative insights and stories that inform system-level wellness planning and leadership development

Feedback from participants and leaders highlights the program's role in normalizing mental health conversations, increasing confidence in supporting colleagues, and encouraging earlier connection to supports.



Employee & Family Assistance Program (EFAP)

The Employee and Family Assistance Program (EFAP) is a confidential, third-party service that provides employees and their dependants with sponsored hours for professional counselling, coaching, financial and legal consultation, and preventative health supports. It is a high-quality service provided by GreenShield and requires employees to register before accessing services.

When employees understand what their EFAP offers and are already registered, they are more likely to seek support at the first signs of challenges. Early access to supports can prevent concerns from escalating into more serious psychological injury, extended absences, or workplace conflict.

Analysis of EFAP data in 2024 indicated low registration and utilization rates for ECSD compared to other school divisions in Alberta. Further analysis identified barriers to access, and a coordinated awareness strategy was implemented that included:

- coordinated, clear messaging (e.g., updated Share-Point site, HR e-signature promotion)
- registration emails to all eligible employees with unique sign-up information and step-by-step instructions
- targeted information sessions supporting leaders and employees in understanding available services

As a result, between September and December 2025, total EFAP registrations increased from 432 to 1,403, an increase of approximately 225%.

Proactive awareness and early registration ensure staff know what supports are available and can access them quickly when needed.



Occupational Health and Safety (OHS)

Core OHS requirements continue to be met through legislated training, compliance activities, and advisory support. Alongside these foundational responsibilities, OHS staff have provided additional, targeted training and consultation for leaders and school teams when requested. This allows for timely and responsive support related to staff well-being, safety concerns, and psychological health considerations within the workplace.

Hazard Assessments

Ongoing staff hazard assessments remain a key component of workplace safety and compliance. These assessments support both physical and psychological safety by:

- identifying potential risks
- informing appropriate controls
- contributing to safer, healthier work environments for staff

This work continues in alignment with divisional OHS practices and legislative requirements.



KEY SYSTEM THEMES & CONSIDERATIONS

Across Edmonton Catholic Schools, mental health and well-being are no longer peripheral supports—they are core conditions for optimal learning, belonging, and staff sustainability.

The Division is responding to increasing complexity in student needs, heightened staff pressures, and gaps in community mental health access, while intentionally building school-based capacity rather than relying solely on crisis response.

This work is guided by the Integrated Health & Well-Being Framework, which provides a coherent structure so that wellness is not dependent on individual schools or personalities, but is embedded across leadership, classrooms, and student experiences.

How This Work is Experienced in Schools

A Shift from Programs to Systems

Schools are moving away from isolated wellness activities toward a coordinated, schoolwide approach grounded in:

- welcoming, caring, respectful, and safe environments
- social and emotional learning embedded into daily practice
- student voice and leadership
- consistent access to mental health professionals
- explicit attention to staff well-being and psychological safety

Every school now has a Wellness Champion who acts as a connector—linking students, staff, leadership, and divisional support—and creating a consistent entry point for well-being across the Division.

Mental Health Needs Are Increasing — and More Visible

Increased referrals do not signal failure; they reflect:

- improved awareness and reduced stigma
- stronger trust in school-based supports
- schools functioning as a primary access point for mental health care

Key system signals include:

- over 800 students referred for mental health support this year
- approximately 1.6% of students receiving individual counselling
- a high proportion of referrals involving crisis or high-risk escalation
- significant presence of family instability, cultural and language barriers, and neurodevelopmental complexity

For many families, school-based mental health support is the most timely—and sometimes only—accessible service. In this context, schools are increasingly absorbing pressure from the broader health system while continuing to respond compassionately and responsibly.

Strengthening Universal Well-Being

Alongside individual counselling, schools are investing in prevention and capacity building through:

- Division-wide social and emotional learning (SEL) professional learning
- student leadership symposiums focused on connection, belonging, and care
- curriculum alignment across physical, emotional, social, and spiritual well-being
- use of walk-through and observation tools to strengthen school climate
- creation of a centralized Mental Health Resource Hub (ECSD SharePoint)

These strategies:

- support all students, not only those who are referred
- reduce escalation through strengthened relationships and regulation
- normalize help-seeking behaviours
- reduce long-term pressure on specialized services



Staff Well-Being

The Division continues to emphasize that staff well-being is foundational to student success.

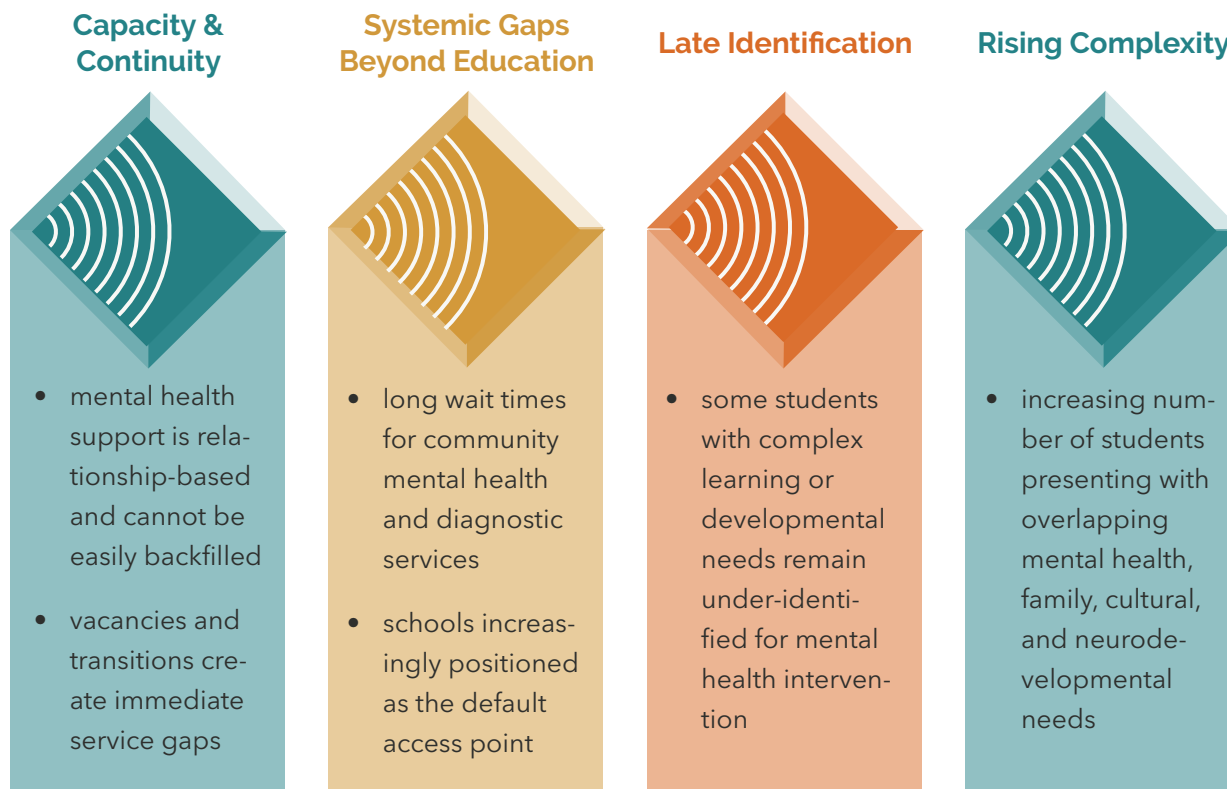
This year reflects a shift from viewing staff wellness as individual responsibility toward recognizing psychological health and safety as a leadership and organizational priority.

Key actions include:

- implementation of The Working Mind™ for employees and leaders
- targeted training for supervisors in early intervention and psychological safety
- significant increase in EFAP registration, reflecting improved awareness and trust

Ongoing Pressures

While progress is evident, several structural pressures remain. These pressures reinforce that school-based mental health services are a critical pillar of student support.



CONCLUSION

Edmonton Catholic Schools is building a coherent, system-wide approach to well-being through the Integrated Health & Well-Being Framework.

The Division is not responding in silos, but strengthening a coordinated system where:

- well-being is embedded across leadership, classrooms, and student experiences
- prevention, early intervention, and targeted supports are aligned
- staff and student supports are intentionally connected

Schools are doing more than responding to mental health needs—they are becoming places of connection, safety, and care in an increasingly complex world.

The Integrated Health & Well-Being Framework ensures this work remains intentional, aligned, and sustainable, grounded in a shared commitment to the dignity and flourishing of every student and staff member.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **3.3**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Peter Farmakis, Chief Facilities and Technology Officer

Re: **Facility Services Construction Projects Update Report/Memo**

Background:

Facility Services is responsible for the development, operation, and maintenance of all physical assets that support the Division's learning environments. We ensure that every school is a safe, functional, inclusive and sustainable space that reflects the Division's Catholic Values and commitment to student success. Through careful stewardship, we manage the full lifecycle of ESCD facilities from concept and construction to maintenance and renewal in alignment with Alberta education and Alberta Infrastructure standards.

This report and presentation will focus on the Facility Department's scope of work and how Facility Services ensure that it meets the Quality Indicators QI 8.2.

Report Topics:

- Budget Envelope
- New School Builds / Capital Projects
- Modular Classroom Program
- Collegiate Program
- Operational Efficiencies
- Maintenance Operations
- Electronic Services
- Financial Operations
- Printing Services

Recommendation:

That based on the evidence provided in the Facility Services Construction Projects Update Report 2026, the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 -Appendix B, relative to the current evaluation period.

QI 8.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

Attachment:

- Facility Services Construction Projects Report May 2026





EDMONTON CATHOLIC SCHOOLS

FACILITY SERVICES

10734 120 Street | Edmonton, AB T5H 3P7 | T: 780-453-4500

Facility Services Construction Projects Report

Edmonton Catholic Schools

May 2026

Facility Services' primary function is to provide service and support to Division schools and sites.



Facility Services Quality Indicators Key Strategy:

QI 8.2 Ensures facility project budgets and construction schedules are followed or timely variance reports are provided to the Board.

Executive Summary

Budget Envelopes:

• Operation and Maintenance (O&M) 2025-26:	\$44,070,257
• Supplemented by cross-subsidy of \$2.7M	\$46,787,426
• Infrastructure Maintenance Renewal (IMR 2025-26):	\$5,817,200
• Capital Maintenance Renewal (CMR 2025-26):	\$7,425,721

New School Builds (various stages of progress from initial planning to recent completion):

Alberta Infrastructure led and funded	(Capital Plan cost estimates)
• St. Carlo Acutis HS	\$59.6M
• St. Nicholas - Rundle Heights Replacement school	\$44.3M
• St. Sophia - Cavanagh K-9	\$49.9M
• Our Lady of Hope - Crystalina Nera K-9	\$49.9M
• St. Michael the Archangel - Hays Ridge K-9	\$49.9M
• St. Genevieve - Laurel K-9	\$56.6M
• St. Patrick - River's Edge K-9	\$61.0M
Approved for planning	
• Meadows 10-12	\$117.0M
• Lewis Farms 10-12	\$117.0M
• Oxford/Palisades K-9	\$49.0M
• St. Alphonsus replacement K-9 (118 Ave West Solution)	\$54.0M
• Windermere /Glenridding Heights 10-12	\$117.0M
• Kirkness K-9	\$51.0M
Total as projected in Capital Plan	\$876.2M

Modular Classroom program:

Alberta Infrastructure funded

- 25-26 MCP phase 2 – 3 new units, Budget = \$921,775
- 26-27 MCP – 35 new units, Budget = \$9,905,000
- 26-27 special – 12 relocations from Morinville - Budget TBD (est \$5M)
- See table below for progress update



Facility Infrastructure (Capital Projects and Maintenance Services)

Capital Projects

The Capital Projects team manages new builds, modernizations, and moderate to large scale Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR) projects. These projects typically require coordination of one or more consultants or trades, with startup targeted for July, once classes have been completed. As these projects are larger in scale and complexity, they have the potential to span multiple fiscal years.

2025-26 Capital Project Update - v. Apr 9, 2026	
Project Location	Status
Dunluce/Castledowns (10-12; 1330 cap.) Blessed Carlo Acutis New Construction	Final completion Jan '26. Open September 2026 GOA Managed project – DB model ACI Architecture & Aman Builders
Rundle Heights consolidation (K-9; 765 cap.) St. Nicholas New Construction	Construction funding announced March 2024 AI managed project Anticipated completion delayed – Spring 2027 BR2 Architecture & Delnor Construction
Crystalina Nera (K-9; 950 cap.) Our Lady of Hope New Construction	Construction funding announced March 2024 DDR (Detailed Design Review) submitted April 25, 2025 DDR Review for Construction April 23, 2026 Delivery Model P3, bundle 6 BR2 Architects / Bird Construction / Ainsworth Maintenance Construction Start Date May 2026 Anticipated Opening Date, September 2028
Heritage Valley/Cavanagh (K-9; 950 cap.) St. Sophia New Construction	Construction funding announced March 2024 DDR (Detailed Design Review) submitted April 25, 2025 Delivery model P3, bundle 6 BR2 Architects / Bird Construction / Ainsworth Maintenance Construction Start Date May 2026 Anticipated Opening Date, September 2028
Hays Ridge (K-9; 950 cap.) St. Michael the Archangel New Construction	Construction funding announced March 2024 DDR (Detailed Design Review) submitted April 25, 2025 Delivery model P3, bundle 6 BR2 Architects / Bird Construction / Ainsworth Maintenance Construction Start Date May 2026 Anticipated Opening Date September 2028



<p>Laurel (K-9; 950 cap.) St. Genevieve New Construction</p>	<p>Design funding announced March 2024 DDR submitted end of May 2025 Delivery model P3, bundle 7 Contractor Procurement by AI, by July 2026 ACI Architecture Anticipated completion May/June 2028</p>
<p>River's Edge (K-9; 950 core with 1200 full build out potential with the addition of 10 modulars) St. Patrick New Construction</p>	<p>Construction funding announced March 2024 DDR submitted end of May 2025 Delivery model P3, bundle 7 Contractor Procurement by AI, by July 2026 ACI Architecture Anticipated completion May/June 2028</p>
<p>Meadows (10-12; 1810 core, 2410 full build out) New construction</p>	<p>Planning funding announced April 2025; focus will be STEM. Presently with Ed Planning. Design to follow led by Facility Services. Bridging Consultant to be determined.</p>
<p>Lewis Farms (10-12; 1810 core, 2410 full build out) New Construction</p>	<p>Planning funding announced April 2025; focus will be Fine Arts. Presently with Ed Planning. Design to follow led by Facility Services. Bridging Consultant to be determined.</p>
<p>Oxford/Palisades (K-9; 950 cap.) Solution</p>	<p>Planning funding announced April 2025. Bridging studies in progress.</p>
<p>St. Alphonsus replacement K-9 Solution</p>	<p>Planning funding announced Mar 2026</p>
<p>Windermere /Glenridding Heights 10-12 New Construction</p>	<p>Planning funding announced Mar 2026</p>
<p>Kirkness K-9 New Construction</p>	<p>Planning funding announced Mar 2026</p>
<p>Lumen Christi Upgrades Facility renovation (Capital Reserves)</p>	<p>Lifecycle upgrades to the Lumen Christi building Work is delivered in the below phases:</p> <p>Phase 1(\$4.5m): Boilers and air handling units. Work is expected to be complete May 2026. Additional funds (\$750K) were required to resolve unexpected abatement issues.</p> <p>Phase 2 (\$1.6m): Electrical upgrades and parking lot repave. Work was delayed to focus on mechanical upgrade. Construction began in Nov 2025 and will continue throughout the year</p> <p>Future phases (\$TBD): based on approved funding</p>



Modular Classroom Program	24-25 Modular Classroom Program , phase 2 25-26 Modular Classroom program , phase 1 and phase 2 All are substantially complete with remaining landscaping anticipated to be completed by August 2026.
	26-27 Modular (Morinville) is in design and permitting, with substantial completion anticipated for September 2026
	26-27 Modular Classroom Program soon to be in design, with substantial completion anticipated for September 2026

Collegiate Program

In collaboration with learning services. Facility Services is actively planning and designing the projects below, which will be required to launch the Collegiate programming in our schools. These Collegiate projects are estimated to cost approximately \$1.8-\$2.2M. These projects are subject to grant approvals.

Archbishop O'Leary	Automotive Service Technician Apprenticeship
Archbishop O'Leary	Hairstylist/Barber Apprenticeship
Holy Trinity	Hairstylist/Barber Apprenticeship
St. Joseph	Cabinetmaker Apprenticeship

Operational Efficiencies

- Developing a new Ticket request system across departments – replaces and expands on the current WRSS ticket system
- Developed a building surge maintenance program that reduces work orders regardless of priority level. This method brings a large number of resources, such as people, materials, vehicles, and tools, to one school. This method achieves high operational output, minimizes service requests, promotes team building, and minimizes travel time. We have completed a Building Surge at St Joseph High School, and our next School will be St Francis Xavier. By the end of the school year, we plan to complete 4-6 more building surge programs across our division.
- Modular Classroom Program (MCP) pre-design and permit advance planning. We have procured consulting services in anticipation of the MCP announcements. We have engaged with the City's Permitting and Forestry departments to expedite the permitting application process.



Maintenance Services

The Maintenance Services team's primary focus is base-building infrastructure requiring upgrade or repair. In addition to maintenance improvement projects, Infrastructure Maintenance Renewal (IMR) projects, and Capital Maintenance Renewal (CMR) projects, the Maintenance Services team undertakes critical operations maintenance work, including painting of schools (interior and exterior), and annual gym floor refinishing. The team also works to deliver other more complex projects, including:

- Lighting upgrades
- Mechanical system work
- Boiler replacement and upgrades
- Interior space upgrades
- Barrier-Free upgrades
- Window replacements
- Roof repair and replacement
- Sidewalks / Exterior Concrete

Maintenance Services also coordinates and completes all 'School-to-Pay' (STP) projects, which typically focus on school-initiated program-driven school improvements. In the first half of 25-26, the Maintenance department has responded to more than 5200 requests for maintenance repairs or school improvements.

Electronic Services

The Electronic Services team's primary focus is base-building infrastructure not covered under warranty or Maintenance Services. In addition to Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR) projects, Electronic Services serves a significant role in the annual Modular Classroom Program, Major Modernizations and New School Construction Projects. Electronic Services also supports Operation and Maintenance (O&M) projects which fall under three areas of focus:

- Audio/Video systems
- Fob Access systems,
- Communication systems,
- Safety/Security systems.

As with Maintenance Services, Electronic Services continues to cover the labour portion of approved School to Pay (STP) projects again this year for projects undertaken by Electronic Services staff. In the first half of 25-26, the Electronics department has responded to more than 2800 requests for equipment repairs or school improvements.

Regarding New School construction projects, we are participating in the design phases as well as drawing and specification reviews for new school designs.



Financial Operations

Facility Infrastructure Current Projects (IMR and CMR)

In the first half of fiscal year 2025-26, \$3.6M was expensed on IMR and CMR projects. 48 CMR / IMR projects were completed in the first half of the year with an additional 109 in-progress or not-started projects remaining. These outstanding planned projects include 48 electrical, 17 mechanical, 21 interior, 16 envelope, 7 site.

A look at 2026-27:

- The CMR grant is \$7,803,141
- As of the new school year 2026-2027, School Divisions are no longer receiving IMR-specific funding. We still have approx. 700,000 available to use for future projects.
- 2026-27 O&M is \$50,725,488 due to an O&M rate increase of 12% and an increase in enrollment and additional spaces.

Facility Services Financial Position – First Half of Fiscal 2025-26

At the midpoint of fiscal 25-26, Financial Operations is on target to meet budget expectations.

Facility Services (General) expended 51% of budget allocations.

Facility Services (Warehouse) has spent 57% of original allocations.

Facility Services (Printing) has achieved 45% of their revenue projections

Printing Services

The Printing Services team's primary focus is supporting our schools and division offices with world-class printing services. Printing Services serves a significant role in the annual Modular Classroom Program, Major Modernizations, and New School Construction Projects. Electronic Services also supports Operation and Maintenance (O&M) projects, which fall under three areas of focus:

- Business Cards
- School Banners,
- Books/Workbooks,
- All Printing Materials Schools Require

All Printing Services are School to Pay (STP) projects again this year for projects undertaken by Printing Services staff. In the first half of 25-26, the Electronics department has responded to thousands of requests for printed materials and printing services. Our Printing services are a net-zero operation. It is managed so its revenues offset its operational costs.



Our Commitment:

At Facility Services, we are dedicated to creating and maintaining welcoming, faith-filled environments where students, staff, and communities can thrive. Through responsible stewardship and innovation, the Facilities Department supports the Division's mission to provide a Catholic Education that inspires students to learn, live fully, and serve others.





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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **3.4**

Date: April 29, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Katelyn Harris, Supervisor, Applied Research

Re: **ECSD Annual Survey Results Report 2025/2026**

Background:

The Edmonton Catholic School Division (ECSD) conducted the ECSD Annual Survey from January 5 to January 23, 2026, to engage students, parents/guardians, and certificated teachers with respect to the quality of Catholic education provided. The survey items were developed during the 2023/2024 school year to reflect the *Alberta Education and Childcare Assurance Framework* as well as the *Division Plan for Continuous Growth 2023-2026*.

The following groups were surveyed:

- students in grades 4 to 6,
- students in grades 7 to 9,
- students in grades 10 to 12,
- parents/guardians of all students, and
- certificated teachers.

The attached ECSD Annual Survey Results Report provides Division results for each of the respondent groups for the 2025/2026 survey administration. Division results will be available on the Division Assurance Dashboard located on the Division public website. In addition to the Division results, individual school reports will also be available to each school Principal. The school reports are used by school staff and School Councils in preparing and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites.

Recommendation:


That based on the evidence provided in the ECSD Annual Survey Results Report 2025/2026, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.*
- QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.*
- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI 2.4 Ensures the Division's academic and other provincially mandated Assurance results are published.*
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful, and safe learning environment.*
- QI 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.*
- QI 8.1 Ensures the three-year planning process involves appropriate input and results in high satisfaction.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*
- QI 10.5 Promotes positive public engagement in the Division.*

Attachments:

- ECSD Annual Survey Results Report 2025/2026
- ECSD Annual Survey Highlights 2025/2026





Edmonton Catholic School Division ECSD Annual Survey Results 2025/2026 School Year

Division Monitoring: April 29, 2026



EDMONTON CATHOLIC SCHOOLS ECSD ANNUAL SURVEY RESULTS 2025/2026 SCHOOL YEAR

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EDMONTON CATHOLIC SCHOOLS ECSD ANNUAL SURVEY RESULTS 2025/2026 SCHOOL YEAR

I. INTRODUCTION

The Edmonton Catholic School Division (ECSD) conducted the ECSD Annual Survey from January 5 to January 23, 2026, to engage students, parents/guardians, and certificated teachers with respect to the quality of Catholic education provided. The survey items were developed during the 2023/2024 school year to reflect the *Alberta Education and Childcare Assurance Framework* as well as the *Division Plan for Continuous Growth 2023-2026*. Students, certificated teachers, as well as parents/guardians of students currently enrolled in Edmonton Catholic Schools were invited to participate in the survey.

Five separate survey instruments were administered including one for:

- students in grades 4 to 6;
- students in grades 7 to 9;
- students in grades 10 to 12;
- parents/guardians of all students; and
- certificated teachers.

The ECSD Annual Survey was conducted using paper surveys. As paper surveys were administered, survey responses were voluntary and anonymous. Each survey consisted of a series of statements with which respondents from the survey groups were asked to indicate their level of agreement.

- For all students in grades 4 to 12, parents/guardians of all students, as well as certificated teachers, the analysis was based on a four-point scale (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”).
- A few demographic items also appeared on the surveys.

This report provides the Division results for each of the respondent survey groups for the 2025/2026 survey administration. Division results will be available on the Division Assurance Dashboard located on the Division public website. In addition to the Division results, individual school reports will also be available to each school Principal. The school reports are used by school staff and School Councils in preparing and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites. Consistent with past methodology, results with fewer than six respondents are not reported to protect the identity of small groups.

This report provides the Division results for the 2025/2026 survey administration. However, these results should be interpreted with caution, as the following factors may have influenced participation and responses. The breakdown of contract negotiations between teachers and the Government of Alberta led to a province-wide labour disruption that began on October 6, 2025. Classes were cancelled for over 700000 students across more than 2000 schools. On October 28, 2025, the Government of Alberta passed Bill 2 (the *Back to School Act*), invoking the notwithstanding clause to send teachers back to work and to impose a collective agreement that teachers had previously rejected.

The labour disruption and the government's intervention had significant effects on the education system. Students experienced disruptions to their learning, increased uncertainty, and added emotional stress, especially for those who rely heavily on school for stability, support, and safety. Families encountered major challenges, including finding alternative childcare and managing unexpected costs during the extended break from classes. Teachers reported increased stress as they tried to balance the goals of the labour action with concerns for their students, while noting that key issues such as large class sizes and limited supports for students with complex needs were still not resolved when they returned. These issues of class size and complexity continue to be a focus of the government, school divisions, teachers, families, and the media. The extensive and continuing effects of the labour disruption likely affected survey results as well as response rates for all survey groups.

Due to the factors stated above, caution should be used when comparing results across time. Additionally, as the survey items were newly developed during the 2023/2024 school year, the results are not comparable to previous surveys conducted in prior years.

II. TARGET POPULATION AND RESPONSE RATES

The numbers of surveys expected and received are as follows:

	<u>Surveys Expected</u>	<u>Responses Received</u>	<u>Percent Received</u>
• Grades 4 to 6	11871	11029	92.9%
• Grades 7 to 9	11747	10718	91.2%
• Grades 10 to 12	12872	9064	70.4%
• Parents/Guardians	51140	13146	25.7%
• Certificated Teachers	2479	2320	93.6%

Surveys were administered to parents/guardians of all students currently enrolled in the Division (100 Voices through to 4th and 5th Year High School students). Surveys were also administered to all certificated teachers and all students in grades 4 to 12 (including 4th and 5th Year High School) within schools in the Division. As one school had only early learning enrolments, their students were not surveyed; however, parents/guardians and certificated teachers from this school were included in the target population.

There were three items with respect to career decisions, selecting courses to prepare for life after Grade 12, and senior high school diplomas or certificates that appeared on the grades 7 to 9, grades 10 to 12, and parent/guardian surveys. The three items on the parent/guardian survey were only for parents/guardians of grade 9 students or high school students. Parents/guardians of these students were asked to complete the three items and parents/guardians of students in grade 8 or younger were asked to leave these items blank. The three items on the grades 7 to 9 survey were only for grade 9 students. Grade 9 students were asked to complete the three items and grades 7 and 8 students were asked to leave these items blank. The three items also appeared on the grades 10 to 12 survey and all students in grades 10 to 12 were asked to complete the items.

III. PRESENTATION OF RESULTS

The results for each survey group are provided in the appendices for both response percentages and dichotomous percentages. In this report, dichotomous results are presented in respect to **measures by themes** and through **data visualization charts**.

In **Appendix A**, the **response percentages** are provided.

- These tables provide the percentages responding to the **actual scales** used in the survey.
- Overall, Appendix A provides **detailed** information in assessing the responses.

In **Appendix B**, the **dichotomous percentages** are provided.

- For the purposes of these tables, the upper scale values (“Strongly Agree” and “Agree”) as well as the lower scale values (“Strongly Disagree” and “Disagree”) were **aggregated**.
- As a result, the tables reflect a **two-point scale** (“Agreement” and “Disagreement”).
- Overall, Appendix B reflects **global** information that is comparable across the five survey groups. The aggregation also serves to make the Division’s results more comparable to Alberta Education and Childcare’s results.

In **Appendix C**, the overall agreement **dichotomous percentages** are presented in the charts.

IV. MEASURES BY THEMES

In this section, the survey items are organized by themes using the dichotomous percentages. Dichotomous results reflect overall agreement and disagreement. At the end of each theme, a chart is provided for students (grades 4 to 12 combined), parents/guardians, and certificated teachers. The percentages recorded in the charts are weighted averages. The themes also reflect the Division priorities as identified in the *Division Plan for Continuous Growth 2023-2026* as well as the domains associated with the *Alberta Education and Childcare Assurance Framework*.

1. CATHOLIC IDENTITY – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “LOCAL AND SOCIETAL CONTEXT”

In considering the **grades 4 to 6** students, results indicated that:

- **98.5%** indicated that they have religious celebrations at their school throughout the school year;
- **98.1%** agreed that their school teaches them about the Catholic faith;
- **97.7%** indicated that they pray regularly at their school;
- **95.7%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **85.0%** agreed that their teachers talk about Catholic values in many subject areas.

In considering the **grades 7 to 9** students, results indicated that:

- **97.9%** indicated that they pray regularly at their school;
- **97.8%** indicated that they have religious celebrations at their school throughout the school year;
- **97.0%** agreed that their school teaches them about the Catholic faith;
- **89.3%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **76.0%** agreed that their teachers talk about Catholic values in many subject areas.

In considering the **grades 10 to 12** students, results indicated that:

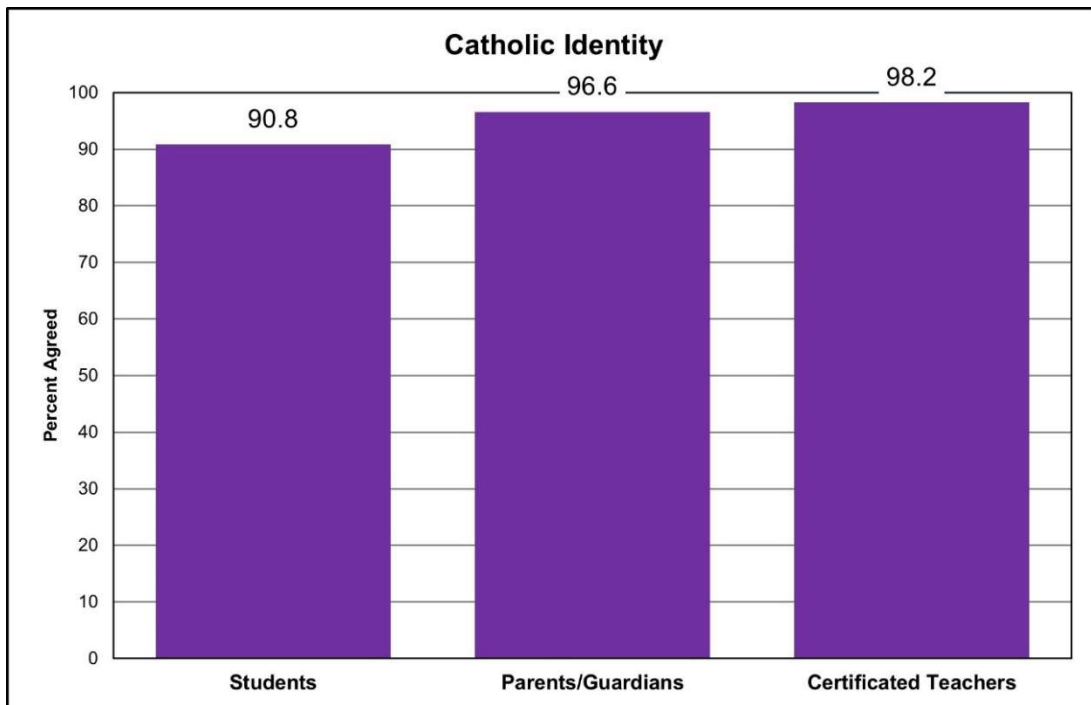
- **95.5%** indicated that they have religious celebrations at their school throughout the school year;
- **95.5%** indicated that they pray regularly at their school;
- **93.2%** agreed that their school teaches them about the Catholic faith;
- **70.9%** indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **67.4%** agreed that their teachers talk about Catholic values in many subject areas.

In considering the **parents/guardians**, results indicated that:

- **98.0%** indicated that their child’s school has religious celebrations throughout the school year;
- **97.8%** indicated that their child has the opportunity to pray regularly at school;
- **97.4%** agreed that their child’s school creates and promotes a learning environment that is grounded in the Catholic faith;
- **96.5%** indicated that their child participates in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **93.4%** agreed that teachers at their child’s school infuse Catholic values in many subject areas.

In considering the **certificated teachers**, results indicated that:

- **99.2%** indicated that they have religious celebrations at their school throughout the school year;
- **99.0%** indicated that students have the opportunity to pray regularly at their school;
- **98.5%** agreed that their school creates and promotes a learning environment that is grounded in the Catholic faith;
- **98.3%** indicated that students participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run); and
- **95.9%** agreed that teachers at their school infuse Catholic values in many subject areas.



2. WELLNESS – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “LOCAL AND SOCIETAL CONTEXT”

In considering the **grades 4 to 6** students, results indicated that:

- **95.3%** agreed that their school provides them with opportunities to learn about physical wellness;
- **90.1%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **90.1%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **grades 7 to 9** students, results indicated that:

- **93.2%** agreed that their school provides them with opportunities to learn about physical wellness;
- **86.4%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **81.4%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **grades 10 to 12** students, results indicated that:

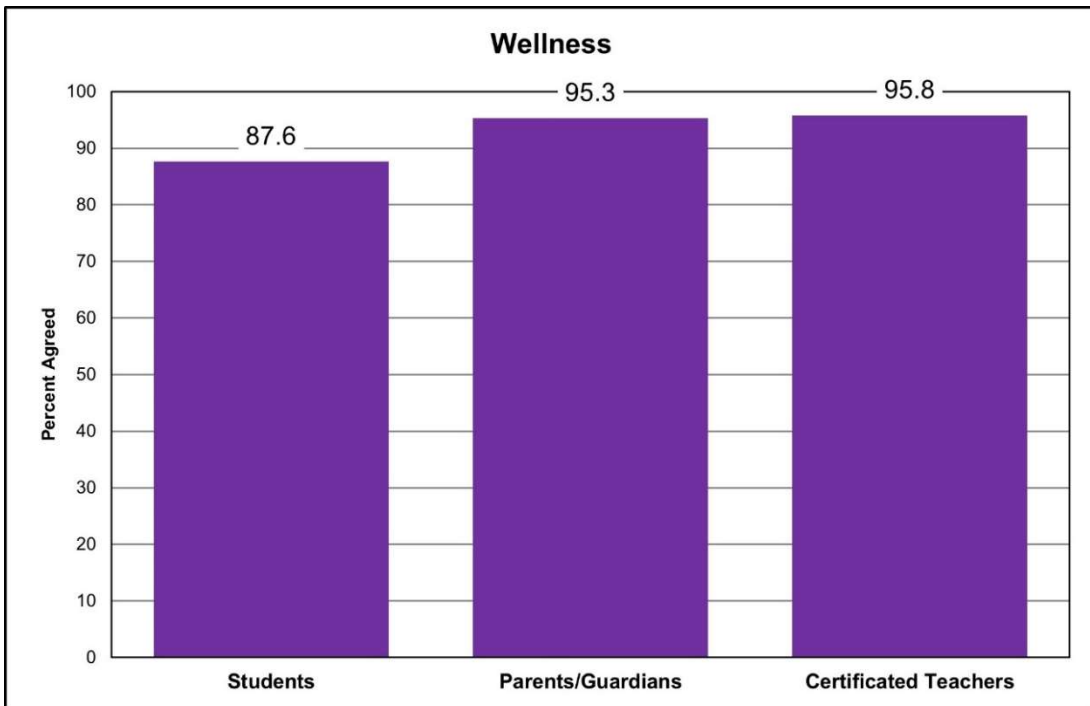
- **90.0%** agreed that their school provides them with opportunities to learn about physical wellness;
- **80.8%** agreed that their school provides them with opportunities to learn about mental wellness; and
- **78.4%** agreed that their school provides them with opportunities to learn about spiritual wellness.

In considering the **parents/guardians**, results indicated that:

- **96.9%** agreed that their child’s school provides their child with opportunities to learn about physical wellness;
- **95.5%** agreed that their child’s school provides their child with opportunities to learn about spiritual wellness; and
- **93.5%** agreed that their child’s school provides their child with opportunities to learn about mental wellness.

In considering the **certificated teachers**, results indicated that:

- **97.0%** agreed that their school provides students with opportunities to learn about physical wellness;
- **95.2%** agreed that their school provides students with opportunities to learn about mental wellness; and
- **95.1%** agreed that their school provides students with opportunities to learn about spiritual wellness.



3. INCLUSIVE AND CARING LEARNING ENVIRONMENT – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

- **96.6%** indicated that welcoming and including others is an expectation at their school;
- **95.7%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **95.4%** agreed that they demonstrate care for others at their school; and
- **89.2%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **grades 7 to 9** students, results indicated that:

- **92.8%** agreed that they demonstrate care for others at their school;
- **91.5%** indicated that welcoming and including others is an expectation at their school;
- **91.4%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences; and
- **82.9%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **grades 10 to 12** students, results indicated that:

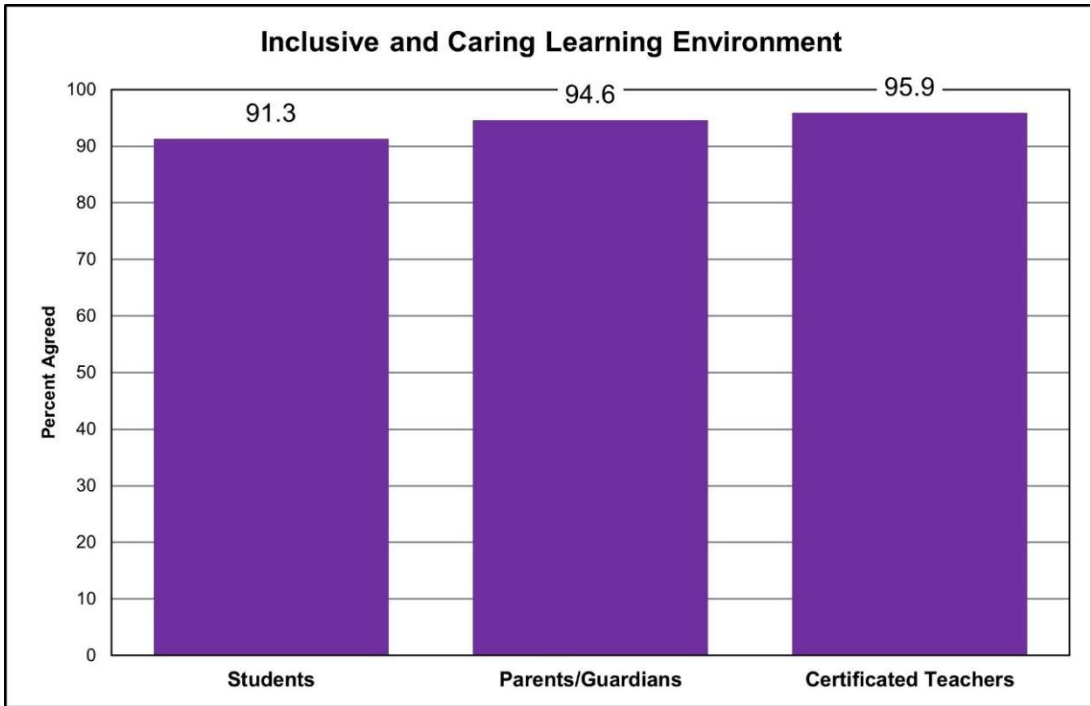
- **91.5%** agreed that they demonstrate care for others at their school;
- **91.2%** indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **89.6%** indicated that welcoming and including others is an expectation at their school; and
- **86.1%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the **parents/guardians**, results indicated that:

- **97.2%** indicated that their child’s school teaches their child to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **96.3%** indicated that welcoming and including others is an expectation at their child’s school;
- **93.0%** indicated that their child’s school celebrates diversity by having events and activities that highlight different cultures and backgrounds; and
- **92.0%** agreed that students at their child’s school demonstrate care for each other.

In considering the **certificated teachers**, results indicated that:

- **98.0%** indicated that welcoming and including others is an expectation at their school;
- **97.3%** indicated that their school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences;
- **94.8%** agreed that students at their school demonstrate care for each other; and
- **93.6%** indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.



4. FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **96.9%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **grades 7 to 9** students, results indicated that:

- **94.3%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **grades 10 to 12** students, results indicated that:

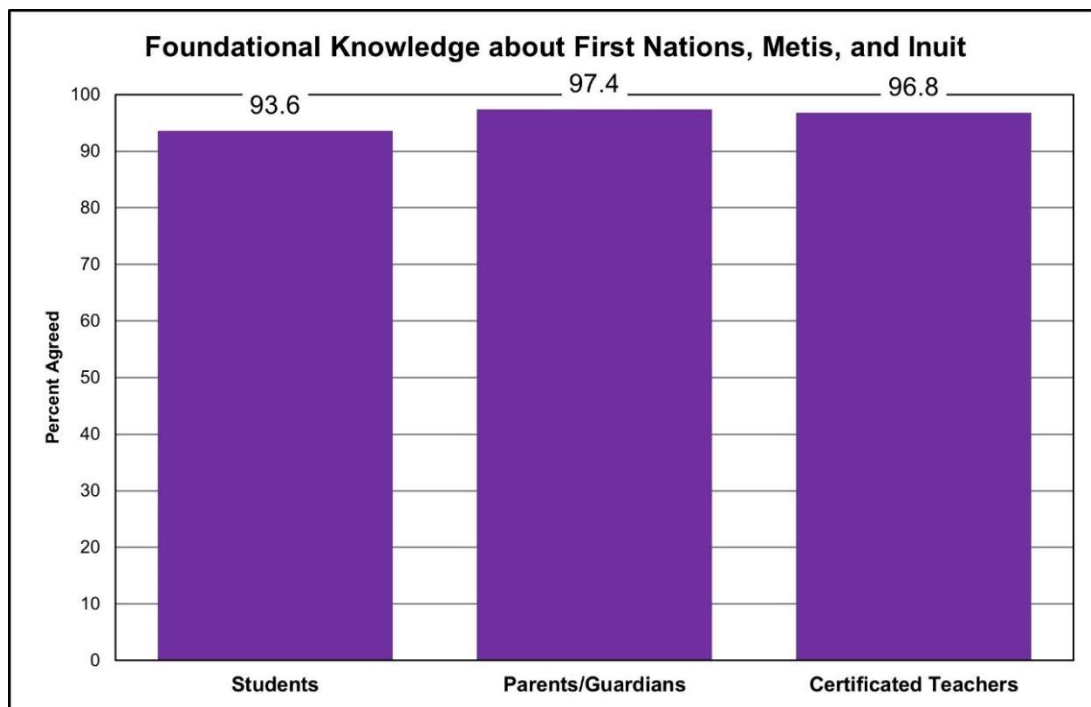
- **88.8%** indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the **parents/guardians**, results indicated that:

- **97.4%** indicated that their child’s school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.

In considering the **certificated teachers**, results indicated that:

- **97.3%** indicated that their school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences; and
- **96.4%** indicated that their school is working to advance the Truth and Reconciliation Calls to Action in the school and community.



5. ACCESS TO HELP, SUPPORT, AND RESOURCES – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

- **89.0%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams; and
- **85.4%** agreed that there are staff members available if they need extra help with their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **92.9%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **84.2%** agreed that there are staff members available if they need extra help with their learning;
- **80.7%** indicated that as a Grade 9 student, their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **71.2%** indicated that as a Grade 9 student, their school provides resources and opportunities to help them make career decisions; and
- **70.8%** indicated that as a Grade 9 student, their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

In considering the **grades 10 to 12** students, results indicated that:

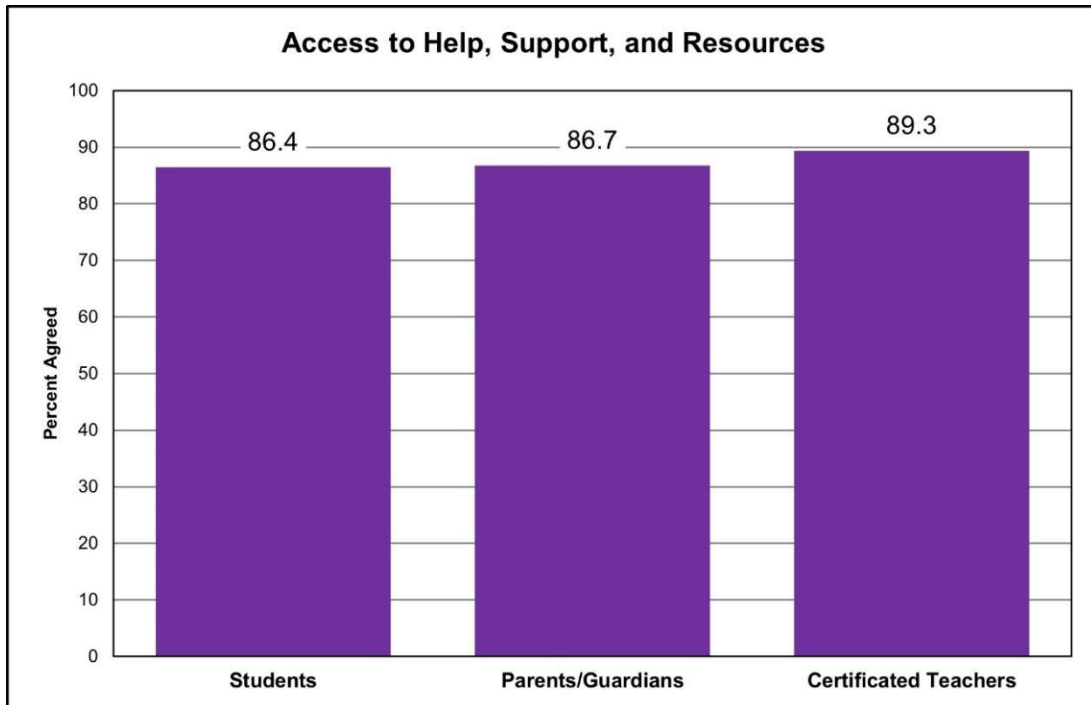
- **91.8%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **90.1%** indicated that their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **87.1%** agreed that there are staff members available if they need extra help with their learning;
- **84.8%** indicated that their school provides resources and access to help in selecting courses to prepare for life after Grade 12; and
- **84.4%** indicated that their school provides resources and opportunities to help them make career decisions.

In considering the **parents/guardians**, results indicated that:

- **91.2%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate;
- **89.4%** agreed that their child has access to appropriate academic supports and specialized services when needed;
- **86.6%** agreed that their child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs;
- **86.2%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has access to help in selecting courses to prepare for life after Grade 12;
- **85.4%** indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has resources available to help them make career decisions; and
- **83.7%** agreed that their child’s school has a variety of extra-curricular activities, clubs, and/or teams.

In considering the **certificated teachers**, results indicated that:

- **95.0%** agreed that their school has a variety of extra-curricular activities, clubs, and/or teams;
- **90.7%** agreed that their school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students;
- **89.4%** agreed that their school provides academic supports and specialized services when students need them; and
- **82.1%** agreed that students with special needs at their school have access to appropriate supports and specialized services.



6. STUDENT ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **90.4%** agreed that they can make choices about how to demonstrate their learning;
- **87.4%** indicated that their opinions are respected and valued by the staff at their school; and
- **78.3%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **grades 7 to 9** students, results indicated that:

- **83.3%** agreed that they can make choices about how to demonstrate their learning;
- **79.5%** indicated that their opinions are respected and valued by the staff at their school; and
- **67.6%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **grades 10 to 12** students, results indicated that:

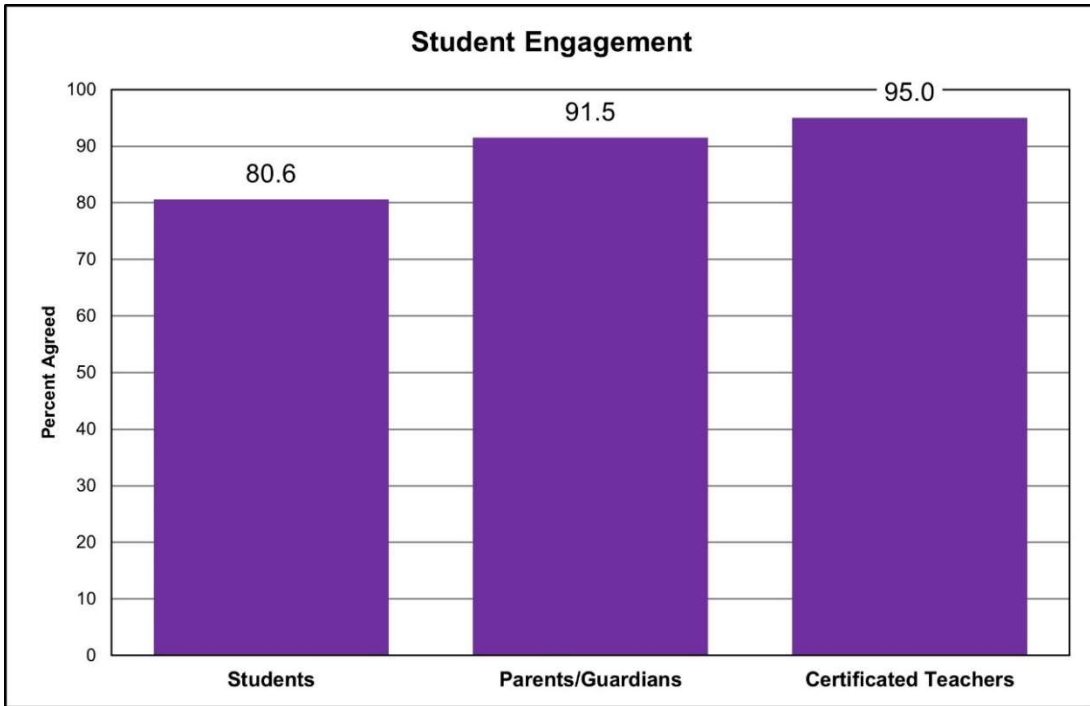
- **83.3%** indicated that their opinions are respected and valued by the staff at their school;
- **81.3%** agreed that they can make choices about how to demonstrate their learning; and
- **72.9%** indicated that they have opportunities to share their opinions about their school with school staff.

In considering the **parents/guardians**, results indicated that:

- **93.3%** agreed that their child can make choices about how to demonstrate their learning;
- **92.8%** indicated that their child’s opinions are respected and valued by school staff; and
- **88.4%** indicated that their child has opportunities to share their opinions about their school with school staff.

In considering the **certificated teachers**, results indicated that:

- **97.0%** indicated that student opinions are respected and valued by the staff at their school;
- **95.8%** agreed that students at their school can make choices about how to demonstrate their learning; and
- **92.1%** indicated that their school creates opportunities for students to share their opinions about the school with school staff.



7. STUDENT GROWTH – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “STUDENT GROWTH AND ACHIEVEMENT”

In considering the **grades 4 to 6** students, results indicated that:

- **94.0%** agreed that they are growing their reading and writing skills; and
- **93.2%** agreed that they are growing their math and number skills.

In considering the **grades 7 to 9** students, results indicated that:

- **88.6%** agreed that they are growing their reading and writing skills; and
- **87.3%** agreed that they are growing their math and number skills.

In considering the **grades 10 to 12** students, results indicated that:

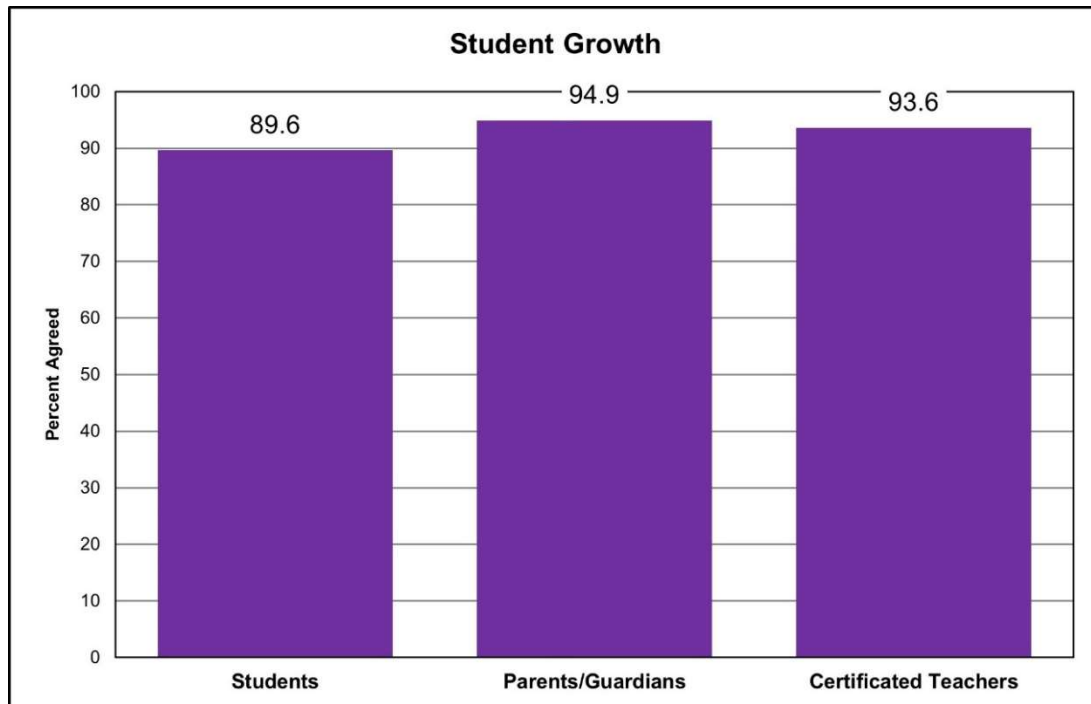
- **87.5%** agreed that they are growing their reading and writing skills; and
- **85.9%** agreed that they are growing their math and number skills.

In considering the **parents/guardians**, results indicated that:

- **95.1%** agreed that their child is growing and achieving in literacy; and
- **94.7%** agreed that their child is growing and achieving in numeracy.

In considering the **certificated teachers**, results indicated that:

- **93.7%** agreed that students at their school are growing and achieving in literacy; and
- **93.5%** agreed that students at their school are growing and achieving in numeracy.



8. TEACHING AND LEARNING PRACTICES – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “TEACHING AND LEADING”

In considering the **grades 4 to 6** students, results indicated that:

- **95.9%** agreed that their teachers encourage them to try their best;
- **94.8%** agreed that they are given examples of what is expected of them in their assignments;
- **92.2%** agreed that their teachers use a variety of approaches to meet their learning needs;
- **91.2%** indicated that their learning activities are engaging and relevant;
- **90.3%** agreed that they receive clear and specific feedback about their learning throughout the school year; and
- **88.2%** agreed that they are taught how to use feedback in order to improve their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **91.0%** agreed that their teachers encourage them to try their best;
- **90.4%** agreed that they are given examples of what is expected of them in their assignments;
- **80.7%** indicated that their learning activities are engaging and relevant;
- **78.1%** agreed that their teachers use a variety of approaches to meet their learning needs;
- **77.6%** agreed that they receive clear and specific feedback about their learning throughout the school year; and
- **76.9%** agreed that they are taught how to use feedback in order to improve their learning.

In considering the **grades 10 to 12** students, results indicated that:

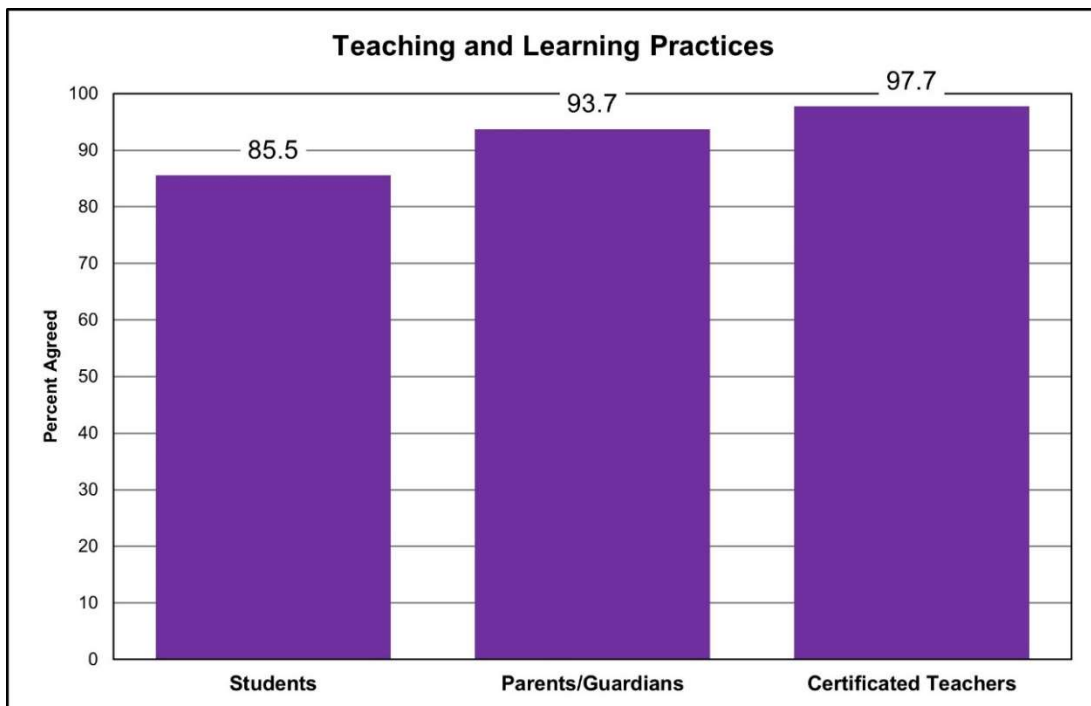
- **91.1%** agreed that their teachers encourage them to try their best;
- **85.7%** agreed that they are given examples of what is expected of them in their assignments;
- **81.9%** indicated that their learning activities are engaging and relevant;
- **76.3%** agreed that they receive clear and specific feedback about their learning throughout the school year;
- **75.6%** agreed that they are taught how to use feedback in order to improve their learning; and
- **74.9%** agreed that their teachers use a variety of approaches to meet their learning needs.

In considering the **parents/guardians**, results indicated that:

- **96.8%** agreed that their child’s teachers encourage their child to try their best;
- **95.7%** indicated that their child’s learning activities are engaging and relevant;
- **94.6%** agreed that their child is given examples of what is expected of them in their assignments;
- **93.6%** agreed that their child’s teachers use a variety of approaches to meet their child’s learning needs;
- **91.8%** agreed that their child receives clear and specific feedback about their learning throughout the school year; and
- **89.3%** agreed that their child is taught how to use feedback in order to improve their learning.

In considering the **certificated teachers**, results indicated that:

- **98.9%** agreed that teachers at their school encourage students to try their best;
- **98.4%** agreed that students at their school are given examples of what is expected of them in their assignments;
- **98.0%** indicated that learning activities at their school are engaging and relevant;
- **97.9%** agreed that students at their school receive clear and specific feedback about their learning throughout the school year;
- **97.4%** agreed that teachers at their school use a variety of approaches to meet their students' learning needs; and
- **95.5%** agreed that students at their school are taught how to use feedback in order to improve their learning.



9. PARENT AND GUARDIAN ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “GOVERNANCE”

In considering the **grades 4 to 6** students, results indicated that:

- **91.0%** agreed that their parent/guardian asks them about their learning.

In considering the **grades 7 to 9** students, results indicated that:

- **88.0%** agreed that their parent/guardian asks them about their learning.

In considering the **grades 10 to 12** students, results indicated that:

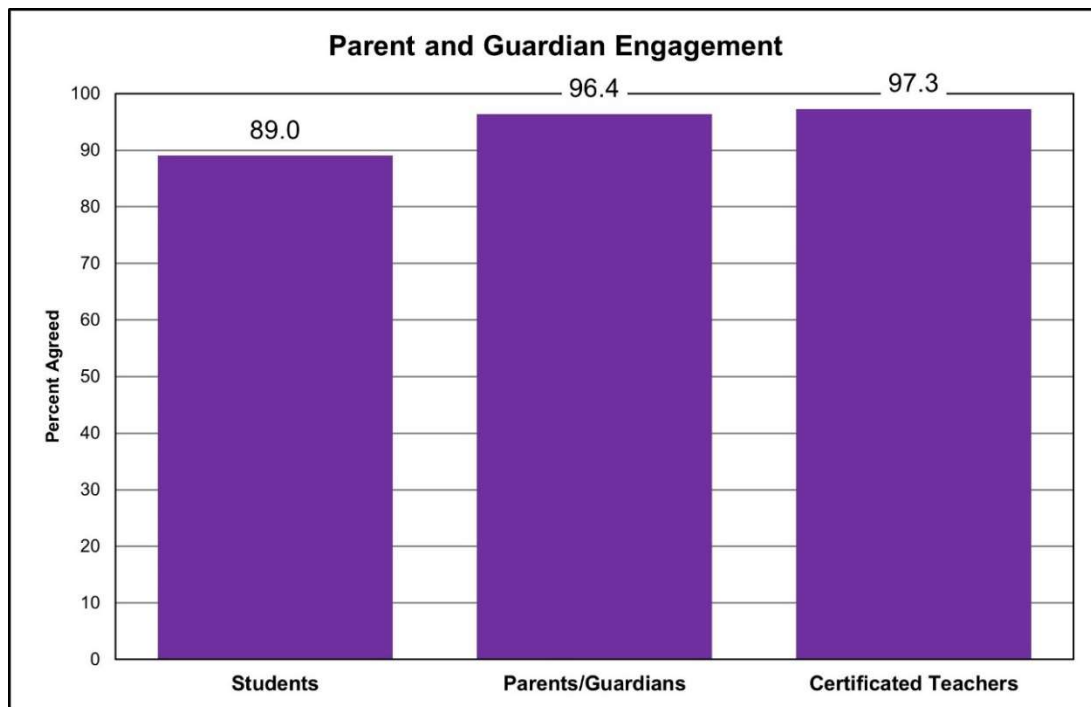
- **87.7%** agreed that their parent/guardian asks them about their learning.

In considering the **parents/guardians**, results indicated that:

- **98.7%** agreed that they ask their child about their learning; and
- **94.1%** agreed that they have the opportunity to provide feedback to their child’s school on matters that are important to them.

In considering the **certificated teachers**, results indicated that:

- **97.7%** agreed that parents/guardians at their school have the opportunity for a voice in their child’s education; and
- **96.8%** agreed that their school encourages their parents/guardians to ask their child about their learning.



10. FACILITIES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “LEARNING SUPPORTS”

In considering the **grades 4 to 6** students, results indicated that:

- **90.9%** indicated that their school building is a safe and well-maintained facility.

In considering the **grades 7 to 9** students, results indicated that:

- **86.0%** indicated that their school building is a safe and well-maintained facility.

In considering the **grades 10 to 12** students, results indicated that:

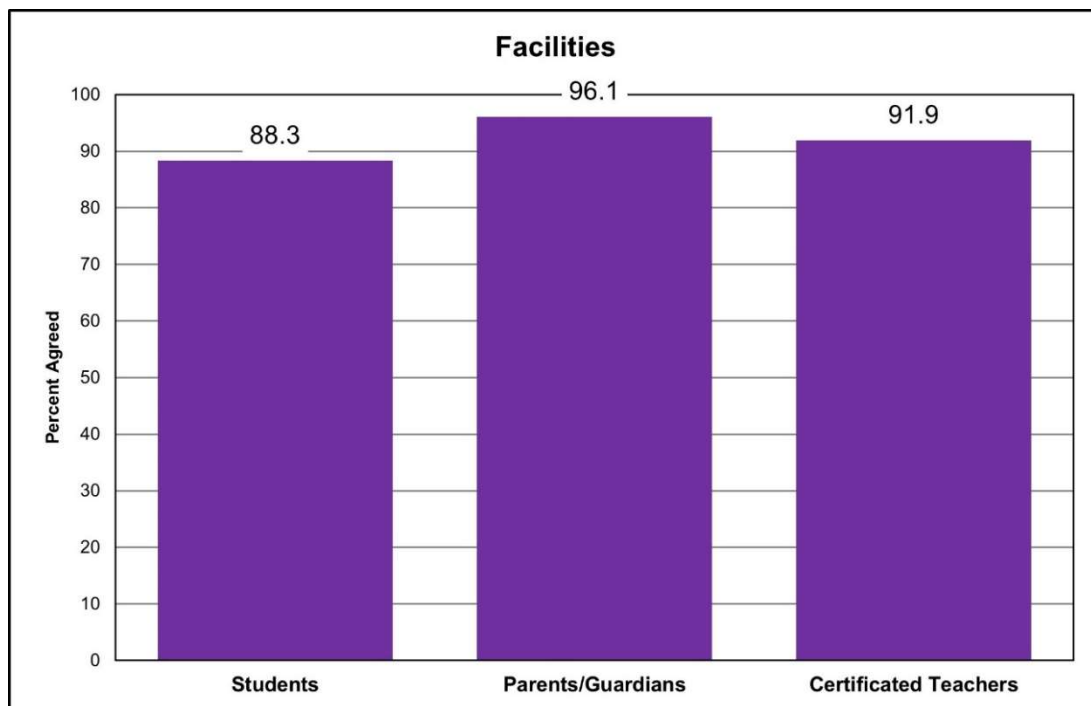
- **88.0%** indicated that their school building is a safe and well-maintained facility.

In considering the **parents/guardians**, results indicated that:

- **96.1%** indicated that their child’s school building is a safe and well-maintained facility.

In considering the **certificated teachers**, results indicated that:

- **91.9%** indicated that their school building is a safe and well-maintained facility.



11. OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE” AND THE ALBERTA EDUCATION AND CHILDCARE DOMAIN “TEACHING AND LEADING”

In considering the **grades 4 to 6** students, results indicated that:

- **Overall, 90.7%** agreed that they are satisfied with the quality of education at their school.

In considering the **grades 7 to 9** students, results indicated that:

- **Overall, 85.0%** agreed that they are satisfied with the quality of education at their school.

In considering the **grades 10 to 12** students, results indicated that:

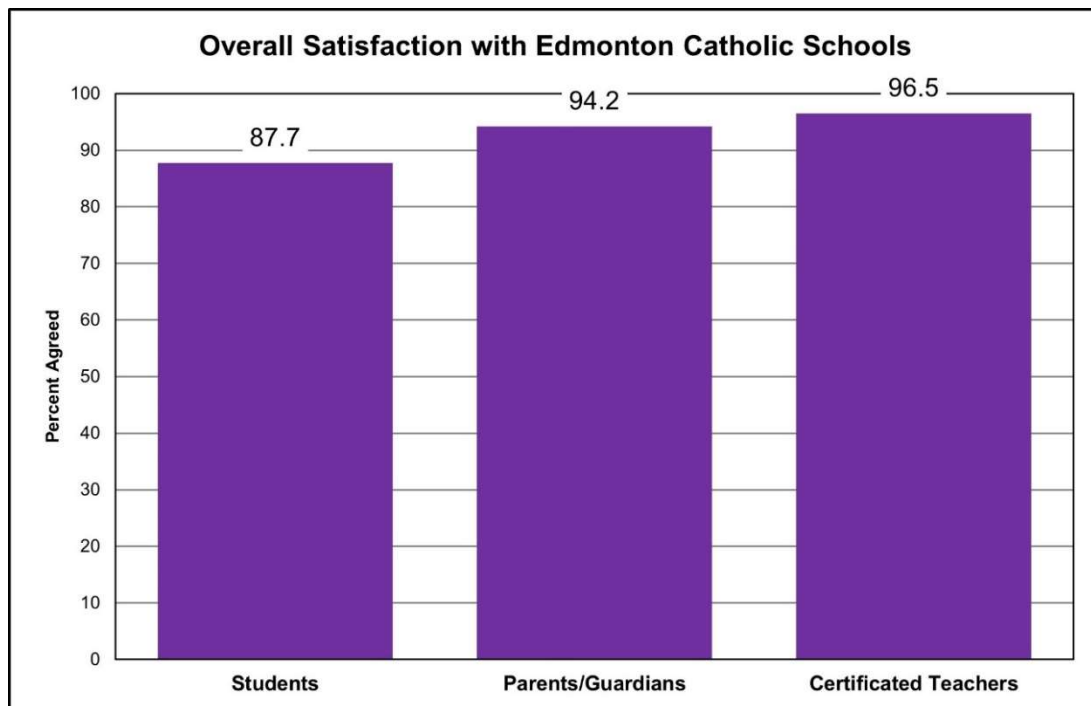
- **Overall, 87.3%** agreed that they are satisfied with the quality of education at their school.

In considering the **parents/guardians**, results indicated that:

- **Overall, 94.2%** agreed that they are satisfied with the quality of education at their child’s school.

In considering the **certificated teachers**, results indicated that:

- **Overall, 96.5%** agreed that they are satisfied with the quality of education that their school is providing to their students.



V. COMMENTS

In general, high rates of agreement were reported by each of the three student groups as well as by the parent/guardian and certificated teacher groups. These results provide outcome measures necessary for Division assurance, information for setting priorities, identifying areas for growth, and recognizing areas of strength. A similar survey is planned for the 2026/2027 school year.

APPENDIX A

ECSD ANNUAL SURVEY RESULTS 2025/2026 SCHOOL YEAR

- Table 1(A): Grades 4 to 6 - Response Percentages
- Table 2(A): Grades 7 to 9 - Response Percentages
- Table 3(A): Grades 10 to 12 - Response Percentages
- Table 4(A): Parents/Guardians - Response Percentages
- Table 5(A): Certificated Teachers - Response Percentages

EDMONTON CATHOLIC SCHOOLS

Table 1(A): Grades 4 to 6 - Response Percentages

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	10977	3.62	0.53	0.5	1.0	34.8	63.7
2. We pray regularly at my school.	10969	3.62	0.55	0.5	1.8	32.7	65.0
3. My school teaches me about the Catholic faith.	10921	3.55	0.55	0.4	1.5	40.7	57.4
4. My school provides me with opportunities to learn about mental wellness.	10885	3.19	0.65	1.7	8.2	59.7	30.4
5. My school provides me with opportunities to learn about spiritual wellness.	10838	3.26	0.68	1.7	8.2	52.8	37.3
6. My school provides me with opportunities to learn about physical wellness.	10892	3.47	0.62	0.9	3.8	42.8	52.5
7. My teachers talk about Catholic values in many subject areas.	10826	3.16	0.73	2.3	12.7	51.7	33.3
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10937	3.54	0.61	1.0	3.3	36.4	59.3
9. My teachers encourage me to try my best.	10907	3.61	0.60	0.9	3.2	29.8	66.1
10. My learning activities are engaging and relevant.	10849	3.26	0.67	2.0	6.8	54.4	36.8
11. I am growing my reading and writing skills.	10879	3.48	0.65	1.3	4.7	39.0	55.0
12. I am growing my math and number skills.	10903	3.46	0.67	1.8	5.0	38.5	54.7
13. I can make choices about how to demonstrate my learning.	10863	3.22	0.66	1.9	7.8	56.6	33.8
14. My teachers use a variety of approaches to meet my learning needs.	10875	3.37	0.68	1.8	6.0	45.1	47.0
15. I am given examples of what is expected of me in my assignments.	10890	3.45	0.63	1.2	4.0	44.0	50.9
16. I receive clear and specific feedback about my learning throughout the school year.	10884	3.29	0.69	1.9	7.8	50.0	40.4
17. I am taught how to use feedback in order to improve my learning.	10867	3.23	0.71	2.3	9.5	50.9	37.4
18. There are staff members available if I need extra help with my learning.	10885	3.25	0.79	3.8	10.8	42.1	43.4
19. My school has a variety of extra-curricular activities, clubs, and/or teams.	10874	3.39	0.76	3.1	7.9	36.2	52.8
20. I demonstrate care for others at my school.	10888	3.44	0.62	1.1	3.5	46.1	49.3
21. Welcoming and including others is an expectation at my school.	10876	3.60	0.58	0.8	2.6	32.4	64.2

Table 1(A): Grades 4 to 6 - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10953	3.60	0.61	1.1	3.1	30.4	65.3
23. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10885	3.30	0.73	2.7	8.2	45.7	43.5
24. I have opportunities to share my opinions about my school with school staff.	10830	3.00	0.84	6.9	14.8	49.3	29.0
25. My opinions are respected and valued by the staff at my school.	10802	3.23	0.76	3.6	9.0	48.6	38.8
26. My school building is a safe and well-maintained facility.	10908	3.42	0.73	2.7	6.5	37.0	53.8
27. My parent/guardian asks me about my learning.	10888	3.45	0.73	2.6	6.5	34.2	56.8
28. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10922	3.57	0.58	0.9	2.3	35.6	61.2
29. Overall, I am satisfied with the quality of education at my school.	10899	3.41	0.75	3.4	5.9	37.5	53.2

Table 2(A): Grades 7 to 9 - Response Percentages

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	10697	3.53	0.57	0.7	1.5	41.9	55.9
2. We pray regularly at my school.	10685	3.63	0.55	0.7	1.4	31.9	66.0
3. My school teaches me about the Catholic faith.	10635	3.44	0.58	0.8	2.2	49.1	47.8
4. My school provides me with opportunities to learn about mental wellness.	10617	3.06	0.65	2.2	11.4	64.2	22.2
5. My school provides me with opportunities to learn about spiritual wellness.	10550	2.99	0.69	2.7	15.9	60.7	20.7
6. My school provides me with opportunities to learn about physical wellness.	10638	3.32	0.64	1.4	5.3	53.5	39.7
7. My teachers talk about Catholic values in many subject areas.	10536	2.93	0.72	3.1	20.9	56.4	19.6
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10645	3.24	0.70	2.2	8.5	52.0	37.2
9. My teachers encourage me to try my best.	10624	3.31	0.69	2.1	7.0	48.8	42.1
10. My learning activities are engaging and relevant.	10567	2.97	0.72	4.0	15.2	60.5	20.3
11. I am growing my reading and writing skills.	10623	3.22	0.70	2.3	9.1	52.7	35.9
12. I am growing my math and number skills.	10629	3.23	0.76	3.8	8.9	47.5	39.7
13. I can make choices about how to demonstrate my learning.	10575	3.02	0.69	2.9	13.7	61.7	21.7
14. My teachers use a variety of approaches to meet my learning needs.	10585	2.96	0.76	4.4	17.5	55.6	22.4
15. I am given examples of what is expected of me in my assignments.	10609	3.23	0.66	1.7	7.9	56.0	34.4
16. I receive clear and specific feedback about my learning throughout the school year.	10599	2.95	0.74	3.7	18.6	56.7	20.9
17. I am taught how to use feedback in order to improve my learning.	10575	2.93	0.74	4.0	19.2	56.9	19.9
18. There are staff members available if I need extra help with my learning.	10360	3.11	0.75	3.7	12.0	54.1	30.1
19. As a Grade 9 student, my school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	3375	3.04	0.79	4.9	14.5	52.4	28.3
20. As a Grade 9 student, my school provides resources and access to help in selecting courses to prepare for life after Grade 12.	3366	2.85	0.82	6.6	22.5	50.5	20.4
21. As a Grade 9 student, my school provides resources and opportunities to help me make career decisions.	3366	2.84	0.81	6.5	22.3	51.6	19.6

Table 2(A): Grades 7 to 9 - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	10644	3.45	0.68	1.7	5.3	39.5	53.4
23. I demonstrate care for others at my school.	10543	3.24	0.64	2.1	5.2	59.1	33.7
24. Welcoming and including others is an expectation at my school.	10578	3.29	0.68	2.3	6.2	51.6	39.9
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10639	3.32	0.69	2.3	6.3	48.4	43.0
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10595	3.08	0.75	3.8	13.3	54.0	28.9
27. I have opportunities to share my opinions about my school with school staff.	10511	2.75	0.83	9.0	23.5	51.1	16.5
28. My opinions are respected and valued by the staff at my school.	10511	2.94	0.75	5.5	14.9	59.6	20.0
29. My school building is a safe and well-maintained facility.	10580	3.13	0.74	4.0	10.0	55.2	30.7
30. My parent/guardian asks me about my learning.	10622	3.29	0.76	3.3	8.7	43.5	44.5
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10633	3.40	0.65	1.6	4.0	47.3	47.0
32. Overall, I am satisfied with the quality of education at my school.	10613	3.09	0.77	5.0	10.0	55.8	29.2

Table 3(A): Grades 10 to 12 - Response Percentages

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	9003	3.33	0.60	1.2	3.3	56.8	38.7
2. We pray regularly at my school.	9019	3.53	0.62	1.2	3.2	37.3	58.3
3. My school teaches me about the Catholic faith.	8960	3.25	0.61	1.3	5.6	59.7	33.4
4. My school provides me with opportunities to learn about mental wellness.	8965	2.94	0.66	2.9	16.3	64.8	16.0
5. My school provides me with opportunities to learn about spiritual wellness.	8917	2.90	0.67	3.0	18.7	63.6	14.8
6. My school provides me with opportunities to learn about physical wellness.	8978	3.14	0.62	1.8	8.2	64.6	25.4
7. My teachers talk about Catholic values in many subject areas.	8880	2.77	0.75	4.8	27.8	53.2	14.2
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	8959	2.83	0.79	6.0	23.1	53.1	17.9
9. My teachers encourage me to try my best.	8991	3.23	0.66	2.1	6.8	57.2	33.9
10. My learning activities are engaging and relevant.	8983	2.96	0.69	3.7	14.4	63.7	18.2
11. I am growing my reading and writing skills.	8976	3.11	0.68	2.7	9.8	61.4	26.1
12. I am growing my math and number skills.	8935	3.10	0.72	3.4	10.7	58.0	27.9
13. I can make choices about how to demonstrate my learning.	8947	2.95	0.67	3.1	15.6	64.3	17.0
14. My teachers use a variety of approaches to meet my learning needs.	8962	2.87	0.73	4.4	20.7	58.6	16.3
15. I am given examples of what is expected of me in my assignments.	8983	3.06	0.66	2.5	11.8	63.2	22.5
16. I receive clear and specific feedback about my learning throughout the school year.	8978	2.89	0.72	3.9	19.7	59.3	17.0
17. I am taught how to use feedback in order to improve my learning.	8949	2.88	0.71	3.8	20.6	59.5	16.1
18. There are staff members available if I need extra help with my learning.	8912	3.09	0.66	2.4	10.5	63.0	24.1
19. My school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	8931	3.19	0.67	2.5	7.4	58.6	31.5
20. My school provides resources and access to help in selecting courses to prepare for life after Grade 12.	8858	3.07	0.70	3.1	12.1	59.9	24.9
21. My school provides resources and opportunities to help me make career decisions.	8883	3.03	0.67	2.6	13.0	62.7	21.7

Table 3(A): Grades 10 to 12 - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	8973	3.31	0.68	2.0	6.2	50.7	41.1
23. I demonstrate care for others at my school.	8941	3.17	0.63	2.2	6.2	63.6	27.9
24. Welcoming and including others is an expectation at my school.	8912	3.15	0.66	2.4	8.1	61.7	27.9
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	8987	3.21	0.66	2.3	6.5	59.1	32.1
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	8955	3.10	0.70	3.0	10.9	59.5	26.6
27. I have opportunities to share my opinions about my school with school staff.	8926	2.82	0.75	5.8	21.3	58.3	14.6
28. My opinions are respected and valued by the staff at my school.	8909	2.96	0.67	4.0	12.8	66.5	16.7
29. My school building is a safe and well-maintained facility.	8965	3.09	0.67	3.2	8.8	64.0	24.0
30. My parent/guardian asks me about my learning.	8991	3.17	0.72	3.2	9.1	55.4	32.3
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	8959	3.14	0.67	2.6	8.6	61.2	27.6
32. Overall, I am satisfied with the quality of education at my school.	8992	3.07	0.69	4.0	8.8	63.4	23.9

Table 4(A): Parents/Guardians - Response Percentages

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. My child's school has religious celebrations throughout the school year.	12955	3.56	0.57	0.9	1.2	39.6	58.4
2. My child has the opportunity to pray regularly at school.	12937	3.54	0.57	0.8	1.4	40.7	57.0
3. My child's school creates and promotes a learning environment that is grounded in the Catholic faith.	12919	3.50	0.58	0.9	1.6	44.1	53.3
4. My child's school provides my child with opportunities to learn about mental wellness.	12736	3.32	0.63	1.1	5.3	54.2	39.4
5. My child's school provides my child with opportunities to learn about spiritual wellness.	12826	3.38	0.60	0.9	3.6	51.9	43.6
6. My child's school provides my child with opportunities to learn about physical wellness.	12942	3.44	0.59	0.9	2.2	48.4	48.5
7. Teachers at my child's school infuse Catholic values in many subject areas.	12585	3.32	0.64	1.3	5.3	53.2	40.2
8. At school, my child participates in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	12882	3.52	0.60	1.0	2.5	40.2	56.3
9. My child's teachers encourage my child to try their best.	13034	3.56	0.59	1.0	2.2	37.1	59.7
10. My child's learning activities are engaging and relevant.	12967	3.43	0.61	1.2	3.1	47.7	48.1
11. My child is growing and achieving in literacy.	12999	3.43	0.63	1.3	3.5	46.4	48.7
12. My child is growing and achieving in numeracy.	12960	3.41	0.63	1.3	4.0	46.8	47.9
13. My child can make choices about how to demonstrate their learning.	12797	3.34	0.64	1.3	5.3	51.6	41.8
14. My child's teachers use a variety of approaches to meet my child's learning needs.	12880	3.37	0.65	1.5	5.0	48.4	45.1
15. My child is given examples of what is expected of them in their assignments.	12777	3.36	0.63	1.4	4.0	52.2	42.4
16. My child receives clear and specific feedback about their learning throughout the school year.	12848	3.33	0.68	1.8	6.5	48.9	42.8
17. My child is taught how to use feedback in order to improve their learning.	12559	3.23	0.68	1.8	8.9	53.8	35.5
18. My child has access to appropriate academic supports and specialized services when needed.	12518	3.25	0.71	2.7	7.9	51.5	38.0
19. My child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs.	11452	3.17	0.73	3.1	10.3	53.6	33.0
20. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.	1403	3.30	0.69	2.2	6.6	50.0	41.2
21. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has access to help in selecting courses to prepare for life after Grade 12.	1378	3.21	0.75	2.9	10.9	48.9	37.3

Table 4(A): Parents/Guardians - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has resources available to help them make career decisions.	1388	3.18	0.75	3.2	11.5	49.9	35.4
23. My child's school has a variety of extra-curricular activities, clubs, and/or teams.	12322	3.16	0.78	3.8	12.5	47.7	36.0
24. Students at my child's school demonstrate care for each other.	12685	3.27	0.65	1.7	6.3	55.6	36.4
25. Welcoming and including others is an expectation at my child's school.	12758	3.40	0.60	1.2	2.5	51.0	45.3
26. My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	12909	3.49	0.59	1.1	1.7	44.5	52.7
27. My child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	12703	3.37	0.65	1.2	5.8	47.4	45.6
28. My child has opportunities to share their opinions about their school with school staff.	12363	3.21	0.70	2.4	9.2	53.9	34.5
29. My child's opinions are respected and valued by school staff.	12499	3.31	0.65	1.7	5.5	53.1	39.7
30. My child's school building is a safe and well-maintained facility.	12932	3.46	0.62	1.4	2.5	44.5	51.6
31. I ask my child about their learning.	12985	3.67	0.52	0.7	0.5	29.6	69.1
32. I have the opportunity to provide feedback to my child's school on matters that are important to me.	12831	3.41	0.66	1.8	4.1	45.1	49.0
33. My child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	12569	3.49	0.58	0.9	1.7	45.2	52.3
34. Overall, I am satisfied with the quality of education at my child's school.	12927	3.44	0.66	1.8	4.0	43.0	51.2

Table 5(A): Certificated Teachers - Response Percentages

Scale: 1 to 4				Percentages			
Statement	N	Mean	Std. Dev.	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. We have religious celebrations at my school throughout the school year.	2313	3.85	0.41	0.6	0.3	13.1	86.1
2. Students have the opportunity to pray regularly at my school.	2319	3.83	0.43	0.6	0.4	14.6	84.4
3. My school creates and promotes a learning environment that is grounded in the Catholic faith.	2310	3.74	0.50	0.7	0.8	22.6	76.0
4. My school provides students with opportunities to learn about mental wellness.	2313	3.45	0.61	0.8	4.0	44.9	50.3
5. My school provides students with opportunities to learn about spiritual wellness.	2308	3.47	0.62	0.9	4.0	42.8	52.3
6. My school provides students with opportunities to learn about physical wellness.	2311	3.58	0.58	0.9	2.1	34.8	62.2
7. Teachers at my school infuse Catholic values in many subject areas.	2297	3.51	0.61	1.0	3.1	39.6	56.3
8. At my school, students participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	2315	3.74	0.51	0.7	1.0	22.3	76.0
9. Teachers at my school encourage students to try their best.	2310	3.79	0.46	0.6	0.4	18.5	80.4
10. Learning activities at my school are engaging and relevant.	2300	3.63	0.55	0.7	1.3	32.7	65.3
11. Students at my school are growing and achieving in literacy.	2305	3.42	0.64	1.1	5.2	44.3	49.4
12. Students at my school are growing and achieving in numeracy.	2304	3.40	0.65	1.2	5.3	46.1	47.5
13. Students at my school can make choices about how to demonstrate their learning.	2310	3.47	0.60	0.8	3.4	44.0	51.8
14. Teachers at my school use a variety of approaches to meet their students' learning needs.	2315	3.62	0.57	0.9	1.7	32.2	65.2
15. Students at my school are given examples of what is expected of them in their assignments.	2311	3.61	0.54	0.5	1.1	34.9	63.4
16. Students at my school receive clear and specific feedback about their learning throughout the school year.	2306	3.59	0.56	0.7	1.4	36.1	61.8
17. Students at my school are taught how to use feedback in order to improve their learning.	2310	3.45	0.60	0.6	3.8	45.9	49.7
18. My school provides academic supports and specialized services when students need them.	2312	3.41	0.73	1.9	8.6	35.8	53.7
19. My school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.	2307	3.43	0.72	2.0	7.3	35.9	54.8
20. Students with special needs at my school have access to appropriate supports and specialized services.	2302	3.28	0.83	3.3	14.6	33.2	48.8
21. My school has a variety of extra-curricular activities, clubs, and/or teams.	2301	3.61	0.62	1.3	3.7	27.6	67.4

Table 5(A): Certificated Teachers - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
22. Students at my school demonstrate care for each other.	2312	3.43	0.63	1.1	4.2	45.8	49.0
23. Welcoming and including others is an expectation at my school.	2303	3.71	0.53	0.7	1.3	24.7	73.3
24. My school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences.	2314	3.67	0.55	0.8	1.9	26.8	70.6
25. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	2307	3.53	0.65	1.3	5.2	33.1	60.5
26. My school creates opportunities for students to share their opinions about the school with school staff.	2300	3.41	0.66	1.0	6.9	42.3	49.7
27. Student opinions are respected and valued by the staff at my school.	2302	3.58	0.58	0.8	2.2	35.4	61.6
28. My school building is a safe and well-maintained facility.	2307	3.47	0.71	2.2	5.9	34.5	57.3
29. My school encourages our parents/guardians to ask their child about their learning.	2302	3.58	0.59	0.9	2.3	34.8	62.0
30. Parents/guardians at my school have the opportunity for a voice in their child's education.	2309	3.57	0.57	0.9	1.5	37.2	60.5
31. My school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	2312	3.60	0.58	0.9	1.8	33.9	63.4
32. My school is working to advance the Truth and Reconciliation Calls to Action in the school and community.	2313	3.57	0.59	0.8	2.8	35.0	61.4
33. Overall, I am satisfied with the quality of education that my school is providing to our students.	2315	3.59	0.59	1.0	2.5	32.9	63.6

APPENDIX B

ECSD ANNUAL SURVEY RESULTS 2025/2026 SCHOOL YEAR

- **Table 1(B): Grades 4 to 6 - Dichotomous Percentages**
- **Table 2(B): Grades 7 to 9 - Dichotomous Percentages**
- **Table 3(B): Grades 10 to 12 - Dichotomous Percentages**
- **Table 4(B): Parents/Guardians - Dichotomous Percentages**
- **Table 5(B): Certificated Teachers - Dichotomous Percentages**

EDMONTON CATHOLIC SCHOOLS

Table 1(B): Grades 4 to 6 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	10977	1.99	0.12	1.5	98.5
2. We pray regularly at my school.	10969	1.98	0.15	2.3	97.7
3. My school teaches me about the Catholic faith.	10921	1.98	0.14	1.9	98.1
4. My school provides me with opportunities to learn about mental wellness.	10885	1.90	0.30	9.9	90.1
5. My school provides me with opportunities to learn about spiritual wellness.	10838	1.90	0.30	9.9	90.1
6. My school provides me with opportunities to learn about physical wellness.	10892	1.95	0.21	4.7	95.3
7. My teachers talk about Catholic values in many subject areas.	10826	1.85	0.36	15.0	85.0
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10937	1.96	0.20	4.3	95.7
9. My teachers encourage me to try my best.	10907	1.96	0.20	4.1	95.9
10. My learning activities are engaging and relevant.	10849	1.91	0.28	8.8	91.2
11. I am growing my reading and writing skills.	10879	1.94	0.24	6.0	94.0
12. I am growing my math and number skills.	10903	1.93	0.25	6.8	93.2
13. I can make choices about how to demonstrate my learning.	10863	1.90	0.29	9.6	90.4
14. My teachers use a variety of approaches to meet my learning needs.	10875	1.92	0.27	7.8	92.2
15. I am given examples of what is expected of me in my assignments.	10890	1.95	0.22	5.2	94.8
16. I receive clear and specific feedback about my learning throughout the school year.	10884	1.90	0.30	9.7	90.3
17. I am taught how to use feedback in order to improve my learning.	10867	1.88	0.32	11.8	88.2
18. There are staff members available if I need extra help with my learning.	10885	1.85	0.35	14.6	85.4
19. My school has a variety of extra-curricular activities, clubs, and/or teams.	10874	1.89	0.31	11.0	89.0
20. I demonstrate care for others at my school.	10888	1.95	0.21	4.6	95.4
21. Welcoming and including others is an expectation at my school.	10876	1.97	0.18	3.4	96.6

Table 1(B): Grades 4 to 6 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10953	1.96	0.20	4.3	95.7
23. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10885	1.89	0.31	10.8	89.2
24. I have opportunities to share my opinions about my school with school staff.	10830	1.78	0.41	21.7	78.3
25. My opinions are respected and valued by the staff at my school.	10802	1.87	0.33	12.6	87.4
26. My school building is a safe and well-maintained facility.	10908	1.91	0.29	9.1	90.9
27. My parent/guardian asks me about my learning.	10888	1.91	0.29	9.0	91.0
28. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10922	1.97	0.17	3.1	96.9
29. Overall, I am satisfied with the quality of education at my school.	10899	1.91	0.29	9.3	90.7

Table 2(B): Grades 7 to 9 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	10697	1.98	0.15	2.2	97.8
2. We pray regularly at my school.	10685	1.98	0.14	2.1	97.9
3. My school teaches me about the Catholic faith.	10635	1.97	0.17	3.0	97.0
4. My school provides me with opportunities to learn about mental wellness.	10617	1.86	0.34	13.6	86.4
5. My school provides me with opportunities to learn about spiritual wellness.	10550	1.81	0.39	18.6	81.4
6. My school provides me with opportunities to learn about physical wellness.	10638	1.93	0.25	6.8	93.2
7. My teachers talk about Catholic values in many subject areas.	10536	1.76	0.43	24.0	76.0
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	10645	1.89	0.31	10.7	89.3
9. My teachers encourage me to try my best.	10624	1.91	0.29	9.0	91.0
10. My learning activities are engaging and relevant.	10567	1.81	0.39	19.3	80.7
11. I am growing my reading and writing skills.	10623	1.89	0.32	11.4	88.6
12. I am growing my math and number skills.	10629	1.87	0.33	12.7	87.3
13. I can make choices about how to demonstrate my learning.	10575	1.83	0.37	16.7	83.3
14. My teachers use a variety of approaches to meet my learning needs.	10585	1.78	0.41	21.9	78.1
15. I am given examples of what is expected of me in my assignments.	10609	1.90	0.29	9.6	90.4
16. I receive clear and specific feedback about my learning throughout the school year.	10599	1.78	0.42	22.4	77.6
17. I am taught how to use feedback in order to improve my learning.	10575	1.77	0.42	23.1	76.9
18. There are staff members available if I need extra help with my learning.	10360	1.84	0.36	15.8	84.2
19. As a Grade 9 student, my school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	3375	1.81	0.39	19.3	80.7
20. As a Grade 9 student, my school provides resources and access to help in selecting courses to prepare for life after Grade 12.	3366	1.71	0.45	29.2	70.8
21. As a Grade 9 student, my school provides resources and opportunities to help me make career decisions.	3366	1.71	0.45	28.8	71.2

Table 2(B): Grades 7 to 9 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	10644	1.93	0.26	7.1	92.9
23. I demonstrate care for others at my school.	10543	1.93	0.26	7.2	92.8
24. Welcoming and including others is an expectation at my school.	10578	1.91	0.28	8.5	91.5
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	10639	1.91	0.28	8.6	91.4
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	10595	1.83	0.38	17.1	82.9
27. I have opportunities to share my opinions about my school with school staff.	10511	1.68	0.47	32.4	67.6
28. My opinions are respected and valued by the staff at my school.	10511	1.80	0.40	20.5	79.5
29. My school building is a safe and well-maintained facility.	10580	1.86	0.35	14.0	86.0
30. My parent/guardian asks me about my learning.	10622	1.88	0.33	12.0	88.0
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	10633	1.94	0.23	5.7	94.3
32. Overall, I am satisfied with the quality of education at my school.	10613	1.85	0.36	15.0	85.0

Table 3(B): Grades 10 to 12 - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	9003	1.96	0.21	4.5	95.5
2. We pray regularly at my school.	9019	1.96	0.21	4.5	95.5
3. My school teaches me about the Catholic faith.	8960	1.93	0.25	6.8	93.2
4. My school provides me with opportunities to learn about mental wellness.	8965	1.81	0.39	19.2	80.8
5. My school provides me with opportunities to learn about spiritual wellness.	8917	1.78	0.41	21.6	78.4
6. My school provides me with opportunities to learn about physical wellness.	8978	1.90	0.30	10.0	90.0
7. My teachers talk about Catholic values in many subject areas.	8880	1.67	0.47	32.6	67.4
8. At school, I participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	8959	1.71	0.45	29.1	70.9
9. My teachers encourage me to try my best.	8991	1.91	0.28	8.9	91.1
10. My learning activities are engaging and relevant.	8983	1.82	0.38	18.1	81.9
11. I am growing my reading and writing skills.	8976	1.87	0.33	12.5	87.5
12. I am growing my math and number skills.	8935	1.86	0.35	14.1	85.9
13. I can make choices about how to demonstrate my learning.	8947	1.81	0.39	18.7	81.3
14. My teachers use a variety of approaches to meet my learning needs.	8962	1.75	0.43	25.1	74.9
15. I am given examples of what is expected of me in my assignments.	8983	1.86	0.35	14.3	85.7
16. I receive clear and specific feedback about my learning throughout the school year.	8978	1.76	0.43	23.7	76.3
17. I am taught how to use feedback in order to improve my learning.	8949	1.76	0.43	24.4	75.6
18. There are staff members available if I need extra help with my learning.	8912	1.87	0.34	12.9	87.1
19. My school provides resources and access to help so that I know what I need to do to receive a senior high school diploma or certificate.	8931	1.90	0.30	9.9	90.1
20. My school provides resources and access to help in selecting courses to prepare for life after Grade 12.	8858	1.85	0.36	15.2	84.8
21. My school provides resources and opportunities to help me make career decisions.	8883	1.84	0.36	15.6	84.4

Table 3(B): Grades 10 to 12 - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My school has a variety of extra-curricular activities, clubs, and/or teams.	8973	1.92	0.27	8.2	91.8
23. I demonstrate care for others at my school.	8941	1.92	0.28	8.5	91.5
24. Welcoming and including others is an expectation at my school.	8912	1.90	0.31	10.4	89.6
25. My school teaches me to show respect for people of all different faiths, cultures, backgrounds, and experiences.	8987	1.91	0.28	8.8	91.2
26. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	8955	1.86	0.35	13.9	86.1
27. I have opportunities to share my opinions about my school with school staff.	8926	1.73	0.44	27.1	72.9
28. My opinions are respected and valued by the staff at my school.	8909	1.83	0.37	16.7	83.3
29. My school building is a safe and well-maintained facility.	8965	1.88	0.32	12.0	88.0
30. My parent/guardian asks me about my learning.	8991	1.88	0.33	12.3	87.7
31. We learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at my school.	8959	1.89	0.32	11.2	88.8
32. Overall, I am satisfied with the quality of education at my school.	8992	1.87	0.33	12.7	87.3

Table 4(B): Parents/Guardians - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. My child's school has religious celebrations throughout the school year.	12955	1.98	0.14	2.0	98.0
2. My child has the opportunity to pray regularly at school.	12937	1.98	0.15	2.2	97.8
3. My child's school creates and promotes a learning environment that is grounded in the Catholic faith.	12919	1.97	0.16	2.6	97.4
4. My child's school provides my child with opportunities to learn about mental wellness.	12736	1.94	0.25	6.5	93.5
5. My child's school provides my child with opportunities to learn about spiritual wellness.	12826	1.96	0.21	4.5	95.5
6. My child's school provides my child with opportunities to learn about physical wellness.	12942	1.97	0.17	3.1	96.9
7. Teachers at my child's school infuse Catholic values in many subject areas.	12585	1.93	0.25	6.6	93.4
8. At school, my child participates in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	12882	1.97	0.18	3.5	96.5
9. My child's teachers encourage my child to try their best.	13034	1.97	0.18	3.2	96.8
10. My child's learning activities are engaging and relevant.	12967	1.96	0.20	4.3	95.7
11. My child is growing and achieving in literacy.	12999	1.95	0.22	4.9	95.1
12. My child is growing and achieving in numeracy.	12960	1.95	0.22	5.3	94.7
13. My child can make choices about how to demonstrate their learning.	12797	1.93	0.25	6.7	93.3
14. My child's teachers use a variety of approaches to meet my child's learning needs.	12880	1.94	0.25	6.4	93.6
15. My child is given examples of what is expected of them in their assignments.	12777	1.95	0.23	5.4	94.6
16. My child receives clear and specific feedback about their learning throughout the school year.	12848	1.92	0.27	8.2	91.8
17. My child is taught how to use feedback in order to improve their learning.	12559	1.89	0.31	10.7	89.3
18. My child has access to appropriate academic supports and specialized services when needed.	12518	1.89	0.31	10.6	89.4
19. My child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs.	11452	1.87	0.34	13.4	86.6
20. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.	1403	1.91	0.28	8.8	91.2
21. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has access to help in selecting courses to prepare for life after Grade 12.	1378	1.86	0.34	13.8	86.2

Table 4(B): Parents/Guardians - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. My child in Grade 9, 10, 11, 12, or 4 th or 5 th Year High School has resources available to help them make career decisions.	1388	1.85	0.35	14.6	85.4
23. My child's school has a variety of extra-curricular activities, clubs, and/or teams.	12322	1.84	0.37	16.3	83.7
24. Students at my child's school demonstrate care for each other.	12685	1.92	0.27	8.0	92.0
25. Welcoming and including others is an expectation at my child's school.	12758	1.96	0.19	3.7	96.3
26. My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	12909	1.97	0.16	2.8	97.2
27. My child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	12703	1.93	0.26	7.0	93.0
28. My child has opportunities to share their opinions about their school with school staff.	12363	1.88	0.32	11.6	88.4
29. My child's opinions are respected and valued by school staff.	12499	1.93	0.26	7.2	92.8
30. My child's school building is a safe and well-maintained facility.	12932	1.96	0.19	3.9	96.1
31. I ask my child about their learning.	12985	1.99	0.11	1.3	98.7
32. I have the opportunity to provide feedback to my child's school on matters that are important to me.	12831	1.94	0.24	5.9	94.1
33. My child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	12569	1.97	0.16	2.6	97.4
34. Overall, I am satisfied with the quality of education at my child's school.	12927	1.94	0.23	5.8	94.2

Table 5(B): Certificated Teachers - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. We have religious celebrations at my school throughout the school year.	2313	1.99	0.09	0.8	99.2
2. Students have the opportunity to pray regularly at my school.	2319	1.99	0.10	1.0	99.0
3. My school creates and promotes a learning environment that is grounded in the Catholic faith.	2310	1.99	0.12	1.5	98.5
4. My school provides students with opportunities to learn about mental wellness.	2313	1.95	0.21	4.8	95.2
5. My school provides students with opportunities to learn about spiritual wellness.	2308	1.95	0.22	4.9	95.1
6. My school provides students with opportunities to learn about physical wellness.	2311	1.97	0.17	3.0	97.0
7. Teachers at my school infuse Catholic values in many subject areas.	2297	1.96	0.20	4.1	95.9
8. At my school, students participate in social justice activities that help the community (e.g., Food Bank, Terry Fox Run).	2315	1.98	0.13	1.7	98.3
9. Teachers at my school encourage students to try their best.	2310	1.99	0.10	1.1	98.9
10. Learning activities at my school are engaging and relevant.	2300	1.98	0.14	2.0	98.0
11. Students at my school are growing and achieving in literacy.	2305	1.94	0.24	6.3	93.7
12. Students at my school are growing and achieving in numeracy.	2304	1.94	0.25	6.5	93.5
13. Students at my school can make choices about how to demonstrate their learning.	2310	1.96	0.20	4.2	95.8
14. Teachers at my school use a variety of approaches to meet their student's learning needs.	2315	1.97	0.16	2.6	97.4
15. Students at my school are given examples of what is expected of them in their assignments.	2311	1.98	0.13	1.6	98.4
16. Students at my school receive clear and specific feedback about their learning throughout the school year.	2306	1.98	0.14	2.1	97.9
17. Students at my school are taught how to use feedback in order to improve their learning.	2310	1.96	0.21	4.5	95.5
18. My school provides academic supports and specialized services when students need them.	2312	1.89	0.31	10.6	89.4
19. My school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.	2307	1.91	0.29	9.3	90.7
20. Students with special needs at my school have access to appropriate supports and specialized services.	2302	1.82	0.38	17.9	82.1
21. My school has a variety of extra-curricular activities, clubs, and/or teams.	2301	1.95	0.22	5.0	95.0

Table 5(B): Certificated Teachers - Dichotomous Percentages...continued

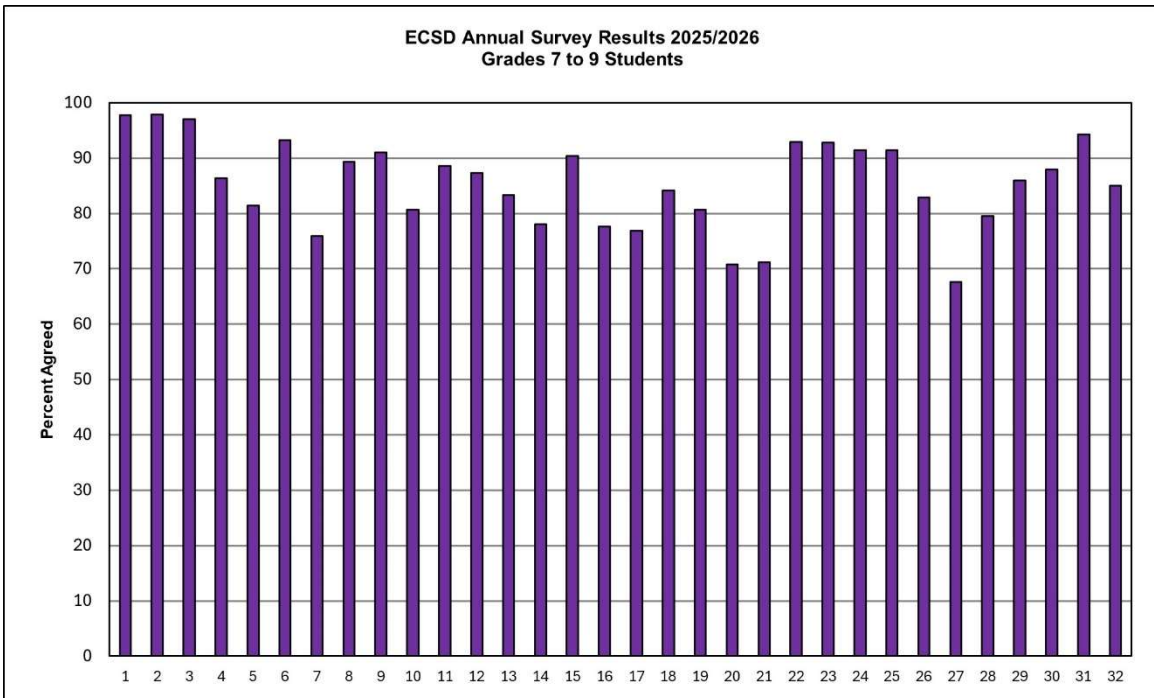
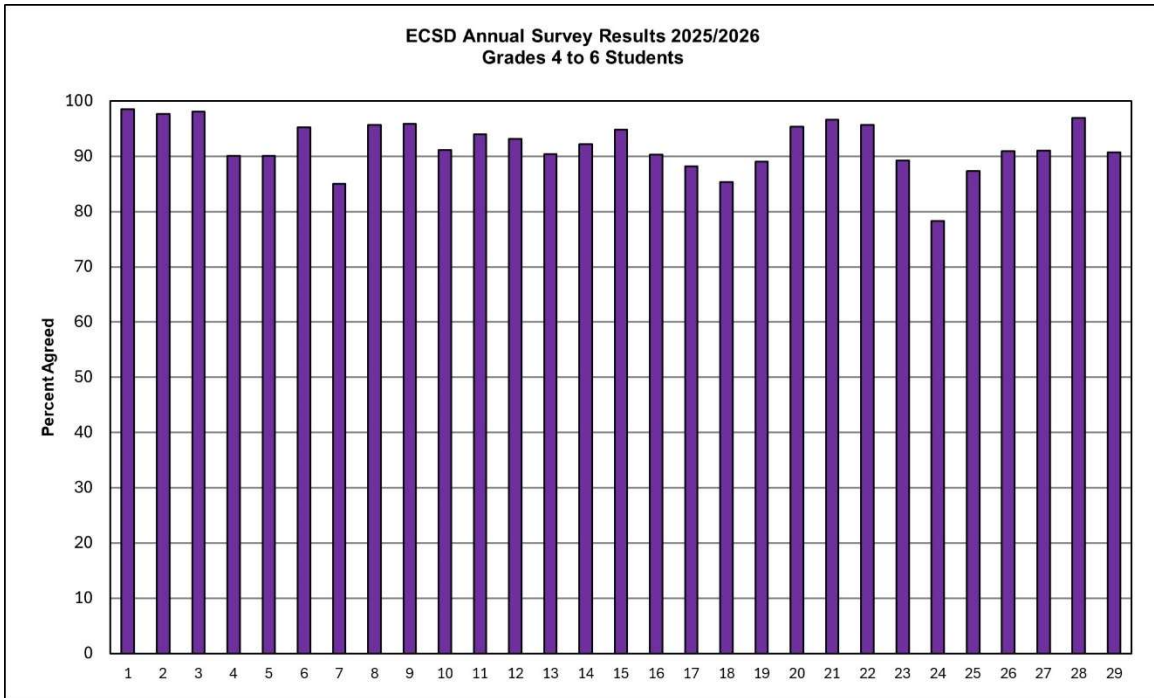
Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
22. Students at my school demonstrate care for each other.	2312	1.95	0.22	5.2	94.8
23. Welcoming and including others is an expectation at my school.	2303	1.98	0.14	2.0	98.0
24. My school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences.	2314	1.97	0.16	2.7	97.3
25. My school celebrates diversity by having events and activities that highlight different cultures and backgrounds.	2307	1.94	0.25	6.4	93.6
26. My school creates opportunities for students to share their opinions about the school with school staff.	2300	1.92	0.27	7.9	92.1
27. Student opinions are respected and valued by the staff at my school.	2302	1.97	0.17	3.0	97.0
28. My school building is a safe and well-maintained facility.	2307	1.92	0.27	8.1	91.9
29. My school encourages our parents/guardians to ask their child about their learning.	2302	1.97	0.18	3.2	96.8
30. Parents/guardians at my school have the opportunity for a voice in their child's education.	2309	1.98	0.15	2.3	97.7
31. My school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	2312	1.97	0.16	2.7	97.3
32. My school is working to advance the Truth and Reconciliation Calls to Action in the school and community.	2313	1.96	0.19	3.6	96.4
33. Overall, I am satisfied with the quality of education that my school is providing to our students.	2315	1.96	0.18	3.5	96.5

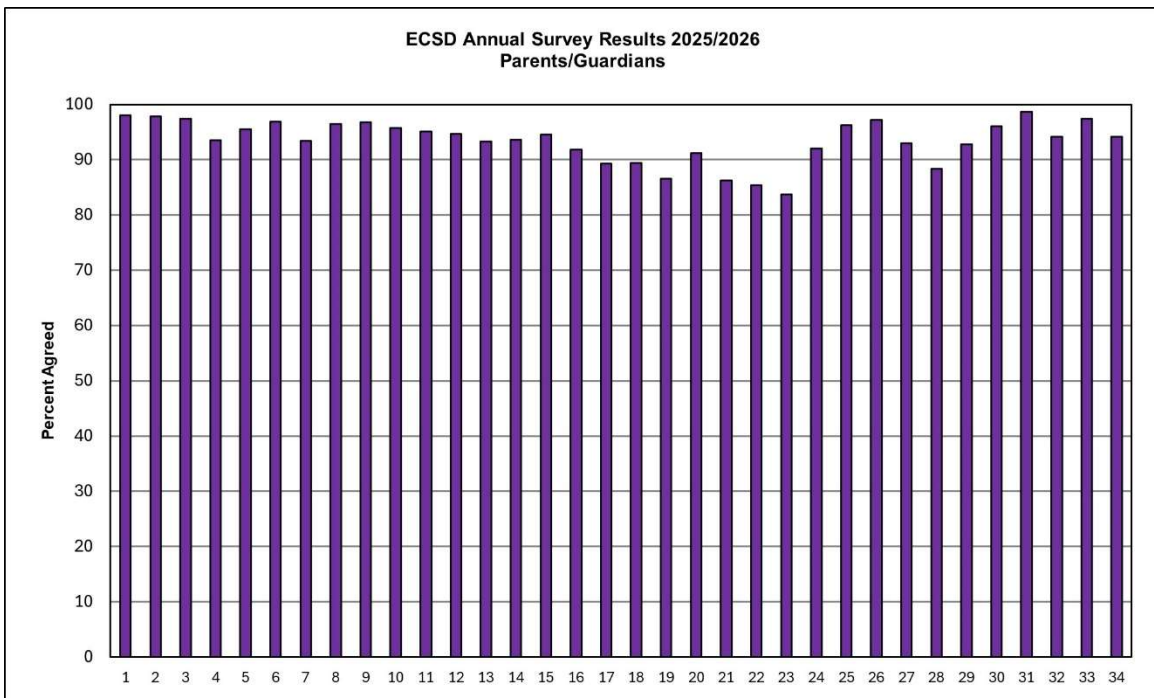
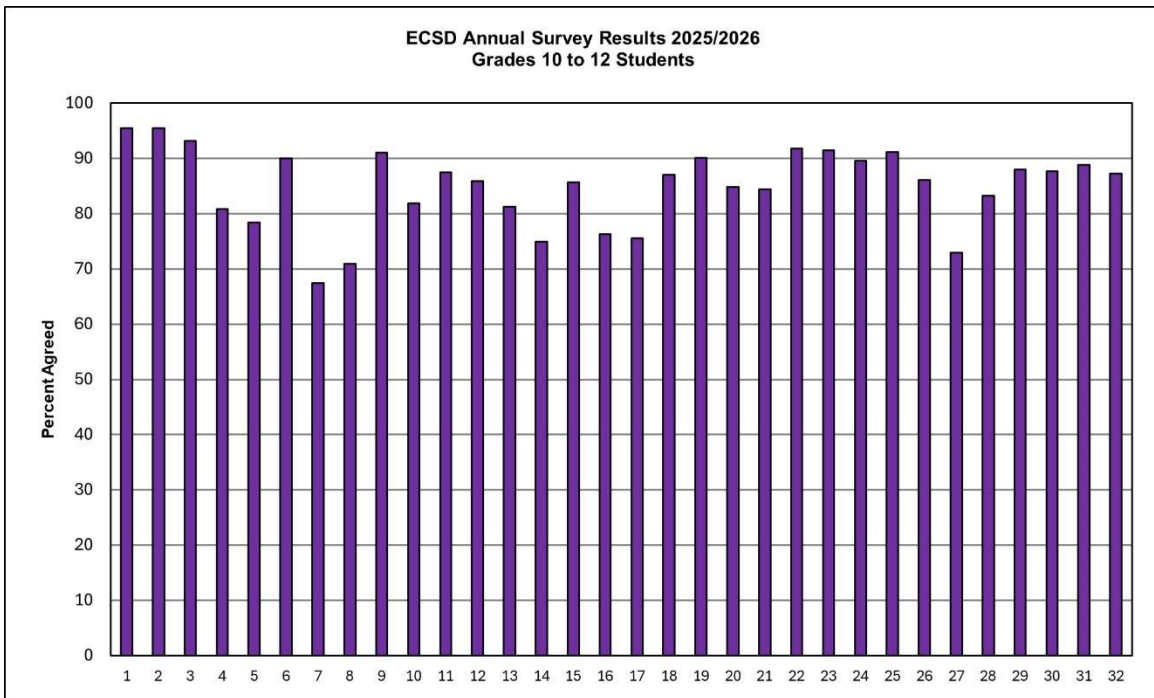
APPENDIX C

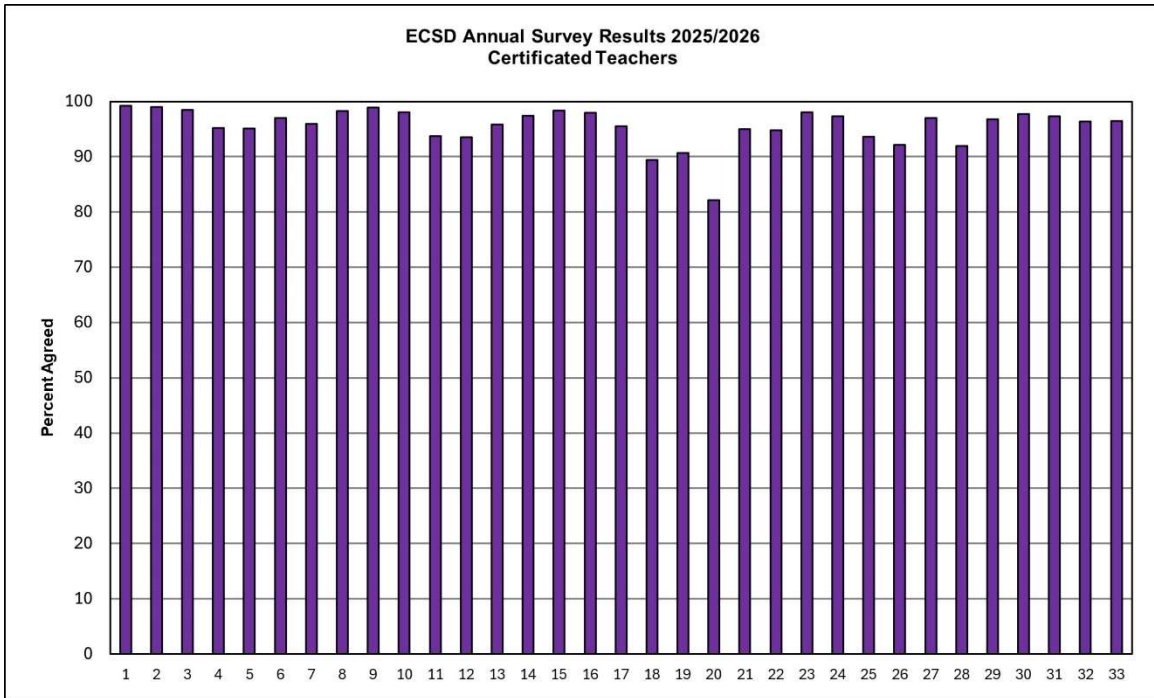
ECSD ANNUAL SURVEY RESULTS 2025/2026 SCHOOL YEAR

- Chart: Grades 4 to 6 Students
- Chart: Grades 7 to 9 Students
- Chart: Grades 10 to 12 Students
- Chart: Parents/Guardians
- Chart: Certificated Teachers

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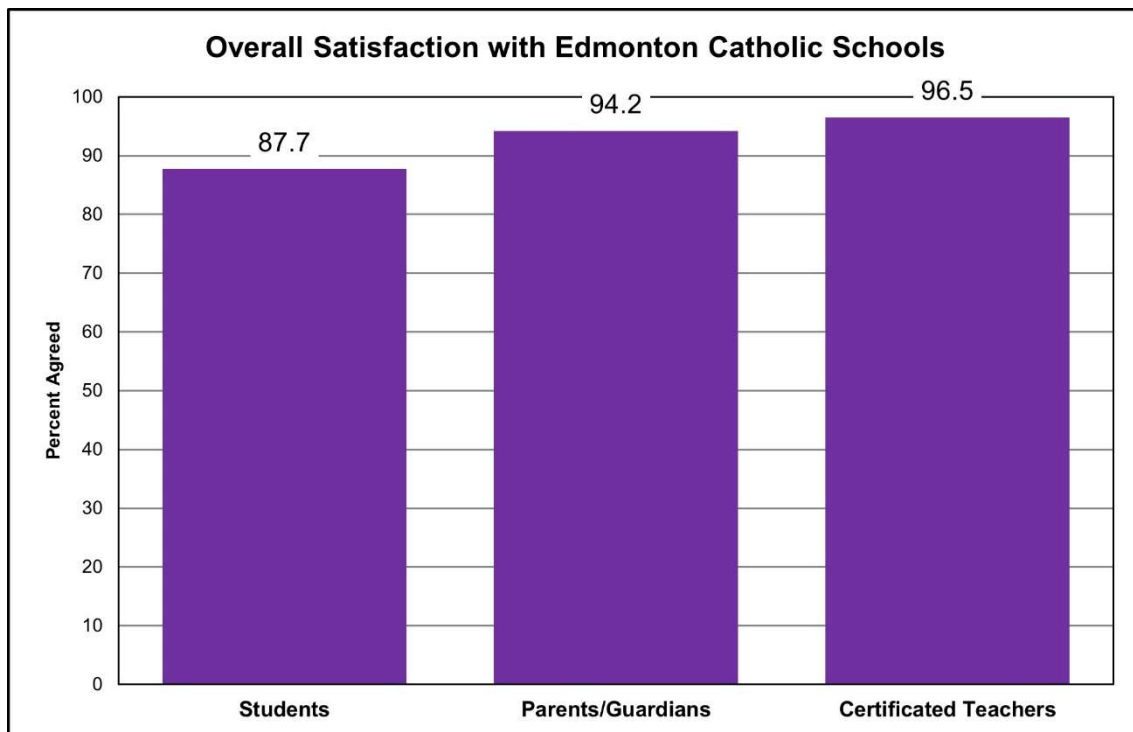


Edmonton Catholic Schools ECSD Annual Survey Highlights 2025/2026

The Edmonton Catholic School Division (ECSD) is pleased to present the ECSD Annual Survey Results 2025/2026. Students in grades 4 to 12, certificated teachers, and parents/guardians of all students enrolled in Edmonton Catholic Schools were invited to participate in the survey. The details of the results are available in the ECSD Annual Survey Results Report 2025/2026.

Overall Satisfaction Survey Items for 2025/2026:

- Grades 4 to 6 Students – Overall satisfied with the quality of education at their school (**90.7%**)
- Grades 7 to 9 Students – Overall satisfied with the quality of education at their school (**85.0%**)
- Grades 10 to 12 Students – Overall satisfied with the quality of education at their school (**87.3%**)
- Parents/Guardians – Overall satisfied with the quality of education at their child’s school (**94.2%**)
- Certificated Teachers – Overall satisfied with the quality of education that their school is providing to their students (**96.5%**)



Survey Themes:

Edmonton Catholic Schools also grouped the individual survey items into themes.

Top Performing Themes for 2025/2026

- Certificated Teacher – Catholic Identity (**98.2%**)
- Certificated Teacher – Teaching and Learning Practices (**97.7%**)
- Parent/Guardian – Foundational Knowledge about First Nations, Metis, and Inuit (**97.4%**)
- Certificated Teacher – Parent and Guardian Engagement (**97.3%**)
- Certificated Teacher – Foundational Knowledge about First Nations, Metis, and Inuit (**96.8%**)
- Parent/Guardian – Catholic Identity (**96.6%**)
- Certificated Teacher – Overall Satisfaction with Edmonton Catholic Schools (**96.5%**)
- Parent/Guardian – Parent and Guardian Engagement (**96.4%**)
- Parent/Guardian – Facilities (**96.1%**)
- Certificated Teacher – Inclusive and Caring Learning Environment (**95.9%**)
- Certificated Teacher – Wellness (**95.8%**)
- Parent/Guardian – Wellness (**95.3%**)
- Certificated Teacher – Student Engagement (**95.0%**)
- Parent/Guardian – Student Growth (**94.9%**)
- Parent/Guardian – Inclusive and Caring Learning Environment (**94.6%**)
- Parent/Guardian – Overall Satisfaction with Edmonton Catholic Schools (**94.2%**)
- Parent/Guardian – Teaching and Learning Practices (**93.7%**)
- Student – Foundational Knowledge about First Nations, Metis, and Inuit (**93.6%**)
- Certificated Teacher – Student Growth (**93.6%**)

ECSD Annual Survey Themes 2025/2026 Satisfaction/Agreement Percentages

Theme	Student (%)	Parent/Guardian (%)	Certificated Teacher (%)
Catholic Identity	90.8	96.6	98.2
Wellness	87.6	95.3	95.8
Inclusive and Caring Learning Environment	91.3	94.6	95.9
Foundational Knowledge about First Nations, Metis, and Inuit	93.6	97.4	96.8
Access to Help, Support, and Resources	86.4	86.7	89.3
Student Engagement	80.6	91.5	95.0
Student Growth	89.6	94.9	93.6
Teaching and Learning Practices	85.5	93.7	97.7
Parent and Guardian Engagement	89.0	96.4	97.3
Facilities	88.3	96.1	91.9
Overall Satisfaction with Edmonton Catholic Schools	87.7	94.2	96.5

Overall, high rates of satisfaction/agreement were reported by each of the three student groups as well as by the parent/guardian and certificated teacher groups.



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9405 50 Street NW | Edmonton, AB T6B 2T4 | T: 780-441-6000

BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **5.1**

Date: April 29, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **April 2026 Board Chair Report on #ECSDfaithinspires**

The Easter season invites us to pause and reflect on the promise at the heart of our faith, that even in moments of uncertainty, hope is never lost and new life is always possible. As our schools return from the Easter break and the signs of spring begin to appear around us, we are reminded that growth often happens quietly, through daily acts of kindness, perseverance, and care for one another. In our Catholic schools, this message of hope is not only celebrated during the Easter season, but it is lived out each day in our classrooms, hallways, and school communities.

One of the most inspiring examples of this hope in action was the Lumen Christi Student Faith Leadership Awards earlier this month, where the Edmonton Catholic Schools Board of Trustees was honoured to recognize students for their service, compassion, and genuine care for others. We extend our heartfelt congratulations to each recipient. Their leadership reflects not only their own dedication but also the support of teachers, staff, and families who nurture their growth. These moments remind us that Catholic education is about forming the whole person, encouraging students to use their gifts to serve others and make a positive difference in the world.

We were also grateful to be included in the recent provincial announcement providing 189 modular classrooms for the 2026–27 school year. Edmonton Catholic Schools will receive 31 modular classrooms and 4 washroom units, which will help address overcrowding in 11 schools. With a system utilization rate of 102 per cent and 45 per cent of schools operating beyond capacity, this investment provides meaningful support for our growing communities. In addition to new schools, advocating for modular classrooms has been a key priority for our Board, as they offer a more immediate solution to overcrowding in our schools. With the announcement, we can now plan to ensure these modular units are installed and ready to serve students as soon as possible.

April is a time when our schools are filled with energy as students continue to learn, create, and prepare for the final months of the school year. Across the Division, classrooms are alive with curiosity, creativity, and collaboration, as students take part in faith celebrations, service projects, and a range of academic and extracurricular opportunities that help them grow in confidence and discover their strengths. As a Board of Trustees, we remain deeply grateful to our administrators, teachers, and support staff for their daily dedication to students, and to our families for the trust they place in our Catholic schools. Together, we continue the sacred work of Catholic education, guiding students to grow in faith, knowledge, and compassion.

Attached is a summary of meetings, events, and activities undertaken in my role as Board Chair since my last report. This summary does not include those meetings and events that I attended as a Trustee representing my Ward.

Recommendation:

That the Board of Trustees acknowledges receipt of the **April 2026 Board Chair Report on #ECSDfaithinspires** for information purposes.

April 2026 Board Chair Report on #ECSDfaithinspires**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Attended educational lecture hosted by Her Honour, the Honourable Salma Lakhani, Lieutenant Governor of Alberta
- Attended meeting with Minister of Education and Childcare Chief of Staff
- Attended Quarterly Archdiocese meeting with Archbishop Stephen Hero and Chief Superintendent
- Attended tour and lunch with German Educational Delegation with Board of Trustees and Chief Superintendent
- Attended ECSD Art Walk with Board of Trustees and Chief Superintendent
- Attended Division-wide Grace for the Heart and Soul with Board of Trustees and Chief Superintendent
- Attended ASBA's Internal Board Chairs Meeting with Chief Superintendent
- Attended Student Voice with Board of Trustees and Chief Superintendent
- Attended Division Long Service Recognition with Board of Trustees and Chief Superintendent
- Attended St. Joseph College Breakfast with Board of Trustees and Chief Superintendent
- Attended ASBA's Internal Board Chairs Meeting with Chief Superintendent
- Attended Pipe Ceremony at Ben Calf Robe Catholic Elementary/Junior High School with Board of Trustees and Chief Superintendent
- Attended Model United Nations Conference at Archbishop MacDonald High School
- Attended Good Shepherd Time Capsule Opening with Board of Trustees and Chief Superintendent
- Attended the Lumen Christi Student Faith Leadership Awards with Board of Trustees and Chief Superintendent
- Attended meeting with Metro Chairs
- Attended virtual meeting with ASBA and Board Chairs
- Attended virtual meetings and briefings with Chief Superintendent, Administration, and Board of Trustees
- Attended virtual agenda setting meetings with Vice-Chair
- Attended Public, Governance, and Audit and Finance meetings with the Board of Trustees

Activities:

- Participated in a modular announcement with the Government of Alberta in Calgary
- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

April 29, 2026 Public Board Meeting **5.2**

Date: April 29, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Chief Superintendent's Report on #ECSDfaithinspires –April 2026**

Background:

The 2025-2026 school year is one which is marked with great hope. Our Division theme for the year continues to be People of Hope. This month of brings many new opportunities for the students and staff of Edmonton Catholic Schools to engage in an excellent Catholic education. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings in our Division as they relate to the framework of our Division Priorities: Living Our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities can be explored more fully on ecsd.net under our Division Plan For Continuous Growth 2023-2026 (Year 3).

Living Our Faith

- This month began with the celebration of Easter in our Division. Students and staff will now spend the days leading up to Pentecost unfolding the great gift of God's love that was realized through the life, death, and resurrection of Jesus.
- I was pleased to join the Board of Trustees in a celebration of our faith-filled students at their annual [Lumen Christi Student Faith Leadership Awards](#). Each school in our Division honored a student who, through their actions, shares the light of Christ in their community.
- Good Shepherd Catholic Elementary School celebrated the opening of a time capsule that was created on the threshold of the millennium. This lovely celebration included liturgy and a special address from former student and retired NHLer Tyler Ennis.

Learning Excellence

- As part of our commitment to providing an array of learning opportunities for students to complete their high school course work, ECSD will once again hold [Summer School](#). Registration opened on April 7.
- Our annual Student Art Walk Exhibition was held at Lumen Christin Catholic Education Centre. Hosted by Learning Services. This event features more than 350 pieces of student-created visual artwork from 100 Voices through Grade 12, along with live music and interactive art activities.
- The Division has [expanded its offering of MyBlueprint](#) to include junior high students. This online education and career-planning tool is now available to all students in Grades 7–12. Designed to support students from self-discovery through to post-secondary planning, myBlueprint helps learners build clarity, confidence, and a clear plan for life after high school. This excellent tool also offers sessions for family information.

Organizational Excellence

- Each year, our Division honours our staff for their long-service milestones. We pride ourselves as being a Division where people choose to live out their vocation to Catholic education. There is a wonderful story to be found in our employee retention:

Service Years	# of recipients
10	223
15	107
20	114
25	70
30	48
35	20
40	6
45	1
50	1
	590

- Our Division celebrated Support Staff Appreciation Week (April 13 - 17). This recognition celebrates the many staff who not only support the administrative operations of our schools and Division but also provide support services to our students on a daily basis.
- Our Division is celebrating [Volunteer Appreciation Week](#) from April 27 – May 1. We want to highlight the extraordinary service and the indelible impact volunteers have on our students and staff. We celebrate and recognize all the volunteers, including students, staff, and families, who play an integral role in supporting our schools.
- ECSD was honored to host a large education delegation from Germany. Building on the success of their previous visit to ECSD, the delegation has requested a full-day visit with Edmonton Catholic Schools. Their focus was on visiting a range of schools that demonstrate innovative practice and leadership in data-informed decision-making, as well as support for diverse learners and newcomers. They were also keen to engage directly with Division and school leadership to discuss system leadership, professional learning, accountability, and strategic planning.

Embracing Diversity

- Many of our schools participated in activities and learning surrounding World Autism Acceptance Day.
- Ben Calf Robe/St. Clare School and St. Francis of Assisi School co-hosted the final Pipe Ceremony of the year for our Nehiyaw Pimatisiwin schools. It was a reverent celebration filled with prayer.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Chief Superintendent’s Report on #ECSDfaithinspires – April 2026** for information purposes.

