



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2025-2026

#6

Date: February 18, 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 K. Pelech
- 1.3 Roll Call
- 1.4 Approval of the Agenda
- 1.5 Minutes
 - 1.5.1 Minutes of Regular Board Meeting 5-2025-2026, January 28, 2026
 - 1.5.2 Matters Arising from the Minutes

2 Business of the Meeting

- 2.1 2024-2028 AUPE Collective Agreement L. Anderson, C. Kennerd

3 Presentation and Review of Accountability Report (s)

- 3.1 Supporting English as an Additional Language Learners L. Anderson, T. Peterson
- 3.2 Student Services – The School of Alternative Education L. Anderson, J. Naccarato

4 Celebration of #ECSDfaithinspires

- 4.1 Board Chair Report S. Palazzo
- 4.2 Chief Superintendent Report L. Anderson

5 Adjournment

- 5.1 Closing Prayer A. Mutala
- 5.2 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



Date: January 28, 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

1. Call to Order

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

1.2 LAND ACKNOWLEDGEMENT

Trustee Mutala 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 Thibert moved that the agenda of the January 28, 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 December 17, 2025 Regular Board Meeting

Trustee Mutala moved that the minutes of the December 17, 2025 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

Alberta's Top 85 Employers 2026 Designation

The Board of Trustees acknowledged and celebrated receiving a Crystal Award, for the eleventh year in a row, to commemorate the designation of one of Alberta's Top 85 Employers for 2026.

2. Business of the Meeting

2.1 Community of School Councils: "What We Heard"

Trustee Turchansky moved that based on the evidence provided in the Community of School Councils' "What We Heard" Report 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 8.1 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.

CARRIED

3. Presentation and Review of Accountability Report(s)

3.1 AI Steering Committee Update

Trustee Engel 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 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 5.4 Provides for the 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 6.1 Keeps administrative procedures current and uses appropriate engagement in their development and revision.
- QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

CARRIED

3.2 Faith Formation for Students and Staff

Trustee Turchansky moved that based on the evidence provided in Faith Formation for Students and Staff Report, 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 1.3 Ensures religious celebrations and social justice are organized by schools and departments.
- QI 1.4 Facilitates cooperative religious initiatives involving school, home and parish.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 5.4 Provides for the training of administrators and the development of leadership capacity within the Division.

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the January 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: January 2026 for information purposes.

5. Adjournment

5.1 Trustee Engel said the closing prayer.

5.2 Trustee Engel moved the meeting be adjourned at 5:01 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

February 18, 2026 Public Board Meeting 2.1

Date: February 18, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Kennerd, Superintendent, Human Resource Services

Resource Staff: Tina Monaco, Manager, Employee Relations

Re: **AUPE Collective Agreement 2024 - 2028**

Background:

Our Collective Agreement with AUPE Local 071, Chapter 013, representing our cafeteria, custodial, maintenance and warehouse employees, expired on August 31, 2024. A notice to bargain was received on May 31, 2024. Negotiations between the parties began on October 29, 2024, and following 14 days of bargaining, a Tentative Agreement was reached on January 23, 2026.

Members of the AUPE negotiations team are Kate Robinson, Negotiations - AUPE Union Representative; Mario Tellez, Painter; Danny Sanghera, Maintenance Worker; and Armando Marquicias, Head Custodian.

Members of the ECSD negotiations team are Vicki Giles, Lead Negotiator; Allison Schmidt, Employee Relations Advisor; Amy Nunez, Director Facility Services; Lisa Turchansky, Trustee; Tina Monaco, Manager, Employee Relations and Health Services; and Christine Kennerd, Superintendent Human Resource Services.

The Tentative Agreement outlines a four-year term from September 1, 2024, to August 31, 2028. Our negotiations involved mutual respect and cooperation, with both sides making an effort to appreciate the reasons behind each other's proposals. Our discussions in bargaining resulted in negotiated language refinements, which improved readability and understanding. We also negotiated monetary changes resulting in salary increases, benefit enhancements, and improvements in areas such as Flexible Spending Account, Family Medical leave, and Protective Apparel/Clothing allowances.

On February 7, 2026, AUPE members voted in favour of the Tentative Agreement.

Recommendation:

That the Board of Trustees accepts and ratifies the Tentative Agreement reached on January 23, 2026, as ratified by AUPE Local 071, Chapter 013.



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BOARD OF TRUSTEES MEMO

February 18, 2026 Public Board Meeting **3.1**

Date: February 18, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent of Learning Services

Resource Staff: Nicole Lafreniere, Director of Curriculum and Assessment
Sarah Fedoration, Manager, Languages and EAL

RE: Supporting English as an Additional Language Learners

Background:

Edmonton Catholic Schools is committed to an inclusive, supportive, and dynamic learning environment that meets the diverse needs of all students. This report demonstrates ECSD's strong, proactive, and comprehensive approach to supporting multilingual learners. Through intentional programming, aligned assessment practices, data-informed decision-making, and collaborative system supports, ECSD continues to advance Learning Excellence and ensure that every student is positioned for success.

This report highlights ECSD's current EAL landscape, provincial requirements, assessment practices, system support, and emerging advocacy priorities

Recommendation:

That based on the report: Supporting English as an Additional Language Learners, 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.

- 2.1 *Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- 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.*
- 2.3 *Ensures there is measurable improved student achievement over time.*
- 3.2 *Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.*
- 5.3 *Fosters high standards of instruction and professional improvement (Teaching Quality Standard).*
- 5.5 *Ensures all staff have access to appropriate professional learning and/or training.*

Attachment:

- Supporting English as an Additional Language Learners



Supporting Our
**ENGLISH AS AN ADDITIONAL
LANGUAGE LEARNERS**

February 2026
Edmonton Catholic Schools

CONTENTS

1.	Introduction	4
2.	Defining EAL	6
3.	EAL in ECSD: A Snapshot	7
4.	Provincial Requirements for EAL Learners	9
5.	ECSD's Intake & Assessment Process	10
6.	Annual Reporting Requirements	11
7.	Innovative & Streamlined Data Collection	12



8.	Capturing the Complexity of EAL Learners	13
9.	Classroom Instructional Strategies	14
10.	System Supports in Service of Schools	16
11.	Collaboration to Support EAL Learners	18
12.	Top 5 Advocacy Priorities for Strengthening EAL Programming in Alberta	19
13.	Conclusion	20
14.	Appendices	21

1. INTRODUCTION

Edmonton Catholic School Division (ECSD) continues to welcome a diverse population of English as an Additional Language (EAL) learners. Approximately **25% of ECSD students** are English language learners, representing a significant and growing portion of our learning community.

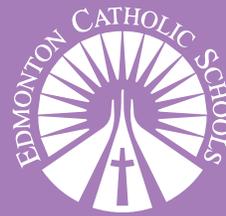
Supporting EAL learners directly aligns with the Division's Priority of **Learning Excellence**. ECSD's work with EAL students advances **Goal L1** by providing learning opportunities that are responsive to student needs and rooted in holis-

tic language development. Through intentional planning, explicit language instruction, and structured supports, EAL learners are supported in accessing curriculum and developing the competencies needed to fulfill their potential.

This work also advances **Goal L2** of meeting the learning needs of EAL students, requiring a collaborative and responsive instructional model which is grounded in accurate assessment, data-informed decision making, and ongoing feedback. Moreover, our focus on professional learning, modeling, and co-planning with teach-



3.1



ers reflects **Goal L3**, building staff capacity to meet the diverse needs of EAL learners and to strengthen instructional practice within ECSD.

Together, these goals ensure that language learning is not left to chance, but is intentionally embedded in classrooms and across disciplines and grade levels in service of student success.

This report provides an overview of EAL provincial requirements, ECSD's approach to EAL programming, data collection practices, and system supports. Our multi-faceted approach ensures language learning is intentional, equitable, and aligned with Alberta Education expectations.

2. DEFINING EAL

According to Alberta Education's *English as an Additional Language (K–12)* definitions, EAL learners are students whose home language is other than English and who require additional support to develop English proficiency—**listening, speaking, reading, and writing**—in order to fully access the Alberta K–12 curriculum.

The aim of EAL programming is to support students in becoming proficient in English to achieve curricular outcomes across all subject areas.

The following provincial codes identify EAL learners who require and receive language supports:



301

Funded Foreign-Born EAL Learner:

A foreign-born student requiring and receiving EAL supports.



302

Non-Eligible / Not Funded:

Foreign-born EAL student who does not meet criteria for EAL financial supports (international, fee-paying students).



303

Funded Canadian-Born EAL Learner:

A Canadian-born student requiring and receiving EAL supports.



640

Refugee Status:

Students with approved refugee status through Immigration, Refugees and Citizenship Canada (IRCC). Refugee claimants become eligible once officially granted Permanent Resident status.

Context:

This coding system guides **assessment, programming, and funding**.

3. EAL IN ECSD: A SNAPSHOT



The information below offers a snapshot of EAL learner presence across ECSD as of November 2025:

12,927

Total EAL Learners

Students identified as requiring EAL supports

25%

of ECSD Students

Based on current enrollment data

51,128

Total Student Enrollment

Kindergarten to Grade 12

8,608

Exited EAL Learners

Students who have met advanced benchmark proficiency or have already exhausted the five years of funding

Top languages spoken:

Filipino/Tagalog, Spanish, Ukrainian, Tigrinya, Malayalam

EAL Learners by the Numbers

Provincial EAL Coding in ECSD:

Provincial coding helps identify learner needs and inform appropriate educational supports. All figures below reflect identified **EAL learners in ECSD as of November 2025**.

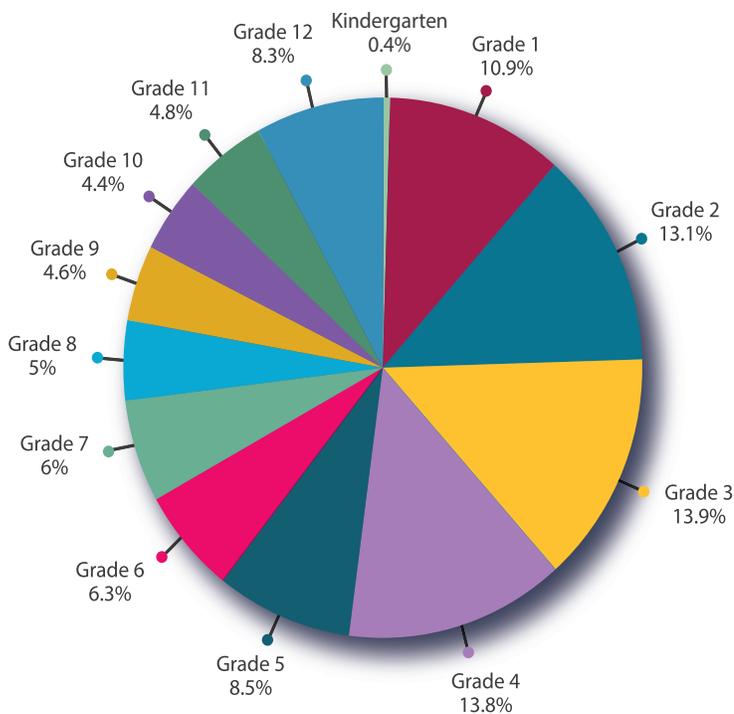
EAL Learners by Provincial Code	301 Foreign-Born	302 International	303 Canadian-Born	640 Refugee
Count of Coded EAL learners	6,872	135	4,431	1,489
Percentage of Coded EAL learners	53%	1%	34%	12%
	Funded	Non-Eligible / Not Funded	Funded	Funded

Exited EAL Learners	Flagged KEAL Learners
8,608	945

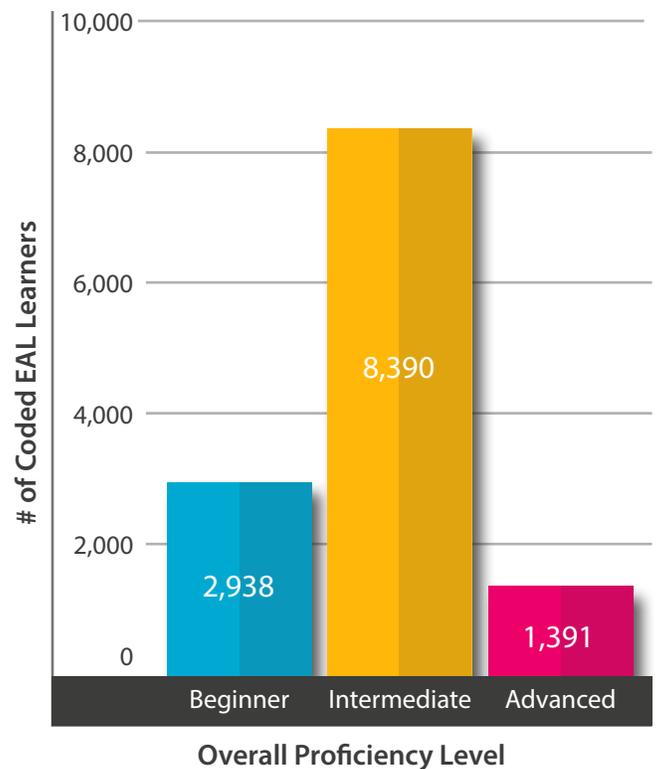
Exited EAL Learners: Students who have met advanced benchmark English language proficiency and no longer require EAL programming supports.

Flagged KEAL Learner: Kindergarten students identified for English language development monitoring and assessment upon entry into Grade 1.

Distribution of EAL Learners by Grade:



Overall Benchmark Proficiency Levels:



4. PROVINCIAL REQUIREMENTS FOR EAL LEARNERS

Alberta Education sets out several **non-negotiable requirements** for identifying, supporting, and monitoring the progress of EAL learners. School authorities are required to:

- Assess English proficiency using a tool such as **Benchmarks 2.0**
- Provide appropriate EAL placement and programming, as required
- Monitor language development in **listening, reading, speaking and writing**
- Use data to guide instruction, supports, and funding decisions

4.1 Benchmarks 2.0

Benchmarks 2.0 is Alberta Education's newly revised official assessment tool for identifying EAL proficiency levels, informing instruction, setting language-learning goals, determining programming supports, monitoring progress, and communication with families. Edmonton Catholic Schools implemented Benchmarks 2.0 in the **2024–2025 school year**.

This tool is grounded in the understanding that EAL learners require ongoing language instruction to fully access the Alberta curriculum, which is delivered in a language they are still developing. Benchmarks 2.0 emphasizes the importance of **explicit language instruction within subject areas** and recognizes students' home languages and cultural backgrounds as valuable assets that support English language development.

Language development is described as a **continuum**, with each proficiency level representing a distinct stage that builds on previously developed skills. Detailed proficiency descriptors are provided in **Appendix A**.

Proficiency Level Descriptions Across Grade Levels:

	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Pre-K-K Listening & Speaking	A	B	1					
Grade 1	A	B	1	2				
Grades 2–3	A	B	1	2	3			
Grades 4–6	A	B	1	2	3	4		
Grades 7–9	A	B	1	2	3	4	5	
Grades 10–12	A	B	1	2	3	4	5	6

Beginner

Intermediate

Advanced

Context:

This chart shows the progression of EAL proficiency levels across grade groups.

5. ECSD'S INTAKE & ASSESSMENT PROCESS

With the implementation of Alberta Education's EAL Proficiency Benchmarks 2.0, Edmonton Catholic Schools redesigned its intake assessment process to align with current research and best practices in English language development.

Intake assessments are primarily administered through **One World One Center**, which supports students and families who are new to Canada. The EAL Proficiency Benchmarks are used to inform appropriate school-based placement and programming.

When a Canadian-born EAL learner arrives directly at a school, ECSD provides **school-based intake assessment options** to ensure timely identification of language needs and continuity of support.

This process ensures that EAL learners are assessed **consistently, accurately, and with a focus on instructional planning and student success**. Sample intake assessment materials are included in **Appendix B**.



Key Features of the Redesigned Intake Assessment

- Integrates all four language strands (listening, speaking, reading, writing)
- Is more engaging, age-appropriate, and time-efficient
- Better captures academic vocabulary usage
- Provides students with **voice and choice**
- Includes interactive tasks, such as video-based prompts
- Ensures consistency through standardized administration
- Offers multiple opportunities for students to demonstrate their language skills

The result is a more holistic, accurate, and student-centered intake process, supported by ongoing professional learning designed for school-based assessors.

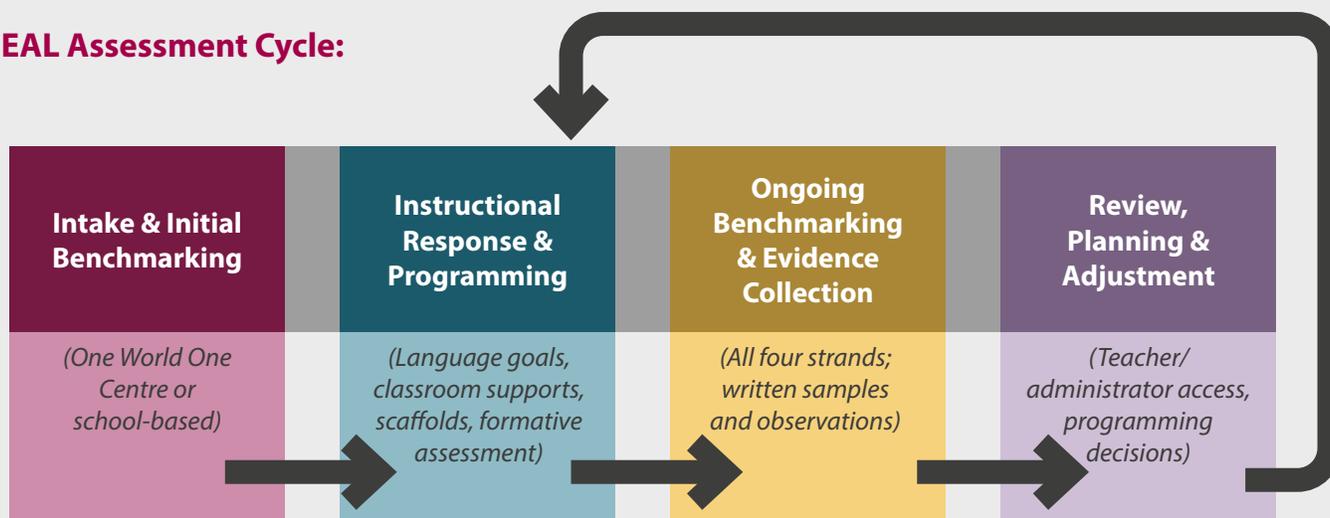
6. ANNUAL REPORTING REQUIREMENTS

Following intake, all coded EAL learners participate in an **annual assessment** to determine language growth and ongoing programming needs.

ECSD has streamlined this process to ensure consistency and alignment with Alberta Education expectations.

- Evidence of language development, including annual written language samples, is collected and assessed between **April and June**.
- Students are benchmarked in all four language strands—**listening, speaking, reading, and writing**—across Grade 1–9 (and in designated high school Language Development Credit (LDC) courses, including *Expository English* and *Canadian Studies*). Grade 10–12 EAL learners are assessed according to pathway placement.
- Assessment data is uploaded to the newly designed ECSD Benchmarks 2.0 data collection site and made accessible to teachers and administrators to support instructional planning and programming decisions.

EAL Assessment Cycle:



To support accurate and standardized annotation, assessors review student writing samples and apply the language of the Benchmarks 2.0 proficiency descriptors to annotate the work. The annotated student writing sample included in **Appendix C** is an example of the type of assessment evidence uploaded to the ECSD Benchmarks 2.0 site. Alberta Education assessment examples, including materials from New LearnAlberta, support assessors in applying benchmark language consistently.

This annual reporting process ensures **system-wide consistency**, transparent tracking of language development and continued alignment with provincial expectations, while maintaining a clear focus on instructional planning and student success.

7. INNOVATIVE & STREAMLINED DATA COLLECTION

Three years ago, Learning Services and Technology Services collaboratively redesigned ECSD's EAL data collection system to align with Alberta Education's EAL Proficiency Benchmarks 2.0.

Purpose of Redesign

- Reduce teacher workload

- Ensure consistent assessment practices within the Division

- Generate meaningful, actionable data

- Meet provincial reporting requirements

- Enable longitudinal monitoring of English language development

The redesigned ECSD Benchmarks 2.0 site serves as a centralized system for collecting, storing, and accessing EAL assessment data. This system supports both intake and ongoing assessment processes that ensure English language proficiency information is readily available to inform instructional planning and programming decisions at the classroom, school and system levels.

Key Features of the Redesigned Data Collection System

- Centralized upload of EAL assessment evidence

- Cumulative tracking of student language development year after year

- Secure access for teachers, administrators, consultants, and system leaders

- Enhanced capacity to analyze and filter data which supports equitable programming decisions

By streamlining data collection and access, ECSD ensures that assessment information is not collected for compliance alone, but is actively used to support teaching learning, and student success across the Division. Examples of the ECSD Benchmarks 2.0 data interface and reporting views are included in **Appendix D**.

8. CAPTURING THE COMPLEXITY OF EAL LEARNERS

EAL learners from Kindergarten to Grade 12 and beyond arrive at ECSD from around the world, representing a rich diversity of languages, varied prior schooling experiences, and a wide range of English language proficiencies. This diversity enriches our classrooms across the Division while also introducing significant instructional complexities in several ways.

Complexities Shaping EAL Programming in Classrooms

Funding

- Provincial funding provides up to five years of EAL support, while research indicates that it can take seven or more years to fully develop academic language proficiency (Lillywhite, 2011)

Range of Needs

- Classrooms are all-inclusive and large, with teachers supporting students across multiple language proficiency levels alongside a wide range of complex learning needs

Resources

- Teachers report limited access to resources for supporting students with interrupted or limited formal schooling

Time

- Time constraints can make it challenging to plan and deliver targeted EAL programming that meets the needs of the wide range of language levels within a single classroom



These realities underscore an important truth: **complexity is not chaos**. Rather, it points to the need for intentional planning, shared tools, and coordinated supports that allow educators to effectively respond to diverse language-learning needs.

9. CLASSROOM INSTRUCTIONAL STRATEGIES

To address the instructional complexity of EAL programming in the classroom, ECSD provides teachers with coherent, classroom-ready supports that strengthen planning, teaching, and assessment. These supports are responsive to students' evolving language proficiency and are designed to ensure equitable access to curriculum content across all subject areas.

9.1 Planning for Language Development

Curriculum Crates (K–6)

Elementary *Curriculum Crates*, designed to provide lesson plan exemplars for educators, include a designated section on language considerations aligned with the Benchmarks 2.0 key competency indicators. These considerations support teachers in identifying the **vocabulary, sentence structures, and connections and transitions** that students will need to access lesson content and engage meaningfully in learning tasks. Please see the example below.

Language Considerations	
Vocabulary	List the vocabulary words that students need to know. Think of your Tier 2 and Tier 3 words that need to be explicitly taught.
Sentence Structure	How will students linguistically communicate their learning? What sentence frames can we use to support this?
Connections and Transitions	What are some ways we can help students organize the new information?

Student Level Organizers

Student Level Organizers serve as a monitoring tool to provide K–12 teachers with a snapshot of EAL learners in the classrooms. These organizers help teachers to quickly identify what students are capable of at their proficiency level and to select appropriate instructional scaffolds and accommodations which help them plan effectively for language development.

Student Level Organizers are organized around the EAL proficiency continuum and include:

- Proficiency levels across the Benchmarks 2.0 continuum
- “What can the student do?” descriptors that summarize expected language behaviours
- Classroom strategies that support access to instruction and language development

The organizers also include space for teachers to locate individual students along the continuum, supporting responsive planning within mixed-level classrooms. A full Student Level Organizer sample is included in **Appendix E**.

9.2 Teaching through Language Supports

Academic Skills and Procedures Language Supports

With the new curriculum placing greater emphasis on skills and procedures, intentional planning has never been more critical. This teacher resource offers structured language scaffolds that support students at all levels of language proficiency in accessing content, strengthening communication, and advancing English language development.

Use of this resource ensures EAL learners can access skills-heavy curriculum expectations with guidance through questions to ask, prompts, textual clues, and sentences frames. These tools can be used with the whole classroom to ensure every student has an access point within the curriculum. See **Appendix F**.

Leveraging Accessibility Tools

To support content-area learning, accessibility tools such as Read&Write for Chrome and Immersive Reader are used to provide language scaffolds that support comprehension, vocabulary development, access to lesson content, and active engagement for EAL learners. Examples of how specific features align with beginner, intermediate, and advanced language learners are provided in **Appendix G**.

9.3 Assessing Language Development

Supporting the Assessment of Student Writing

To support the annotation of student writing, EAL consultants developed a guide for teachers for assessing and benchmarking student work. This guide outlines a step-by-step process for reviewing writing samples, identifying language competencies and applying Benchmark indicators which will inform instructional scaffolding and next steps. This resource supports consistent, accurate assessment of student writing while meeting provincial requirements.



10. SYSTEM SUPPORTS IN SERVICE OF SCHOOLS

To support consistent, high-quality instruction for EAL learners, ECSD provides system-level supports that strengthen classroom practice, align with provincial expectations and respond to the complexity of EAL programming across K–12 schools.

10.1 EAL Consultants

EAL consultants support schools by:

- Frequently visiting schools and school communities to deliver professional learning
- Co-planning and modeling high-impact lessons
- Supporting accommodation based on English language proficiency
- Providing guidance on coding, programming and assessment
- Developing and curating instructional resources to support consistent EAL practices across the Division

Through this work, consultants bridge provincial requirements with classroom realities.

10.2 Professional Learning & Capacity Building

To meet the needs of ECSD's growing EAL population, the Division provides ongoing professional learning focused on language development and inclusive instructional practice. Professional learning opportunities include:

- Communities of practice
- Academic vocabulary development in students (K–12)
- Oral language development supports
- SpacesEDU as a tool to document language growth
- Regular EAL Designate callback sessions
- Culturally responsive teaching practices

Professional learning is delivered in collaboration with subject-area curriculum consultants to ensure alignment between curriculum expectations and language development.

10.3 English Language Learner Educator (ELLEs)

ELLEs provide targeted, student-centred support that complements classroom instruction for EAL learners. Their work focuses on supporting language development through intentional instruction, responsive scaffolding, and relationship-based support, aligned with the Alberta EAL Benchmark 2.0.

ELLEs:

- Support instructional planning, for individual students or small groups based on English language proficiency, in collaboration with the teacher and EAL Designate

- Scaffold learning activities and materials to support student access to curriculum content

- Provide focused language instruction that prioritizes oral language development while supporting reading and writing

- Adapt instructional strategies using EAL Benchmarks, Universal Design for Learning (UDL), and accessibility tools

- Provide flexible classroom support through push-in and pull-out models

- Collaborate with teachers to align curriculum goals, vocabulary, language expectations and feedback

10.4 Division Instructional Resources

ECSD supports teachers in planning and modeling instructional strategies that build oral language as the foundation for language learning while intentionally supporting the development of reading and writing. The EAL Playbook is a Division-developed resource that provides educators with a comprehensive collection of effective practices. The resource includes selected Universal Design for Learning (UDL) strategies that support all learners in the classroom.

Additionally, the EAL SharePoint site contains a myriad of resources to support teachers, EAL designates, and administrators.

11. COLLABORATION TO SUPPORT EAL LEARNERS

Supporting EAL learners requires a coordinated, multidisciplinary approach. Given the complexity and diversity of the population, Learning Services collaborates with a range of teams and departments to ensure EAL learners receive holistic and responsive support.

Collaboration includes partnership with:

- Teachers
- EAL Consultants
- Curriculum Consultants
- Intercultural Liaisons
- Community Engagement Coordinator
- OneWorld One Centre
- English Language Learner Educators (ELLEs)
- School administrators
- Inclusive Consultants
- EAL Designates
- ... *among others*

Through ongoing collaboration, the EAL team strengthens professional and culturally responsive practices across the Division. For example, intercultural liaisons have contributed to EAL Designate professional learning by sharing personal perspectives that support greater cultural competence. The team also works closely with One World One Centre to support professional learning, train new assessors, and incorporate feedback related to intake assessments.

This collaborative approach ensures alignment across instructional, cultural and community-based supports in service of EAL learners.



12. TOP 5 ADVOCACY PRIORITIES FOR STRENGTHENING EAL PROGRAMMING IN ALBERTA

1. Mandatory EAL Preparation in Teacher Education

Beginning teachers enter linguistically diverse classrooms often without prior EAL training. At minimum, one required EAL course in post-secondary teacher education is essential to ensure readiness, inclusive practice, and shared responsibility for language development across all grades and subject areas.

2. Sustained Professional Learning & EAL Expertise

Effective EAL instruction depends on ongoing, job-embedded professional learning—not isolated workshops. Dedicated funding is needed for sustained PD, access to EAL specialists, and the recruitment and retention of specialized EAL roles (e.g., ELLEs) to build system-wide capacity.

3. Funding Models That Reflect the True Cost of EAL Programming

Funding must support the professional learning, expertise, and instructional supports required to deliver effective EAL programming—not solely student enrolment numbers. This includes continued FULL funding for fourth and fifth year students who can successfully complete high school with some additional time to master content and language.

4. Standardized Provincial Direction for Inclusive EAL Programming

The province must clearly affirm mixed-model EAL programming as the standard. Research shows that EAL learners develop language most effectively in inclusive, language-rich classrooms, supported by temporary, targeted interventions when needed. Long-term segregated EAL classrooms undermine equity and do not improve outcomes.

5. Alignment of EAL Policy, Funding and Accountability

Clear provincial guidelines, adequate funding and accountability mechanisms must work together to ensure consistent EAL service delivery across jurisdictions. Alignment is essential so EAL learners can access curriculum, achieve academic success, and experience equitable outcomes across Alberta.

13. CONCLUSION

Edmonton Catholic Schools remains committed to ensuring that every English as an Additional Language learner is positioned for success through intentional programming, responsive instructional supports, and high-quality assessment practices. Our system-wide approach—rooted in Benchmarks 2.0, streamlined data collection, targeted professional learning, and cross-departmental collaboration—ensures that language learning is not left to chance but is purposefully embedded in classrooms across the Division.

By strengthening language supports, we advance the Division-wide goal of Excellence in Learning: students receive instruction that is rigorous, accessible, and tailored to their linguistic and academic needs; teachers are equipped with the tools, strategies, and coaching required to support multilingual learners; and schools are supported with coherent processes that ensure consistency and equity.

As our EAL population continues to grow, ECSD's commitment to excellence means continuing to build capacity, refine practice, and ensure that every learner—regardless of language background—can fully access the curriculum, develop their God-given potential, and experience a deep sense of belonging in our schools. Through this collective effort, we embody Learning Excellence in action: responsive, data-informed, faith-filled, and focused on helping all students thrive.

14. APPENDICES

Appendix A: Alberta Education's Benchmark 2.0 Language Proficiency Progression

Key Competency	A Emerging Literacy	B Emerging Literacy	1	2	3	4	5	6
Vocabulary	Understands and uses words in isolation including <ul style="list-style-type: none"> survival words basic utility words words used in social greetings <p><i>May rely on home language(s).</i></p>	Understands and uses a few high-frequency words, including <ul style="list-style-type: none"> utility words familiar words phrases used in social greetings <p><i>May rely on home language(s).</i></p>	Understands and uses some high-frequency words, including <ul style="list-style-type: none"> basic descriptive words instructional words expressions used in social greetings 	Understands and uses more high-frequency words and a few low-frequency words, including <ul style="list-style-type: none"> descriptive words instructional words synonyms/antonyms 	Understands and uses some low-frequency words, including <ul style="list-style-type: none"> subject-specific words instructional words words with multiple meanings 	Understands and uses more low-frequency words, including <ul style="list-style-type: none"> subject-specific words descriptive words academic words words with multiple meanings idioms figurative language 	Understands and uses a range of words, including <ul style="list-style-type: none"> subject-specific words academic words technical words words with multiple meanings idioms figurative language 	Understands and uses a broad range of words in a variety of cross-curricular contexts, including <ul style="list-style-type: none"> subject-specific words academic words technical words figurative language
Sentence Structure	Understands and uses words in one- to three-word utterances that convey meaning.	Understands and uses words connected in fragmented phrases and memorized phrases.	Understands and uses familiar phrases and substitution of words in simple patterned sentences.	Understands and uses familiar simple sentences in statement, command, and question sentence structures.	Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.	Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.	Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.	Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.
Connections & Transitions	Understands the word <i>and</i> to connect ideas. Connects two- to three- words.	Understands and uses a few high-frequency words to connect ideas.	Understands and uses some high-frequency connector words and markers (time, place) to <ul style="list-style-type: none"> connect ideas locate items/objects 	Understands and uses more high-frequency connector words, markers (sequence), and phrases to <ul style="list-style-type: none"> organize ideas add detail 	Understands and uses some low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> compare contrast 	Understands and uses more low-frequency connector and transition words and phrases to <ul style="list-style-type: none"> express an opinion emphasize show cause and effect express a condition 	Understands and uses a range of connector and transition words and phrases to <ul style="list-style-type: none"> summarize introduce examples conclude clarify qualify 	Understands and uses a broad range of connector and transition words and phrases to <ul style="list-style-type: none"> justify an opinion rephrase suggest a possibility show <ul style="list-style-type: none"> change of direction exception

Appendix B: Newly Designed EAL Intake Assessment for One World One Centre



CGI Animated Short Film HD "Last Shot" by Aemilia Widodo / CGMeetup.
(2016, July 28)
<https://www.youtube.com/watch?v=TYCFxvU-Lzg>

Comments:

Assessment Date:

Student Name:

ABA:

Grade:

School:

Assessor's Name:

Benchmark Proficiency Level

Listening:

Speaking:

Reading:

Writing:



Grade 4-6 Elementary Intake Assessment: Listening, Speaking, Writing, and Reading

Level	Listening	Speaking	Observations (Point) Give an indication of what the student said
A	Show me.... <input type="checkbox"/> The camera. <input type="checkbox"/> The garbage can.	Prompt: <ul style="list-style-type: none"> Tell me one thing from the video. 	
B	Ask.... <input type="checkbox"/> Show me something that is green. <input type="checkbox"/> Does this video make you feel happy, sad, or mad?	Prompts: <ul style="list-style-type: none"> What is the girl holding? What colour is the garbage can? 	
1	Ask.... <input type="checkbox"/> Show me what it looks like to feel sad. <input type="checkbox"/> What do you see in the photo (3 things)?	Prompts: <ul style="list-style-type: none"> What is the girl thinking? Is the girl happy or sad? 	
2 Student must start answering in complete sentences. You may need to prompt them to do this.	Ask.... <input type="checkbox"/> Sometimes we feel happy and sometimes we feel sad. If we share our feelings, then we can help people understand us better. How is the girl feeling in this picture? <input type="checkbox"/> Can you demonstrate how to use a camera from the video?	Prompts: <ul style="list-style-type: none"> If the girl were to talk to her camera and say goodbye, what might she say? How might the camera respond? 	



Developed by: ECSD's English as an Additional Language Department (November 2023)

Appendix C: Example of an Annotated Student Writing Sample

Student Name: XXXXX	
Date: May 1, 2024	ASN: XXXXX
School: XXXXX	Grade Number: 7
Assessor's Name: XXXXX	Overall Proficiency: 3

Global warming is a **serious threat** to the **citizens** of today's world. There are various **harmful** effects of Global warming. **In order to** reduce the Global warming several methods are being introduced.

First, We have to use public traffic, or walking, or riding bicycle. **For example** someone has a car, but he was going somewhere **nearby** his house. I think he should have to walk, or ride a bike. But when someone has to go to far places, he should use public traffic like bus, **subway**, and taxi.

Second, we have to **reduce, reuse, and recycle**. We Recycling is a good **way** to reuse the warming of mother earth. It helps keep the environment clean & **ecofriendly**. We have to reduce plastic **bags**, reuse water bottles and recycle plastic, metal, bottle, etc.

Finally, the **impact** of consumerism is ought to be reduced as the negative points are it is dangerous to our planet.

Now you know about my reasons to stop Global Warming. As good citizens we should try our best to **conserve mother earth** for all.

Vocabulary: subject specific words (Global warming, reduce, reuse, recycle), descriptive words (serious threat, harmful, nearby), academic (impact), multiple meanings (ways) 3

Sentence Structure: writes simple and familiar compound sentence types in structured written paragraphs 3

Connections and Transitions: Sequencing & organizing (First, second, finally), conclusion (now) 3

The colour-coded highlights draw attention to the required areas of assessment.

Appendix D: Images of the Newly Designed EAL Benchmark Site

Student Intake Information

Name	Intake Details	Intake Notes
Grant Code	Intake Personnel	
Birth Country	Intake Date	
Birth Date [mm,ff,yyyy]	Intake Status	
Language(s) First: Home:	Family Information	
	Student Intake Information PDF	
	Open in New Tab	

Programming and Assessment Information

Name	Proficiency Levels	Notes
EAL or Refugee Year	Listening 3 <ul style="list-style-type: none"> opportunities to understand and use language in small groups (think-pair-share) sentence frames for sentence variation 	Benchmark Assessment Evidence Open in New Tab
Grant Code	Speaking 3 <ul style="list-style-type: none"> opportunities to understand and use language in small groups (think-pair-share) sentence frames for sentence variation 	Benchmark Summary Information PDF Open in New Tab
Grade	Reading 4 <ul style="list-style-type: none"> small group discussion graphic organizers 	
Teacher	Writing 3 <ul style="list-style-type: none"> opportunities to understand and use language in small groups (think-pair-share) graphic organizers explicit interaction of language forms and functions in content areas 	
Status	Overall Intermediate	
Benchmark Created Date		
Date Approved		

My Students

Filter for overall proficiency levels, individual strands, and for each level.

-- All Grades --
-- All EAL Codes --
-- All EAL Years --
 Search for Students

-- All Overall Proficiency Levels --
-- All Strands --
-- All Proficiency Levels --

Filter by Benchmark Date [Clear Filters](#)

School	Name (Last, First, Middle)	AKA Name (Last, First)	ECS#	ASN	EAL Code	Grade	EAL or Refugee Year	One World?	Proficiency Level	Intake Status	Programming Status	View
					301	7	2			Submitted		
					301	7	5			Submitted		
					303	8	5			Submitted		
					301	8	1		Intermediate	Submitted	Approved	
					301	8	3			Submitted		
					303	8	4			Submitted		
					301	8	2			Submitted		
					301	8	3			Submitted		
					301	8	2			Submitted		

Click to view intake page and programming information

Appendix E: Student Level Organizer Sample

Student Level Organizer – Grades 10–12

Emergent A	Emergent B	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
What can the student do?							
<p>Understands and uses words in isolation including</p> <ul style="list-style-type: none"> • survival words • basic utility words • words used in social greetings <p>Understands and uses words in one- to three- word utterances that convey meaning.</p> <p>Understands the word <i>and</i> to connect ideas.</p> <p>Connects two- to three- words.</p> <p><i>May rely on home language(s).</i></p>	<p>Understands and uses a few high-frequency words, including</p> <ul style="list-style-type: none"> • utility words • familiar words • phrases used in social greetings <p>Understands and uses words connected in fragmented phrases and memorized phrases.</p> <p>Understands and uses a few high-frequency words to connect ideas.</p> <p><i>May rely on home language(s).</i></p>	<p>Understands and uses some high-frequency words, including</p> <ul style="list-style-type: none"> • basic descriptive words • instructional words • expressions used in social greetings <p>Understands and uses familiar phrases and substitution of words in simple patterned sentences.</p> <p>Understands and uses some high-frequency connector words and markers (time, place) to</p> <ul style="list-style-type: none"> • connect ideas • locate items/ objects 	<p>Understands and uses more high-frequency words and a few low-frequency words, including</p> <ul style="list-style-type: none"> • descriptive words • instructional words • synonyms/antonyms <p>Understands and uses familiar simple sentences in statement, command, and question sentence structures.</p> <p>Understands and uses more high-frequency connector words, markers (sequence), and phrases to</p> <ul style="list-style-type: none"> • organize ideas • add detail 	<p>Understands and uses some low-frequency words, including</p> <ul style="list-style-type: none"> • subject-specific words • instructional words • words with multiple meanings <p>Understands and uses a variety of simple and familiar compound sentence types in structured oral texts and/or written paragraphs.</p> <p>Understands and uses some low-frequency connector and transition words and phrases to</p> <ul style="list-style-type: none"> • compare • contrast 	<p>Understands and uses more low-frequency words, including</p> <ul style="list-style-type: none"> • subject-specific words • descriptive words • academic words • words with multiple meanings • idioms • figurative language <p>Understands and uses a variety of compound sentence types in structured oral texts and/or sequenced written paragraphs.</p> <p>Understands and uses more low-frequency connector and transition words and phrases to</p> <ul style="list-style-type: none"> • express an opinion • emphasize • show cause and effect • express a condition 	<p>Understands and uses a range of words, including</p> <ul style="list-style-type: none"> • subject-specific words • academic words • technical words • words with multiple meanings • idioms • figurative language <p>Understands and uses a variety of compound and complex sentence types in detailed oral texts and/or cohesive written paragraphs.</p> <p>Understands and uses a range of connector and transition words and phrases to</p> <ul style="list-style-type: none"> • summarize • introduce examples • conclude • clarify • qualify 	<p>Understands and uses a broad range of words in a variety of cross-curricular contexts, including</p> <ul style="list-style-type: none"> • subject-specific words • academic words • technical words • figurative language <p>Understands and uses a variety of sentence lengths and types, including compound-complex sentences, for varying audiences, purposes, and styles, in extended oral and written texts.</p> <p>Understands and uses a broad range of connector and transition words and phrases to</p> <ul style="list-style-type: none"> • justify an opinion • rephrase • suggest a possibility • show <ul style="list-style-type: none"> - change of direction - exception
Students							
Classroom Strategies							
<ul style="list-style-type: none"> • Physical modeling • Visual and realia • Alphabet arc and sound walls • Pre-teaching vocabulary with visuals • Wait time • Use of home language 	<ul style="list-style-type: none"> • Sentence frames • Explicit vocabulary instruction • Work bank • Translation tools • Visual schedule • Decodable texts 	<ul style="list-style-type: none"> • Graphic organizers • Levelled texts • Visual word walls • Build background knowledge • Personal dictionaries 	<ul style="list-style-type: none"> • Abridged/Exemplar texts • Anchor charts • Assistive technology • Graphic organizers • Sentence frames • Visuals 	<ul style="list-style-type: none"> • Anchor charts • Assistive technology • Concept maps • Exemplar texts • Graphic organizers • Small group discussion 	<ul style="list-style-type: none"> • Extra time • Graphic organizers • Concept maps • Theasuri • Dictionaries • Small group discussion 	<ul style="list-style-type: none"> • Assistive technology • Concept maps • Dictionaries • Exemplar texts (essay template, science lab) • Explicit instruction of language forms and functions in content areas 	<ul style="list-style-type: none"> • Assistive technology • Dictionaries • Exemplar texts (essay template, science lab) • Explicit vocabulary learning tools • Graphic organizers • Thesauri



Developed by: ECSD's English as an Additional Language Department

Appendix F: Components of the Academic Skills and Procedures Document

Analyze

Definition	To examine something by breaking it down into its parts, in order to understand or explain it.		
	Beginner	Intermediate	Advanced
Questions to Ask	<ul style="list-style-type: none"> What is the main idea? Who is the author or creator? 	<ul style="list-style-type: none"> What are the key details or elements? How is the text organized? 	<ul style="list-style-type: none"> Why is this important?
Textual Clues	<ul style="list-style-type: none"> Place Group Because 	<ul style="list-style-type: none"> Support Important Argue 	<ul style="list-style-type: none"> Interpret Evaluate Examine Critique
Sentence Frames	<ul style="list-style-type: none"> The main idea is _____. This is true because _____. 	<ul style="list-style-type: none"> _____ supports the idea that _____. Some important factors to consider are _____, _____, and _____. 	<ul style="list-style-type: none"> We can classify _____ according to _____, specifically, _____. By examining _____, it become evident that _____.
Connections & Transitions	<ul style="list-style-type: none"> For example Or But Now Too 	<ul style="list-style-type: none"> Firstly Infact Connect to However Because of 	<ul style="list-style-type: none"> Importantly Specifically Significantly Initially
Tools	See Think Wonder Timeline	What makes you say that? Groups describe label	Connect extend challenge

Identify

Definition	To correctly name, select, recognize, or locate an idea or concept.		
	Beginner	Intermediate	Advanced
Questions to Ask	<ul style="list-style-type: none"> Who? What? When? Where 	<ul style="list-style-type: none"> What is an example of _____? Describe _____ using details. 	<ul style="list-style-type: none"> Based on the information, what would be a solution?
Textual Clues	<ul style="list-style-type: none"> Point Name Show 	<ul style="list-style-type: none"> Label Features Traits 	<ul style="list-style-type: none"> Classify Specify Attributes Characteristics
Sentence Frames	<ul style="list-style-type: none"> This is a _____. I see a _____. 	<ul style="list-style-type: none"> This is related to _____ because. One key feature of _____ is _____. 	<ul style="list-style-type: none"> _____ can be identified by its resemblance to _____ specifically through its _____. To illustrate the relationship between _____ and _____, it has been determined that _____.
Connections & Transitions	<ul style="list-style-type: none"> And Then 	<ul style="list-style-type: none"> Also When For example Such as 	<ul style="list-style-type: none"> Specifically To illustrate For instance Namely
Tools	PWIM T Chart	Cause and effect Concept map	Timeline Word maps

Appendix G: Alignment of Read&Write Features with EAL Proficiency Levels

Beginner		Intermediate		Advanced	
Beginner language learners: <ul style="list-style-type: none"> • Have limited vocabulary • Use patterned sentence structures • Rely heavily on visual supports • Rely heavily on first language • Need scaffolding for repetition 		Intermediate language learners: <ul style="list-style-type: none"> • Are growing their vocabulary and ability to form simple and complex sentences • Are beginning to understand and use academic language • Need support with grammar 		Advanced language learners: <ul style="list-style-type: none"> • Are developing academic language • Write a variety of sentence types, including simple, complex, and compound sentences • May need support refining languages for clarity and accuracy 	
Features to Consider		Features to Consider		Features to Consider	
	Translation: provides first language vocabulary support		Word Prediction: assists with word choice and elaboration (can support with spelling and sentence formation)		Dictionary: provides basic and advanced definitions (can be speech enabled)
	Picture Dictionary: provides an image to match a word or idea and links to the talking dictionary		Vocabulary List: builds a list with words chosen by the student or teacher, including pictures, definition and a column for notes		Check-it: proof-reading tool that checks for spelling, grammar, and word errors
	Text to Speech: provides speech for digital text in Google Docs, PDFs, webpages		Web Search: provides access to Google searches/multimedia sources for better comprehension	The strategies and feature suggestions in this guide are intended as general recommendations to slowly build your EAL learner's skills in using this tool. Every EAL learner is unique and may present individual strengths, challenges and needs. Teachers should use professional judgment and adapt these suggestions to best support each student's learning context.	
	Talk and Type: turns the spoken word into text by dictating into a microphone				



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

February 18, 2026 Public Board Meeting 3.2

Date: February 18, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Joe Naccarato, Superintendent of Student Services

RE: Student Services – The School of Alternative Education

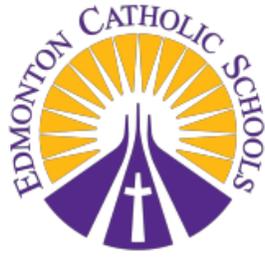
Background:

The department of Student Services is proud to share this report with you, which highlights the exceptional work that is being done by the staff of the School of Alternative Education. Alberta's High School Completion Framework emphasizes flexible learning pathways to ensure all students graduate and reach their academic potential. Catholic education shares this goal, rooted in our mission to provide inclusive, faith-based learning environments that respect the dignity of every learner. By offering a wide range of programs, pathways, and supports, the School of Alternative Education honours the dignity of each student and ensures that every student has genuine opportunities to succeed. This commitment reflects the heart of Catholic education: forming the whole person and accompanying each learner toward their fullest God-given potential.

Recommendation:

That based on the evidence provided in the February Accountability 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 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 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.*



February Accountability Report

Student Services

School of Alternative Education
2025-2026

February
2026

Student Services, The School of Alternative Education

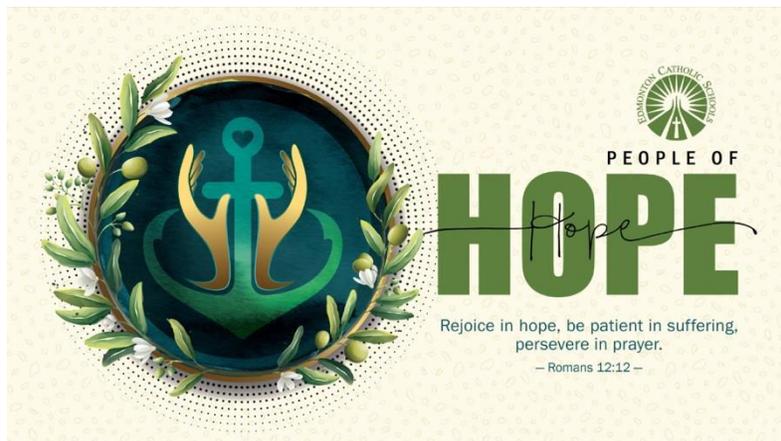
In the fall of 1999, Edmonton Catholic Schools formalized the Department of Lifelong Learning and Alternative Education Services. The department served as a vehicle to facilitate new directions in student learning. Today, Student Services, Edmonton Catholic School of Alternative Education is proud to continue this tradition of providing that opportunity to students.

Edmonton Catholic School Division's Mission is "to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another." Living out this mission requires us to recognize the unique strengths, challenges, and learning pathways of every student entrusted to our care.

Student Services, The School of Alternative Education offers flexible, student-centered learning opportunities that support diverse academic and personal pathways. As society evolves, so must our education system – the programs offered by the School of Alternative Education reflects that evolution by meeting students where they are; academically, socially, and spiritually. Rooted in the Division's mission to provide Christcentered education and promote lifelong learning, the School of Alternative Education continues to provide students with unique pathways for high school completion. The School of Alternative Education provides not only academic support and modified scheduling for those students who need an alternative to the traditional high school but also provides opportunities and challenges for the students who are successful in our high schools and who want to expand their knowledge and experiences.

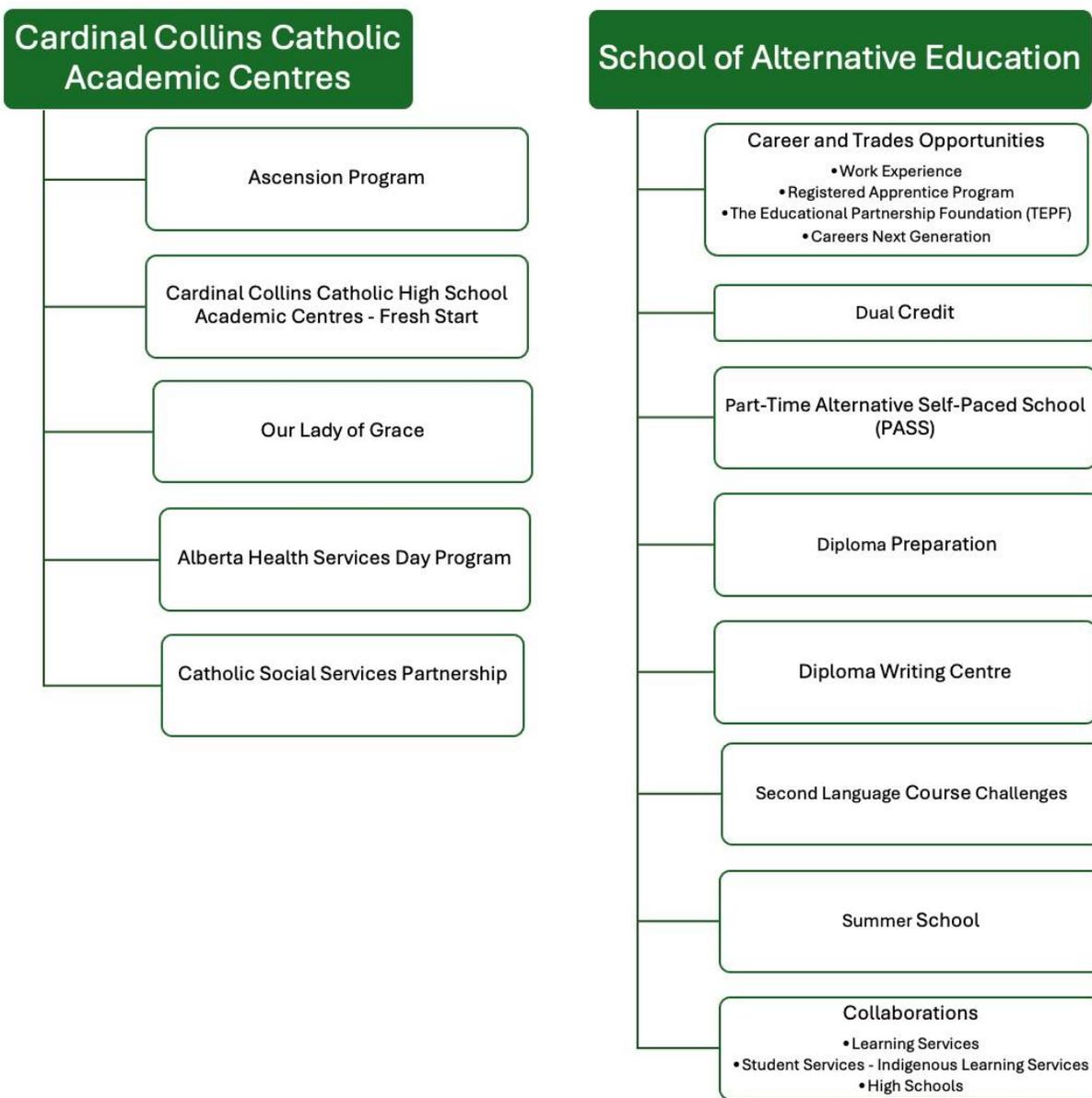
The School of Alternative Education, through strong relationships with our Division High Schools, Edmonton Catholic School Division (ECSD) departments and other programs within Student Services, strives to ensure a continuum of support and services to address the needs of students in their growth, achievement and ultimately high school completion. Edmonton Catholic School of Alternative Education truly exemplifies this year's division theme:

"Rejoice in hope, be patient in suffering, persevere in prayer." Romans 12:12





Edmonton Catholic School of Alternative Education



Cardinal Collins Catholic Academic Centre

The School Charism of Cardinal Collins Academic Centre is,

“We believe that we each have a set of unique gifts that we use daily to work together in support of our students. Collectively, we believe that our gifts flow to our students through the vessel of hope. This sense of hope permeates all that we strive to instill in everyone each day.”

The staff of Cardinal Collins Catholic Academic Centre, through this charism, and their ability to work as a team, build trusting and caring relationships through which provide hope to each student they interact with.

Cardinal Collins Catholic Academic Centre allows students, who, for various reasons, a traditional high school environment does not meet their needs, a self-paced environment, that provides them with a future of hope.

Cardinal Collins Catholic Academic Centre - Clareview supports students who need educational services to complete high school requirements, improve Grade 12 marks, or take additional courses for post-secondary preparation. Learning is offered through classroom-based instruction and self-paced options. Beyond regular school hours, students can access opportunities such as PASS (Part-Time Alternative Self-Paced School) and Dual Credit programs, and during July and August, summer school is available.

Transportation is often a challenge for students, so having a convenient location is important. This site offers easy access through Edmonton Transit Service and the LRT. The north-side location was chosen for several reasons: strong transit connections, a higher number of students needing these services living north of the river, and the opportunity for a unique partnership with the City of Edmonton.

The academic centre is physically connected to the Clareview Recreation Centre, giving students access to fitness facilities. They can also use the Clareview Edmonton Public Library located in the same complex. To support parents from Our Lady of Grace who may need childcare, the YMCA Clareview Childcare is also available within the recreation centre.





Ascension Program

Cardinal Collins Catholic Academic Centre - Clareview offers an academic upgrading program for 4th and 5th year high school students. The campus offers an adult learning environment that focuses on high school completion and/or upgrading diploma course marks. All 30 level diploma courses are timetabled in a quarterly structure around the November, January, April and June diploma exam writes.

Cardinal Collins High School Academic Centres – Fresh Start

Fresh Start provides an educational alternative for senior high school students who, due to individual circumstances, find that traditional school settings do not meet their needs. In the early years of School of Alternative Education, the focus was on students who were considered atrisk; pregnant and parenting teens and those students who did not attend or found little success in their community schools. In the last number of years, School of Alternative Education has broadened it's programming considerably to include students who want to access one or two courses or take their entire high school program within a Fresh Start program. Programming can be provided through Fresh Start Academic Centres to students who may only need a few more courses to graduate or to those students who are working. Elite athletes and fine arts students, whose endeavors require time away from school regularly, may find the programming offered at Fresh Start Academic Centres to be conducive to their complicated and busy schedules.



Our Lady of Grace (OLOG) Program

Our Lady of Grace provides mobile and individualized services to support pregnant and parenting teens within their community school setting, where educational alternatives are available in a regular school environment. The program begins with a comprehensive assessment of each student's needs, followed by tailored services that may include personalized counseling for students and families, bi-weekly parent support groups, pre-natal and post-natal education, and referrals to community agencies.

OLOG maintains strong partnerships with numerous organizations, including Health for Two, Collective Kitchen, the Adolescent Pregnancy Clinic, TERRA Centre, and the Catholic Women's League (CWL) across Edmonton, Sherwood Park, and St. Albert. Additionally, the program collaborates with Grant MacEwan University to host student nurses completing their community nursing practicum placements. These partnerships, along with support from the Sacred Heart Catholic Church of the First Peoples, provide essential resources and funding that enhance the program's ability to meet the needs of vulnerable students and their families.



OLOG students are blessed to go on field trips to Elder Bob Cardinal's cultural grounds, where they have the opportunity to learn through meaningful teachings and participate in traditional ceremonies. These experiences help students deepen their understanding of Indigenous culture and foster respect for its traditions. Elder Bob also joins our OLOG students at the Cardinal Collins Catholic Academic Centre Graduation to share a heartfelt blessing with our graduates, making the celebration even more special.

Alberta Health Services Day Program

Alberta Health Services operates a voluntary six-week program whereby a multidisciplinary team serves clients with addictions from the ages of 12 to 18 years of age. Although the main goal of this program is to equip clients with tools to deal with their addictions, clients have daily access to school blocks where School of Alternative Education teachers provide them with the courses necessary to continue their junior and senior high school programs.

Catholic Social Services Partnership

Students who reside in several Catholic Social Services group homes have access to a School of Alternative Education teacher's instruction on four afternoons per week to facilitate the achievement of their high school certification.

School of Alternative Education

Career and Trades Opportunities

The School of Alternative Education provides students with diverse pathways to explore careers and gain hands-on experience through innovative programs:

Work Experience

Students earn high school credits while gaining practical skills and real-world exposure in various career fields. This program helps students develop employability skills and build connections with potential employers. Work Experience is supported during the school year and through Summer School programming.



- Students may earn up to 30 credits in Work Experience, but only 15 credits can be applied toward the Alberta High School Diploma. Each credit requires 25 hours of work.
- Mandatory prerequisite: Students must complete HCS3000: Workplace Safety Systems, earning 1 credit, before starting Work Experience or RAP.

Registered Apprenticeship Program (RAP)

RAP allows high school students to begin apprenticeship training while completing their diploma. Students earn credits toward graduation and hours toward their first-year apprenticeship, giving them a head start in skilled trades careers. RAP is supported during the school year and through Summer School programming.

- Students can earn up to 40 high school credits through RAP, with 5 credits awarded for every 125 hours of on-the-job training.
- Mandatory prerequisite: Students must complete HCS3000: Workplace Safety Systems, earning 1 credit, before starting Work Experience or RAP.

TEPF Semester Careers Program

The Educational Partnership Foundation (TEPF), students participate in a semesterlong program focused on career exploration and foundational skills in trades. This initiative supports students interested in pursuing technical and vocational pathways.

TEPF Summer Careers Program

Students can accelerate their learning and gain career-focused experience during summer school. This program offers flexibility and opportunities to complete career courses outside the regular school year.

With The Educational Partnership Foundation, The School of Alternative Education offers a tremendous opportunity for high school students interested in the Summer School Trades Careers Program.

Students receive work experience credits. Prior to the program beginning, students will, with the support of their home school and Alternative Education, complete HCS3000 and CSTS2020. Training takes place in an industry setting by journeyman instructors. Current opportunities include Boilermaker, Carpentry, Electrician, Finishing Trades, Insulator Heath and Frost, Ironworker, Industrial Mechanic (Millwright), Pipe Trades and Bricklayers.

The Summer School Careers Program allows students to:

- Explore the possibility of careers related to the TRADES
- Gain an opportunity for job placements
- Attend a closing ceremony and receive a completion certificate **Current**

Support Model for 2025/2026

- 1 ECSD teacher serving as Work Experience/RAP Coordinator within Alternative Education, supporting 8 high schools
- 2 teachers seconded by Careers, providing a combined 1.0 FTE
This collaborative staffing model ensures students receive quality instruction and guidance across all career-focused programs.

These programs empower students to transition successfully from school to the workforce, aligning with Edmonton Catholic School Division's commitment to preparing students for diverse post-secondary and career opportunities.

Dual Credit

In collaboration with Learning Services, the School of Alternative Education provides dual credit programs that enable high school students to earn both university and high school credits at the same time. These courses are offered through our PASS (PartTime Alternative Self-Paced School) evening program, Summer School, and classroombased day programs at various locations. Available dual credit options include Aviation, Psychology, Police Studies, Information Technology, Business, Healthcare, and Administrative Professional, providing students with a head start on post-secondary education and opening pathways to careers in fields such as aviation, law enforcement, technology, business management, healthcare, and office administration. The following courses and programs are being offered during this academic year:

Dual Credit Programs (1-year certificate)

- Administrative Professional, Post Secondary Partner: NorQuest College. Method of Delivery: In-person at Cardinal Collins Catholic Academic Centre (Clareview Campus); full-year classroom instruction plus one-month practicum in July
- Educational Assistant, Post Secondary Partner: NorQuest College. Method of Delivery: In-person at Cardinal Collins Catholic Academic Centre (Clareview Campus); full-year classroom and practicum



Courses Semester 1 (2025/2026)

- Early Learning & Child Care, Post Secondary Partner: NorQuest College. Method of Delivery: In-person at Cardinal Collins Catholic Academic Centre (Clareview Campus); Thursdays 1–4 pm, over two semesters
- Aviation (Private Pilot Ground School), Post Secondary Partner: Prairie College. Method of Delivery: Online (Wednesday evenings) along with independent study
- Aviation Avionics Technology, Post Secondary Partner: SAIT (Southern Alberta Institute of Technology). Method of Delivery: Online (Wednesday evenings) along with independent study
- ***NEW Fundamental Kitchen Skills & Trade Calculations (Culinary Arts), Post Secondary Partner: NAIT (Northern Alberta Institute of Technology). Method of Delivery: In-person at Mother Margaret Mary Catholic High School, Wednesday evenings



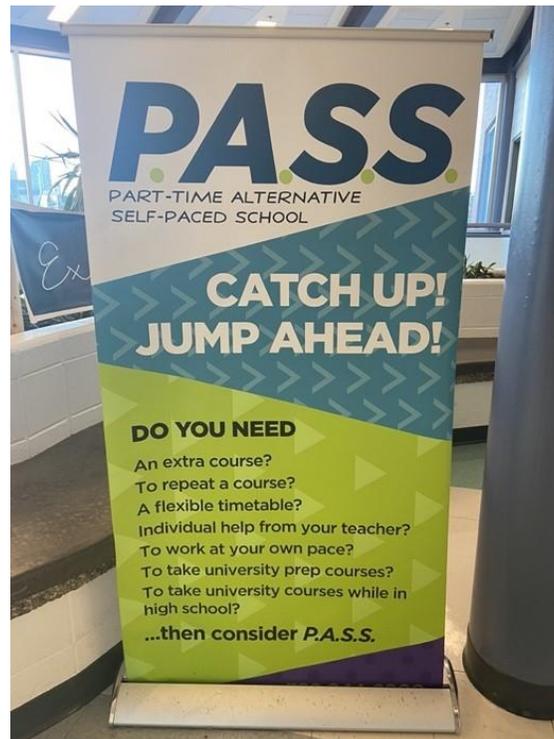
Courses Semester 2 (2025/2026)

- Business & Accounting, Post Secondary Partner: MacEwan University. Method of Delivery: In-person at Mother Margaret Mary Catholic High School, Wednesday evenings
- Anatomy & Physiology, Post Secondary Partner: Norquest College; offered in both semesters. Method of Delivery: In-person, Holy Trinity Catholic High School, Wednesday evenings
- Health Fields & Nursing, Post Secondary Partners: Norquest College and NAIT. Method of Delivery: In-person at Holy Trinity Catholic High School and Online, Wednesday evenings

- Information Technology, Post Secondary Partner: Concordia University. Method of Delivery: In-person at Mother Margaret Mary Catholic High School, Wednesday evenings
- Psychology, Post Secondary Partner: Norquest College. Method of Delivery: Inperson at Mother Margaret Mary Catholic High School, offered in both semesters, Wednesday evenings
- Police Studies, Post Secondary Partner: MacEwan University. Method of Delivery: In-person at St Joseph Catholic High School offered in both semesters, Wednesday evenings
- Veterinary & Animal Sciences, Post Secondary Partner: Olds College; offered in both semesters. Method of Delivery: Online, Wednesday evenings

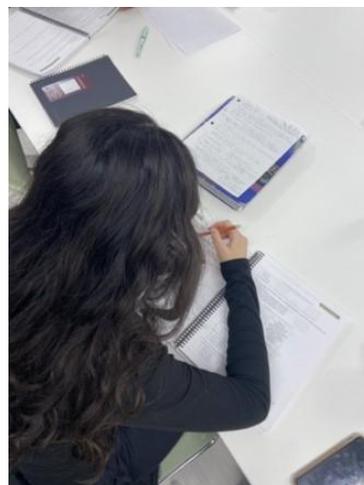
PASS – Part-Time Alternative Self-Paced School

PASS is an alternative high school program for students who want a self-paced, individualized approach to their education. Courses are broken up into modules to be completed independently or with the help of a teacher one-on-one. The teacher and the student make appropriate goals and a schedule which allows for continuous progress. The courses offered and credits gained by the students are applied toward their high school diploma. The program operates out of division schools and School of Alternative Education sites from late September to June every Monday and Wednesday from 4 pm -7 pm. Students can set their own daily work schedule and communicate with teachers through various approved media platforms such as Microsoft Teams and Google Classroom.



Diploma Preparation

School of Alternative Education offers diploma exam preparation courses to help get students ready for grade 12 diploma exams. This program is offered at Lumen Christi Catholic Education Centre during the months of January and June. The diploma preparation program has significantly supported student learning and our Division's diploma results.



Diploma Writing Centre

The School of Alternative Education continues to provide flexible and accessible diploma exam writing opportunities for students throughout the academic year. This initiative ensures that students have multiple chances to complete their diploma requirements, supporting diverse learning pathways, and individualized success.

Scheduled Diploma Writing Sessions:

November, January, April, and June:
Lumen Christi Catholic Education Centre serves as the designated writing centre for these sessions. This centralized location provides a consistent and supportive environment for students registered through Alternative Education programs.



August:

To accommodate summer school students, the August diploma writing session is traditionally hosted at Archbishop O'Leary Catholic High School. This location is selected to align with summer programming and ensure ease of access for students completing courses during the summer term.

By offering diploma writing opportunities in November, January, April, June, and August, the School of Alternative Education demonstrates its commitment to flexibility and student success. These sessions are integral to meeting the needs of learners who require alternative timelines or pathways to graduation.

Second Language Course Challenge

Edmonton Catholic School of Alternative Education is proud to celebrate and support diverse, knowledgeable, and ambitious students as they work towards high school completion and post-secondary and career goals. Edmonton Catholic high school students who are fluent in reading, writing, and speaking in the following languages: French, Spanish, Filipino, Italian, Ukrainian and Polish can challenge the respective 30/35 level language course offered through the second language course challenge which includes two projects, an oral assessment and written examination, all in the target language. Successful completion of the second language course challenge may benefit the students in earning up to 15 credits towards their high school credential and these courses may also be used for university entrance as a Group A requirement.



Summer School

The School of Alternative Education offers a comprehensive summer school program during July, providing students with flexible pathways to success and equitable access to learning. This program supports students who need to:

- Complete core high school courses for graduation.
- Upgrade marks for post-secondary admission.
- Access to alternative timelines to meet academic goals.

All course offerings are driven by student registration and enrolment, ensuring programming meets actual student needs. Delivery options include:

- In-Person Teacher-Directed Classes
- In-Person Modular (Self-Paced)
- Online Delivery

Specialized Summer School Partnerships:

- Indigenous Learning Services (ILS):
Students can complete Physical Education 10 and CALM while working with Braided Journeys coaches and ECSD staff, integrating cultural, spirituality and wellness activities. Hosted at summer school sites with in-person delivery.

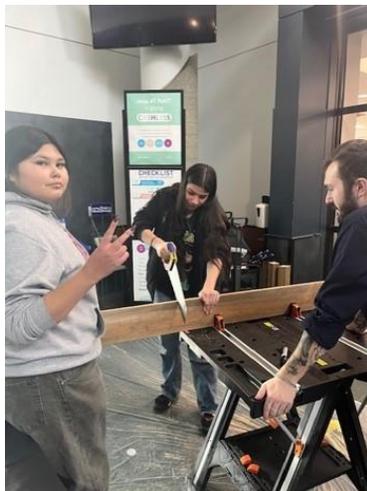
- **One World One Centre:**
Offers English as an Additional Language (EAL) Camps for newcomers to Canada, supporting language development and integration. Hosted at summer school sites with in-person delivery.

Summer school course offerings delivered by the School of Alternative Education reflect ECSD's commitment to supporting students' educational journeys and providing them with pathways and opportunities for year-round student success.

Collaboration with Learning Services

ECSD Summer Trades Careers Program/Trades Career Program

Through The Educational Partnership Foundation (TEPF), students participate in a semester-long program focused on career exploration and foundational skills in trades. This initiative supports students interested in pursuing technical and vocational pathways.



English as an Additional Language Consultants and One World One Centre – Summer School

The School of Alternative Education partners with One World . . . One Centre to provide summer programming with a community partner, Action for Healthy Communities, for our English as an Additional Language Learners. Through this summer school course, students, new to Canada, with limited English, earn high school credits while they learn about Edmonton Catholic Schools and the City of Edmonton all the while making connections with teachers, students, schools and community partners.

Home Education

The School of Alternative Education supports parents who select Home Education for their children. Home Education allows parents to be their child's primary educator. Parents are responsible for managing, delivering, and supervising their child's courses of study. The goal of this program is to develop academic programming that meets Alberta Education Home Education regulations. We believe that the ideal model is one where the school administration, teachers and parents can work closely together to support student success.

Collaboration within Student Services

Partnership with Indigenous Learning Services

Edmonton Catholic School of Alternative Education has partnered with Indigenous Learning Services to create programs and services for Indigenous and non-Indigenous students. These programs (camps) are offered during weekends, spring break and the summer months. Students are immersed in courses and activities that focus on career exploration, cultural teachings, leadership development, connection with Indigenous community leaders and participation in environmental excursions.

Braided Journeys

The Braided Journeys Student Support Centres, which are located in the Clareview and Westmount campuses of Cardinal Collins Catholic Academic Centre, are committed to assisting student success by cultivating a caring, welcoming, and positive place where Indigenous students see themselves, their contributions and their culture represented, respected, and celebrated. Each centre offers support, encouragement, and guidance throughout a student's educational journey.

Collaboration with our High Schools

Program Transition to Cardinal Collins High School Academic Centres

Throughout the school year, many of our Division's community high schools are faced with students who have become disconnected with their school community for a variety of reasons. Many of these students are no longer able to be successful and have exhausted all means of supports that have been put in place at our Division's community high schools. When minimal success has been achieved in their high school program, a Program Transfer can be initiated. This may offer a solution to bring a student back to the path of achieving a credential in our division. It is understood that poor attendance, social, and emotional barriers can make it difficult to see success due to factors that affect the student outside of the school. Often this means exploring the suitability of continuing their education at an alternate school program in the School of Alternative Education.

It is important to note that for these students, every effort is made to communicate between schools to allow for a quick and efficient transfer with as little disruption to the student as possible. An understanding exists with all parties that a student can return to their community high school at a natural transition point when they have demonstrated a readiness. This could be at the beginning of a new term but is determined in consultation with the administrator who oversees the student in question, as well as the School of Alternative Education staff. This ensures that hope is maintained for the student.

Conclusion

In remaining faithful to Edmonton Catholic School 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," the School of Alternative Education plays a key role in meeting the diverse needs of high school learners.

Alberta's High School Completion Framework emphasizes flexible learning pathways to ensure all students graduate and reach their academic potential. Catholic education shares this goal, rooted in our mission to provide inclusive, faith-based learning environments that respect the dignity of every learner. By offering a wide range of programs, pathways, and supports, the School of Alternative Education honours the dignity of each student and ensures that every student has genuine opportunities to succeed. This commitment reflects the heart of Catholic education: forming the whole person and accompanying each learner toward their fullest God-given potential.

Many students in ECSD high schools' face work obligations, family responsibilities, high school academic course constraints, and personal challenges that make traditional schedules difficult. The School of Alternative Education's daytime, evening/weekend and summer school classes provide the flexibility needed for these students to earn credits without leaving their Catholic learning environment.

School of Alternative Education programs offer individualized instruction, credit recovery, and self-paced modules, to support students who struggle academically, or simply want to excel academically. These settings foster strong teacher-student relationships, consistent with Catholic education's emphasis on dignity and belonging. These programs serve as a witness to Catholic values, demonstrating that education can be both adaptable and compassionate.

School of Alternative Education programs advance equity and inclusion by serving at-risk youth, Indigenous students, newcomers, and those facing other academic barriers. They support social justice by ensuring all students have access to graduation pathways, reinforcing our commitment to holistic development.

Finally, School of Alternative Education programs offered during the day, after hours and during July and August are essential because they align with both academic success and our Division's faith-based mission of inclusion and service.

As we look ahead, School of Alternative Education remains dedicated to identifying and sustaining programming that empowers all students toward high school completion and a successful pathway to the trades or post-secondary education.



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

February 18, 2026 Public Board Meeting 4.1

Date: February 18, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **February Board Chair Report on #ECSDfaithinspires**

Over the past month, the Board of Trustees has remained focused on its advocacy role, ensuring the realities facing our schools are clearly communicated to government, education partners, and our broader community. These conversations are informed by ongoing engagement with our schools and reflect the increasing complexity of today's classrooms.

A key focus of the Board's advocacy has been classroom complexity and the growing need for supports to meet diverse student needs. Trustees continue to raise concerns that inclusive education policies and funding frameworks do not fully reflect current classroom contexts. Edmonton Catholic Schools is experiencing significant growth in students with English as an Additional Language, many of whom require additional learning, behavioural, and mental health supports. Trustees have emphasized the importance of early intervention, staff wellbeing, and access to timely mental health services for students and families.

The Board has also advocated for the resources required to support student achievement and growth. This includes the need for high-quality curriculum materials, adequate staffing, and supports for careers, trades, and Dual Credit programming that provide meaningful pathways for students. Trustees have continued to highlight challenges related to teacher shortages, the essential role of Educational Assistants, and the infrastructure pressures caused by increasing enrolment and limited access to modular classrooms.

Through these advocacy efforts, the Board of Trustees remains committed to ensuring Catholic education is well supported and that our schools have the resources needed to help students thrive academically, socially, and spiritually. If you would like to read more about our 2025-2026 Advocacy, please visit www.ecsd.net/catholic-advocacy.

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 **February Board Chair Report on #ECSDfaithinspires** for information purposes.

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

- Attended Teachers' Convention
- Edmonton Public Schools' 2026 Night of Music with Board of Trustees and Chief Superintendent
- Attended General Protocol Agreement Signing with International Spanish Academy and Chief Superintendent
- Attended Faith Development Day
- Attended Creating Communities of Belonging – Black Students Alliance Conference
- Attended City of Edmonton Council Meet and Greet with Board of Trustees and Chief Superintendent
- Attended Edmonton Catholic Schools' Science Academy with Board of Trustees and Chief Superintendent
- Attended Our Lady of Peace Catholic Elementary School and St. Benedict Catholic Elementary School Sacred Pipe Ceremony
- Attended Catholic Social Services Sign of Hope Gratitude Reception with Chief Superintendent
- Attended tour of St. Carlo Acutis Catholic High School with Board of Trustees and Chief Superintendent
- Attended ASBA Board Chairs-Ministerial Engagement with Committee Rep and Chief Superintendent
- Attended meeting with Alberta Catholic School Trustees' Association 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:

- Filmed Faith Development Day message
- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

February 18, 2026 Public Board Meeting **4.2**

Date: February 18, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

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

- February marks the beginning of the Lenten season. Our students will experience a variety of observances this month as part of their exploration of the meaning of Lent. This will range from Shrove Tuesday activities to the reception of ashes on Ash Wednesday. Age-appropriate activities are embedded in the religious education curriculum to bring students to a deeper understanding of Jesus' journey to the Cross.
- Our staff will engage in celebrating and exploring our Catholic identity on Faith Development Day on February 25. This includes a Mass and video presentations from David Wells and Terry Hershey on the topic of hope.
- I am honored to have been named Chair of the Catholic Social Services Sign of Hope Campaign 2026.

Learning Excellence

- Students will learn about kindness, caring, and generosity this month through activities that recognize St. Valentine's Day, Random Acts of Kindness Day, and Pink Shirt Day.
- The Olympics present a unique opportunity for students to engage in real-world learning about current events. Schools are exploring the values of perseverance, teamwork, and respect through activities such as Olympic-inspired artwork and participating in mini-Olympics in physical education class.
- On February 20, students from 13 schools will gather for the ECSD Science Showcase. The Showcase is a non-competitive science fair that displays a diverse array of student scientific experiments and innovations, all under one roof. Students gain an opportunity to promote equity, gain public speaking skills, foster a sense of community, promote higher cognitive thinking, further develop their understanding in the Nature of Science, and practice for the Edmonton Regional Science Fair.

- Lifelong learning is central to our educational mission. On February 21, Lumen Christi will host a full day conference for beginning teachers, which will include expert-led sessions on key topics such as pedagogy, Magisterium AI, faith integration, Indigenous education, inclusion, and assessment, along with a keynote presentation from Human Resources on navigating the first years of teaching. At the end of the month, our teachers will attend the Greater Edmonton Teachers' Convention, and our Facility Services staff will engage in a day of professional learning. -day conference for beginning teachers which will include expert-led sessions on key topics such as pedagogy, Magisterium AI, faith integration, Indigenous education, inclusion, and assessment, along with a keynote presentation from Human Resources on navigating the first years of teaching.

Organizational Excellence

- Partnerships are vital to our Division. Students from the current St. Catherine, St. Alphonsus, and St. Teresa of Calcutta cohorts, as well as some older students from St. Brendan, Archbishop MacDonald, and St. Cecilia Catholic Schools who have stayed with the program, had the opportunity to share their talents at the YONA Winter Concert at the Winspear Centre. The YONA program is a longstanding partnership with the Edmonton Symphony Orchestra that is beloved by those school communities that participate.
- On February 25, on behalf of the Division, I will renew and reaffirm its General Protocol Agreement with delegates from the Ministry of Education from Spain. Through this collaboration, our students can participate in internationally recognized DELE exams that give them credentials that serve them well beyond graduation. Our teachers benefit from professional learning delivered in Spanish, supporting both linguistic and pedagogical excellence. Our schools benefit from the Spanish Visiting Teacher program, which fosters valuable cultural and pedagogical exchanges. Each of these opportunities elevates teaching practice and thus enriches student learning in the Spanish Bilingual Program.
- I continue to meet with groups of principals monthly to explore the successes and challenges that our schools are experiencing. By the end of June, I will have met with every principal in the Division to hear their voice.
- I engaged in various learning and networking opportunities with educational partners, including The Alberta Catholic School Trustees' Association, the Council of Catholic School Superintendents of Alberta, and the Alberta School Boards Association. I also engaged with Mayor Knack, Catholic Social Services, and the Ministry of Education and Childcare.

Embracing Diversity

- Schools carried out various activities to learn about the legacy and contributions of Black Canadians across time. The theme for this year is "30 Years of Black History Month: Honouring Black Brilliance Across Generations, From Nation Builders to Tomorrow's Visionaries."
- Our Division will hold its annual Black Students Alliance Conference at St. Joseph Catholic High School on February 21. There are 10 active Black Student Alliances or related Equity Groups in our Division, which include all students who are in support of black culture and reducing systemic barriers. The primary objective of ECSD's BSA Conference is to provide connection, fellowship, networking, and cultural experiences to High School students in ECSD. This year's keynote will be led by a panel of students who will share their experience of BSA and its impact on their education.

Recommendation:

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

