



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2024-2025

#9

Date: May 28, 2025
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 D. Engel
- 1.3 Roll Call
- 1.4 Approval of the Agenda
 - 1.4.1 Consent Items
 - 1.4.1.1 Management Letter
- 1.5 Minutes
 - 1.5.1 Minutes of Regular Board Meeting 8-2024-2025, April 30, 2025
 - 1.5.2 Matters Arising from the Minutes
- 1.6 Excellence in Catholic Education Award Recipients L. Anderson
 - 1.6.1 Christopher Ferguson
 - 1.6.2 Daniel Moisan
 - 1.6.3 Tia Myrick

2 Business of the Meeting

- 2.1 Student Voice L. Anderson, S. Makale
- 2.2 Bus Pass Fee Schedule L. Anderson, J. Fiacco
- 2.3 Division Operating Budget 2025-2026 L. Anderson, C. Schulz
- 2.4 Board Policy Revisions S. Palazzo, C. Karbonik

3 Presentation and Review of Accountability Report (s)

- 3.1 Supporting Student Attendance in ECSD L. Anderson, R. Feehan
- 3.2 Engaging Voice Report L. Anderson, J. Fiacco
- 3.3 The 5 Marks of Catholic School Identity and Faith Formation Plan 2025-2026 L. Anderson

BOARD OF TRUSTEES

Terry Harris, Ward 71
Sandra Palazzo, Ward 72
Vacant, Ward 73

Lisa Turchansky, Ward 76
Debbie Engel, Ward 74

Alene Mutala, Ward 75
Laura Thibert, Ward 77

CHIEF SUPERINTENDENT
Lynnette Anderson

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

Terry Harris, Ward 71

Sandra Palazzo, Ward 72

Vacant, Ward 73

Lisa Turchansky, Ward 76

Debbie Engel, Ward 74

Alene Mutala, Ward 75

Laura Thibert, Ward 77

CHIEF SUPERINTENDENT

Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

1.4.1.1

Date: May 28, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Confirmation of Completion of the 2024-2025 Assurance Cycle**

Background:

School jurisdictions in Alberta are required to engage in a planning and reporting cycle that includes establishing an Education Plan annually, which we call our Division Plan for Continuous Growth, and then reporting the results of the plan through our Annual Education Results Report (AERR). Through the AERR, school authorities demonstrate that they have collected, analyzed and evaluated key performance data arising from the implementation of their previous education plan and the actions taken to meet their responsibilities in each domain.

Both the Education Plan and the AERR are submitted to Alberta Education, and then Administration meets with a representative(s) of the Ministry to discuss the Division's success, challenges, and priorities.

Attached, please find the letter confirming completion of the Planning and Reporting cycle as mandated by the government.

Recommendation:

That based on the evidence provided in the ***Assurance Completion Letter 2025 - ECSD***, 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 2.5 *Meets Alberta Education's expectations re: AERR format, process and content.*

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

Attachment:

- Assurance Completion Letter 2025 - ECSD

May 12, 2025

Lynnette Anderson, Chief Superintendent
Edmonton Catholic Separate School Division
9405 – 50 St. NW
Edmonton, AB T6B 2T4

By email: lynnette.anderson@ecsd.net

Dear Lynnette:

Thank you for meeting on January 30, 2025 to discuss Edmonton Catholic Separate School Division's annual education results report (AERR) for the 2023/24 school year. I appreciated learning about your authority's accomplishments, challenges, and priorities for planning and reporting. I value opportunities to discuss your education plan and AERR documents and processes, learn how they support continuous improvement and provide assurance to your stakeholders.

Edmonton Catholic Separate School Division has completed the full cycle of planning and reporting as outlined in the Assurance Framework.

As a reminder, the Assurance Framework planning and reporting requirements are outlined in sections B, L and N of the [2025/2026 Funding Manual](#). As well as offering feedback on any draft documents you prepare, Alberta Education can provide you and your staff with resources that support planning and reporting. These tools can be found in the [System Assurance File Exchange](#) on Education's extranet site and were prepared in response to common questions and comments from system leaders.

If I can be of further assistance in your planning or reporting process, particularly as you continue to develop your education plan for 2025/26, please contact me at christine.bouchard@gov.ab.ca or 780-422-8554.

Sincerely,

Christine Bouchard
Field Services Manager
Central Services Branch

cc: Sandra Palazzo, Board Chair, Edmonton Catholic Separate School Division
(Sandra.Palazzo@ecsd.net)
Connie Ohl, Director, Central Services Branch
Corporate Records



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2024-2025

May 28, 2025 Public Board Meeting 1.5.1

#8

Date: April 30, 2025
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
Debbie Engel – joined virtually
Terry Harris
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the April 30, 2025 Public Meeting of the Board be approved as circulated.

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 Calendars

CARRIED

1.5 MINUTES

1.5.1 Minutes of the March 19, 2025 Regular Board Meeting

Trustee Thibert moved that the minutes of the March 19, 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 King Charles III Coronation Medal – Sandra Palazzo

The Board of Trustees recognized and celebrated Board Chair Sandra Palazzo for being awarded the King Charles III Coronation Medal.

1.7 Edwin Parr Award Recipient – Michaela Mann

The Board of Trustees recognized and celebrated Michaela Mann as Edmonton Catholic Schools' 2025 Edwin Parr award recipient.

1.8 Bereavement

1.8.1 Richard Kosinski

The Administration acknowledged the death of Richard Kosinski, Head Custodian at Annunciation Catholic Elementary School who passed away on February 28, 2025, and advised that an expression of sympathy had been sent to her family of behalf of the Board.

2.	Business of the Meeting
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2.1 Supporting and Advancing a Staff of Lifelong Learners in Our Catholic Context

Trustee Mutala moved that, based on the evidence provided in the report ***Supporting and Advancing a Staff of Lifelong Learners in Our Catholic Context***, 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 1.6 Ensures that hiring and promotion practices support the Catholic aspect of our Division's mission.
- QI 3.3 Implements the requirements of Occupational Health and Safety legislation, including required staff professional development.
- QI 5.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).

- QI 5.4 Provides for training of administrators and the development of leadership capacity within the Division.
- QI 5.5 Keeps current and ensures adherence to human resources administrative procedures.

CARRIED

3.	Celebration of #ECSDfaithinspires:
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3.1 Board Chair Report

The Board of Trustees acknowledged receipt of the Board Chair Report on #ECSDfaithinspires – **March 14 2025 – April 24, 2025** for information purposes.

3.2 Chief Superintendent Report

The Board of Trustees acknowledged receipt of the Chief Superintendent's Report on #ECSDfaithinspires: **April 2025** for information purposes.

4.	Adjournment
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- 4.1 Trustee Engel** said the closing prayer.
- 4.2 Trustee Turchansky** moved the meeting be adjourned at 4:51 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

1.6.1

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Excellence in Catholic Education Award – Christopher Ferguson**

Background:

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

Christopher Ferguson, Chaplain and teacher at Archbishop MacDonald Catholic High School, is a beacon of faith and service. His deep understanding of scripture and daily actions inspire students and staff alike. Chris leads the school in prayer, organizes meaningful celebrations, and fosters strong school-parish relationships. Beyond the school, he contributes to Catholic education at a broader level, organizing professional development and supporting pre-service teachers. Chris embraces building bridges between the Catholic Church and Indigenous peoples. His dedication to social justice initiatives and fostering inclusion makes him an exemplary Catholic educator, consistently reflecting Christ's presence in all he does.

Recommendation:

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



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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

1.6.2

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Excellence in Catholic Education Award – Daniel Moisan**

Background:

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

Daniel Moisan is an exceptional educator and faith leader at Sister Annata Brockman Catholic Elementary/Junior High School. As Chaplain, he demonstrates his commitment to spiritual growth and guidance within the community. Daniel regularly attends church, volunteers with the St. Thomas More Refugee Sponsorship Ministry and Knights of Columbus, and integrates faith into students' lives through school prayer, celebrations, and faith-based teacher professional development. He is deeply committed to student academic success through individual empowerment. His dedication, compassion, and innovative approaches make him an invaluable asset to the school, going above and beyond to support his students, colleagues, and community.

Recommendation:

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



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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

1.6.3

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Excellence in Catholic Education Award – Tia Myrick**

Background:

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

Tia Myrick, the English Department Head at Archbishop O'Leary Catholic High School, exemplifies Catholic values in her role as an educator. She creates a warm and inclusive environment where all students feel welcomed and safe. She generously invests her time in leading students to academic success. Tia's dedication to student success is evident through her initiatives like the "Exceptional Spartan" award and the Diversity in Education Scholarship. Her commitment to the Arts and celebrating diversity further enriches the school community. Tia also lives out her Catholic faith in her family life as a member of Our Lady of Perpetual Help Parish.

Recommendation:

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



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

2.1

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Susan Makale, Executive Director

Re: **Student Voice 2024-2025**

Background:

Edmonton Catholic Schools has a long history of providing opportunities for student engagement to inform the work of the Division. Our Student Voice team is comprised of two students from each high school and assists the Board and Administration by providing a student perspective to improving the quality of education in the Division within the framework of the Division Plan for Continuous Growth.

Our Student Voice team met five times this year, and the matters which were discussed were of significance to our Division. In October they shared their thoughts on areas of strength and areas for continued growth as we update our Equity, Diversity, Inclusion, and Anti-racism Strategic Plan. They also helped us understand what school-based student voice look like across their schools.

In November, our team was engaged in discussion about the mechanisms for and importance of feedback in their learning journey. We also explored how they viewed mental, spiritual, and physical wellness.

In January, these young leaders helped us to refine what learner competencies we could expect in an ECSD graduate as well as the conditions that need to be created in order to ensure those competencies develop over the years.

In March, our student voice team helped us to explore the impact that a school name has on our young people as a role model and cultural root. They also provided insights into the changing nature of parental involvement in student education and school life as students age and progress through the years.

Finally, in April our Student Voice team provided insights on potential names for our new schools and on potential new names for our Division's EDIAR work with a focus on the perspectives of youth.

The Student Voice team requires great commitment, maturity, and collaboration from each member to function properly. Our members are to be commended for demonstrating these attributes on an ongoing basis and for representing the voice of their peers effectively, responsibly, and thoughtfully.

We would like to acknowledge the contributions of Gift Azubuike, Katie Harasimiuk, Aesabelle Domingo, Katerina Udod, Lily Hummel, Jyothi John, Sadie Friesen, Maya Palka, Braxton Yamchuk, Lynshane Castro, Jacob Dewling, Osarieme Omorodion, Anna Rae Bourque, Lilian Scherf, Kaylee Lynn Court, Emily Rachel Kim, Asia Luna, Swayne Caringal, Dwayne Peralta, Stefanie Catajan, Nathan Belous, Mia Carvalho, and Mary Balchin.

A letter of commendation will be sent to each member of Student Voice. We would like to thank the graduating members of this group for their service to Edmonton Catholic Schools, and we look forward to meeting with this group in the 2025-2026 school year.

Recommendation:

That the Board of Trustees acknowledges receipt of the report ***Student Voice 2024-2025*** for information purposes.





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

2.2

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent of Educational Planning
Kris Salerno, Manager, Transportation Services

Re: **2025-2026 Student Transportation Fee Schedule**

Background:

According to Board Policy 16, Student Transportation Services: Student Transportation Services shall be provided with due regard for safety, fiscal responsibility, ride times, and client satisfaction.

Student Transportation is funded by provincial transportation grants and student transportation fees. Funding supports school divisions in providing transportation for eligible students. However, this funding does not cover all transportation costs. In the 2024-2025 school year, provincial funding accounts for approximately 77% of total revenue, while transportation fees make up 23%.

Edmonton Catholic Schools charges transportation fees to all students who use Edmonton Transit Services (ETS) or regular yellow bus services. However, according to the Funding Manual for School Authorities 2025-2026, school divisions cannot charge transportation fees to students who access specialized services and cannot utilize regular yellow bus services or Edmonton Transit Services.

Consistent with many Alberta school jurisdictions, Edmonton Catholic Schools is experiencing enrollment growth. The demand for yellow bus services has increased by 25% over the last five school years. Despite this increased demand, the Division maintains the same number of yellow bus routes as in the 2019-2020 school year (440), while students experience a similar average ride time (21 versus 22 minutes). Minimizing routes within the transportation system is critical, as carrier costs have risen by 32% in the last five school years.

On December 16, 2024, Alberta Education announced a change to the distance eligibility for K-6 students from 1.0 to 1.6 kilometres, effective September 2025. The change means the Division will experience a reduction in provincial transportation funding as fewer students will be eligible. This change in eligibility will affect approximately 1,500 yellow bus riders across over 200 routes. If services are provided to the affected families, school divisions will receive one year of transition funding for the 2025-2026 school year.

To meet the needs of our families, Transportation Services staff continually implement changes to improve transportation efficiency, reduce ride times, and mitigate the need for cross-subsidization. Additionally, the Division continues to share routes with EPSB where possible. However, despite ongoing efforts to ensure the Division provides safe and equitable transportation while remaining fiscally responsible, the Division historically experiences a deficit in Transportation Services, requiring cross-subsidization of funding intended for the classroom.

The combination of enrollment growth, ridership demand, funding changes, and carrier costs has resulted in an operational deficit within Transportation Services. Therefore, the Division must reallocate funds from the classroom to maintain service levels in the 2025-2026 school year. Additionally, the Division needs to raise transportation fees for the 2025-2026 school year to address the overall transportation deficit and minimize cross-subsidization.

2025-2026 Student Transportation Fees:

Transportation Service	Monthly Fee	
	2024-2025	2025-2026
Kindergarten to Grade 12 students taking Edmonton Transit Services	\$57	\$60
Kindergarten to Grade 6 students taking the yellow bus	\$32	\$50
Grades 7 to 12 students taking the yellow bus	\$57	\$50
Pre-Kindergarten to Grade 12 students who need additional care or specialized support on the yellow bus	\$0	\$0

Recommendation:

The Board of Trustees acknowledges receipt of the 2025-2026 Student Transportation Fee Schedule for information purposes.

Attachment:

- 2025-2026 Student Transportation Fee Schedule





EDMONTON CATHOLIC SCHOOLS

TRANSPORTATION SERVICES

Student Transportation Fee Schedule 2025-2026 School Year

Transportation Service	Monthly Fee
Kindergarten to Grade 12 students taking Edmonton Transit Services	\$60
Kindergarten to Grade 12 students taking the yellow bus	\$50
Pre-Kindergarten to Grade 12 students who access inclusive curb services	\$0

Replacement Cost (lost or stolen)	Fee
Yellow Bus	\$5
ETS	\$6

Do you need help with fees?: Talk to your child's school to see if your family is eligible for a fee reduction or other payment options.

Who is eligible for Yellow Bus Service?: Eligibility for yellow bus service is determined by where a student lives. Find your designated school by entering your home address into the [Locate a School](#) tool. Students attending their designated school may be eligible for yellow bus service if they are:

- Kindergarten to Grade 6 students who live at least **1.6 km** from their designated school.
- Grades 7 to 12 students who live at least **2 km** from their designated school.

Contact **Transportation Services** at **780-441-6078** or speak with your school for more information.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting **2.3**

Date: May 28, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Chad Schulz, Chief Financial Officer

Re: Division Operating Budget 2025 - 2026

Background:

Alberta Education requires all school authorities in Alberta to submit their 2025 – 2026 operating budgets by June 20, 2025. The Division's Operating Budget for 2025 – 2026 shows revenues of \$613.6 million and expenditures of \$625.7 million, with an Operating Deficit of \$12.1 million. The Division Operating Budget 2025 – 2026, as well as supporting documents, have been reviewed by the Board of Trustees Audit and Finance Committee. This review included a discussion of our Budget Priorities and our critical Budget Assumptions, which are included in the budget document. The Board of Trustees Audit and Finance Committee is recommending the budget for approval.

As part of the Budget 2025 – 2026 process, the Board of Trustees Audit and Finance Committee reviewed and is recommending approval for the use of up to \$1.8 million from Capital Reserves for building envelope upgrades for Lumen Christi Catholic Education Centre, the use of up to \$0.4 million from Capital Reserves for electronics, alarm and access controls upgrades for a number of sites, and the use of up to \$0.5 million in deferred capital for accessibility upgrades at several school sites.

Recommendations:

- A. That the Board of Trustees of the Edmonton Catholic Separate School Division approves the Division Operating Budget for 2025 – 2026 as presented.
- B. That the Board of Trustees of The Edmonton Catholic Separate School Division:
 - a. Approves the use of up to \$1.8 million for building envelope upgrades for Lumen Christi Catholic Education Centre from capital reserves
 - b. Approves the use of up to \$0.4 million for electronics, alarm and access control upgrades for numerous sites from capital reserves
 - c. Approves the use of up to \$0.5 million in deferred capital for accessibility upgrades at several school sites.
- C. That based on the evidence provided in the Division Operating Budget 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 4.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
- QI 4.8 Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.
- QI 8.4 Ensures key results identified by the Board are achieved.
- QI 8.5 Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities, and are approved within Alberta Education deadlines.
- QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates (timelines and quality).
- QI 10.3 Ensures information is disseminated to inform appropriate publics.

Attachment:

- ECSD Budget 2025-2026





DIVISION **OPERATING BUDGET**

2025-
2026

Integral Documents for the Development of the Division Operating Budget 2025-2026

- Division Plan for Continuous Growth 2023-2026 (Year 3)
- Edmonton Catholic Schools Foundation Statement
- Annual Education Results Report (AERR) 2023-2024
- Three-Year Capital Plan 2026-2029
- Edmonton Catholic Separate School Division Annual Survey Results 2024-2025
- Audited Financial Statements August 31, 2024

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OUR FOUNDATION

The mission of Edmonton Catholic Schools 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.

Inspired by

- Love of the Father
- Faith in Jesus Christ
- Hope from the Holy Spirit

5 Marks of Catholic School Identity

- Grounded in Christian Anthropology
- Imbued with a Catholic Worldview
- Animated by a Faith-Infused Curriculum
- Sustained by Gospel Witness
- Shaped by a Spirituality of Communion

We believe in God, and we believe

- That each person is created in the image and likeness of God
- That each child is a precious gift and sacred responsibility
- In the goodness, dignity and worth of each person
- That Christ is our model and our teacher
- In celebrating and witnessing our faith
- In transforming the world through Catholic education
- That Catholic education includes spiritual growth and fulfillment
- That learning is a lifelong journey
- That all can learn and develop their gifts
- In building inclusive Christ-centred communities for service to one another
- That all have rights, roles, and responsibilities for which they are accountable
- That Catholic education is a shared responsibility in which parents have a primary role

Vision

Our students will learn together, work together, and pray together in answering the call to a faith-filled life of service.

Christ-centred learning in Edmonton Catholic Schools

Preparing our students for this world and the next.

Inspired by our Division's mission and vision statements, Edmonton Catholic Schools is committed to offering a Christ-centred learning experience for all learners. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Guided by our moral compass, students and staff will engage individually and collaboratively in serving the common good today while being good stewards for tomorrow.

Core Values

- Dignity & Respect
- Honesty
- Loyalty
- Fairness
- Personal & Communal Growth

A defining statement of inclusive education in our Division –

Katholos: Education for Life for All

In accordance with our Division's Foundation Statement, all *resident students and their parents/caregivers are welcomed into our schools. The Learning Team is committed to collaborating, identifying, applying, and monitoring practices enabling all students to reach their potential, spiritually, socially, emotionally, physically, and academically within the Programs of Study alongside their peers.

**resident student as defined by the Education Act*



MANAGEMENT DISCUSSION AND ANALYSIS

Funding and the Provincial Environment

Budget 2025-2026 is based on a new provincial education funding model introduced by Alberta Education in February 2025. This model, known as the two-year average adjusted enrolment method, replaces the previous Weighted Moving Average (WMA) approach. It calculates funding using 30% of actual enrolment from the current year and 70% of projected enrolment for the following year. The Edmonton Catholic Schools' Board of Trustees has long advocated for a funding approach that better reflects student growth, and this change is expected to bring greater stability as more families choose Catholic education.

The Alberta Education Assurance Framework includes five assurance areas with related performance measures.

As partners in the framework, the province, school authorities, and schools accept responsibility for tracking successes and continuously improving the quality of education for students.

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success in classrooms, schools, and school authorities.

The five assurance areas are:

- **Student Growth and Achievement**

The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

- **Teaching and Leading**

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

- **Learning Supports**

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.

- **Governance**

Processes that determine strategic direction, establish policy, and manage fiscal resources.

- **Local and Societal Context**

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Edmonton Catholic Schools has established four priorities that form the basis of our 2023-2026 Plan for Continuous Growth and Budget 2025-2026. The Division Plan for Continuous Growth is prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The priorities are as follows:



Living Our Faith



Operational Excellence



Learning Excellence



Embracing Diversity

It was recognized early that the Division would need to approach Budget 2025-2026 with a need for flexibility. In the fall of 2024, government announcements pointed to expected changes for the provincial education funding model. While the Government of Alberta had provided some insight into these changes, the full impact would not be known until the release of Budget 2025 in February.

The release of the provincial budget was met with appreciation in that it included a shift in the funding formula and an overall increase in the rates compared to the previous year's budget. The change in the funding formula from a 3-year to a 2-year window allows the funding model to be more responsive to enrolment growth. While some students remain not fully funded, the new model is an improvement over the previous year.

The rate increases will assist the Division in addressing the rising cost of delivering education. However, it is hoped that such increases can occur on a regular basis. As the funding

provided still does not fully address inflation or enrolment growth, the Division expects to utilize a portion of its Accumulated Surplus from Operations (ASO) in 2025-2026, primarily to support student educational needs in schools.

As in the past, the Division will continue to maximize the effectiveness of its expenditures while addressing enrolment growth, salary grid movement, and inflation. It will continue prioritizing funding for the classroom to ensure all students can reach their full potential.

For the fiscal year 2025-2026, the Division has budgeted total revenues of **\$613.6** million and total expenditures of **\$625.7** million, resulting in an operating deficit of **\$12.1** million. This operating deficit is mainly due to rates, benefits, and grid movement increases for staff, as well as inflationary cost increases in supplies, equipment, and services. The Division's budgeted **\$12.1** million operating deficit for 2025-2026, will also result in a planned drawdown of its ASO by **\$11.7** million and leave a budgeted ASO balance of **\$25.5** million as of August 31, 2026.

For the fiscal year 2024-2025, the Division has forecasted total revenues of **\$601.3** million and total expenditures of **\$601.1** million, resulting in an operating surplus of **\$0.2** million. The 2024-2025 forecasted operating surplus of \$0.2 million, as compared to the 2024-2025 budgeted **\$14.2** million operating deficit, reflects updated revenue and expenditure trends that emerged over the course of the school year.

Student Basic Education and Fees

The Division's school fee procedure and fee schedules continue to uphold that all students are to have fair and equitable access, at no cost, to the basic resources and materials required for publicly funded education as provided by the Government of Alberta. Each year, Principals, in consultation with School Councils, prepare fee structure plans that include all fees charged to students. All school-based fees, as well as Division transportation fees, are posted on each school's website by June 30 for the following school year.

To help sustain the Division's transportation system and ensure resources remain focused on supporting students in the classroom, transportation fees will increase for the 2025-2026 school year. School Transportation Regulations require that these fees do not exceed the difference between the cost to transport the student and the funding provided by Alberta Education. In instances where a student is ineligible for transportation funding, the transportation fee cannot exceed the actual cost of transporting the student.

For Budget 2025-2026, the Division will adhere to the new distance eligibility requirements of 1.6 kilometres for students in Grade 6 or lower, and 2 kilometres for students in Grade 7 or higher. The Division utilizes the latest software to enhance its route planning, address carrier inflationary and retention pressures, and ensure the student transportation system operates as efficiently and sustainably as possible. The Division remains dedicated to collaborating closely with EPSB Student Transportation to achieve further efficiencies in delivering the best possible transportation system.



Division Engagement

Through a formalized Engagement Framework that includes the Board, senior administration, principals, and staff, the Division is committed to creating opportunities for individuals to offer diverse perspectives and share their ideas. Our vision states that we will learn together, work together, and pray together in answering the call to a faith-filled life of service. Our engagements provide the opportunity to listen and learn from each other as we imagine new programs and services that will meet the ever-changing needs of students and their families.

This year's planning cycle once again saw the Division complete its Edmonton Catholic Schools Annual Survey with parents/guardians, students, and staff. Results were shared with the Board publicly and posted on our Division Dashboard. Survey items were developed to reflect the Alberta Education Assurance Framework and the Division Plan for Continuous Growth 2023-2026. The ECSD Systems Excellence Survey is also conducted annually. The survey engages Division staff with respect to their work and work environment, and includes survey items related to the Division Plan for Continuous Growth 2023-2026. These valuable feedback processes assisted the Board of Trustees and administration in assessing the needs of the Division in the development of Budget 2025-2026.

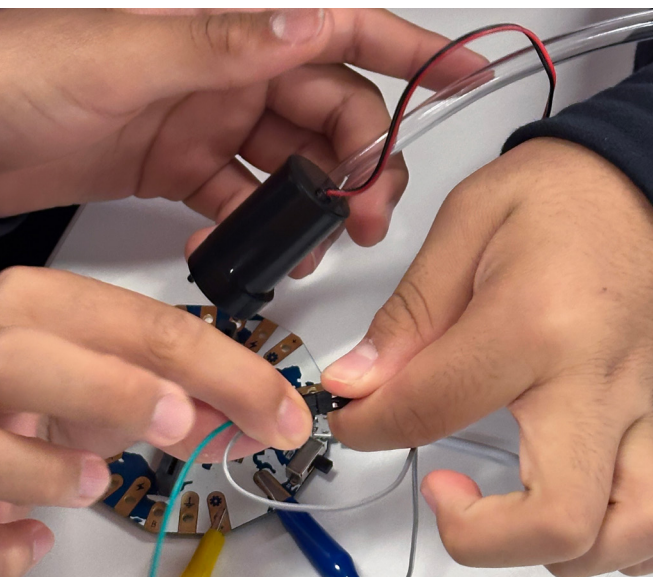
In addition to the survey processes, Administration engaged with principals on aspects of the budget that impact schools and their students. These insights reflected their school experience and interactions with teachers, staff, students, families, and School Councils. We remain committed to our students and families who have made the choice to support our Catholic schools. Our strong academic results, prudent fiscal management, educational innovations, and firm commitment to our Catholic values have been recognized by our community. We value this support and continue to advocate for our publicly funded Catholic school division.

Support for Inclusive Education and New Curriculum

Consistent with the past number of years, the Inclusive Education need of the Division's classrooms continue to grow.

For 2025-2026, our neurodivergent students with complex needs are projected to increase to 1,588 students compared to 1,479 students this past year. These are students who have severe physical, medical, or neurological disabilities together with a severe functional impact in the classroom. This creates an additional need for hands-on support and expertise in school. Further to the number of students, the severity of the challenges these students face is also increasing. To further support schools, the Division has leveraged available contingency dollars. It is important to note that the Division continues to allocate significant additional funding beyond Alberta Education's Specialized Learning Grant to support the inclusive needs of our students.

As shown in the Alberta Education funding table, a second count date to support new Early Learning and Kindergarten students arriving from December to February has been added. This additional Program Unit Funding (PUF) allocation will provide the necessary Speech and Language support for these students. The Specialized Learning Support Grant allocated to schools will increase by \$1.8 million in 2025-2026 as compared to 2024-2025.



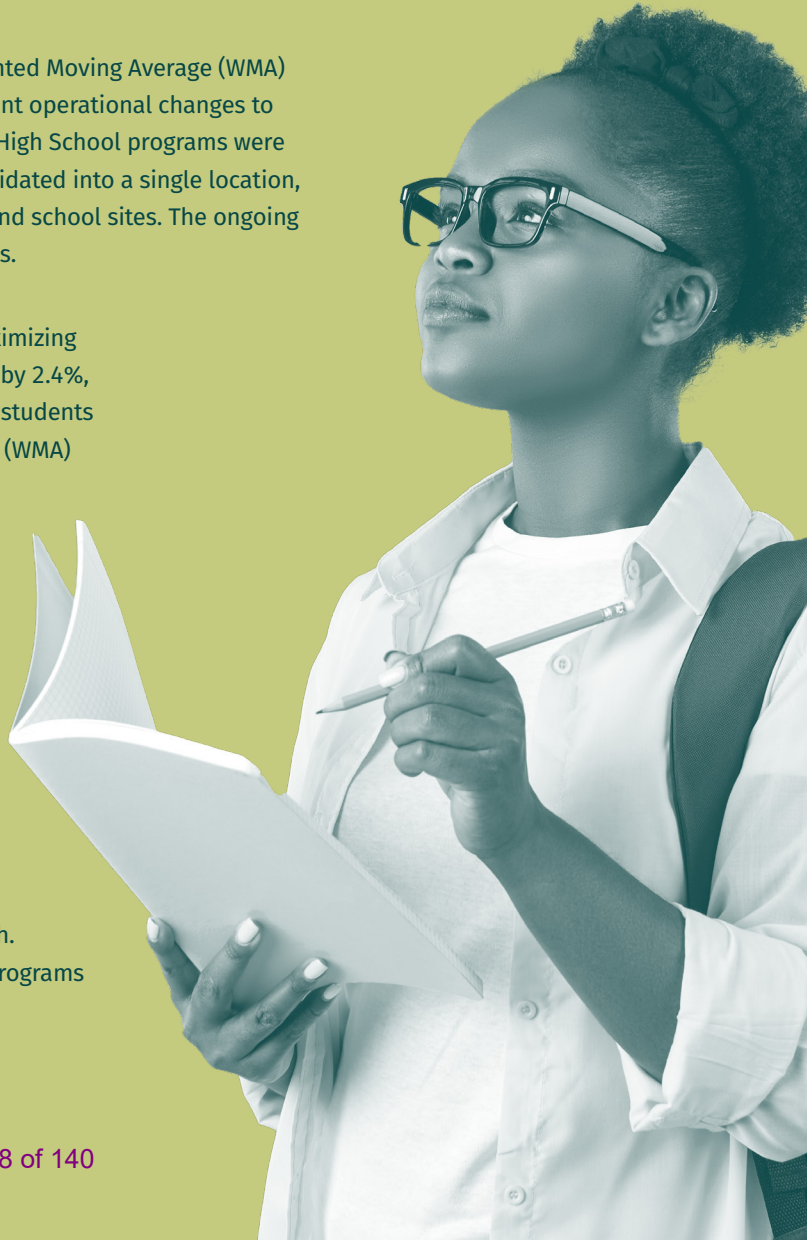
New curriculum implementation in 2025-2026 includes further teacher training and resource creation in all subjects K-6 to support curriculum optimization. Additionally, in September 2025, Edmonton Catholic Schools will continue to develop aligned lessons and resources for the mandatory implementation of K-3 Social Studies curriculum and continue to build resources for Grades 4-6 Social Studies. Further, Edmonton Catholic Schools will welcome the opportunity for teachers to participate in working groups to support the development of resources aligned to the proposed new curriculum in Social Studies, Math, and Physical Education and Wellness. All resources will be created in French to support implementation in our French Immersion programs.

To support implementation, the Division is using \$2.5 million to provide resources, professional development, and consultant expertise for our schools.

Fiscal Landscape

Since 2020, when Alberta Education introduced the new Weighted Moving Average (WMA) funding model, the Division has implemented several significant operational changes to address the funding gap. Early Learning and 4th and 5th year High School programs were reorganized and relocated. Administrative support was consolidated into a single location, and adjustments were made across departments, programs, and school sites. The ongoing goal remains to maximize the resources directed to classrooms.

For Budget 2025-2026, the Division continues to focus on maximizing funding to the classroom. Enrolment is forecasted to increase by 2.4%, and with recent changes to the funding model, the number of students not fully funded under the previous Weighted Moving Average (WMA) model has been substantially reduced. In addition, Alberta Education increased funding rates for 2025-2026; however, these increases are not sufficient to fully address staff grid movement or inflationary pressures related to supplies, equipment, and services. To maintain stability in schools and programs, the Division will once again rely on its Accumulated Surplus from Operations (ASO). This financial lever cannot be counted on in future years. In light of this, the Division continues to engage with its community throughout the 2024-2025 school year to identify a sustainable path forward. The goal is to address fiscal challenges while continuing to advance the priorities outlined in the 2023-2026 Division Plan for Continuous Growth. Meeting this challenge will require ongoing evaluation of all programs and a continued focus on operational efficiencies.



Division Cost Containment and Efficiencies

Over the last five years, the Division has consistently worked to identify cost-saving measures and operational efficiencies to ensure the continued delivery of high-quality education while managing financial pressures. These efforts have included balancing school utilization, enhancing learning environments, improving operating costs, and developing a strong continuum of focus, language, and alternative programs. An important part of this work is the annual review of school viability. The Division remains committed to working with schools to build long-term sustainability, with a current focus on addressing overcapacity in many school communities.

Several changes and decisions made during the 2024-2025 school year are expected to positively impact 2025-2026, including:

- The opening of St. Josephine Bakhita Catholic Elementary/Junior High School will add instructional capacity in West Edmonton, reduce transportation costs (as students do not need to be redirected to Joan Carr Catholic Elementary/Junior High School), and decrease enrolment pressures at Bishop David Motiuk Catholic Elementary/Junior High School.
- The potential sale of a lot adjacent to the former Sacred Heart Catholic School site will help fund future capital projects.
- Overall Division utilization of 100% has further improved operational funding. Two-thirds of our schools (62 out of 92) have a utilization rate of 85% or higher, qualifying them for full Operations and Maintenance (O&M) funding.
- Continued interprovincial and international migration is expected to increase enrolment and overall Division utilization.
- The 33 modular classrooms approved under the 2024 Modular Classroom Program (MCP) have now been installed, providing much-needed relief to overutilized schools. The increased building footprint will also lead to higher maintenance and operational funding for ECSD.
- The MCP 2025 approval of four new modulars and four relocations to provide additional teaching space at schools identified with significant enrolment pressures.
- Planning funding for two new Catholic high schools will help address the significant overutilization of Grades 10 to 12 spaces across the Division.
- Planning funding for a Catholic K-9 northwest solution school will increase operational efficiencies, reduce operations and maintenance costs, and open schools closer to where students live. This will eventually reduce transportation costs.
- Increasing inclusive program offerings like Guided Intervention Supported Transition (GIST) and Generations will reduce transportation ride times for some of our most vulnerable students.
- Adding inclusive programs like GIST and Generations to lesser-utilized (greater than 85%) schools will also improve utilization, leading to increased O&M funding.

The approval of the Rundle Heights Consolidation Project will allow the Division to build a single Catholic K-9 School to replace St. Jerome, St. Bernadette, and St. Nicholas. This will improve the learning environment for students and increase utilization. In addition, it will reduce maintenance, operating, and administrative costs.

Finally, the Division continues to focus on minimizing System Administration expenditures wherever possible. For the 2025-2026 fiscal year, it will continue to be well below the cap of 3.2% and allow over one million dollars to be invested in the classroom rather than administration.



An ECSD Speech-Language Pathologist leads a 100 Voices screening appointment



Construction of St. Josephine Bakhita Catholic Elementary/Junior High School in the fall of 2024

OUR BUDGET

Budget Process

The 2025-2026 school year marks the third and final year of the Division's current three-year cycle of the Division Plan for Continuous Growth. The process for Budget 2025-2026, a budget that supports this continuous growth plan, began in the fall of 2024 with engagement sessions with Principals as well as other Division leadership staff. The multi-month engagement process was critical in allowing for an exchange of the latest available information, sharing of challenges, and developing ideas on how best to move forward.

Administration's recommendations regarding Budget 2025-2026 were brought to the Board of Trustees Audit and Finance Committee. This committee includes all the members of the Board of Trustees, as well as two external professional accountants, and it recommends approval of the budget to the Board before final approval at a public meeting.

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- We engage with our school division community.
- We perform an environmental scan of the economy and review current educational developments.
- We complete a high-level risk assessment of concerning issues in the Division.
- We review our Division Plan for Continuous Growth.
- We review all our Foundational Statements.
- We assess the provincial budget, the supporting Alberta Education Funding Manual rates, and Alberta Education's goals.
- We determine our enrolment projections.
- We set Division priorities to align with our educational and Catholicity goals and the goals set out by the Province.
- We determine our centralized supports and department requirements.
- We review our school allocation model to ensure there is maximum support for students in the classroom.
- We determine, assess, and review our budget assumptions throughout our budget preparation.
- We present the budget components at various meetings with Principals and the Board of Trustees Audit and Finance Committee.
- We present our completed budget to the Trustees for approval at a public meeting.

Budget Assumptions

The Division's 2025-2026 Operating Budget is prepared based on the information provided in the Alberta 2025-2026 Budget and the supplemental information provided in Alberta Education's Funding Manual. The key budget assumptions used for the 2025-2026 Operating Budget are as follows:

- We will use the Alberta Education Funding Manual rates and funding formulas.
- The total number of students for 2025-2026 is forecast to increase by 2.4% with growth expected across the Division.
- The Division will continue to fund schools on enrolment and provide additional funding allocations for schools based on the assessed needs of students in the classroom.
- Additional funding allocations to schools will continue to be based on the Division's Differentiated Funding Model as well as our Contingency Funding process.
- Our site-based funding model will continue focusing on expenditure control and managing our resources efficiently and effectively.
- Inflationary costs will continue to be managed internally by departments and schools.
- The Division will remain below Alberta Education's ceiling of 3.2% on System Administration expenditures.
- School fees will continue to be charged based on past practice and in accordance with Board Policy and the Division's Administrative Procedure.

EDMONTON CATHOLIC SCHOOLS' **PRIORITIES**

Division Plan for Continuous Growth 2023-2026 (Year 3)



Priority 1 **LIVING OUR FAITH**

- ECSD schools and departments will clearly demonstrate their Catholic Identity as presented in the 5 Marks of Catholic School Identity model.
- Students and staff will grow and develop in mind, body, and spirit.



Priority 3 **ORGANIZATIONAL EXCELLENCE**

- Students, staff, and educational and community partners will work together for our common good.
- Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.



Priority 2 **LEARNING EXCELLENCE**

- Students will experience learning opportunities that allow them to fulfill their potential.
- Students' learning needs are met through a collaborative, responsive model of instruction, assessment, and data-informed decision making.
- Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.



Priority 4 **EMBRACING DIVERSITY**

- Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

BUDGET AND FINANCIAL STATEMENTS FOR 2025-2026



Budgeted Statement of Operations with Expenses by Program

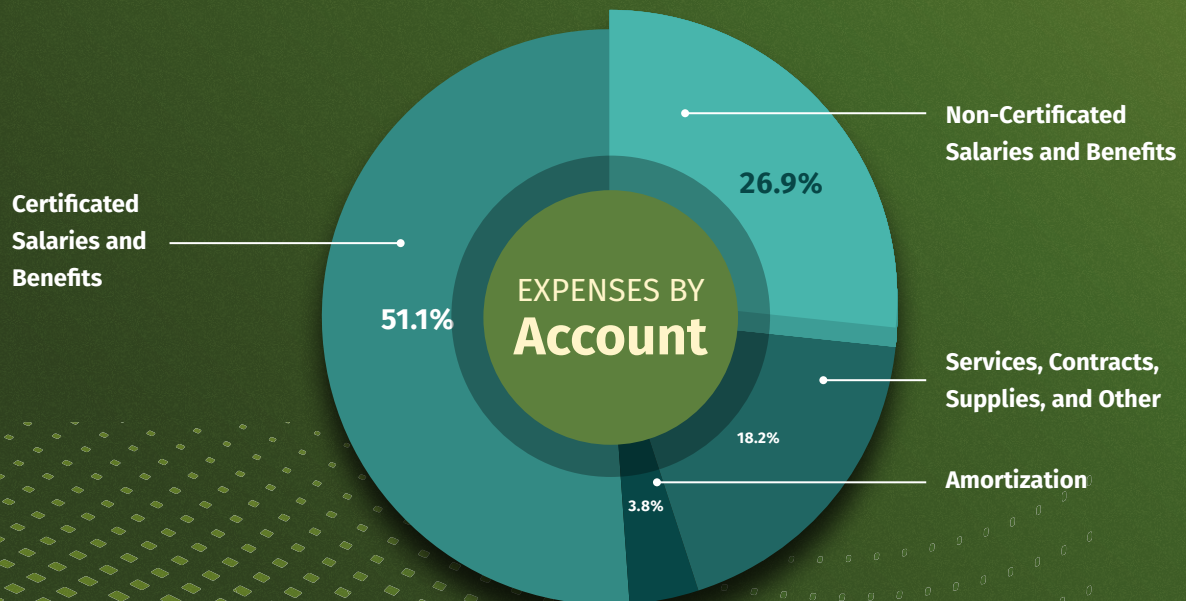
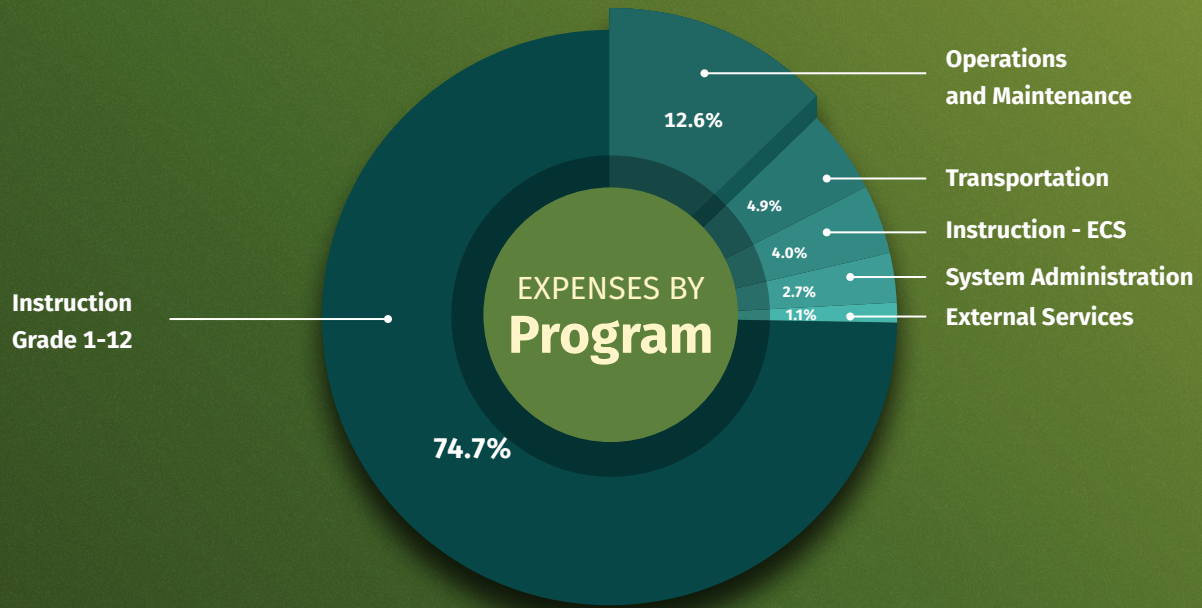
Budget 2025-2026 is a budget with revenues of \$613.6 million and expenses of \$625.7 million. Approximately 82% of ECSD's revenue is dependent on funding provided by the Province. Total budget revenue increased by \$12.3 million as compared to the 2024-2025 forecast revenues mainly due to additional provincial funding driven by increased enrolment and rate increases. Expenses by Program show that 78.7% of all expenses are directed to Grade K-12 Instruction, while 2.7% is used for System Administration.

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
REVENUES				
Alberta Education	433,271,113	451,158,000	459,097,000	477,841,000
Alberta Infrastructure	17,328,897	21,828,000	20,591,000	22,382,000
Other - Government of Alberta	49,999	35,000	40,000	42,000
Federal Government and First Nations	22,544,144	19,030,000	19,596,000	6,790,000
Other Alberta School Divisions	112,649	16,000	72,000	80,000
Property Taxes	62,553,836	67,840,000	65,800,000	66,000,000
Fees	17,782,155	18,631,000	19,947,000	23,123,000
Sales of Services and Products	6,900,796	4,836,000	6,224,000	6,026,000
Investment Income	4,320,709	4,100,000	2,686,000	2,400,000
Gifts and Donations	6,441,253	5,407,000	5,212,000	5,303,000
Rental of Facilities	1,933,474	1,513,000	1,719,000	1,715,000
Fundraising	309,027	335,000	305,000	305,000
Gains on Disposal of Capital Assets	10,333,887	-	-	1,573,000
Other	530,509	-	18,000	-
TOTAL REVENUES	584,412,448	594,729,000	601,307,000	613,580,000
EXPENSES				
Instruction – ECS	25,181,103	23,213,000	20,227,000	24,907,000
Instruction Grade 1 - 12	431,855,729	458,153,000	447,723,000	467,385,000
Operations and Maintenance	73,604,440	77,974,000	78,390,000	79,182,000
Transportation	25,609,520	25,604,000	30,757,000	30,468,000
System Administration	16,949,798	15,638,000	16,104,000	17,119,000
External Services	7,493,081	8,360,000	7,874,000	6,634,000
TOTAL EXPENSES	580,693,671	608,942,000	601,075,000	625,695,000
OPERATING (DEFICIT) SURPLUS	3,718,777	(14,213,000)	232,000	(12,115,000)

Budgeted Statement of Expenses by Account

Certificated salaries and benefits account for 51.1% of all budgeted expenses, and total salaries and benefits account for 78% of all expenses.

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
EXPENSES				
Certificated Salaries	240,725,843	253,724,000	247,133,000	258,254,000
Certificated Benefits	57,871,468	60,587,000	58,602,000	61,239,000
Non-certificated Salaries and Wages	123,088,539	128,349,000	126,241,000	133,033,000
Non-certificated Benefits	32,684,593	32,434,000	33,334,000	35,127,000
Total Salaries, Wages, and Benefits	454,370,443	475,094,000	465,310,000	487,653,000
Services, Contracts, and Supplies	106,088,366	109,392,000	111,309,000	112,422,000
Amortization - Supported Assets	14,821,443	19,219,000	19,219,000	20,164,000
Amortization - Unsupported Assets	3,884,117	3,890,000	3,890,000	3,987,000
Interest on Capital Debt - Unsupported	449,029	421,000	421,000	409,000
Other Interest Charges	58,802	50,000	50,000	50,000
Losses on Disposal of Capital Assets	210,849	20,000	20,000	20,000
Other Expenses	810,622	856,000	856,000	990,000
TOTAL EXPENSES	580,693,671	608,942,000	601,075,000	625,695,000



Alberta Education Funding

Total Alberta Education Funding increased by \$18.9 million as compared to the 2024-2025 forecast. It is mainly due to increased provincial funding driven by enrolment and rate increases.

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
Base Instruction	289,123,387	307,330,000	308,107,000	326,357,000
Specialized Learning Support (SLS)	44,382,809	46,600,000	47,514,000	44,496,000
ECS Pre-K Program Unit Funding (PUF)	3,891,657	3,687,000	3,761,000	10,671,000
OTHER SERVICES AND SUPPORTS				
EAL Funding	10,685,532	11,784,000	12,020,000	14,666,000
FNMI Funding	5,191,020	5,377,000	5,484,000	5,508,000
Refugee and Other Funding	5,110,109	5,747,000	5,747,000	7,173,000
Transportation Funding	20,638,612	20,313,000	20,751,000	19,994,000
Operations and Maintenance	39,853,365	41,803,000	41,803,000	44,829,000
Community Funding	14,931,595	14,119,000	15,029,000	14,369,000
Infrastructure, Maintenance, and Renewal	4,071,260	2,660,000	3,075,000	1,648,000
System Administration	16,910,066	17,748,000	17,748,000	18,582,000
Other Jurisdiction Funding	14,079,660	14,776,000	17,815,000	9,079,000
Other Alberta Education Funding	1,942,491	1,800,000	1,900,000	1,900,000
Capital Revenue Amortization	2,075,799	2,254,000	2,804,000	3,069,000
Alberta Teachers' Retirement Fund	22,937,587	23,000,000	21,339,000	21,500,000
TOTAL ALBERTA EDUCATION FUNDING	495,824,949	518,998,000	524,897,000	543,841,000
Less: Amount Funded by Property Taxes	(62,553,836)	(67,840,000)	(65,800,000)	(66,000,000)
NET ALBERTA EDUCATION FUNDING	433,271,113	451,158,000	459,097,000	477,841,000

Fee Revenues*

Total revenues from fees increased by \$3.2 million as compared to the 2024-2025 forecast, mainly due to enrolment growth and the increase in transportation fees.

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
Transportation	5,484,320	6,200,000	6,030,000	8,508,000
FEES TO ENHANCE BASIC INSTRUCTION:				
Technology User Fees	1,503,845	1,747,000	1,577,000	1,596,000
Alternative Program Fees	2,803,038	2,927,000	3,312,000	3,548,000
Fees for Optional Courses	2,448,356	2,333,000	2,771,000	2,865,000
Activity Fees	1,571,332	1,428,000	1,913,000	2,068,000
OTHER FEES TO ENHANCE EDUCATION:				
PASS, Summer School, Tutorials	212,300	200,000	227,000	225,000
NON-CURRICULAR FEES:				
Extra-curricular Fees	2,689,468	2,758,000	2,741,000	2,885,000
Non-curricular Goods and Services	685,106	685,000	730,000	763,000
Non-curricular Travel	384,390	353,000	646,000	665,000
TOTAL FEES	17,782,155	18,631,000	19,947,000	23,123,000

*Fee Revenues are classified in accordance with the most recent Alberta Education Guidelines.

Accumulated Surplus from Operations (ASO)

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
Surplus - Beginning of Year	44,948,523	34,850,000	39,981,000	37,151,000
CHANGES IN THE YEAR				
Operating Deficit	3,718,777	(14,213,000)	232,000	(12,115,000)
Board Funded Tangible Capital Additions	(2,075,391)	(1,650,000)	(1,700,000)	(1,750,000)
Disposal of Board Funded Tangible Capital Assets	(9,657,379)	20,000	20,000	(1,553,000)
Amortization of Board Funded Tangible Capital Assets	3,884,117	3,890,000	3,890,000	3,987,000
Asset Retirement Obligations (recognition/remediation)	(688,694)	-	-	-
Capital Leases Principal Repayments	(582,403)	(572,000)	(572,000)	(611,000)
Additional Capital Leases	433,772	300,000	300,000	350,000
Net Transfers (to)/from Capital Reserves	-	-	(5,000,000)	-
Net Increase (Decrease)	(4,967,201)	(12,225,000)	(2,830,000)	(11,692,000)
SURPLUS - END OF YEAR	39,981,322	22,625,000	37,151,000	25,459,000
Days of Operation held in Operating Reserves	17.2	9.3	15.5	10.2
% of Total Expenses	6.9%	3.7%	6.2%	4.1%

Capital Reserves

	2023 - 2024 ACTUAL	2024 - 2025 BUDGET	2024 - 2025 FORECAST	2025 - 2026 BUDGET
Capital Reserves - Beginning of Year	4,619,560	13,017,000	13,715,000	14,615,000
Net Proceeds from Disposal of Capital Assets	10,117,313	-	-	1,573,000
Board Funded Tangible Capital Additions	(1,021,884)	(5,600,000)	(4,100,000)	(4,900,000)
Net Transfers (to)/from ASO	-	-	5,000,000	-
CAPITAL RESERVES - END OF YEAR	13,714,989	7,417,000	14,615,000	11,288,000
CAPITAL RESERVES PER STUDENT	297	153	303	228

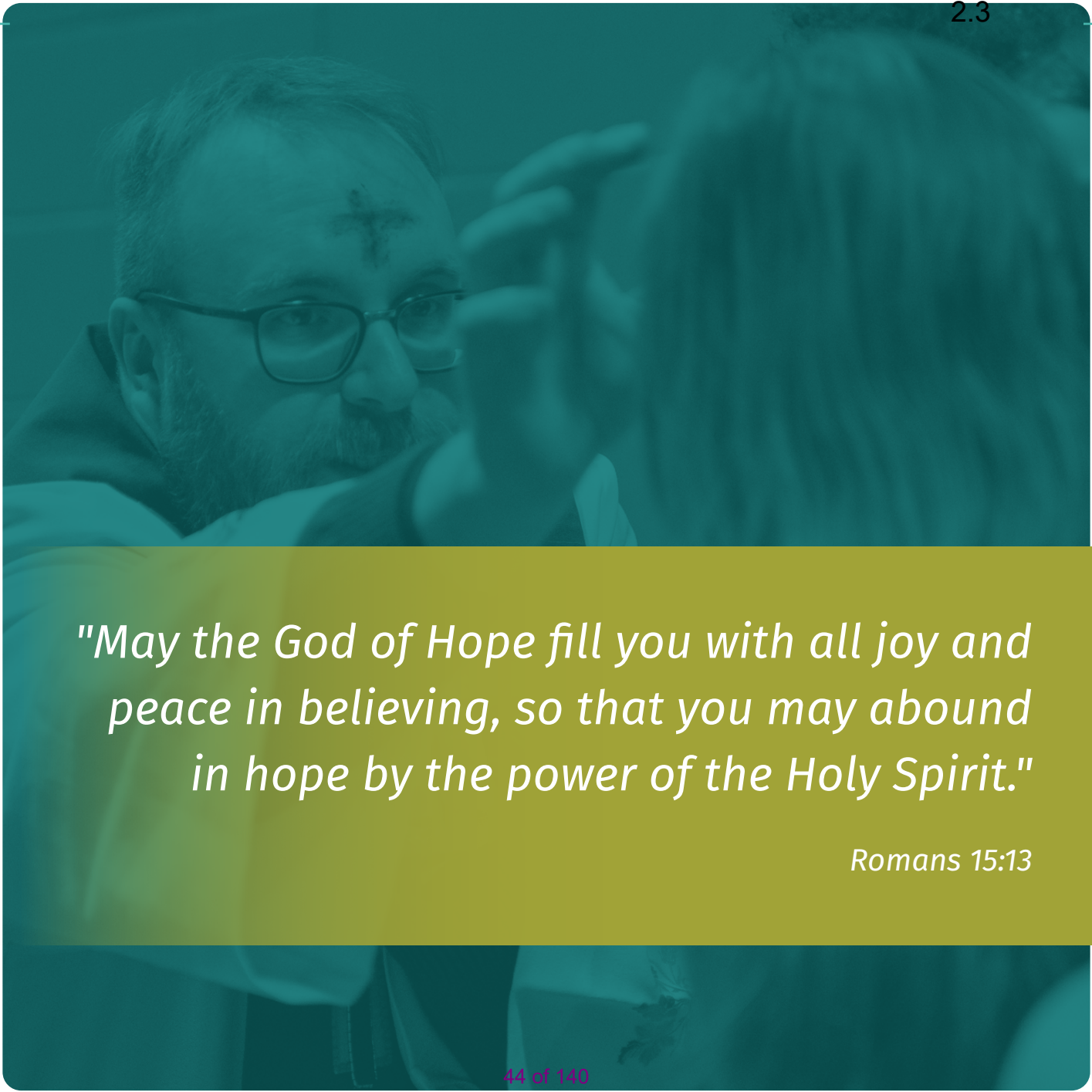
Enrolment: One-Year Projection and Five-Year History

Over the past five years, student enrolment has increased from 42,925 in 2020-2021 to 50,107 in 2024-2025—an overall growth of more than 7,100 students. Recent growth has been driven by both interprovincial and international migration, which has resulted in an average increase of 2,400 new students since 2022-23. However, with changes to federal immigration policies expected to reduce international migration and our limited instructional capacity, the Division is projecting a more modest increase of 2.4% or 1,187 students in enrolment for next year.

	2023 - 2024 ACTUAL ENROLMENT	SEPTEMBER 30, 2025 PROJECTED ENROLMENT	CHANGE IN ENROLMENT
Pre-Kindergarten	359	361	2
Kindergarten	3283	3256	(27)
Grade 1	3608	3612	4
Grade 2	3667	3748	81
Grade 3	3949	3846	(103)
Grade 4	3648	4049	401
Grade 5	3935	3795	(140)
Grade 6	3800	4077	277
Grade 7	3817	3920	103
Grade 8	3771	3927	156
Grade 9	3664	3857	193
Grade 10	3791	3862	71
Grade 11	3699	3904	205
Grade 12	5116	5080	(36)
TOTAL	50,107	51,294	1,187
PERCENTAGE INCREASE		2.4%	

Total Enrolment

GRADE	ACTUAL FIVE-YEAR ENROLMENT					PROJECTED ENROLMENT
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Pre-Kindergarten	595	622	659	452	359	361
Kindergarten	3,051	3,258	3,185	3,362	3283	3256
Grade 1	3,438	3,177	3,514	3,506	3608	3612
Grade 2	3,274	3,382	3,281	3,746	3667	3748
Grade 3	3,217	3,270	3,543	3,488	3949	3846
Grade 4	3,234	3,203	3,417	3,734	3648	4049
Grade 5	3,137	3,185	3,356	3,657	3935	3795
Grade 6	3,314	3,122	3,350	3,575	3800	4077
Grade 7	3,180	3,291	3,307	3,576	3817	3920
Grade 8	3,154	3,186	3,420	3,500	3771	3927
Grade 9	3,068	3,167	3,302	3,578	3664	3857
Grade 10	3,167	3,067	3,369	3,494	3791	3862
Grade 11	3,142	3,159	3,271	3,561	3699	3904
Grade 12	4,502	4,141	4,304	4,546	5116	5080
TOTAL	43,473	43,230	45,278	47,775	50,107	51,294
PERCENTAGE	-1.9%	-0.6%	4.7%	5.5%	4.9%	2.4%



"May the God of Hope fill you with all joy and peace in believing, so that you may abound in hope by the power of the Holy Spirit."

Romans 15:13



ECSD.NET

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EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting **2.4**

Date: May 28, 2025

To: Board of Trustees

From: Lynette Anderson, Chief Superintendent

Originators: Carole Karbonik, General Counsel
Courtney Naccarato, Corporate Secretary

Re: **Amendment of Board Policy 7 - Appendix F (Trustee Remuneration and Expenses)**
Amendment of Board Policy 7 - Appendix G (Available Trustee Honoraria and Benefits)

Background:

Pursuant to Board Policy 7 - Appendix F, the Board is obligated to review trustee remuneration in the final year of each four-year term of the Board. As part of this review, the Board is obligated to take into consideration budgetary and economic factors, the ability to attract and retain individuals as trustees and any other factors it may consider relevant.

Following review by a Board Committee consisting of Trustee Harris and Trustee Turchansky along with extensive discussion amongst the Board as a whole, the attached amendments to Board Policy 7 – Appendix F (Trustee Remuneration and Expenses) and Board Policy 7 – Appendix G (Available Trustee Honoraria and Benefits) are presented for the Board's consideration.

Board Policy 10 governs the process by which Board policies shall be updated. In that regard, three readings of any amendment of an existing policy are required. First and second reading of an amendments to an existing policy may occur at one meeting. Third and final reading shall occur not sooner than one Regular Board meeting after the first and second reading unless there is unanimous agreement of the quorum of Trustees present that the third and final reading may immediately follow the first and second reading.

Recommendation:

Based upon the foregoing, in the event that the Board wishes to adopt the Board policy amendments, the following motions are required to be brought forward:

A. AMENDMENT OF BOARD POLICY 7 – APPENDIX F**FIRST READING**

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

SECOND READING

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

MOTION TO PROCEED TO THIRD READING (UNANIMOUS APPROVAL REQUIRED)

That the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees.

THIRD READING (IF UNANIMOUS APPROVAL PROVIDED)

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

B. AMENDMENT OF BOARD POLICY 7 – APPENDIX G**FIRST READING**

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

SECOND READING

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

MOTION TO PROCEED TO THIRD READING (UNANIMOUS APPROVAL REQUIRED)

That the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees.

THIRD READING (IF UNANIMOUS APPROVAL PROVIDED)

That the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

Attachment:

- Policy 7 - Appendix F - Trustee Remuneration and Expenses - May 12, 2025 (changes tracked)
- Policy 7 - Appendix F - Trustee Remuneration and Expenses - May 12, 2025 clean
- Policy 7 - Appendix G - Available Trustee Honoraria Benefits - May 2025 (changes tracked)
- Policy 7 - Appendix G - Available Trustee Honoraria Benefits - May 2025 clean



Policy 7 – Appendix F

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TRUSTEE REMUNERATION AND EXPENSES

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Trustees shall be paid, subject to this policy, an annual honorarium and shall be reimbursed for approved expenses incurred in the performance of their Board responsibilities. The Trustee position is expected to be part-time.

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1. Reporting

- 1.1. All honoraria and approved expenses shall be publicly reported. The annual financial statements shall include, information outlining the remuneration, benefits, allowances and expenses paid to and on behalf of each Trustee, each shown as a separate figure, during the fiscal year ended and on a quarterly basis after individual Trustee review.

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2. Remuneration Review

- 2.1. Trustee remuneration shall be reviewed by the Board in the final year of each four-year term, taking into consideration budgetary and economic factors, the ability to attract and retain individuals, as well as other relevant factors.

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3. Honoraria

- 3.1. Basic Annual Honoraria provides compensation for all duties, responsibilities, and activities required of Trustees. The Basic Annual Honoraria for each Trustee, as at November 1, 2013 October 21, 2025 as per Board motion June 18, 2013, June 18, 2025 shall be \$40,000.00 \$44,060.00.
- 3.2. In addition to the Basic Annual Honoraria as set out in Article 3 of this Governance Process, the Chair and Vice-Chair shall receive a 25% and 10% premium, respectively, in recognition of their additional duties, responsibilities, and obligations.
- 3.3. The Basic Annual Honoraria shall be adjusted annually, effective September 1 of each following year, in accordance with annual adjustments made to the Division staff salaries. Individual Trustees shall not have the flexibility to refuse, reduce, or redirect annual inflation adjustments.

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4. Benefits

- 4.1. Individual Trustees shall be eligible to participate in a Group Benefit Package provided to the Division's Out-of-Scope staff employee group. Eligibility for benefits in the Group Benefit Package is governed solely by the benefits provider at any given time, and nothing in this Governance Process any Board Policy should be interpreted to be a guarantee of the provision of benefits by the Board or Division. In order to be eligible for enrollment in the Group Benefit Package, a Trustee must submit an application for benefits as required by the benefits provider within thirty (30) days of being elected.
- 4.2. Age eligible Trustees will have the flexibility of purchasing private health insurance from a recognized provider and upon submission of paid invoices will be reimbursed for the

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amounts expended. The total amount to be reimbursed will not exceed the cost of health coverage of an individual Trustees covered by the Division Group Benefit Package. An age eligible Trustee is one who has reached their 75th birthday and who, as a result, is not eligible to participate in the Division Group Benefit Package.

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5. Trustee Development

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5.1. The Board is committed to the allocation of time and resources to support the ongoing professional development of Trustees. Professional development activities undertaken by Trustees refers to ongoing learning opportunities that enhance their knowledge, skills and effectiveness in fulfilling their governance role. investing time and resources into the continuous improvement of Trustees' capacity. The Board recognizes that continuous updating of skills and awareness of emerging education trends and issues are vital to a Trustee's contribution to the Board. Therefore, Trustees shall have ongoing opportunity and take personal responsibility for continued training and education to enhance their capacities.

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5.2.5.1. The Board will invest time and resources in continuous improvement of its governance capacity to enhance the quality of leadership and service in the Division. Trustee development opportunities undertaken by Trustees must be relevant to the role of Trustee, and must benefit the Board. Professional development opportunities must take into account: transparency, accountability, equity of opportunity, cost versus benefit to the Trustee and the Board, and specific Trustee development needs of the Board.

5.2. Professional development activities must be related to the following subjects:

- a. Catholic educational leadership;
- b. Governance;
- c. Leadership; and
- d. Issues impacting the operation of publicly funded education.

In the event a Trustee wishes to undertake professional development that does not fall within the above noted categories, the Trustee must obtain prior written approval to do so from the Board Chair.

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5.3. Each Trustee is expected to attend the ASBA, Fall and Spring General Meetings and the ACSTA Annual General Meeting ("Board Association Meetings"), which will be funded by the Board. a series of trustee association meetings that will be funded by the Board and considered to be "Board Association Meetings". Each Trustee shall be allocated \$5,000.00 per year for reimbursement of expenses associated with meals, mileage, registration fees and out of town hotel expenses, supported by receipts, associated with attendance at these meetings. There will be no carry over of this allowance from year to year. Actual expenditures will be publicly disclosed.

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5.3. Each Trustee shall have an additional allocation of \$4,000.00 per year for reimbursement for expenses associated with meals, mileage, registration fees and out of town hotel expenses, supported by receipts, allowable expenses, supported by receipts, related to professional development activities as set out in Article 5.2 to enhance the role of the Trustee, or for the cost of books, journals, courses, and similar items that are clearly of a professional development nature ("Discretionary Professional Development"). Trustees may carry over this allocation for a maximum of two

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~~years. There shall be no carry-over from year to year. Actual expenditures will be publicly disclosed.~~

- 5.4. ~~Reimbursable expenses shall be limited to meals, mileage allowance, and accommodation at the Division rate for professional development activities outside Edmonton.~~

- 5.5. ~~The Chair shall be allocated an additional \$500.00 for attendance at professional development activities for the year in which he/she is serving in this capacity. Prior to registering for Trustee development opportunities or prior to making any expenditure of Trustee development funds where the anticipated expenses associated with the opportunity (registration, travel, accommodation, meals, etc.) exceed \$3,000.00, the Trustee will submit a written request to the Board Chair, using the Trustee Development Request Form as noted in Appendix D, specifying rationale for attendance, Trustee development goals targeted, and cost estimate.~~

- ~~5.6. Approval or denial of the application shall be made in a timely manner by the Board at a meeting of the Board.~~

- ~~5.7-5.6.~~ Full participation of the Trustee is expected in order to maximize the value of the activity.

- ~~5.8. The number and type of Trustee development opportunities attended by each Trustee will be determined by the Board, and will take into consideration the learning goals identified by the Trustee, the needs of the Board, and the Division, and will be evaluated through the lenses of equity, transparency, and fiscal responsibility.~~

~~Within two weeks following the completion of the Trustee development activity for which a request was made and approval granted pursuant to Sections 5.6 and 5.7 above, the Trustee shall prepare, and have included as information, a completed Trustee Development Post Activity Report as noted in Appendix E, and will be prepared to speak to it during the Regular Board Meeting.~~

6. Allowance upon End of Service

- 6.1. ~~At such time as a Trustee does not return to office, the Trustee shall be entitled to an allowance to ease the transition from service as a Trustee.~~

- 6.2. ~~At such time as a Trustee does not return to office, the Trustee shall receive an allowance equal to two weeks per year of service as a Trustee, calculated by multiplying the number of years served by 1/26 of the Trustee's Basic Annual Honoraria at the end of such service. The maximum amount payable to any individual shall not exceed one-half of the total of the Trustee Basic Annual Honoraria in effect at the time of the end of the Trustee's service. A year of service as a Trustee may only be counted once in any calculation of retirement allowance.~~

- 6.3. ~~A Trustee who fails to complete that term to which he or she is elected shall not be entitled to an allowance for any portion of that term, except as the Board might determine after due consideration of any extenuating circumstances.~~

7. ~~Meals and per-kilometer rates~~ Travel outside of Capital Region

- 7.1. ~~When travelling outside of the Capital Region,~~ Trustees shall be reimbursed for meals and travel expenses in accordance with posted Government of Alberta rates.

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8. Vehicle Allowance

8.1. The Board recognizes that Trustees represent wards of significant geographic size and that they are expected to travel throughout their wards frequently. The Board supports Trustees in the fulfillment of their duties by providing the following allowance for vehicle maintenance and upkeep, cabs and parking in the Capital Region.

8.2. Trustees shall receive a Vehicle Allowance of ~~\$250 per month~~4,000.00 per year, provided to each Trustee on a monthly basis during the term of their trusteeship.

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9. Office Allowance

9.1. Because Trustees are not provided with designated offices, the Board supports Trustees in the fulfillment of their duties by providing an Office Allowance for expenses/charges related to phone plan expenses, internet, office equipment, and other expenses/charges associated with the maintenance of a home office.

9.2. Trustees shall receive an Office Allowance of ~~\$250 per month~~4,000.00 per years, provided to each Trustee on a monthly basis during the term of their trusteeship.

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10. Trustee involvement with School Councils

10.1. Each Trustee shall be authorized to expend up to \$100 per year per school to be used for School Council meetings to cover cost including refreshments, gifts for guest speakers and other expenses such as donations or expenses including gift cards for councils.

11. Handling of Claim Forms

11.1. Trustees shall request the reimbursement of expenses by completing the appropriate form(s) with required receipts attached, and submitting to the Corporate Secretary.

11.2. ~~Payment of reimbursable expenses shall be made upon approval as noted in policies 5 and 6. If a Trustee is in disagreement with any decision regarding the reimbursement of a claim, an interpretation, he/she he/she may appeal to the Board.~~

11.3. Expense claims must be submitted on the fifteenth day of the following month of incurring of the expenses.

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12. Read-In Week

12.1 Trustees shall receive an annual allowance of ~~\$20~~\$25.00 per school to support Read-In Week activities.

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Policy 7 – Appendix F

TRUSTEE REMUNERATION AND EXPENSES

Trustees shall be paid, subject to this policy, an annual honorarium and shall be reimbursed for approved expenses incurred in the performance of their Board responsibilities. The Trustee position is expected to be part-time.

1. Reporting

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- 5.4. Each Trustee shall have an additional allocation of \$5,000.00 per year for reimbursement for expenses associated with meals, mileage, registration fees and out of town hotel expenses, supported by receipts,, related to professional development activities as set out in Article 5.2 ("Discretionary Professional Development"). Trustees may carry over this allocation for a maximum of two years. Actual expenditures will be publicly disclosed.
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12. Read-In Week

- 12.1 Trustees shall receive an annual allowance of \$25.00 per school to support Read-In Week activities.

Policy 7 – Appendix G

AVAILABLE TRUSTEE HONORARIA AND BENEFITS

UNIVERSAL							DISCRETIONARY			
Centre	Base Honoraria 2020-21 2025-26	Vehicle/Travel Allowance	Office Allowance (Equip, Cell, Internet)	Benefits	Retirement Fund Accrual	TOTAL	Discretionary Professional Development (900) 6611 6612	Board Association Meetings Paid PD Capped* (901) 6611 6612	Event Expense Allowance (904) 6332	TOTAL
Chair	<u>\$55,075</u> 53,063	<u>\$4,000</u> 3,000	<u>\$4,000</u> 3,000	<u>\$7,383</u> 7,114	\$1,700	<u>\$72,155</u> 67,877	<u>\$4,500</u> 5,500 4,500	<u>\$4,500</u> 5,000 4,000	<u>\$2,000</u> 1,000	<u>\$11,000</u> 12,500 9,500
Vice-Chair	<u>\$48,466</u> 46,696	<u>\$4,000</u> 3,000	<u>\$4,000</u> 3,000	<u>\$7,383</u> 7,114	\$1,700	<u>\$65,547</u> 61,510	<u>\$45,000</u> 4,000	<u>\$4,500</u> 5,000 4,000	<u>\$2,000</u> 1,000	<u>\$10,500</u> 12,000 9,000
Trustee	<u>\$44,060</u> 42,453	<u>\$4,000</u> 3,000	<u>\$4,000</u> 3,000	<u>\$7,383</u> 7,114	\$1,700	<u>\$61,143</u> 57,267	<u>\$45,000</u> 4,000	<u>\$4,500</u> 5,000 4,000	<u>\$2,000</u> 1,000	<u>\$10,500</u> 12,000 9,000
Trustee	<u>\$44,060</u> 42,453	<u>\$4,000</u> 3,000	<u>\$4,000</u> 3,000	<u>\$7,383</u> 7,114	\$1,700	<u>\$61,143</u> 57,267	<u>\$45,000</u> 4,000	<u>\$4,500</u> 5,000 4,000	<u>\$2,000</u> 1,000	<u>\$10,500</u> 12,000 9,000
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Trustee	<u>\$42,453</u> 4,060	<u>\$4,000</u> 3,000	<u>\$4,000</u> 3,000	<u>\$7,383</u> \$7,114	\$1,700	<u>\$61,143</u> 57,267	<u>\$45,000</u> 4,000	<u>\$4,500</u> 5,000 4,000	<u>\$2,000</u> 1,000	<u>\$12,000</u> 9,000
Total	<u>\$323,841</u> 36 312,024	<u>\$28,000</u> 21,000	<u>\$28,000</u> 21,000	<u>\$51,681</u> 49,798	\$11,900	<u>\$443,422</u> 17 415,722	<u>\$28,500</u> 35,500 8,500	<u>\$31,500</u> 35,000 28,000	<u>\$14,000</u> 7,000	<u>\$74,000</u> 84,500 63,500

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Includes Division Paid PD such as ASBA, ACSTA AGMs, Archbishop Joseph MacNeil Leadership Academy, etc.
 *Attendance at Business Portion of ACSTA and ASBA and other AGMs
 ASBA Spring and Fall General Meetings
 ACSTA Annual General Meeting

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 Edmonton Catholic Separate School Division
 Board Policy Handbook

June 30, 2021

Policy 7 – Appendix G

AVAILABLE TRUSTEE HONORARIA AND BENEFITS

Centre	Base Honoraria 2025-26	Vehicle Allowance	Office Allowance	Benefits	Retirement Fund Accrual	TOTAL	Discretionary Professional Development (900) 6611 6612	Board Association Meetings (901) 6611 6612	Event Expense Allowance (904) 6332	TOTAL
Chair	\$55,075	\$4,000	\$4,000	\$7,383	\$1,700	\$72,155	\$4,500	\$4,500	\$2,000	\$11,000
Vice-Chair	\$48,466	\$4,000	\$4,000	\$7,383	\$1,700	\$65,547	\$4,000	\$4,500	\$2,000	\$10,500
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Total	\$323,841	\$28,000	\$28,000	\$51,681	\$11,900	\$443,422	\$28,500	\$31,500	\$14,000	\$74,000



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting 3.1

Date: May 28, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Christine Gannon, Division Principal; Joe Gulli, Division Principal

Re: **Supporting Student Attendance in Edmonton Catholic Schools**

Background:

The Supporting Student Attendance in Edmonton Catholic Schools Report outlines the Division's comprehensive approach to addressing student attendance and chronic absenteeism. Recognizing the significant impact of attendance on academic achievement, emotional well-being, and long-term success, Edmonton Catholic Schools has adopted a trauma-informed, equity-centered strategy to support and re-engage students who are chronically absent.

At Edmonton Catholic Schools, we understand that student attendance is a foundational indicator of success. Chronic absenteeism is a powerful early warning sign of deeper struggles, including mental health challenges, academic barriers, and systemic inequities. Our collaborative efforts between school staff, Division teams, and community partners are essential in sustaining support and removing barriers to attendance. We bring together school-based teams committed to re-engaging students and working with families, and we offer a range of Division-level supports to address the underlying factors contributing to chronic absenteeism. Through our Multi-Tiered System of Support (MTSS) framework, we provide support at both a universal and individualized level, with interventions carefully matched to the tier of support required based on student needs. Early identification, personalized interventions, and culturally responsive practices are key priorities.

Through this shared commitment, Edmonton Catholic Schools continues to support students in attending school regularly, feeling connected to their learning, and experiencing success - academically, socially, and spiritually.

Recommendation:

That based on the evidence provided in the Supporting Student Attendance in Edmonton Catholic Schools 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 3.4 - Complies with legislative requirements to appoint an attendance officer for the Division.

Attachments:

- Supporting Student Attendance in ECSD



SUPPORTING STUDENT ATTENDANCE IN ECSD

May 2025

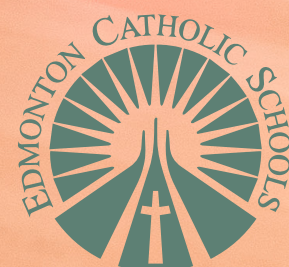
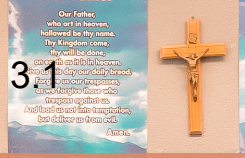




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PREAMBLE



Student attendance is a foundational indicator of academic achievement, emotional well-being, and long-term success. Chronic absenteeism – when a student misses a significant portion of the school year – is a powerful early warning sign of deeper struggles, including mental health challenges, academic barriers, and systemic inequities. Recognizing the serious and lasting impact of chronic absenteeism, Edmonton Catholic School Division (ECSD) is committed to an intentional, trauma-informed, and equity-centered approach to identifying, supporting, and re-engaging students who are chronically absent from school.

Attendance patterns offer critical insight into a student's experience both within and beyond the classroom. Research shows that attendance

problems often begin early, are compounded over time, and are closely linked to mental health issues, academic underachievement, and future life outcomes (Kearney et al., 2023; Klan et al., 2024; Pathways to Education, 2024; National Child Traumatic Stress Network, 2023). Chronic absenteeism disproportionately impacts students from low-income families, students with disabilities, racialized students, and English language learners (Pathways to Education, 2024; EdCAN Network, 2023), highlighting absenteeism as a significant social equity issue that schools must actively address.

In response, ECSD has adopted a targeted, action-driven strategy grounded in a trauma-informed Multi-Tiered System of Support (MTSS) framework.



This approach mobilizes educational teams, families, Family School Liaison Workers, Mental Health Specialists, and community partners such as Recovery Alberta and Child and Family Services. Through MTSS, support is provided at both a universal and individualized level, with interventions carefully matched to the tier of support required based on student needs. Early identification, personalized interventions, and culturally responsive practices are key priorities.

To assist schools in navigating this process, ECSD has developed an Attendance Protocol. This tool provides a clear and accessible guide for determining the appropriate tier of support, ensuring that students, families, and others impacted by

chronic absenteeism receive timely, coordinated, and compassionate intervention grounded in our Catholic belief in the dignity of every child.

This document outlines ECSD's commitment to early intervention, reengagement of students, and the removal of barriers contributing to chronic absenteeism. It provides a comprehensive overview of the Division's legal obligations, operational procedures, and multi-tiered supports that work collectively to ensure every student has the opportunity to succeed and thrive.



The Importance of Attendance

A Key Early Indicator

According to [EdCAN Network](#), attending school matters for many reasons. Chronic absenteeism is a key early risk factor for school dropout, as well as a host of other mental health, financial, and academic difficulties. School attendance problems often serve as a “canary in the coal mine” for schools and mental health agencies, signaling that children are struggling

at school, at home, or in the community long before other issues become more visible (Kearney et al., 2023). Research has also shown that attendance problems have dynamic, compounding relationships with mental health and academic achievement issues, often beginning as early as the elementary years (Klan et al., 2024).

Understanding Why Students Miss School

Chronic absenteeism is often a visible sign of deeper, more complex challenges in a student’s life. Before schools can respond effectively, it is important to understand why students miss school. *Attendance Works* identifies four broad categories that help make sense of these pattern:



Barriers

(e.g., illness, unreliable transportation, housing instability)



Aversion

(e.g., anxiety, academic difficulty, bullying)



Disengagement

(e.g., lack of connection to school, feeling unrecognized or unsupported)



Misconception

(e.g., not understanding the impact of absences, assuming school is not essential)

These root causes are not always obvious – and they often overlap. Recognizing them early allows educators to take a more compassionate, personalized approach to support. This shift from enforcement to understanding is essential to addressing the real reasons behind absenteeism and reconnecting students with their learning. *See Appendix A for a summary table of root causes and examples from Attendance Works.*





Understanding Systemic Barriers

Research conducted by [Pathways to Education](#) suggests that the rise in absenteeism is not solely attributed to the COVID-19 pandemic. Barriers such as low income, transportation challenges, lack of educational expectations, and low motivation toward school all contribute to absenteeism. Even before the pandemic, [students in low-income communities were more likely to have higher rates of absences and be chronically absent compared to their more affluent peers](#). During the pandemic, approximately a quarter of low-income schools (24%) reported challenges with student enrollment, compared to 13% of high-income schools.

The statistics above highlight that absenteeism is often a symptom of deeper social equity challenges. Students from low socio-economic backgrounds, students with disabilities, students facing discrimination, and students whose first language is not English all face unique barriers that contribute to higher rates of absenteeism. For this reason, schools must view absenteeism through a trauma-informed lens – addressing underlying, unmet needs and ensuring every student has access to a safe adult and experiences a sense of belonging and purpose within the school community.

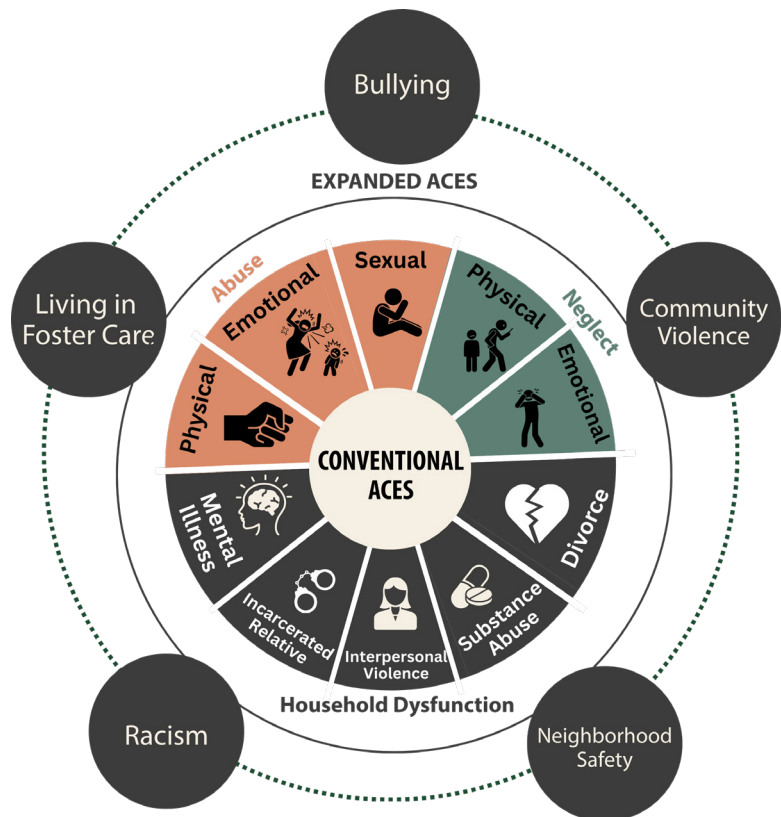


The Impact of Trauma

The understanding that absenteeism often reflects deeper, unmet needs aligns with research from the National Child Traumatic Stress Network, outlined in [Creating, Sustaining and Supporting Trauma-informed Schools](#) (A System Framework).

The report examined the impact of adverse childhood experiences (ACEs) on academic outcomes and found that communities with higher ACE scores had increased rates of suspension and unexcused absences, as well as lower rates of high school graduation and progression to post-secondary education, compared to communities with a lower prevalence of ACEs.

Not only are individual children affected by traumatic experiences, but other students, school staff, and broader communities are also impacted by working with or supporting a child who has experienced trauma. Thus, as schools maintain their critical focus on education and achievement, they must also acknowledge that mental health and wellness are deeply connected to students' success in the classroom and the creation and maintaining of a thriving school environment.



Long-Term Consequences

Studies have shown that students with high rates of absenteeism tend to develop negative views of their academic abilities, which can further erode engagement and achievement. Chronic absenteeism also has direct negative impacts on individual

outcomes outside of school, particularly in terms of employment, health, and community participation. It affects broader social outcomes, such as [the likelihood of involvement with the criminal justice system and dependency on social services](#).

Reaching out Early to Support Students

Chronic absenteeism is often an early signal that a student may be experiencing personal, academic, or social challenges. Early intervention, guided by context rather than just percentage thresholds – allows schools to respond with understanding and support. At Edmonton Catholic Schools, school teams are encouraged to consider the full context of a student's situation – including home life, mental health, learning needs, and school climate when

identifying students who may benefit from outreach.

By initiating connection early, schools can better understand student needs, foster strong relationships with families, and reduce the risk of long-term disengagement. While early outreach remains essential, schools must also work within the legal frameworks that govern across Alberta.

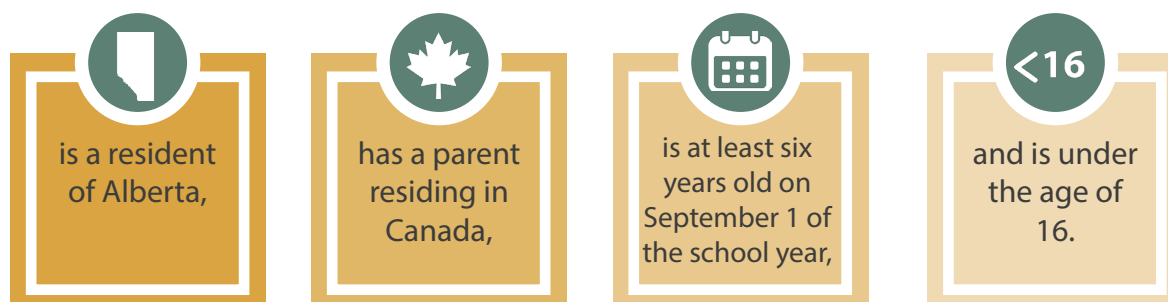
Our Legal and Ethical Responsibility

Alberta's Education Act: Attendance Obligations

The *Education Act* outlines the legal responsibility for children to attend school and the role of school authorities in ensuring that obligation is met. The sections below summarize the key provisions that guide how attendance is monitored, enforced, and supported across Alberta schools.

Compulsory Education

In Alberta, the law mandates that children attend school to ensure their right to an education, as outlined in the *Education Act* under Section 7: Compulsory Education. According to the Education Act, every child must attend school who:



The only exception to this rule is if a student has already completed high school. However, there are also circumstances where a student may be excused from attending school. These include:

- Illness or other unavoidable circumstances
- Religious holidays
- Suspension or expulsion, if the student has not yet enrolled in another educational program
- A valid exemption granted by the school board or the Minister if the parents/guardians provides sufficient cause



While the law requires school attendance, it also places responsibility on school boards to ensure that students are attending regularly. School boards must make every reasonable effort to encourage and maintain attendance by closely monitoring students' attendance records and intervening when necessary to resolve issues before they become chronic.

As part of the Education Act, **attendance officers** are empowered to take action if they believe a student is not attending school as required. To support enforcement, attendance officers may enter non-residential buildings during school hours to search for the student or accompany the student either home or to school to ensure compliance. If it is discovered that a student is not complying with directions, an attendance officer can apply for an order from a judge or a justice of the peace. This order may grant the officer permission to enter a residence or another location to search for the student, or compel the student to comply with the officer's instructions.

While this enforcement is present in other school divisions, at Edmonton Catholic Schools, we work through school administrators and a variety of support staff, such as Family School Liaison Workers, to encourage and support positive attendance habits among students.

If enforcement efforts by the school or the attendance officer are unsuccessful, the matter can be referred to the **Attendance Board**.

Before making any referral, it is critical that the school board has made every reasonable effort to inform the student of their duty to attend school. They must also demonstrate that all necessary interventions have been exhausted. This includes informing students and parents or guardians of the attendance obligation and carefully documenting all steps taken to address the attendance issue. In cases where the student attends a private school, the responsibility falls to the school operator to encourage attendance. If reasonable efforts have been made without success, private schools may also refer the case to the Attendance Board.

These legal obligations and procedures are designed to ensure that all students receive an education while also providing appropriate support and intervention for families facing challenges in maintaining regular attendance.



Attendance at School

When a student fails to attend school as required under Alberta's Education Act, and all reasonable efforts to resolve the issue have been unsuccessful, Section 9: Attendance at School outlines the process for escalating the matter to the Attendance Board.

In Edmonton Catholic Schools, the board responsible for the student, or the board that oversees the school the student attends, may initiate the referral to the Attendance Board.

Before such a referral is made, the school board must:

- Ensure that the student has been clearly informed of their obligation to attend school. This includes making sure that the student is aware of the attendance requirement as outlined in Section 7.
- Demonstrate that all reasonable efforts to support and enforce attendance have been made and documented.

The referral process ensures that every possible intervention is attempted before formal escalation to the Attendance Board. It reflects the shared responsibility between families, schools, and the Division to promote consistent school attendance and address barriers proactively.

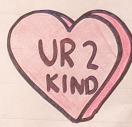




We  spreading
Kindness!



LET'S
FILL THE
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 UR 2
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ACTS OF
KINDNESS

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GRATITUDE

 YOU
ROCK

COMPLIMENTS

Colour your ,
write your initials,
add it to the jar!

Grade 6

ECSD's Approach

Division Processes and Tools

How Attendance is Tracked

In the Edmonton Catholic School Division, student attendance is tracked using the PowerSchool system and School Messenger platform. Teachers record attendance throughout the day, with the frequency varying by school.

- Elementary schools typically record attendance twice daily (morning and afternoon)
- Junior high and high schools record attendance each period

Parents are able to notify schools of absences in advance through the PowerSchool Parent Portal, the School Messenger mobile app or website, or by calling the school directly.

Recording Absences

When recording absences in PowerSchool, teachers and parents or guardians can select from several non-disciplinary absence codes, such as Illness, Vacation, Appointment.

These codes are attached to categories for tracking purposes, including:

- **Excused Absence:** Used when a student is absent for a valid reason, such as a medical appointment or family function
- **Unexcused Absence:** Used when a student is absent without a valid reason provided
- **Vacation:** Used when a student is absent due to a family vacation



Monitoring Attendance Patterns

The attendance monitoring process includes the following steps:

1. Parent/Guardian Notification of Absence

Parents or guardians can notify schools of absences before they occur via the PowerSchool Parent Portal, the SchoolMessenger website, SchoolMessenger mobile app, or by phone.

2. Teacher Attendance Recording

Teachers record student attendance throughout the school day in PowerSchool. The number of times attendance is recorded varies by school level (elementary, junior high, or high school).

3. Follow-Up on Unexplained Absences

SafeArrival automatically follows up on any unexplained absences by notifying the parents or guardians and giving them an opportunity to explain the absence. In some cases the parents are unaware, and can follow up with the student. This feature is primarily intended to ensure the safety and well-being of students.

4. Staff Follow-Up Reports

Once absences are processed via the system, school staff receive a report summarizing any absences that require further follow-up.



SafeArrival Process

Absence management is supported by the SafeArrival system, which operates as follows:

1

Parent/Guardian Reporting Future Absences

Parents or guardians can report future absences into SafeArrival via the PowerSchool Parent Portal, using the SchoolMessenger mobile app or website, or by telephone (phone number **1-833-788-7662**). (See [Reporting Student Absences](#) on the ECSD website.)

2

Teacher Attendance Entry

Teachers continue to record attendance during the school day – twice daily for most elementary schools (i.e., AM and PM), and each period in junior high and high schools.

3

SafeArrival Notification

SafeArrival collects attendance information entered by teachers into PowerSchool up to the notification time. Automated notifications are then sent via email, text (SMS), and phone call to the parents or guardians of students marked absent. Notifications include the period a student was marked absent in.

- Notifications are sent only for students and periods where they are marked with an AU (Unexcused Absence).
- The notification period lasts 25 minutes, during which parents or guardians have the opportunity to respond.

4

Updating Attendance Records

- After the notification period SafeArrival records any attendance, specifically absences, that has been collected up until the time of the SafeArrival notification.
- SafeArrival updates PowerSchool with the absence reason (if it was collected) and adds a note to the attendance record indicating the reason for the absence, who submitted it, and when it was submitted.
- Attendance is updated every hour as the day progresses, but only if an absence is recorded. SafeArrival does not alter records marked as "present" or blank records.

5

SafeArrival Summary Reports

- After each notification cycle, a SafeArrival Summary Report is sent to the school's administrative support or other relevant staff members.
- This report includes all parent-reported absences and AU notifications received during the most recent notification window.
- Summary reports are also available on the SafeArrival homepage for real-time monitoring. This allows staff to view absences by category and access a list of students along with details of their reported absences for the current day.



School Level Attendance Responsibilities

(Reference Administrative Procedure 330 – Appendix B)

Principal's Role in Attendance

In accordance with Administrative Procedure 330, the Principal of each school is designated as the attendance officer for all enrolled students. This role includes overseeing and implementing a comprehensive school attendance plan in collaboration with school staff.

School-Based Procedures

Each school is required to establish written attendance procedures tailored to its context. These procedures must:

- Outline clear processes for teachers to maintain accurate records of student attendance, including absences and tardiness.
- Provide a framework for parents to report student absences in a timely manner.
- Ensure parents are informed when a student has unexcused absences or excessive late arrivals.

At the start of each academic year, it is the Principal's responsibility to ensure that families, students, and staff are informed of the school's attendance expectations and processes.

Using Data to Guide Support

All schools in the Division are expected to monitor and respond to attendance concerns as early as possible in the school year. Data monitoring should begin as early as preschool and continue through Grade 12. The Attendance Protocol serves as a navigation tool to help schools use attendance data to identify students with moderate to chronic absenteeism, determine the appropriate tier of support, and respond accordingly. The protocol emphasizes not only the number of instructional days missed, but also the student's overall well-being, school and home environment, and broader contextual factors. By using the Attendance Protocol alongside team-based conversations and inclusive practices, schools can respond with the right level of intervention at the right time. *See Appendix C for the Attendance Protocol decision-making tool.*

Responding to Attendance Concerns

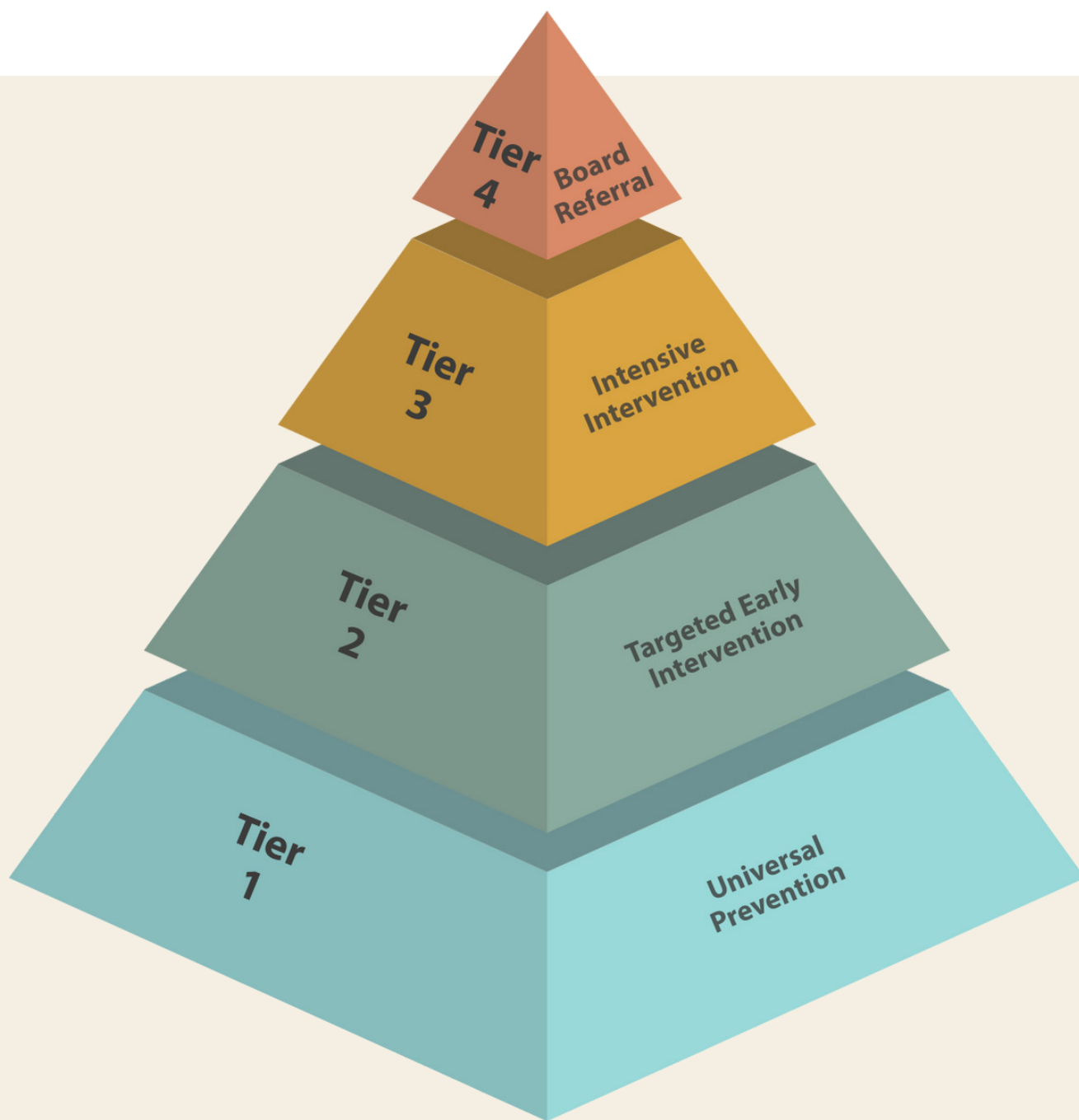
When a student's attendance becomes a concern, the Principal is expected to take all reasonable steps to address the issue in a proactive and supportive manner. These steps should follow the Division procedures and Attendance Protocol (*see Appendix C*): Student Attendance and Re-engagement. If these efforts do not result in improvement, the Principal may refer the matter to the Attendance Board in accordance with provincial criteria. All referrals must be thoroughly documented, with copies submitted to both the Attendance Board and the Superintendent of Leadership Services.



Supporting Students Through Tiered Intervention

Introduction to the Tiered Framework

Edmonton Catholic Schools' approach to attendance intervention is informed by the Four-Tier Intervention Pyramid (see *Appendix D, Jigsaw Learning*). This framework guides the Division's trauma-informed Multi-Tiered System of Support (MTSS), allowing schools to match strategies to student needs – ranging from universal prevention to intensive, individualized support.



ECSD'S MULTI-TIERED SYSTEM OF SUPPORT
FOR ATTENDANCE INTERVENTION

Tier 1 – Universal Prevention

For students missing 0-9% of instructional days.

At Edmonton Catholic Schools, Tier 1 supports are embedded into everyday school life. These universal strategies focus on prevention, early connection, and creating a sense of belonging for all students. Tier 1 is about reaching students early, before attendance becomes a concern, and ensuring every child feels welcomed, known, and supported in their school community.

Welcoming School Culture and Team-Based Monitoring

Schools regularly review attendance data and reflect on how their environment supports student engagement and connection. The [Teacher and Administrator Walk Around Tool](#) is used to observe learning and communal spaces, helping staff identify areas where students may feel excluded or disengaged. These informal check-ins help promote safe, caring adult relationship and guide schools in building a culture of inclusion, visibility, and responsiveness.

Foundational Frameworks

Tier 1 efforts are supported by a number of foundational Division frameworks, including the [Integrated Health and Well-Being Framework](#), ECSD Learning Conditions and the [Action Plan for Comprehensive School Health](#). Together, these frameworks help ensure that students have the relationships, environments, and learning conditions they need to thrive physically, emotionally and academically.

The Division's Learning Conditions framework outlines the environments, relationships, and expectations needed for students to thrive. It serves as a foundational lens through which Tier 1 supports are planned and delivered.

Learning Conditions Framework

Students experience authentic permeation of faith across subjects and recognize opportunities to serve God in one another.	Students experience a holistic Catholic education that fosters their spiritual and moral development while celebrating and bearing witness to our faith.	Students experience the joy of learning through multiple learning contexts while feeling a sense of belonging in an environment of high expectation.
Students are active participants in their learning, provided with ongoing opportunities and supports to establish and persevere in achieving goals.	Students explore local, global, and ethical issues through their connection to curriculum, with the uniqueness of each student and their learning journey being fostered, respected, and celebrated.	Students see adults engaging in lifelong learning.
Student data informs continuous improvement with student voice being valued.	Student creativity and risk-taking are fostered.	Students apply knowledge, skills, and problem-solving strategies in real life contexts while engaging in opportunities to develop collaborative skills.



Staff Capacity Building

To strengthen early intervention and prevention efforts, the Division prioritizes professional learning in collaboration with Inclusive Education consultants and multidisciplinary teams. Topics include trauma-informed practice, mental health literacy, restorative conversations (such as listening circles), and practical strategies for engaging families around student attendance and success.

Family and Student Engagement

Families are key partners in promoting regular attendance. Attendance awareness campaigns are shared through online newsletters, emails, classroom education, and parent evenings. Resources like [“When is sick too sick?”](#) help families make informed decisions about attendance. Supportive “nudge” tools such as SwiftK12 messages, [posters](#), postcards, and informal check-ins offer low-stakes, encouraging communication that helps families build consistent routines to support their child while maintaining a strong connection to the school. These tools celebrate attendance and gently reinforce its importance in a student’s success.

Culturally Responsive Supports

Tier 1 includes supports that honor the diverse identities of ECSD students and families. Intercultural Liaisons help bridge cultural and language barriers by translating materials and participating in team meetings with families. Indigenous Learning Services provide culturally grounded relationship-building strategies to support Indigenous students and families in feeling seen, respected, and included.

Tier 2 – Targeted Early Intervention

For students missing 10-19% of instructional days.

Tier 2 supports are designed to respond when a student's attendance begins to decline and early signs of disengagement appear. Building on the universal foundation of Tier 1, these targeted strategies aim to intervene early, re-establish student connection, and address barriers before absenteeism becomes chronic.

Student Relationships and Belonging

Teachers at this stage take deliberate steps to strengthen relationships with students. By fostering a sense of safety and belonging, educators help students feel seen and supported, which increases their likelihood of returning to and remaining engaged in school.

Family Connection and Outreach

Tier 2 emphasizes early and positive family engagement. School staff reach out with empathy and openness to better understand attendance challenges and co-develop next steps with families. These efforts may include informal check-ins, invitations to parent evening, and guidance on topics such as routines, school refusal, sleep or technology use. Staff may also connect families to community-based supports and services.

Culturally Responsive Supports

To ensure interventions are meaningful and inclusive, school teams draw on supports from Indigenous Learning Services, through the Bridged Journeys Instructors and Graduation Coaches, and various Intercultural Liaisons. These partners assist during team meetings, translating resources, providing cultural insight, and strengthening family-school trust.

Division and Community Supports

At Tier 2, schools may access targeted supports from ECSD's multidisciplinary teams, Family Liason workers, and Inclusive Education consultants. These staff assist with early intervention strategies to support self-regulation, social-emotional skills, peer relationships, self-esteem, and self-advocacy.

Additionally, Caregiver Education sessions from [Recovery Alberta](#) are available to help families support their child's mental health and well-being. When needed, School Resource Officers may assist with wellness check to reconnect with students.

These supports help schools respond quickly and appropriately before absenteeism becomes chronic.



Tier 3 – Intensive Intervention

For students missing 20% or more of instructional days.

Tier 3 supports are designed for students facing significant barriers to regular attendance. These students require individualized, wraparound support that prioritizes consistency, trust and connection. The goal is to stabilize attendance and reengage students through strong school relationships, mental health services, and targeted family support.

School-Based Relationships and Support

A trusted school staff member, often a principal, assistant principal, or department head, acts as the student's main point of contact. They initiate daily "Check-in, check-out" routines, maintain personal outreach, and coordinate communication with families to ensure the student remains supported and visible within the school community.

Family and Mental Health Supports

Family School Liaison Workers (FSLWs) play a central role in Tier 3 by offering direct support to families, including home visits and connections to services. Mental Health Specialists provide one-on-one counselling to support students' mental health needs. Restorative practices help facilitate a sense of belonging and smoothen school re-entry after extended absences.

Community Collaboration

When attendance concerns persist, school teams collaborate with external partners such as Recovery Alberta, Child and Family Services, Justice, and School Resource Officers (SROs). These connections allow for more coordinated support and ensure students have access to resources that extend beyond the school environment.



Tier 4 – Attendance Board Referral

(In collaboration with School Operations Services)

Tier 4 is reserved for students with persistent chronic absenteeism despite all previous interventions. At this point, the school collaborates with School Operations Services (SOS) to determine if a referral to the Alberta Education Attendance board is appropriate. This process is formal, documented, and designed to ensure accountability and continued support.

Referral Process

The principal begins by consulting with SOS and reviewing the Attendance Protocol and Administrative Procedure 330. Together, the school and Division determine whether the student's situation meets the threshold for referral. If so, a detailed submission is prepared, including a full record of all supports attempted, communication with families, and contextual factors contributing to absenteeism.

Ongoing Involvement

Following a referral to the Attendance Board, school and Division staff continue to support the student and family. This includes maintaining supportive relationships, participating in hearings as needed, and offering ongoing check-ins and re-engagement efforts. Multidisciplinary teams may remain involved to ensure wraparound supports are sustained. While continued documentation is required, the focus remains on providing consistent, compassionate support throughout this process.



Sustaining Support Through Collaboration

When intensive interventions are in place (Tiers 3 and 4), collaboration becomes essential in sustaining support. At this stage, school staff, Division teams, and community partners must closely work together to maintain strong relationships with students and families, remove persistent barriers, and promote meaningful, long-term engagement in school.

Principal Responsibilities

Principals play a central role in sustaining coordinated support efforts. Their responsibilities include leading school-based attendance plans, facilitating family communication, and connecting with Division and community supports. This includes:

- Continuing the use of both school-based and Division-level strategies before further escalation
- Documenting efforts and key contextual factors related to attendance
- Working with Inclusive Education to tailor supports to each student's unique needs
- Providing leadership in determining next steps, including possible referral to the Attendance Board when appropriate



Support Network

School-Based Supports

Each school brings together a team committed to re-engaging students and working with families. These supports focus on relationship-building, understanding student needs, and working closely with families to encourage reengagement. School-based teams include administrators, teachers, learning coaches, counsellors, chaplains and high school mentors, who work together to provide tailored programming and ongoing support for students and their families.

Division Supports

In addition to school-based teams, ECSD offers a range of Division-level supports to help address the underlying factors contributing to chronic absenteeism. These specialized services and programs are designed to provide targeted intervention, wraparound support, and early identification of student needs.

Division supports include:

- Access to mental health resources and therapeutic supports.
- Inclusive education consultants and early intervention specialists.
- Multidisciplinary teams including psychologists, therapists, and social workers.
- Ongoing collaboration with School Operation Services through the Attendance Committee.

Community Supports

ECSD also partners with external agencies to strengthen the network of care available to students and families. These supports play a key role in bridging school-based efforts with broader community services, especially when additional or specialized support is needed.

Community supports include:

- 1. The YMCA Alternative Suspension Program, which provides structured support to students who are suspended or at risk, helping them address underlying issues and reintegrate into school.
- 2. The Alberta Education Attendance Board (Office of Student Attendance and Reengagement - OSAR), which coordinates formal attendance interventions when local supports have been fully explored.

Office of Student Attendance and Re-engagement (OSAR)

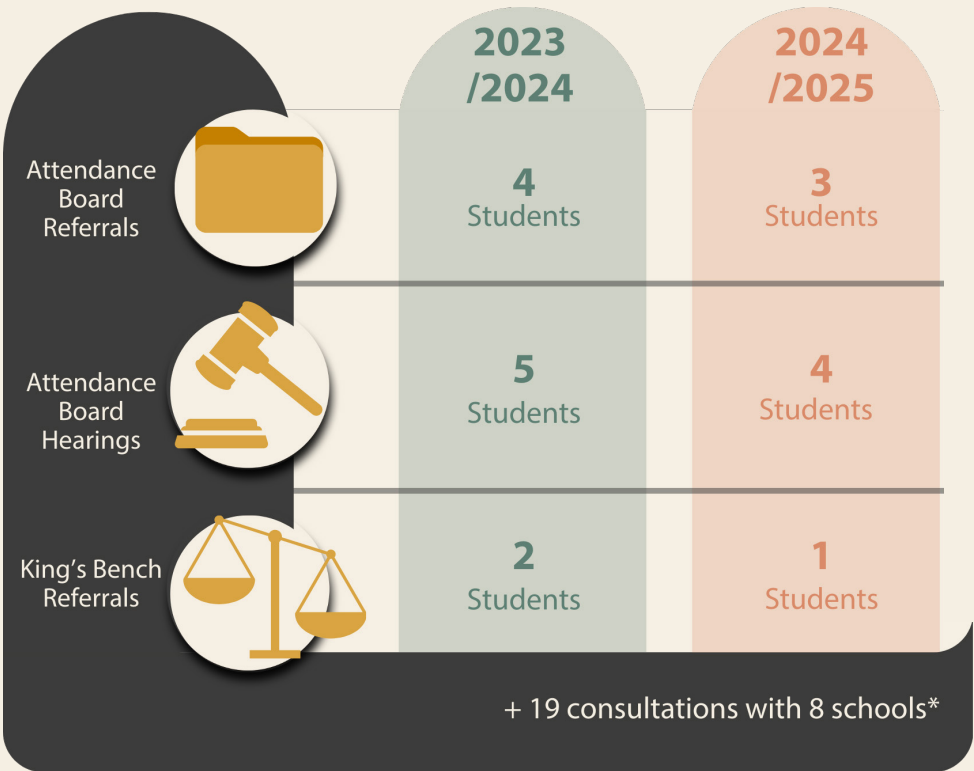
If school-level and Division supports do not result in improved attendance, the principal may refer the case to the Attendance Board in consultation with School Operation Services. The SOS team facilitates the process in accordance with provincial guidelines. All referrals must be thoroughly documented by the SOS team and submitted to both the Attendance Board and the Superintendent of Leadership Services.

It is essential to keep a clear record of all attempts made to contact the student and family before submitting a referral. Such efforts may include letters, registered letters, emails, phone calls, contact with emergency contacts, home visits conducted by school staff, or welfare checks carried out by a School Resource Officer (SRO) or local police.

OSAR Statistics

This snapshot highlights recent referrals and consultations supported by the Office of Student Attendance and Reengagement (OSAR) within Edmonton Catholic Schools.

This does not include any students who had been referred in previous years and who may still be in monitoring.*



Sample School-Based Attendance Strategy in Action

The following sample outlines how a school might apply the Division's tiered framework, attendance protocol, and collaborative practices in a real-world context. It is intended to guide schools in designing proactive, sustainable processes for addressing chronic absenteeism.

Tracking and Reporting Attendance

1. Monthly Attendance Tracking:

Subject teachers track class attendance monthly using PowerSchool.

2. School-Wide Reports:

- **Preliminary Report:** School administration generates an initial attendance report to identify students with chronic absenteeism (20% or more). Subject teachers follow up with families before fall break to discuss attendance patterns how absences may be affecting the student's learning.
- **Follow-Up Reports:** Admin generates additional attendance reports in December and February to monitor attendance progress. If no improvement is seen, families are contacted again through phone calls or email.

3. Ongoing Communication:

- Missed assignments or any "Not Handed In" (NHI) work is recorded in PowerSchool and shared with parents or guardians throughout the year.
- Teachers contact parents or guardians to discuss declining attendance so they can collectively identify the cause and help address any barriers.
- Teachers notify administration immediately when serious attendance concerns arise.



Administration Interventions

1. Parent Communication:

- **Teacher Initial Contact:** Teachers initiate contact with families to raise concerns about attendance issues, emphasizing how absences affect learning.
- **Regular Administrative Checkpoints:** Throughout the year, based on the individual calendars and specific context of the school communities, the administration conducts follow-ups with parents or guardians via calls or meetings if issues persist.

2. Supportive Measures:

- **Family School Liaison Worker (FSLW):** FSLWs are involved early on to help support families, particularly for students with high absenteeism. They work directly with families to address any underlying issues (e.g., providing clothing or other resources).
- **Parent Meetings:** Administrators follow up with parents or guardians if there are ongoing issues. In these meetings potential contributing factors – including academic struggles, personal circumstances, or resource needs – are explored.
- **Referrals to Mental Health Teams or External Agencies:** If needed, referrals will be made to provide additional support through outside resources or mental health services.
- **Indigenous Services Support:** When applicable, Indigenous Learning Services are involved, offering culturally sensitive support that has proven effective in engaging families.

3. Accommodations for Missed Work:

When a student misses significant amounts of school, accommodations are made in their assessments. The goal is to ensure that students are not overwhelmed when they return, and their grades reflect only the work they have completed after re-engaging with the material.

4. Seeking Additional Support:

If all efforts have been exhausted and no improvement is made, the school will reach out to School Operations Services (SOS) for further support.

5. Attendance Board Referral:

If chronic absenteeism persists despite all interventions, the Attendance Board may be involved. The school typically begins with a letter from the board before moving to a hearing.

6. Ongoing Engagement with Families:

The school continues to meet with the families of students with severe attendance issues, using FSLWs or admin to maintain open communication and ongoing support.



CONCLUSION

Chronic absenteeism is closely linked to lower academic achievement, increased dropout rates, and long-term challenges in health, employment, and social outcomes. Students from low-income backgrounds and those facing systemic inequities are disproportionately affected, often navigating complex barriers to regular school attendance.

In Alberta, attendance is not only critical to student success – it is a legal obligation. Under the Education Act, school boards are required to ensure that all students attend regularly, and to take reasonable steps to intervene when attendance becomes a concern.

Edmonton Catholic Schools meets this responsibility through a trauma-informed, Multi-Tiered System of Support (MTSS) that emphasizes early intervention, individualized planning, and collaborative problem-solving. School teams, families, and community partners work together to ensure every student has access to a caring adult, a sense of belonging, and the support they need to thrive.

Through this shared commitment, ECSD continues to support students in attending school regularly, feeling connected to their learning, and experiencing success – academically, socially and spiritually.

Appendices

Appendix A

Root Causes of Absenteeism

Barriers	Aversion	Disengagement	Misconceptions
- Chronic and acute illness - Family responsibilities or home situation - Trauma - Poor transportation - Housing and food insecurity - Inequitable access to needed services - System involvement - Lack of predictable schedules for learning - Lack of access to tech - Community violence Reference: Attendance Works	- Struggling academically and/or behaviourally - Unwelcoming school climate - Social and peer challenges - Anxiety - Biased disciplinary and suspension practices - Undiagnosed disability and/or disability accommodations - Caregivers had negative educational experiences	- Lack of challenging, culturally responsive instruction - Bored - No meaningful relationship to adults in the school (especially given staff shortages) - Lack of enrichment opportunities - Lack of academic and behavioural support - Failure to earn credits - Need to work conflicts with being in high school	- Absences are only a problem if they are unexcused - Missing 2 days per month doesn't affect learning - Lose track and underestimate TOTAL absences - Assume students must stay home for any symptom of illness - Attendance only matters in the older grades - Suspensions don't count as absence

Appendix B

Administrative Procedure 330

ATTENDANCE OF STUDENTS

Background

Regular attendance contributes significantly to student learning and the Division encourages parents and students to recognize their responsibility for regular attendance.

Procedures

1. The Principal shall act as attendance officer for students registered in the school.
2. Each Principal, in consultation with the staff, shall develop written school attendance procedures. These procedures will include a process for
 - 2.1 Teachers to keep accurate attendance records (including records of absences and lates) for each of their students,
 - 2.2 Parents to notify the school of student absences, and
 - 2.3 Keeping parents informed of unexcused absences and excessive lates.
3. At the beginning of each school year the Principal shall communicate the school's attendance procedures to parents, students, and staff.
4. The Principal will make all reasonable efforts to resolve student attendance concerns prior to referring the matter to the Attendance Board. Procedures are outlined in Administrative Procedure 330 Appendix A – Student Attendance and Re-engagement.
5. When attempts to enforce school attendance are ineffective, the Principal shall make a referral to the Attendance Board as per Attendance Board criteria (<https://education.alberta.ca/>). A copy of this referral accompanied by supporting documentation shall also be sent to the Deputy Superintendent.

Adopted: April 3, 2000

Reviewed/Revised: June 13, 2000, March 15, 2005, June 28, 2013, June 30, 2017, January 11, 2018, February 5, 2021

Reference: Education Act, Sections 1, 3, 7, 8, 9, 31, 46, 51, 52, 53, 54, 55, 196, 197, 222

Appendix C

Attendance Protocol

Level of Absenteeism* (% of school days in which student was absent)		
☐ Mild (0-9%)	☐ Moderate (10-19%)	☐ Chronic (20%+)

* Must be considered in the context of the student's personal situation

Student Well-Being		
Adverse Childhood Experiences ☐ Abuse (<i>sexual, emotional, physical</i>) ☐ Neglect ☐ Household dysfunction (<i>divorce, incarceration, parent mental health, substance abuse, interpersonal violence</i>) ☐ Living Condition (<i>foster home, homeless</i>). ☐ Bullying ☐ Racism/ Identity Safety (<i>racialized minority, gender identity, disability, neurodivergence, newcomer, other</i>) ☐ Unsafe Neighbourhood ☐ Community Violence <i>Any one or more of the above ACEs indicates an immediate referral to FSLW, a mental health specialist, or Community partners.</i>	Well-Being ☐ Social-emotional ☐ Physical Health Concern(s) ☐ Academic challenges ☐ Mental Health ☐ Sleep ☐ Nutrition <i>Any one or more of the above challenges may indicate a referral to one or more of the following disciplines: Occupational Therapy, Emotional Behavioural Specialist, Family School Liaison Worker and/or Inclusive Consultant, or Mental Health Specialist.</i>	Community/External Supports ☐ Agency involvement <i>(child welfare, justice, other)</i> ☐ Other (<i>specify</i>) <i>Assumes involvement of MDT, community partners and school team</i>

NOTES:

School Environment (Integrated Health and Well-Being Framework)	
☐ Relationship with adults ☐ Relationship with peers <i>(bullying, need for friendships)</i>	☐ Student's negative experiences at school <i>(Suspension, behavioural interventions, bullying, belonging)</i> ☐ School/classroom climate <i>Refer to Tier 1 level of support as well as Restorative Practices.</i>

NOTES:

Family Considerations		
☐ Basic Needs <i>(Food, shelter, housing, clothing)</i> ☐ Transportation ☐ Sibling caregiving	☐ Work schedule <i>(e.g., work hours, multiple jobs)</i> ☐ Single caregiver household	☐ Living arrangements <i>(Complex/disruptive living situation)</i> ☐ Other (Specify):

Referral to Family School Liaison Worker. Referrals to other agencies and disciplines can be made as needed.

NOTES:

Appendix D

The Four Tier Intervention Pyramid, referenced in the Collaborative Response Model, provides a framework within which to articulate interventions to respond to the needs of students beyond foundational classroom instruction. By establishing a school-wide pyramid of interventions, schools can ensure a collaborative response to support inclusive practices.

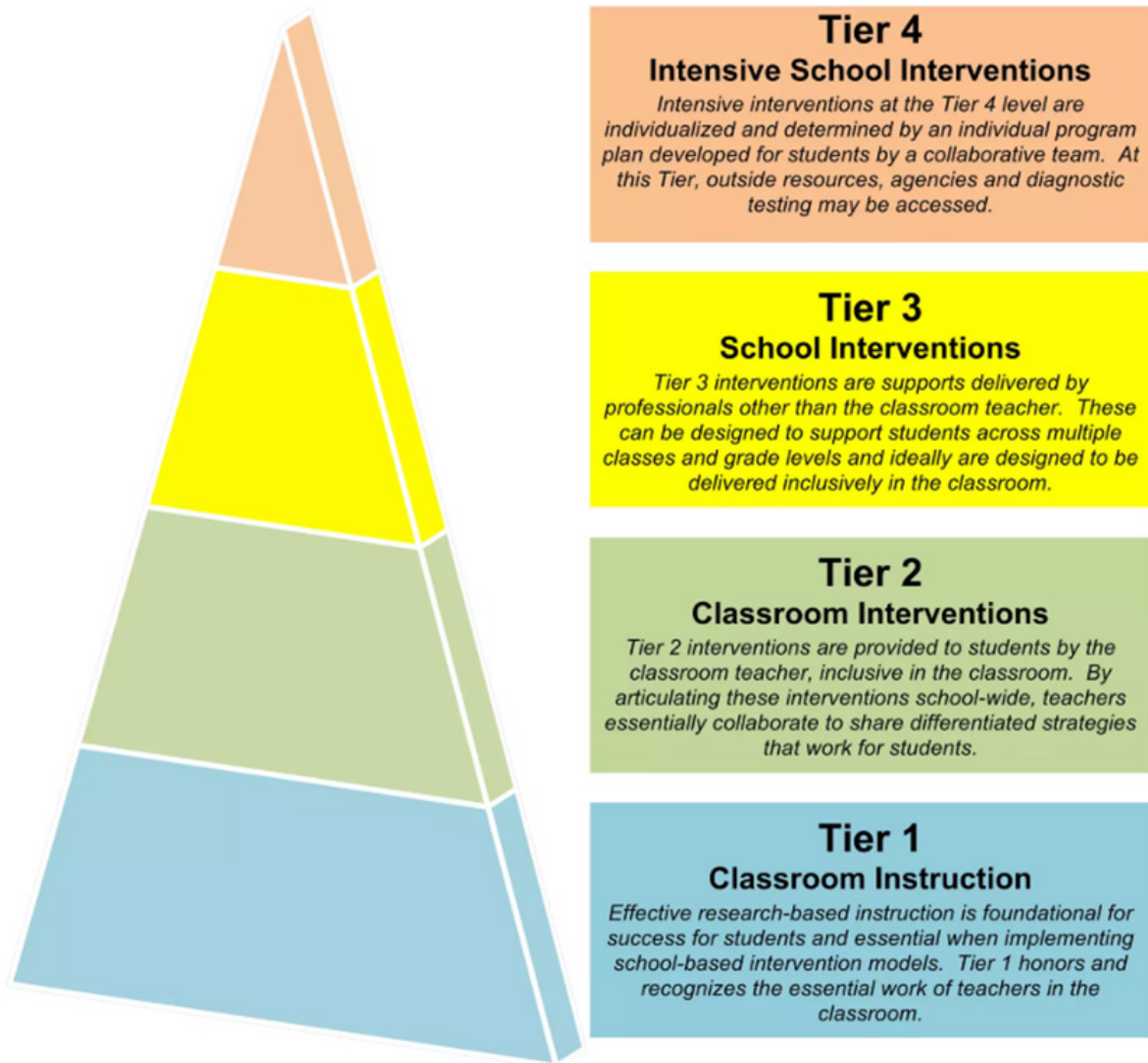


Image: <https://www.jigsawlearning.ca/>

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EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

3.2

Date: May 28, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent of Educational Planning
Terri Peterson, Superintendent of Learning Services

Resource Staff: Sarah Fedoration, Manager- ESL and Language Programs
Jolene Thompson, Manager- Division Programs and Athletics
Karen Garlitos, Engagement Specialist
Toby Scott, Assistive Technology Specialist

Re: **Engaging Voice Report**

Background:

Edmonton Catholic Schools is committed to ensuring that the voices of our students, families, and staff are a part of our planning and decision-making. This is reflected in our Division Plan for Continuous Growth 2023-2026 in the priority of Organizational Excellence. Goal O2 states that: Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.

This report highlights several significant projects that have been undertaken recently in order to ensure that we are innovative, collaborative, and responsive in our commitment to providing an excellent Catholic education to the families of Edmonton.

Recommendation:

That, based on the evidence provided in the **Engaging Voice Report**, the Board determines that the following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period:

- QI 10.1 *Facilitates effective home-school relations.*
- QI 10.3 *Ensures information is disseminated to inform appropriate publics*
- QI 10.5 *Promotes positive public engagement in the Division.*

Attachments:

- Engaging Voice Report

ENGAGING VOICE

REPORT

APRIL 2025

EDMONTON CATHOLIC SCHOOL DIVISION



EXECUTIVE SUMMARY

The Edmonton Catholic School Division (ECSD) actively works to involve students and their families together with teachers and community members for developing meaningful improvements in educational programs. The Engaging Voices Report presents ECSD's comprehensive, multi-faceted engagement process to improve program retention, accessibility, and student success in various initiatives.

This report highlights engagement efforts across several key areas that have taken place during the current school year:

- Language Programs (French Immersion and Spanish Bilingual)
- Enhanced Academic Program (EAP)
- Attendance Boundary Planning for St. Josephine Bakhita Catholic School
- Augmentative and Alternative Communication (AAC) Initiatives (AAC Goes to School & AAC Goes Home)
- Career and Bridging Fair

Key Objectives and Findings

The engagement process to collect community feedback, which would help guide program decisions, curriculum refinement, and support system strategies.

Key findings are as follows:

- Retention concerns in the French Immersion and Spanish Bilingual programs and require targeted strategies to increase student completion rates.
- Academic accessibility enhancements through the Enhanced Academic Program (EAP), ensuring students receive intellectually rigorous learning opportunities.
- Community feedback led to adjustments in the attendance boundaries for St. Josephine Bakhita Catholic School, improving transparency and ensuring accessibility in student placement.
- The implementation of AAC within classrooms and homes has strengthened communication support for students using augmentative and alternative communication devices, enhancing their ability to engage in learning.
- The Career and Bridging Fair expanded its reach to provide students with better post-secondary connections which prepare the students for life after high school.

Impact and Next Steps

ECSD uses partner feedback to develop its strategic plan which results in new student support services, curriculum modifications, transportation accessibility enhancements, and program growth. The upcoming actions will maintain ongoing engagement while using data for decision-making and building stronger relationships between ECSD and its community members.

ECSD demonstrates its commitment to student success and program excellence through this engagement-driven approach which ensures all learners receive necessary resources and opportunities for success.

STRATEGIC GOAL STATEMENT

ECSD's Organizational Excellence Priority Goal O2 is being met by ECSD staff in their engagement with schools, community and partners.

Goal O2: Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.

- Create ongoing opportunities for dialogue between home and school to build awareness of and participation in student learning.
- Utilize engagement processes to ensure that student voice is reflected in their learning experiences.

Additionally, this process ensures that information is disseminated to inform appropriate publics.

RATIONALE AND CONTEXT

Goal O2 emphasizes the importance of communication, collaboration, and engagement among staff to enhance effectiveness, efficiency, and responsiveness. This goal is driven by:

- **Student Needs:** Ensuring that students receive the best possible support and education requires a cohesive and responsive organizational structure.
- **Community Feedback:** Surveys and engagement sessions have shown that there is a need for improved collaboration and communication within the Division.
- **Board Direction:** The Board of Trustees has identified organizational excellence as one of the key areas to support the Division's mission and vision.

Connection to Previous Planning or Goals

Goal O2 builds on the foundation laid by previous strategic plans, such as the Division Plan for Continuous Growth. This plan has consistently emphasized collaboration, alignment of resources, and continuous improvement as critical components of organizational success. The focus on communication and engagement aligns with past priorities aimed at fostering a Christ-centered learning environment and enhancing operational efficiency.

Relevant Data or Trends

Data from the Alberta Education Assurance Measure Results and ECSD surveys have informed this priority. Key trends include:

- High levels of student engagement and citizenship, indicating the effectiveness of collaborative efforts.

ENGAGEMENT OVERVIEW

Through a comprehensive series of engagement initiatives, ECSD has actively sought input to guide decision-making, enhance program offerings, and build strong relationships across the Division.

Throughout 2024–2025, ECSD conducted multiple engagement processes focused on key areas:

- **French Immersion Program**
 - Addressing retention challenges to strengthen the K-12 French Immersion pathway.
 - Gathering insights from students, families, and educators to enhance programming and support structures.
- **Spanish Bilingual Program**
 - Exploring ways to improve language learning, retention, and cultural connections.
 - Engaging families and students to identify strategies for long-term program sustainability.
- **Enhanced Academic Program (EAP)**
 - Ensuring high intellectual engagement and support for students seeking rigorous learning opportunities.
 - Consulting community partners to refine curriculum, accessibility, and student retention strategies.
- **Attendance Boundary Engagement for St. Josephine Bakhita Catholic School**
 - Involving families in discussions on school placement, transportation, and student enrollment.
 - Using feedback to finalize boundary decisions and improve accessibility options.
- **AAC Goes to School & AAC Goes Home**
 - Strengthening support for students using Augmentative and Alternative Communication (AAC).
 - Engaging educators and families to improve communication strategies in classrooms and at home.
- **Career and Bridging Fair**
 - Connecting students with career pathways, educational institutions, and industry professionals.
 - Gathering feedback to ensure post-secondary preparation and workforce readiness.

FRENCH IMMERSION ENGAGEMENT

The Edmonton Catholic School Division (ECSD) is committed to sustaining and strengthening its French Immersion program, which has been a cornerstone of the division for over 50 years. With an 80% attrition rate presenting challenges to the program's long-term viability, ECSD took strategic steps to address these concerns through an inclusive engagement process.

Intent of Engagement

The engagement process was designed to:

- **Inform:** Gather insights from community members on challenges within the French Immersion program and identify potential strategies for improving student retention.
- **Shape:** Influence program development by incorporating feedback from families, teachers, administrators, and students.
- **Support:** Provide data-driven recommendations for decision-making regarding the program's sustainability.

By focusing on these areas, the engagement initiative aimed to ensure that more students complete the K-12 French Immersion pathway, achieving fluency in an additional language and experiencing the associated academic, cognitive, and cultural benefits.

How Engagement Supported Decision-Making

The insights gathered through this process play a critical role in guiding ECSD's strategic actions and decisions related to the French Immersion program. Partner feedback informs program modifications, resource allocation, and the development of targeted initiatives to address retention challenges and enhance overall program quality.

Engagement Strategies

The engagement process leveraged a variety of strategies to ensure comprehensive partner involvement:

- **Communication:** Sharing information about the engagement process and program goals with the wider community.
- **Consultation:** Seeking input from parents/guardians, families, teachers, and administrators through surveys and discussions.
- **Collaboration:** Conducting in-class questionnaires and organizing six student focus groups for Grades 7 to 12 to deeply understand their experiences.

Roles and Responsibilities

ECSD contracted a third-party research firm to facilitate the engagement process. Y Station played a pivotal role in designing and executing the consultation activities, analyzing partner feedback, and providing actionable recommendations. ECSD staff supported the process by ensuring transparency and encouraging active participation from all partners.

This thorough approach reflects ECSD's dedication to engaging its community and utilizing diverse perspectives to shape the future of its French Immersion program.

Engagement Activities

ECSD started engaging with the French Immersion community in Fall 2023. By the end of the 2023-2024 academic year, the engagement process was complete. Through the 2024-2025 academic year, ECSD has reported back to the French Immersion community on the results on the engagement as well as provided recommendations for action and implementation.

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Teacher & Administrator Feedback Sessions	FI Teachers & School Administrators	Complete	Fall 2023	Gather feedback on retention challenges, and recommendations.
Community Consultation Meetings	General Public & FI Advocates	Complete	Fall 2023	Engage broader community perspectives on FI program improvements and accessibility.
Parent/Guardian Surveys	Parents/Guardians of FI students	Complete	Spring 2024	Gather insights on program strengths, challenges, and support needs.
Student Focus Groups	Grades 7–12 FI Students	Complete	Spring 2024	Understand student experiences, motivations, and barriers to continuation.
Implementation Planning	ECSD Program Leads	Ongoing	2024-2025	Develop strategies to enhance retention and support student success.
Data Analysis & Reporting	ECSD Leadership & Board	Ongoing	Throughout 2024–2025	Analyze partner feedback, identify trends, inform strategic actions, and make recommendations.

Engagement Demographics

Fall 2023

The Fall 2023 What We Heard Report highlights the number of participants and demographics of the community partners who provided their valuable feedback on their values, experiences and programming needs.



EDMONTON CATHOLIC SCHOOLS

What We Heard

French Immersion Programming
Engagement

Total Participants

In the fall of 2023, ECSD engaged French Immersion Program stakeholders about their values, experiences, and programming needs.

352 Stakeholders, parents, students and staff, shared ideas.

168 via online survey and **184** at in-person sessions held at:

St. John XXIII Catholic Elementary/Junior High

Holy Cross Catholic Elementary/Junior High

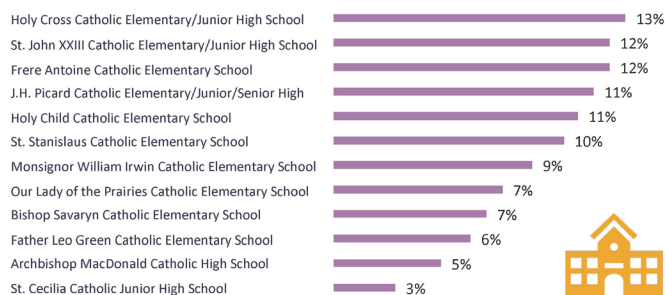
St. Cecilia Catholic Junior High School

J.H. Picard Catholic Elementary/Junior/Senior High



What School does your Child Attend:

(n=149)



Values

Top Three Values:

- The opportunity to learn a **new/second language** (80% of survey respondents).
- The opportunity to learn more about **French Canadian culture and cultural opportunities** (25% of survey respondents).
- French Immersion allows for **improved career opportunities** (17% of survey respondents).



Spring 2024

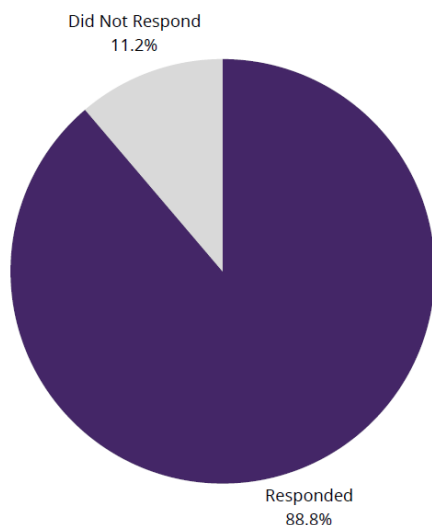
From April 29 to May 13, 2024, ECSD launched two questionnaires to capture insights, suggestions and feedback to help shape the future of French Immersion in the Division. The questionnaires were designed to reflect the two key French Immersion groups, French Immersion parents, guardians, staff, and students. There were 1383 community members who responded, representing 52% of ECSD's French Immersion families. Additionally, 902 French Immersion students in Grades 7 through 12, representing 89% of the French Immersion students in these grades, responded to the two questionnaires.

Outcomes and Decision Making

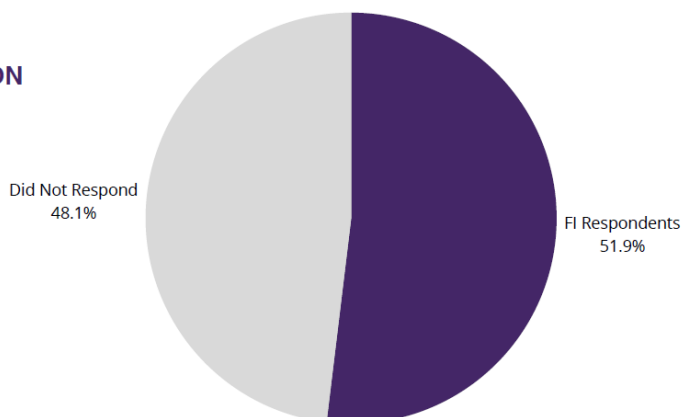
TWO QUESTIONNAIRES

Open from April 29 to May 13, 2024

RESPONSE RATE OF FRENCH IMMERSION STUDENTS (GRADES 7 TO 12)



RESPONSE RATE OF ECSD FAMILIES



SIX IN-PERSON FOCUS GROUPS

Archbishop MacDonald
J.H. Picard
Monsignor William Irwin
St. Cecilia
St. John XXIII
St. Stanislaus

There were four major themes that emerged from the French Immersion engagements. They were:

- Transportation
- Program Pathways and Locations
- Program Experience and
- Cultural Experience.

Following these themes, the following recommendations were made:

- Enhance bus services to French Immersion Junior High and Senior High schools.
- Review program pathways and locations to:
 - balance community school needs with French Immersion programming,
 - match areas of demand and population growth, and
 - reduce the number of school transition points.
- Enhance program and course offerings in French Immersion, particularly at the High School level; Enhance cultural opportunities.
- Enhance awareness of French Immersion resources for families.

Implementation

ECSD's Learning Services and Educational Planning have been working together on implementing the recommendations. While the implementation of all the recommendations is a longer-term process, Learning Services and Educational Planning began looking at what could be actioned and implemented in the first year. Here is a summary of the progress made in the first six months.

FI ENGAGEMENT Y1 - MID-POINT CHECK-IN

The "What We Heard" Report identified four key areas for action to enhance French immersion retention. This one-pager outlines the progress made in the first six months. A comprehensive Year 1 report will be available after the September 30th, 2025 enrolment count.

Transportation

Analysis

- Analyzed all FI bus routes for ride times
- Explore shuttle bus routes for a JH shuttle to JHP

Actions

- Additional bus routes will be added to decrease ride times
- One pager from transportation for admin/admin support to ensure common messaging
- Shuttle bus offered at St. John XXIII and Holy Cross for 2025-2026 but not viable at this time

Year 2

- Shuttle bus will be promoted earlier and regularly in Y2 to determine viability

Program Pathways

Analysis

- Inconsistencies in program pathway promotion between schools

Actions

- \$5000 (OLEP funds) allocated to each school to promote program pathways through targeted activities
- Time allocated at each FI principal meeting to plan activities
- Successes: increased social media posts, JH principals attending ELEM SAC meetings, JHP kiosk at every demo of learning, feeder volleyball tournaments, increased activities to promote JHP

Year 2

- Intentional planning to continue emphasizing program pathways, through targeted time at FI meetings

Program Experience

Analysis

- Students want engaging learning opportunities and choice.
- Parents want more tools to support their child's learning

Actions

- Individual schools have taken actions related to their specific feedback to enhance program experience.
- Ongoing principal professional learning on program experience
- Division allocated dollars
- Successes: Language Myth Busters promoted, MAC acknowledgement of FI completion at grad, St. John XXIII first trip to Quebec

Year 2

- Begin creation of a standard of program experience

Cultural Experience

Analysis

- Families and students value diverse cultural experiences

Actions

- \$5000 (OLEP funds) to provide cultural activities, \$1500 of ImmersArts funds used by all schools
- 2 Division events: Kitchen Party (100 people), Cabane à sucre (500 people)
- Successes: Significant increase in the number and variety of cultural activities facilitated by the Cultural Coordinator, Intentional planning and collaboration of diverse cultural activities

Year 2

- Continue to leverage the services of the Cultural Coordinator

Objectives

Objective	Timeline
Increase overall retention in French Immersion	By June 2027
Strengthen transitions from junior high to senior high	By June 2028
Enhance student satisfaction in the program	By June 2026
Improve parent awareness and engagement	By June 2027
Expand cultural and extracurricular participation	By June 2026

Monitoring and Evaluation

ECSD's Learning Services hosts French Immersion Principal meetings five times a year. The Implementation of the recommendations are a standing agenda item. Each meeting, Learning Services will lead the principals through a facilitated process to share what each school is doing to implement the recommendations at their site.

Additionally, Learning Services hosts professional development for all the French Immersion teachers (Somet) twice a year. These sessions will also provide the French Immersion teachers with the opportunity to discuss and share the implementation of the recommendations.

Finally, Educational Planning will look at updating the progress made based on retention and enrolment in the fall of each year, starting in September 2026.

SPANISH BILINGUAL PROGRAM ENGAGEMENT

Intent of Engagement

ECSD is committed to strengthening its Spanish Bilingual Program, ensuring students receive high-quality bilingual education from Kindergarten to Grade 12. To support this goal, ECSD launched a community engagement initiative to gather feedback from families, educators, and students about their experiences in the program and identify opportunities for improvement.

Through surveys and focus groups, ECSD is inviting students, staff and families to share insights on why they chose Spanish Bilingual education, what aspects of the program are working well, and what enhancements could be made to increase retention and student success. This engagement process is designed to inform future program development, ensuring alignment with community expectations and educational best practices.

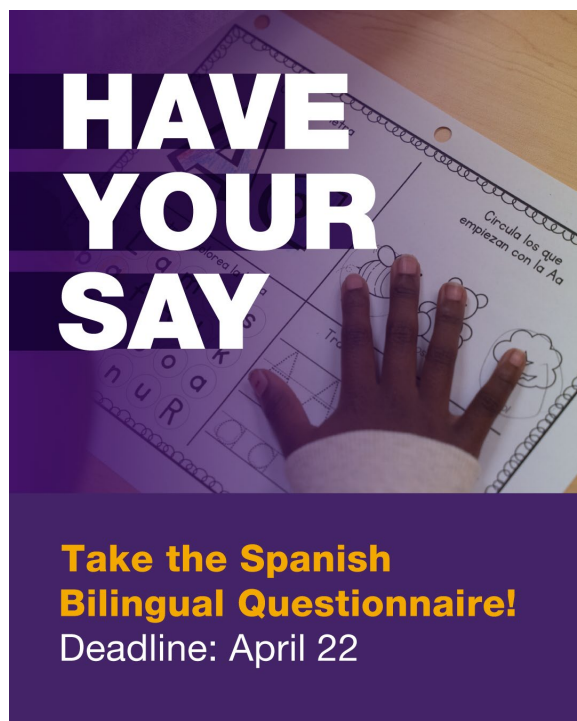
How Engagement Supports Decision-Making

The feedback collected through this engagement directly influences decision-making regarding program structure, student support, and long-term sustainability.

Engagement Strategies

To ensure broad participation and meaningful feedback, ECSD employed multiple engagement strategies:

- **Communication:** Outreach through postcards at home, school websites, and direct communication with families.



- **Consultation:** Questionnaire for parents, educators, and students to assess program strengths and areas for growth.
- **Collaboration:** Focus groups with Grades 7-12 students to gather firsthand insights into their experiences in the Spanish Bilingual program.

Roles and Responsibilities

The success of this engagement initiative relies on collaboration between:

- ECSD Leadership, Learning Services and Educational Planning.
- Parents and guardians who provide insights into their expectations and experiences with Spanish Bilingual education.
- Students and educators who shared perspectives on the program and language learning supports.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Spanish Bilingual Community Survey	Parents, guardians, educators, students	Ongoing	Spring 2025	Gather feedback on program strengths and areas for improvement.
Student Focus Groups	Grades 7-12 Spanish Bilingual students	Ongoing	Spring 2025	Understand student experiences and retention challenges.
Program Development Planning	ECSD Leadership, Learning Services and Educational Planning	Ongoing	Summer-Fall 2025	Use engagement findings to refine program and student supports.

Outcomes and Decision-Making

This engagement is ongoing, with the final What We Heard Report to be completed by Fall 2025. The final report will include recommendations by Learning Services and Educational Planning to implement the feedback received.

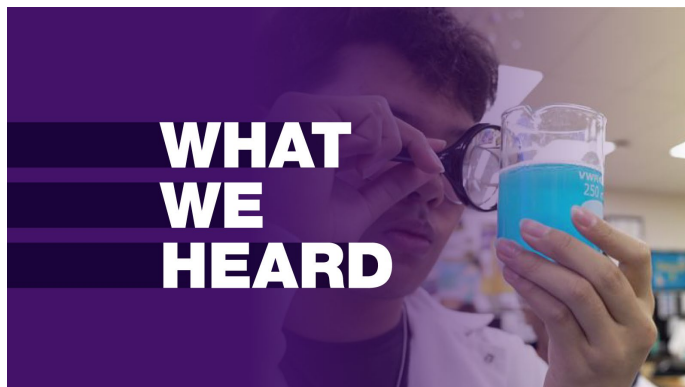
ENHANCED ACADEMIC PROGRAM (EAP) ENGAGEMENT

Intent of Engagement

ECSD is committed to providing students with high intellectual engagement through the Enhanced Academic Program (EAP). This program is designed for students who thrive in rigorous academic environments, enjoy being challenged, and seek opportunities to expand their knowledge and skills.

To ensure the program continues to meet the needs of students and families, ECSD launched a Division-wide engagement initiative to gather feedback from partners. Through questionnaires, families, staff, and students were invited to share their experiences, motivations for choosing EAP,

and suggestions for program enhancements. This engagement plays a crucial role in shaping the future of EAP, ensuring it remains aligned with student success and academic excellence.



How Engagement Supports Decision-Making

The insights gathered through this engagement will directly inform decision-making regarding program structure, curriculum development, and student support.

Engagement Strategies

To ensure broad participation and meaningful feedback, ECSD employed multiple engagement strategies:

- **Communication:** Outreach through newsletters, school websites, and direct communication with families.
- **Consultation:** Questionnaires for parents, educators, and students to assess program strengths and areas for growth.
- **Collaboration:** Student questionnaires designed to capture firsthand experiences and academic aspirations.

Roles and Responsibilities

The success of this engagement initiative relied on:

- Support from the leadership team, Learning Services and Educational Planning.
- Parents and Guardians' insight into their expectations and experiences with EAP.
- Students and Educators' perspectives on program effectiveness and academic challenges.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
EAP Community Survey	Parents, guardians, educators, students	Ongoing	Spring 2025	Gather feedback on the program's strengths and areas for improvement.
Program Development Planning	ECSD Leadership and Educational Planning	Ongoing	Summer-Fall 2025	Use engagement findings to refine the program and make recommendations.

Outcomes and Decision-Making

This engagement is ongoing, with the final What We Heard Report to be completed by Fall 2025. The final report will include recommendations by Educational Planning to implement the feedback received.

ATTENDANCE BOUNDARY ENGAGEMENT ST. JOSEPHINE BAKHITA CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Intent of Engagement

ECSD is committed to ensuring that families have a voice in decisions affecting school attendance boundaries. With the opening of St. Josephine Bakhita Catholic Elementary/Junior High School in September 2025, ECSD launched an engagement process to gather feedback from families regarding proposed attendance boundaries.

Through a video presentation and an online survey, ECSD invited parents and guardians to share their perspectives. The feedback collected helped inform decisions regarding student placement, transportation, and programming, ensuring that the new school meets community needs while maintaining balanced enrollment across the division.

How Engagement Supports Decision-Making

The insights gathered through this engagement directly influenced decision-making related to boundary placement and student accommodation. Key areas informed by family input include:

- **Grade Configuration:** 79% of respondents supported opening St. Josephine Bakhita Catholic School as a K-9 school in its first year, which helped validate this approach.
- **Grandfathering of Students:** Families expressed concerns about students currently attending Bishop David Motiuk Catholic Elementary/Junior High School (BDM) who wished to remain at their current school. ECSD clarified that Grade 5 to 9 students from Rosenthal/Secord may stay at BDM, though transportation will not be provided.
- **Transportation Access:** The demand for a bus service to the new school was high. ECSD confirmed that yellow bus transportation will be available for eligible students, with further details provided in Spring 2025.

Engagement Strategies

ECSD employed multiple engagement strategies to ensure broad participation and meaningful feedback:

- **Communication:** Families were informed through school newsletters, Division and school websites, social media and direct emails.
- **Consultation:** Parents and guardians completed surveys to provide input on boundary concerns, transportation needs, and school programming.
- **Collaboration:** The ECSD planning team worked alongside partners to ensure transparent decision-making aligned with community needs.

Roles and Responsibilities

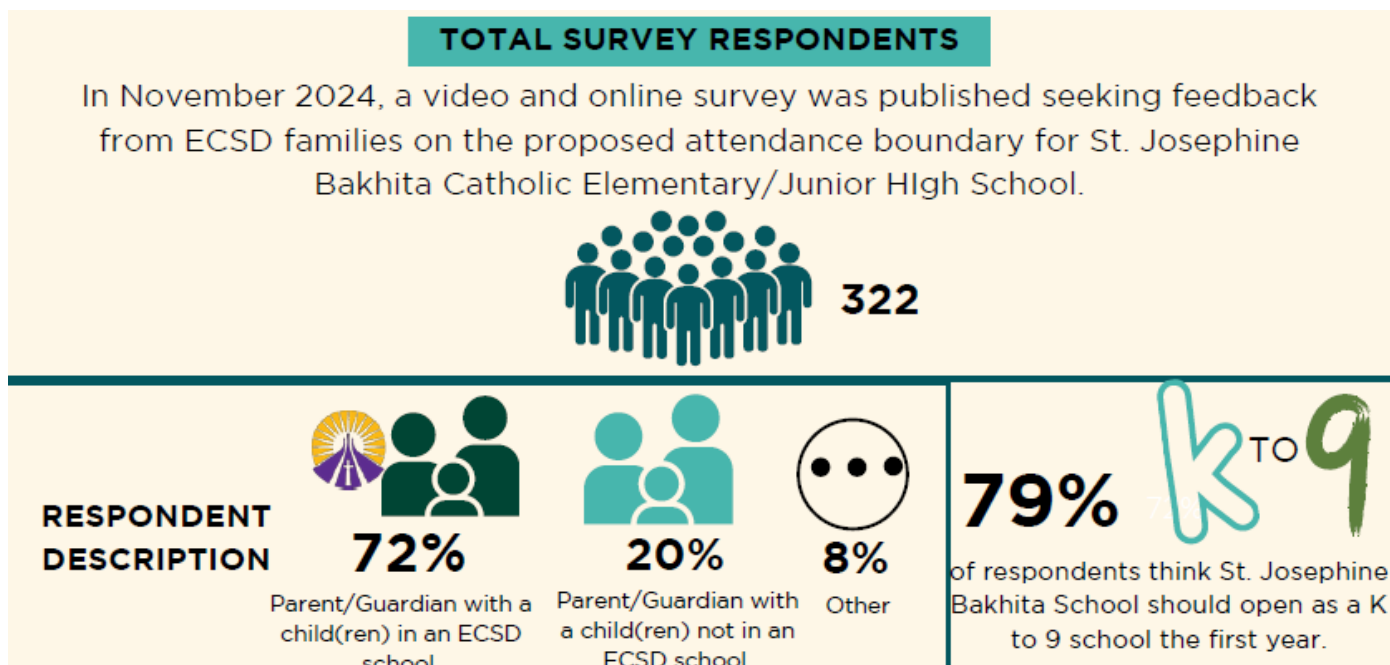
The success of this engagement initiative relied on collaboration between multiple groups:

- **ECSD Leadership** analyzed community feedback and refined the attendance boundary strategy.
- **Parents and Guardians** contributed insights through survey participation and direct feedback.
- **Educational Planning** reviewed survey results to align eligibility requirements with community needs.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Attendance Boundary Public Survey	ECSD families	Complete	November 2024	Gather feedback on proposed attendance boundaries.
Yellow Bus Transportation Planning	Eligible families	Ongoing	Spring 2025	Define transportation eligibility and logistics.
School Programming Development	Incoming students & families	Ongoing	Spring-Summer 2025	Align academic offerings with student needs and interests.

Engagement Demographics



Outcomes and Decision-Making

Decisions Made Based on Engagement

Partner feedback informed several key decisions regarding St. Josephine Bakhita Catholic School's attendance boundaries and student support:

- **Finalized Grade Configuration:** The school will open as K-9 in the first year, aligning with community feedback.
- **Clarification of Student Placement:** Families expressed concerns about grandfathering students from Rosenthal/Secord who currently attend BDM. ECSD confirmed students may remain but will not receive Division-provided busing.
- **Enhanced Transportation Options:** Due to strong interest, yellow bus transportation will be provided for eligible students, ensuring accessibility to the new school.

Outcomes and Benefits to the Community/Division

The engagement process resulted in tangible benefits for families and students:

- **Greater Transparency:** Parents felt heard, leading to increased trust in the decision-making process.
- **Improved Accessibility:** Families gained clarity on transportation options and school placement policies.
- **Stronger Community Support:** The consultation strengthened relationships between ECSD and the families it serves.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) GOES TO SCHOOL

Intent of Engagement

The Edmonton Catholic School Division (ECSD) is dedicated to supporting students learning to use Augmentative and Alternative Communication (AAC) devices by providing high-quality coaching for staff. AAC Goes to School is a virtual, three-week program offered three times a year, designed to help educators integrate communication systems into curriculum-based activities such as science, reading, art, and writing. The initiative also includes Focus on Self-Regulation coaching, reinforcing the importance of student engagement and communication within academic settings.

Through this program, ECSD ensures that staff members receive expert guidance from AAC specialists, allowing them to model and implement AAC effectively in the classroom. To further support collaboration, adult-only coaching sessions are scheduled on Thursdays, creating a dedicated space for participants to discuss successes, concerns, and barriers encountered during AAC trials.

How Engagement Supports Decision-Making

The AAC Goes to School initiative plays a vital role in decision-making regarding the integration of AAC tools in classrooms and overall accessibility support within ECSD. The engagement process has informed several key areas:

- **Staff Training and Support:** Feedback from educators has guided the design and scheduling of AAC coaching sessions, ensuring training aligns with their classroom needs.
- **Program Expansion:** Based on rising participation, ECSD increased the number of available coaching sessions to accommodate demand across multiple schools.
- **Curriculum Adaptation:** Educators have received tailored coaching to integrate AAC into core subjects, making communication accessible for all students.

Engagement Strategies

To maximize effectiveness, ECSD employed a range of strategies to ensure meaningful engagement:

- **Communication:** Staff newsletters, direct school communications, and internal training memos promoted the program.
- **Consultation:** Educators participated in surveys and discussions to refine AAC coaching based on classroom needs.
- **Collaboration:** AAC specialists modeled different communication systems, ensuring inclusive learning experiences.

Roles and Responsibilities

ECSD worked collaboratively to develop AAC Goes to School, ensuring its success through shared expertise:

- **AAC Specialists** led coaching sessions and provided hands-on guidance to educators.
- **Educators and Classroom Support Teams** implemented AAC strategies with students.
- **Self-Regulation Program Leads** integrated communication and regulation techniques into the initiative.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
AAC Goes to School Virtual Sessions	ECSD educators & classroom staff	Ongoing	Fall, Winter, Spring 2024–2025	Provide hands-on coaching and AAC modeling strategies.
Self-Regulation Coaching	ECSD educators	Ongoing	Throughout 2024–2025	Support educators in integrating AAC with student regulation practices.
Educator Feedback & Discussion Sessions	AAC participants	Complete	Thursdays in each session	Foster collaboration and problem-solving among staff.

Outcomes and Decision-Making

Decisions Made Based on Engagement

Feedback from participants has guided program refinement and expansion, leading to several validated decisions:

- **Increased Modeling Support:** Sessions now demonstrate multiple AAC systems to ensure accessibility across diverse student needs.
- **Improved Educator Readiness:** Staff confidence in using AAC in academic settings has grown, supported by post-training surveys.
- **Ongoing Engagement Enhancements:** Thursday discussion sessions allow educators to collaborate and refine implementation strategies.

Outcomes and Benefits to the Community/Division

The engagement process has led to tangible benefits for educators, students, and ECSD as a whole:

- **Improved AAC Implementation:** Educators report increased use of AAC in classrooms, making communication more natural and embedded within daily routines.
- **Enhanced Staff Confidence:** Post-survey results indicate growth in educator knowledge and responsiveness to student communication attempts.

- **Greater Inclusion:** The initiative has reinforced the importance of accessible learning experiences for students requiring AAC support.

Testimonials from Partners

"AAC is now a natural part of my teaching, not an added task!" – ECSD Educator

"I better understand how to integrate AAC into academics, making learning more accessible for my students." – Participant Feedback

Communication Practices

To ensure accessibility and program visibility, ECSD employed various communication methods:

- **Internal newsletters and staff outreach campaigns** promoting registration.
- **Post-session surveys** allowing educators to refine future training opportunities.
- **Collaboration with AAC specialists** to enhance engagement and inclusivity.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) GOES HOME

Intent of Engagement

ECSD is committed to ensuring that students who use Augmentative and Alternative Communication (AAC) devices receive consistent support both at school and at home. AAC Goes Home is a monthly online learning opportunity designed to connect families who have children using AAC. The program fosters a supportive community where families can ask questions, share concerns, and celebrate successes in their AAC journey.

By providing structured learning and discussion opportunities, ECSD empowers families to become active partners in their child's communication development. Through this engagement, parents and caregivers gain practical strategies to integrate AAC into daily routines, ensuring that communication is not limited to the classroom but fully embraced in the home environment.

How Engagement Supports Decision-Making

This engagement process directly informs ECSD's approach to family support and AAC education. The insights gathered from AAC Goes Home sessions have influenced key decisions:

- **Strengthened Parent Involvement:** Feedback has reinforced the critical role families play in AAC success, leading to enhanced family outreach and training initiatives.
- **Expanded Resources and Accessibility:** Based on participant input, ECSD increased AAC guidance materials, offering tailored learning for various AAC systems.
- **Greater Collaboration Between Home and School:** Families expressed the need for better alignment between home practices and school expectations, prompting ECSD to integrate home-based AAC strategies into classroom planning.

Engagement Strategies

To ensure meaningful participation and accessibility, ECSD employs multiple engagement methods:

- **Communication:** Regular invitations and updates through Division newsletters and direct outreach.
- **Consultation:** Parent surveys and discussions to shape the structure of AAC learning sessions.
- **Collaboration:** Sessions led by AAC specialists with interactive components, allowing families to connect and learn from one another.

Roles and Responsibilities

The success of AAC Goes Home relies on collaboration between:

- AAC Specialists who facilitate sessions and provide tailored coaching.
- Families and Caregivers who engage in learning, sharing experiences, and applying AAC strategies at home.
- ECSD Learning Services ensuring program accessibility and ongoing improvements.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Monthly AAC Goes Home Learning Sessions	Families of AAC Users	Ongoing	August 2024 – June 2025	Provide education, support, and community connection for families.
Virtual Parent Discussion Groups	Parents & Caregivers	Ongoing	Monthly	Share successes, barriers, and strategies for AAC use at home.
Resource Development & Accessibility Expansion	Families & AAC Specialists	Ongoing	Throughout 2024–2025	Improve materials and accessibility tools for families.

Outcomes and Decision-Making

Decisions Made Based on Engagement

The feedback collected from AAC Goes Home has guided several key decisions:

- **Increased Parent Training:** More structured learning sessions introduced, focusing on AAC integration at home and in the community.
- **Greater Collaboration Between Home and School:** New resources designed to bridge AAC learning between school and home environments.

- **Expanded Support for Families:** Additional one-on-one coaching and discussion sessions provided based on family needs.

Outcomes and Benefits to the Community/Division

The engagement has led to tangible benefits for families, students, and ECSD's AAC programs:

- **Greater Family Confidence:** Parents report feeling more prepared to use AAC effectively at home.
- **Improved AAC Usage Beyond School:** Families express increased comfort by incorporating AAC into daily routines, social interactions, and recreational activities.
- **Stronger Community Connections:** The initiative fosters a sense of belonging and shared learning, reinforcing the importance of AAC accessibility beyond the classroom.

Testimonials from Partners

"Engaging with other families learning to use AAC has been so important for us." – **Parent Feedback**

"I understand now that AAC isn't just for school – it's a daily tool for communication in every setting."
– **Caregiver Feedback**

"This has expanded my opportunities to use AAC more confidently!" – **Participant Testimonial**

Communication Practices

To ensure effective engagement, ECSD employs multiple outreach methods:

- Division newsletters and targeted family communication.
- Interactive online sessions encourage discussion and shared learning.
- Collaborative resource development ensuring accessibility for families.

CAREER AND BRIDGING FAIR

Intent of Engagement

ECSD is committed to supporting students in their transition from high school to post-secondary education and career pathways. The annual Career and Bridging Fair serves as a key initiative to equip students and their families with essential knowledge about career education, Indigenous education, and inclusion support. By connecting students with industry professionals, educational institutions, and support organizations, ECSD ensures that learners are well-informed about their opportunities after high school.



The graphic features a collage of images on the left showing various career-related activities: a person in a police uniform, a person in a lab coat, a person using a VR headset, and a person working on a computer. The collage is overlaid with the 'EDMONTON CATHOLIC SCHOOLS' logo. To the right, the title 'Career and Bridging Fairs' is written in a large, elegant script. Below the title, the tagline 'Explore Options, Gain Insights, Make Connections, Get Inspired.' is displayed. Further down, the date 'November 27, 2024' is shown next to a calendar icon. Below the date, the times for 'Grades 9-12' (9:30 AM - 3:00 PM) and 'All students & parents/guardians' (5:00 PM - 7:00 PM) are listed. At the bottom, the location 'Lumen Christi Catholic Education Centre (9405 50 Street)' is provided next to a location pin icon.

CAREERS

Career and Bridging Fairs

Explore *Options*, Gain *Insights*,
Make *Connections*, Get *Inspired*.

November 27, 2024

Grades 9-12: 9:30 AM - 3:00 PM
All students & parents/guardians: 5:00 PM - 7:00 PM

Lumen Christi Catholic Education Centre
(9405 50 Street)

This engagement process also recognizes the importance of early career exploration, guiding students from junior high onward to make informed decisions about their high school courses and long-term goals. Additionally, the fair provides valuable resources to families, including immigrant families who may need guidance in navigating the Canadian education and workforce systems. To enhance accessibility, ECSD partnered with One World One Centre, offering translation services for attendees requiring language support.

How Engagement Supports Decision-Making

By engaging students, families, and educational staff, the Career and Bridging Fair directly influences decision-making regarding program development and career-readiness strategies. Through feedback and discussions with partners, ECSD has adapted its high school programming to better align with student interests and industry needs.

- **Curriculum Adjustments:** Based on student requests and industry feedback, ECSD is piloting a Learner's CTF course for Grade 9, helping students obtain their learner's license earlier to support career pathways requiring driving.
- **Expanded Career Planning Tools:** The Division has integrated myBlueprint into Grades 10-12, with plans to introduce it in junior high, ensuring students have a structured path to explore career options.
- **Industry Collaboration:** Insights from businesses and unions inform ECSD's approach to workforce preparation, bridging gaps between student learning and real-world career expectations.

Engagement Strategies

To ensure broad participation and meaningful impact, ECSD utilized a multi-tiered engagement strategy:

- **Communication:** Targeted outreach via newsletters, direct teacher communication, and social media campaigns.
- **Consultation:** Surveys from students, parents, vendors, and educational staff to assess priorities and challenges.
- **Collaboration:** Partnerships with CAREERS Next Gen, union halls, associations, and government agencies to strengthen industry connections and student career options.

Roles and Responsibilities

The Career and Bridging Fair was developed collaboratively with multiple partners:

- ECSD Learning Services, Indigenous Learning Services, and Student Services led the initiative, ensuring comprehensive student support.
- Industry and community partners provided career insights and mentorship opportunities.
- One World One Centre facilitated multilingual support for families needing translation services.

Engagement Activities (2024–2025)

Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Career and Bridging Fair at Lumen Christi Catholic Education Centre	Division students (Grades 9-12) and families	Ongoing	November 27, 2024	Connect students and families with career pathways, educational options, and industry professionals.
Vendor Outreach & Recruitment	Industry partners, unions, education organizations	Ongoing	Year-round	Expand career exploration opportunities for students.
myBlueprint Expansion	Junior & senior high students	Ongoing	Implemented 2024-2025	Guide students in planning their education and career pathways.

Outcomes and Decision-Making

Decisions Made Based on Engagement

Based on partner feedback, ECSD refined and expanded its Career and Bridging Fair, resulting in several validated decisions:

- **Enhanced Career Planning Resources:** Integration of myBlueprint and Chatter High to help students understand career paths and educational requirements.
- **Improved Accessibility:** Expanded translation services for diverse families, ensuring equitable access to career planning information.



- **Increased Engagement Opportunities:** Growth in vendor participation and interactive experiences, such as Indigenous speakers and Try-a-Trade activities.

Outcomes and Benefits to the Community/Division

The fair has led to tangible benefits for students and families:

- **Stronger Career Awareness:** Post-event surveys show a 65% increase in attendance, with 97% of parents and 90% of students finding professional interactions useful.
- **Greater Student Engagement:** Expanded participation in career-oriented programs, leading to more informed high school course selection.
- **Positive Industry Relations:** Strengthened partnerships with unions and businesses, opening new opportunities for ECSD students.



Testimonials from Partners

"Thank you for creating this opportunity for students — it really is impactful!" – **Vendor Feedback**

"I appreciated the ECSD staff answering questions about the career fair. I plan to attend again next year." – **Parent Feedback**

"The fair helped me understand what courses I need for my career interests!" – **Grade 11 Student**

SUMMARY

The Edmonton Catholic School Division remains steadfast in its commitment to engaging the voices of students, families, and staff in all decision-making processes. By actively seeking and incorporating feedback from our diverse community, we ensure that our educational programs are responsive, inclusive, and aligned with the needs and aspirations of those we serve. This collaborative approach not only enhances the quality of education but also fosters a strong sense of belonging and partnership within our Division. Together, we will continue to build a vibrant and supportive learning environment where every voice is heard and valued.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

3.3

Date: May 28, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **5 Marks of Catholic School Identity and Faith Formation Plan 2024-2025 Progress Report and Plan for 2025-2026**

Background:

In June of 2024, Administration returned to the practice of establishing an annual plan for schools and departments to participate in to enhance their Catholic identity as articulated in the 5 Marks of Catholic School Identity framework. The 5 Marks of Catholic School Identity are an integral part of the Division's Foundation Statements which are established through Board Policy 1. This framework sets a common expectation across our schools with respect to how our Catholic faith is manifest and brought to life for our students and staff each day. The intention of the plan was to provide schools and departments with actions to undertake, based on their self-assessed areas of strength and areas for growth. It also articulated our Division's intended work in faith formation so that schools and departments could effectively choose activities for their own faith formation plans.

This annual plan reflects our common responsibility for our Catholic identity. Because it is overarching every aspect of our work, responsibility for supporting this work is communal and rests with multiple departments, with collaborations to provide support in their area of expertise.

In our Division Plan for Continuous Growth 2023-2026 year 3, in the priority of Living our Faith, Goal F1 is that *ECSD Schools and departments will clearly demonstrate their Catholic identity as presented in the 5 Marks of Catholic School Identity model* and the key strategy refers administrators and leaders to the **5 Marks of Catholic School Identity and Faith Formation Plan 2025-2026**.

I am pleased to provide you with a progress report on the 2024-2025 plan and an updated plan for 2025-26.

Recommendations:

That based on the evidence provided in the **5 Marks of Catholic School Identity and Faith Formation Plan 2024-2025 Progress Report and Plan for 2025-2026**, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 1.2 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 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

Attachments:

- 5 Marks of Catholic School Identity and Faith Formation Plan 2024-2025 Progress Report
- 5 Marks of Catholic School Identity and Faith Formation Plan 2025-2026



five marks
THE FIVE MARKS
OF CATHOLIC SCHOOL IDENTITY



FAITH FORMATION PLAN
2024 - 2025
PROGRESS REPORT



1

MARK ONE:

GROUNDED IN A CHRISTIAN ANTHROPOLOGY

STANDARD ONE:

AN EXCELLENT CATHOLIC SCHOOL IS DRIVEN BY A MISSION WHICH VIEWS ALL PEOPLE WITH AN INHERENT DIGNITY AS CHILDREN OF GOD.

GOAL: MAKING MISSION VISIBLE, KNOWN, AND LIVED

ACTIONS TAKEN 2024-2025:

- Presentation on Mission to all Principals at September CEL with mandate to review school missions and align with Division mission
- Placed Division mission on website landing page on the banner, Lumen Christi video loop, Board Public Meeting video loop
- Schools have been putting their mission statements prominently and clearly on electronic media (i.e. websites, video loops). Some schools have also shared their updated missions on social media
- Included Mission Statement in Division/Department publications, reports, templates, and letterheads as appropriate. This has included Board of Trustees Advocacy Documents, Division PowerPoint templates for staff use, Division Letterhead, and Division Memo templates.
- All schools will have reviewed their mission statements this year to align with the Division mission statement and will have received a pullup banner of their mission statement that is portable throughout the school.



2

MARK TWO:

IMBUED WITH A CATHOLIC WORLDVIEW

STANDARD TWO:

AN EXCELLENT CATHOLIC SCHOOL HAS A VISIBLE AND TANGIBLE CATHOLIC VISION EVIDENT IN ITS PHYSICAL SPACE, LITURGICAL CELEBRATIONS, AND PRAYER LIFE.

GOAL: MAKING OUR CATHOLIC FAITH VISIBLE, KNOWN, AND LIVED

ACTIONS TAKEN 2024-2025:

- The Religious Education (RE) team supported over twenty school-based Feast/Faith days for students and staff.
- Father Michael “Catfish” Mireau Youth Faith Day was reenvisioned as an in-person event. The Youth Faith Days were scheduled from Friday, March the 14th to Wednesday, March the 19th, hosted at St. Charles Church in Edmonton. Each morning or afternoon session began with Mass concelebrated by Father Marc Cramer, Father Glenn McDonald, and Father Julian Bilyj, followed by an enthusiastic and lively one-hour presentation hosted by internationally renowned youth speaker, Jesse Manibusan.
- The RE Secondary Consultant participated in the planning process for the Junior High and High School Symposiums scheduled for November 1st and 13th respectively.
- The RE Elementary Consultant worked with Learning Services to develop a session that focused on creating faith-filled inclusive classrooms through the lens of Universal Design for Learning (UDL) and the Catholic Faith. Participants were invited to engage in hands-on inclusive activities and lively discussions that celebrated every student's unique identity as a child of God.
- To support increased participation in the School Opening Mass, the Mass booklet was included as part of the invitation.
- Lumen Christi Catholic Education Centre was updated to include a visible faith component in all meeting spaces. This included Crucifixes hung in each room as well as Centers of Beauty prominently displayed in more communal spaces in the building.



MARK THREE:

ANIMATED BY A FAITH-INFUSED CURRICULUM

STANDARD THREE:

AN EXCELLENT CATHOLIC SCHOOL HAS AN ACADEMIC CURRICULUM THAT INTEGRATES A VISION OF FAITH WITHIN THE LEARNER OUTCOMES AND TEACHING STRATEGIES.

GOAL: KNOWING, UNDERSTANDING, AND APPLYING FAITH IN OUR LEARNING AND WORK

ACTIONS TAKEN 2024-2025:

A Permeation Committee was established to support this important work. The committee includes members from Learning Services and Religious Education Services, collaborating to enhance faith integration across the curriculum.

To support Professional Development, the committee created two videos, which are available on a [SharePoint site](#) and shared with all Division leaders for staff presentations:

- **Video 1:** Defines permeation and its significance in Catholic schools.
- **Video 2:** Demonstrates permeation within the Science curriculum. This video also has supporting resources to facilitate the associated activity.
- **Video 3:** Titled: How WE are Wonderfully Made

In addition to these resources, professional learning sessions were developed to further support permeation. These sessions were facilitated within Learning Services' monthly All-Together Meetings and extended to divisional teachers. They focused on:

- Defining permeation and its role in Catholic education.
- Showcasing what permeation looks like in a secondary classroom.
- Exploring various ways to integrate faith into secondary subject areas.
- Highlighting the teacher's role as a faith-based role model.

The following sessions were also featured in the Beginning Teacher Conferences on the following dates:

- **September 9:** *Catholic Calculations: Counting on Faith (K-6)*
- **September 9:** *Permeating Programs of Study (7-12)*
- **January 28:** *Faith-filled Fun! A Journey through Lent and Easter*
- **January 28:** *Permeating Catholicism: Integrating Faith into Your Secondary Classroom*

Mini-Conferences, February 20 & April 17 (Presentation uploaded on Teams channel, under Mini Conferences)

Religious Education consultants contributed to this session by providing faith-based considerations for scenarios that participants worked through using the 4 agreements. Faith is emphasized as one way to ground oneself prior to having a courageous conversation, utilizing the Courageous Conversations about Race compass. Ephesians 4.29 scripture was provided for participants with respect to setting intentions for courageous conversations. Learning Intention: Recognize aspects of the Catholic faith that are addressed during courageous conversations.

Creating Faith Filled Inclusive Classrooms: Social Emotional Learning; Equity, Diversity, Inclusion, and Anti-racism; and universal Design for Learning (K-6)

The Mini Conference session explored various elements that need to be considered when incorporating SEL, EDIAR and UDL to create inclusive classrooms. The presentation included embedding our Catholic world view, utilizing the Five Marks and the Excellent Catholic Teacher as grounding documents. Emphasis was on finding guidance in scripture and the importance of prayer in helping guide meditations and SEL classroom circles. Learning Intention: Connect the Catholic Worldview to Social Emotional Learning and Universal Design.

Courageous Conversations With Students (Grades 7-12)

Student learning is impacted by their ability to be included, feel safe and have a sense of belonging. In this session we will explore a framework to support courageous conversations about inclusion, human dignity and the common good. Join us to dive into strategies to help students understand what it means to be created in the image and likeness of God and to what it means to be a person in relationship with others. Participants will be provided with key strategies that help students of all abilities thrive in their environment alongside their peers.

Other Professional Learning Sessions to support Permeation included:

- Kindergarten Year Planning using the new Religion Program
- Catholic Calculations: Counting on Faith (K-6)
- Permeating Programs of Study (7-12)
- Permeation in Mathematics in Edmonton Catholic Schools
- Faith-Filled Fun! A Journey through Lent and Easter
- Permeating Catholicism: Integrating Faith into the Secondary Classroom



4

MARK FOUR: SUSTAINED BY GOSPEL WITNESS

STANDARD FOUR:

AN EXCELLENT CATHOLIC SCHOOL HIRES AND NURTURES TEACHERS THAT ARE LIVING WITNESSES TO THE GOSPEL, AND INTENTIONAL DISCIPLES OF JESUS CHRIST AND HIS CHURCH.

GOAL: IGNITING THE SPARK TO GROW IN FAITH AS A COMMUNITY AND AS AN INDIVIDUAL.

ACTIONS TAKEN 2024-2025:

- Chaplains were provided professional learning to support schools in the development of their faith formation plans. Departments also created faith formation plans. The faith formation plan consisted of at least 3 activities beyond those provided by the Division. The general themes from the data collected were:
 - Faith and Spiritual Activities
 - Cultural and Indigenous connections
 - Social Justice and Community Service
 - Educational and Holistic Development
 - Celebratory Activities
- As was outlined in the Division's Faith Formation Plan 2024-25, Faith Development Day was re-visioned to an in-person formation experience. This year, the event was planned and implemented by a broader committee, including principals from each level and the Department of Religious Education. The day was celebrated in six locations: St. Thomas More, Corpus Christi, St. Charles, St. John Bosco, Santa Maria Goretti, and Lumen Christi. Each location hosted a time for coffee and fellowship, followed by a keynote address from a local Catholic speaker. The context of Faith Development Day is that it provides Catholics with a formation experience while allowing non-Catholics to develop a better understanding of the Catholic context of the Division. By participating in this event, staff members, regardless of their faith background, gain insights into the Catholic values and teachings that underpin the Division's mission. This shared experience fosters a sense of unity and mutual respect, reinforcing the commitment to living out their vocation within the Catholic educational framework.
- Along with the keynote addresses, Faith Development Day included opportunities for staff to engage in reflective practices and discussions. These activities encouraged staff to consider how their personal faith journeys intersect with their professional responsibilities, fostering a holistic approach to education that nurtures both the mind and spirit. This event strengthens the bonds between staff members and

reinforces the spiritual development of our staff and brings to the forefront the emphasis that we need to continually place on our shared mission of Catholic education

- The Grace for the Heart and Soul staff faith formation afternoon was also revised this year as was outlined in this plan for 2024-2025. A committee was struck that included representatives from Religious Education Services, the Office of the Chief Superintendent, Indigenous Learning Services, and school-based administrators to create a limited menu of sessions for schools and departments to choose from based on their contexts and needs.
- The Catholic Faith Series included the presentation of three sessions in September and November of 2024 and April of 2025 that were created by Religious Education Services to nurture staff member's vocations as Catholic educators and to cultivate the ongoing faith development within their own Catholic school communities. They were:

The Liturgical Year

The New Evangelization

Scripture



5

MARK FIVE:

SHAPED BY A SPIRITUALITY OF COMMUNION

STANDARD FIVE:

**STANDARD FIVE: AN EXCELLENT CATHOLIC SCHOOL
RECOGNIZES THAT EACH AND EVERY MEMBER IS
RESPONSIBLE FOR THE COMMON GOOD.**

GOAL: WORKING TOGETHER FOR THE COMMON GOOD

ACTIONS TAKEN 2024-2025:

- Hosted a Division-wide event during Catholic education week for the parish priests, Board of Trustees, Archdiocese representatives including Archbishop Richard Smith, and Principal leaders of each family of schools.
- 65 schools participated in the Dream Builders annual campaign to raise funds for the ECS Foundation, which, in turn, supports our schools. \$231,522
- Schools across the Division celebrated Partnership Appreciation Week to acknowledge the people, groups, and organizations that contribute to our ability to provide an excellent Catholic education.
- Schools and sites continue to carry out social justice activities that are rooted in Catholic Social Teaching. This year, schools and departments were invited to share their stories in a more narrative manner, which will be presented to the Board in our annual June report – *Social Justice in Edmonton Catholic Schools*.

The Catholic school “must be a place of mercy freely given, where everyone can feel welcomed, loved, forgiven, and encouraged to live the good life of the Gospel.”

(The Joy of the Gospel, 114)

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five marks
THE FIVE MARKS
OF CATHOLIC SCHOOL IDENTITY



FAITH FORMATION

PLAN 2025 - 2026

Faith formation includes a comprehensive and holistic approach to nurturing individuals' spiritual growth and development within the framework of Catholic teachings and practices. Rooted in the belief in God's revelation through Scripture and Tradition, faith formation emphasizes the importance of encountering Christ and deepening one's relationship with Him.

At the same time, faith formation involves evangelisation and catechesis, which provides systematic instruction in the teachings of the Church, including doctrine, morality, prayer, and social justice. While this instruction is often provided through religious education programs, parish-based ministries, and spiritual retreats, faith formation within the Church and broader community through fellowship and service. It is through these communal experiences that Catholics are invited to live out their faith in concrete ways, embodying the values of love, compassion, and solidarity in the world.



1

MARK ONE: GROUNDED IN A CHRISTIAN ANTHROPOLOGY

STANDARD ONE:

AN EXCELLENT CATHOLIC SCHOOL IS DRIVEN BY A MISSION WHICH VIEWS ALL PEOPLE WITH AN INHERENT DIGNITY AS CHILDREN OF GOD.

GOAL: MAKING MISSION VISIBLE, KNOWN, AND LIVED

KEY STRATEGIES

- Continue to explore the school mission statement and how it comes to life in the school community.
- Explore the relationship between the school mission and the school vision statements. Revisit school vision statements to align with the Division vision.
- Explore the school namesake and how they inspire the work of the school mission.
- Continue to review policies and procedures to affirm alignment with Division and school mission statements.

EVIDENCE OF SUCCESS:

- Students and staff can confidently share the importance of their namesake and patron saint if not named after a saint.
- Staff and students articulate mission and vision statements.
- Mission is visible throughout the school and online.



2

MARK TWO: IMBUED WITH A CATHOLIC WORLDVIEW

STANDARD TWO:

AN EXCELLENT CATHOLIC SCHOOL HAS A VISIBLE AND TANGIBLE CATHOLIC VISION EVIDENT IN ITS PHYSICAL SPACE, LITURGICAL CELEBRATIONS, AND PRAYER LIFE.

GOAL: MAKING OUR CATHOLIC FAITH VISIBLE, KNOWN, AND LIVED

KEY STRATEGIES:

- Continue to provide learning opportunities for students and staff of all faiths on how to participate in Catholic liturgy and Mass (i.e. teaching Mass, making Mass booklet available)
- Encourage/provide opportunities for both communal and personal prayer throughout school and workday with an intentional link being made to spiritual well-being.
- Create opportunities for all students and staff to participate in site/department-specific liturgical experiences at least once during the year.
- Carry out social justice activities that are articulated through the perspective of Catholic social teaching.

EVIDENCE OF SUCCESS:

- Students and staff report that they have opportunities to learn about spiritual wellness on Division surveys.
- Authentic participation by both staff and students in liturgical celebrations and Masses
- Participants can articulate the “why” of social justice projects from the perspective of Catholic Social Teaching.
- Students and staff have faith experiences at least once a year outside of Division-wide events.



3

MARK THREE:

ANIMATED BY A FAITH-INFUSED CURRICULUM

STANDARD THREE:

AN EXCELLENT CATHOLIC SCHOOL HAS AN ACADEMIC CURRICULUM THAT INTEGRATES A VISION OF FAITH WITHIN THE LEARNER OUTCOMES AND TEACHING STRATEGIES.

GOAL: KNOWING, UNDERSTANDING, AND APPLYING FAITH IN OUR LEARNING AND WORK

KEY STRATEGIES:

- Continue to build the capacity of teachers to permeate the faith, in authentic and relevant ways, in all subject area curricula.
- Ensure that Catholic values and principles are explicitly and intentionally named in teaching and learning experiences.
- Provide opportunities for staff and for students to explore the spiritual, moral, and ethical aspects of their learning and work, particularly through the lens of current events.
- Provide professional learning and resources on permeation

EVIDENCE OF SUCCESS:

- Teachers will access both human and curricular resources that foster permeation
- Students will report learning about the faith and Catholic values across subject areas on ECSD Annual Survey
- New curriculum will include concrete examples to permeate faith in relevant ways
- Principals will see evidence of permeation in instructional planning.



4

MARK FOUR: SUSTAINED BY GOSPEL WITNESS

STANDARD FOUR:

AN EXCELLENT CATHOLIC SCHOOL HIRES AND NURTURES TEACHERS THAT ARE LIVING WITNESSES TO THE GOSPEL, AND INTENTIONAL DISCIPLES OF JESUS CHRIST AND HIS CHURCH.

GOAL: IGNITING THE SPARK TO GROW IN FAITH AS A COMMUNITY AND AS AN INDIVIDUAL.

KEY STRATEGIES:

- Continue with the practice of each school and department developing a purposeful faith formation plan that supports the faith life and spiritual wellness of its members
- Continue with Division provided opportunities for staff to learn about the Catholic faith and spiritual wellness (see Appendix 1: ECSD Faith Formation 2025-2026)
- Active demonstration of membership in the Catholic community by Administrators, teachers, and other staff planning and participating in liturgy, prayer, and social justice in their schools, sites, and parishes.

EVIDENCE OF SUCCESS:

- Schools and departments have purposeful faith formation plans.
- Administrators, teachers, and staff speak openly about Catholic faith with students, families, and each other
- Staff members of all faiths develop an understanding of Catholic faith and working in a Catholic environment
- Staff members of all faiths are empowered to develop their own faith lives and spiritual wellness
- The principles of Catholic Social Teaching are evident in the ways staff relate with students, families, and each other
- Division events such as the School Opening Mass, Faith Development Day, and Grace for the Heart and Soul are anticipated and well attended



5

MARK FIVE:

SHAPED BY A SPIRITUALITY OF COMMUNION

STANDARD FIVE:

**STANDARD FIVE: AN EXCELLENT CATHOLIC SCHOOL
RECOGNIZES THAT EACH AND EVERY MEMBER IS
RESPONSIBLE FOR THE COMMON GOOD.**

GOAL: WORKING TOGETHER FOR THE COMMON GOOD

KEY STRATEGIES:

- Nurture the school-home-parish connection
- Develop working partnerships between the Parish priest, the Pastoral team and school staff
- Create intentional opportunities for School Council, parish staff and school administrators to be active in the school's faith life to support the school-home-parish connection
- Create opportunities for Catholic organizations to support school life
- Come to know our new Pope and new Archbishop

EVIDENCE OF SUCCESS:

- Students and staff can identify and identify with the Pope and the Archbishop as our shepherds
- Priests and Pastoral team regularly visit schools
- Families report being better connected to the parish
- Catholic partners such as Catholic Social Services Knights of Columbus, and Catholic Women's League are supportive of or actively involved in the life and work of the Division

APPENDIX 1: ECSD FAITH FORMATION 2025-2026

PERMEATION: Active permeation will be continuously promoted across all subject areas in an ongoing and authentic manner throughout the 2025-2026 school year. Consultants from Learning Services and Religious Education Services, supported by Division Leadership, will collaborate to develop additional activities for staff. These activities will help staff understand how to authentically integrate faith into the curriculum. These resources will be available throughout the year, ensuring that permeation remains foundational to the Catholic identity of Edmonton Catholic Schools. These sessions will invite school staff to reflect on Science, Mathematics, English Language Arts, and Social Studies through the lens of faith, fostering a deeper connection between academic subjects and spiritual growth.

FAITH DEVELOPMENT DAY:

Each February, ECSD will have a full day of faith formation for all staff on *Faith Development Day*. This activity sees staff gathering in select locations across the city to listen to Catholic speakers or theologians and to celebrate the Eucharist as a larger community. Faith Development Day, scheduled for Wednesday, February 25, 2026, from 8:30 AM to 2:00 PM and promises to be a spiritually refreshing experience with a focus on hope. This event requires extensive planning and collaboration to accommodate thousands of staff members by a committee comprised of School Administration and Division Department leaders. Participants will engage with Catholic speakers or theologians and celebrate the Eucharist as a unified community. This year, the event will be held at seven different churches and sites. Each location will offer a Eucharistic Mass, followed by coffee, pastries, and fellowship. Attendees will also enjoy a video message and a keynote address from a local Catholic speaker. The list of schools and their respective parishes is included here. We look forward to celebrating together and supporting the Edmonton Catholic Schools Foundation through the collection at our Mass.

GRACE FOR THE HEART AND SOUL: Building on the success of Grace for the Heart and Soul 2025, we will continue to offer a menu of choices for schools and departments. For the upcoming year, we will add between four and six new activities with facilitator guides to continue to offer voice and choice to communities.

FATHER MICHAEL "CATFISH" MIREAU YOUTH FAITH DAY: Father Michael Mireau Youth Faith Day is a faith formation activity that has its roots in a motion from the Board of Trustees at the April 29, 2014, Public Meeting of the Board. The motion included that the Administration develop a plan for a Faith Day for our students based on our Catholic tradition and the philosophy of the We Day movement for the year 2015-2016, which was referred to the (Chief) Superintendent for reaction and a report to be brought back to the Board. This day will once again be organized by a group of Jr. High Principals with support from Religious Education Services, Transportation Services and Communication Services. For the 2025-2026 school year, our grade 8 students will once again travel to one of our local parishes over the course of 6 days to participate in a mass and an energy-filled, faith-filled presentation by Jesse Manibusan.

The Catholic school "must be a place of mercy freely given, where everyone can feel welcomed, loved, forgiven, and encouraged to live the good life of the Gospel."

(The Joy of the Gospel, 114)



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting **4.1**

Date: May 28, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Board Chair Report on #ECSDfaithinspires – April 25, 2025 – May 22, 2025**

May has been a time of meaningful recognition across our Division. The Board of Trustees has had the privilege to recognize and celebrate the extraordinary dedication and accomplishments within the Edmonton Catholic Schools community. From honouring long-serving staff and bidding farewell to retiring colleagues, to celebrating the unique gifts of our students, we've had many reminders of the strength and spirit that define our Division.

A highlight of the month was the Board of Trustees Retirement Gala, where the Board of Trustees had the privilege of recognizing 63 individuals who have faithfully served our Division and are now entering retirement. This event is a cherished opportunity for Trustees to express our deep appreciation in person and to celebrate the careers of those who have made a lasting impact. We were grateful for the opportunity to thank each of them personally and to celebrate their legacy.

The true heart of Edmonton Catholic Schools is our people. The achievements of our students are a reflection of the commitment, skill, and passion of our staff across all employee groups—ATA, AUPE, Unifor, and Out of Scope. Each person retiring this year leaves behind a legacy of service and care, and we are sincerely grateful for the role they've played in shaping our schools and supporting our mission. We wish each of them a joyful and fulfilling retirement ahead.

We have also been blessed to witness the induction of a new Pope, Pope Leo XVI. Witnessing the induction of a new Pope is a moment of deep spiritual significance. It is a reminder of the enduring leadership of the Church and the guidance of the Holy Spirit in shepherding our global Catholic community. Moments like this remind us of the Holy Spirit at work in the life of the Church. We give thanks for the continuity of apostolic leadership and pray that our new Pope will be a faithful shepherd to the people of God.

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 Board Chair Report on #ECSDfaithinspires – **April 25, 2025 – May 22, 2025** for information purposes.

Board Chair Report on #ECSDfaithinspires – April 25, 2025 – May22, 2025**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Uniform
- Attended Board of Trustees Retirement Gala with Board of Trustees and Chief Superintendent
- Attended Pipe Ceremony at St. Joseph Catholic High School with Board of Trustees and Chief Superintendent
- Attended Retirement Gala Committee Meeting
- Attended Luncheon at Newman Theological College with Board of Trustees and Chief Superintendent
- Attended Unifor Staff Annual Banquet with Board of Trustees and Chief Superintendent
- Attended 2025 Honouring Ceremony with Board of Trustees and Chief Superintendent
- Attended Chief Superintendent's Award of Excellence with Board of Trustees
- Attended Ben Calf Robe Pow Wow with Board of Trustees and Chief Superintendent
- Attended Blueprints Conference
- Attended the Friends of Catholic Education Gala with Board of Trustees and Chief Superintendent
- Attended St. Boniface Catholic Elementary School Feast of Life: Stories From the Gospel of Luke play
- Attended Open House and Mass and Reception for His Grace with Board of Trustees and Chief Superintendent
- Attended the *Be an Upstander* Regional Showcase with Board of Trustees and Chief Superintendent
- Attended Celebration of the Arts with Board of Trustees and Chief Superintendent
- Attended Board Workshop with Board of Trustees and Chief Superintendent
- Attended Division Long Service Recognition with Board of Trustees and Chief Superintendent
- Attended St. Joseph College Breakfast with Board of Trustees and Chief Superintendent
- Attended virtual 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:

- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

May 28, 2025 Public Board Meeting

4.2

Date: May 28, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Chief Superintendent's Report on #ECSDfaithinspires - May 2025**

Background:

The 2024-2025 school year is one which is marked with great hope. Our Division theme for the year is People of Hope, and it echoes the theme for the Jubilee 2025, Pilgrims of Hope, that Pope Francis has declared. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings from the month of May 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 2).

Living Our Faith

- Through the wonders of technology, many students were able to join and watch the streaming of the introduction of Pope Leo XIV to the world as the Conclave ended. This was an amazing opportunity for us all to participate in this important process for our Church.
- I was pleased to host the Annual Chief Superintendent's Awards of Excellence. This award honors students who have embraced God's call to be good stewards of the gifts he has given them, developing them fully in service to others.
- On May 26, schools and sites celebrated a Jubilee of Hope Liturgy of the Word. It was an opportunity for our staff and students to unite in prayer, thanksgiving, and mission as Pilgrims of Hope.
- We held a Liturgy of the Word to celebrate the uniting of three communities at the new Rundle Heights Consolidation site.
- I joined the Board at the farewell Mass and Open House for Archbishop Smith. It was a wonderful opportunity to thank him for his service to our Division and the Archdiocese.
- I joined several Division leaders and our first year Principals at the ACSTA's Blueprints retreat. It was an enriching experience and valuable opportunity to learn from David Wells and to join in community.

Learning Excellence

- Graduation season is now upon us. High schools have begun their celebrations as students mark the milestone of completing their K-12 educational journey. I was pleased to attend the Class of 2025 Honoring Ceremony for our Indigenous students.

- Supporting mental health is an important part of supporting students. Our Division shared our new Integrated Well-being Framework with schools this month. Its scope includes staff well-being. Schools and sites also participated in Hats On! For Mental Health Day.
- Our grade 6 and 9 students are now preparing for their Provincial Achievement Tests which begin this month. Our Division is, once again, offering Diploma Preparation Sessions for high school students in English, Math, Social Studies, and the sciences.

Organizational Excellence

- This month, our Division recognized Leadership Appreciation Day and Bus Driver Appreciation Day. It is important to us that we acknowledge and celebrate the diverse roles that are involved in providing an excellent Catholic Education to our students.
- There were many opportunities to join with our Catholic partners in celebration and gratitude this month. It is through our connections that our organizational efficacy is enhanced. The Friends of Catholic Education held their gala this month, and our Edmonton Catholic Schools Foundation was the grateful recipient of their fund-raising efforts. I will also attend the Mission Collaboration Initiative (MCI) Summit later this week.
- We also have many reasons to join with our staff in celebration of milestones. I attended the Unifor 52A banquet and our Board Retirement Gala, and both were joyous occasions.
- Our staffing cycle for the 2025-26 school year is now under way. Each employee group has a specific process depending on their collective agreements.

Embracing Diversity

- We were pleased to host the be an Upstander Regional Showcase at Lumen Christi Catholic Education Centre
- The annual Ben Calf Robe Traditional Pow Wow was a tremendous success and was very well attended by our students, families, and the community. This celebration of culture is a wonderful experience for all.
- Schools are marking Asian Heritage Month in May. This year's theme is *Unity in Diversity: The Impact of Asian Communities in Shaping Canadian Identity*.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Chief Superintendent's Report on #ECSDfaithinspires – May 2025** for information purposes.

