



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2025-2026

#3

Date: November 26, 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 Glenn McDonald |
| 1.2 Land Acknowledgement | L. Turchansky |
| 1.3 Roll Call | |
| 1.4 Approval of the Agenda | |
| 1.4.1 Consent Items | |
| 1.4.1.1 Locally Developed Courses | |
| 1.4.1.2 Activation and Deactivation of Alberta Education School Codes | |
| 1.5 Minutes | |
| 1.5.1 Minutes of Regular Board Meeting 1-2025-2026, September 17, 2025 | |
| 1.5.2 Minutes of Organizational Board Meeting 2-2025-2026, October 29, 2025 | |
| 1.5.3 Matters Arising from the Minutes | |
| 1.6 Appointments/Delegations/Presentations | |
| 1.6.1 The Canadian Association of Communicators in Education BRAVO! Awards | L. Anderson |
| 1.6.2 Recognition of Newman Theological College Graduates | L. Anderson |
| 1.6.3 Recognition of St. Thomas Aquinas Catholic Elementary/Junior High Staff | L. Anderson |
| 1.6.4 ASBA Innovation and Excellence Award | S. Palazzo |
| 1.6.5 ASBA President's Award – Board Chair Sandra Palazzo | L. Turchansky |

2 Business of the Meeting

- | | |
|--|-------------------------------------|
| 2.1 A Provincial Achievement Test Program Results
Report 2024/2025 & Response | L. Anderson, R. Feehan, T. Peterson |
| 2.1 B Diploma Examination Program Results
Report 2024/2025 & Response | L. Anderson, R. Feehan, T. Peterson |
| 2.2 Audited Financial Statements 2024-2025 | L. Anderson, C. Schulz |
| 2.3 Rescinding Bylaw 2004-003 Provision of Criminal Record Checks | C. Karbonik, S. Palazzo |

BOARD OF TRUSTEES

Leah Fiorillo, Ward 71
Sandra Palazzo, Ward 72
Kara Pelech, Ward 73

Debbie Engel, Ward 74
Alene Mutala, Ward 75

Lisa Turchansky, Ward 76
Laura Thibert, Ward 77

CHIEF SUPERINTENDENT
Lynnette Anderson

3 Presentation and Review of Accountability Report(s)

3.1 Communications Report

L. Anderson, C. Meadows

4 Celebration of #ECSDfaithinspires

4.1 Board Chair Report

S. Palazzo

4.2 Chief Superintendent Report

L. Anderson

5 Adjournment

5.1 Closing Prayer

S. Palazzo

5.2 Motion to Adjourn

BOARD OF TRUSTEES

Leah Fiorillo, Ward 71

Sandra Palazzo, Ward 72

Kara Pelech, Ward 73

Debbie Engel, Ward 74

Alene Mutala, Ward 75

Lisa Turchansky, Ward 76

Laura Thibert, Ward 77

CHIEF SUPERINTENDENT

Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.4.1.1**

Date: November 26, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Originator: Terri Peterson, Superintendent, Learning Services
Resource Staff: Cheryl Shinkaruk, Manager: Programs and Projects
Re: **Renewal of Senior High Locally Developed or Acquired Course**

Background:

Locally Developed and Acquired Courses are created by various Divisions to meet the specific needs of their students. These courses, once developed, are utilized by School Divisions. Boards are required to approve the use of LDCs in their Division. The following senior high course is up for renewal.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Chemistry (Advanced) 35	3 Credits (2025-2029)	LDC3138	2025-2026	2025-09-01	2028-2029

Recommendation:

That the Board approves the renewal of the Senior High Locally Developed or Acquired Course as outlined above, implemented in September 2025 for the period specifically indicated.



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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.4.1.2**

Date: November 26, 2025

To: The Board of Trustees

From: Lynette Anderson, Chief Superintendent

Originator: John Fiacco, Superintendent of Educational Planning

Re: **Activation of Alberta Education School Codes, Deactivation of School Codes**

Background:

The activation/deactivation of Alberta Education school codes assigned to Edmonton Catholic Schools requires Board approval. With the opening of the following Catholic schools, administration is recommending the activation of school codes. With the new Rundle Heights school replacing St. Bernadette Catholic Elementary, St. Nicholas Catholic Junior High, and the former St. Jerome Catholic Elementary schools, administration is recommending the deactivation of two school codes: 8223 for St. Nicholas Catholic Junior High School located at 3643 115 Ave NW, Edmonton, AB T5W 0V1; and 8016 for St. Bernadette Catholic Elementary School located at 11917 40 St NW, Edmonton, AB T5W 2L1.

Activation of New School Codes:

- Our Lady of Hope Catholic Elementary/Junior High School (Crystallina Nera East) – tentatively opening September 2028.
- St. Patrick Catholic Elementary/Junior High School (River's Edge) – tentatively opening Fall 2028.
- St. Sophia Catholic Elementary/Junior High School (Cavanagh/Heritage Valley) – tentatively opening Fall 2028.
- St. Michael the Archangel Catholic Elementary/Junior High School (Hays Ridge) – tentatively opening Fall 2028.
- St. Genevieve Catholic Elementary/Junior High School (West Laurel) – tentatively opening Fall 2028.
- St. Nicholas Catholic Elementary/Junior High School (Rundle Heights) – tentatively opening September 2027.

Deactivation of School Codes:

- St. Nicholas Catholic Junior High School, 3643 115 Ave NW, Edmonton, AB T5W 0V1 – tentatively closing September 2027. Replaced by the new school: St. Nicholas Catholic Elementary/Junior High School (Rundle Heights).
- St. Bernadette Catholic Elementary School, 11917 40 St NW, Edmonton, AB T5W 2L1 – tentatively closing September 2027. Replaced by the new school: St. Nicholas Catholic Elementary/Junior High School (Rundle Heights).

Recommendation:

1. That the Board of Trustees approves the activation of Alberta Education school codes for Our Lady of Hope Catholic Elementary/Junior High School (Crystallina Nera East); St. Patrick Catholic Elementary/Junior High School (River's Edge); St. Sophia Catholic Elementary/Junior High School (Cavanagh/Heritage Valley); St. Michael the Archangel Catholic Elementary/Junior High School (Hays Ridge); St. Genevieve Catholic Elementary/Junior High School (West Laurel); and St. Nicholas Catholic Elementary/Junior High School (Rundle Heights).
2. That the Board of Trustees approves the deactivation of Alberta Education school codes: 8223 for St. Nicholas Catholic Junior High School, 3643 115 Ave NW, Edmonton, AB T5W 0V1; and 8016 for St. Bernadette Catholic Elementary School, 11917 40 St NW, Edmonton, AB T5W 2L1 effective September 2027.





EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2025-2026

#1

November 26, 2025 Public Board Meeting **1.5.1**

Date: September 17, 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 3:00 PM.
Father Julian began the meeting with the Opening Prayer.

1.2 LAND ACKNOWLEDGEMENT

Trustee Turchansky 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
Terry Harris
Alene Mutala
Laura Thibert



November 26, 2025 Public Board Meeting **1.5.1**

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the September 17, 2025 Public Meeting of the Board be approved as circulated.

CARRIED

1.4.1 Consent Items

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

1.4.1.1

CEO Report on Summer Activities 2025

The Board of Trustees acknowledged receipt of the **CEO Report on Summer Activities 2025** for information purposes.

1.4.1.2

Activation of Alberta Education School Code for St. Eligius Catholic Collegiate

That the Board of Trustees approves the activation of Alberta Education school code for St. Eligius Catholic Collegiate.

1.5 MINUTES

1.5.1 Minutes of the June 18, 2025 Regular Board Meeting

Trustee Harris moved that the minutes of the June 18, 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 Bereavement – Mieczyslaw Demko

The Administration acknowledged the death of Mieczyslaw Demko, Senior Custodian at St. Joseph Catholic High School who passed away on July 13, 2025, and advised that an expression of sympathy had been sent to his family on behalf of the Board.

1.7 Welcoming New Principals and Assistant Principals

The Board of Trustees acknowledged and welcomed our Catholic educational leaders to their new journeys.

1.8 Tribute to Retiring Trustee Terry Harris

The Board of Trustees acknowledged and celebrated outgoing Trustee Terry Harris on his retirement.

2. Business of the Meeting

2.1 Edmonton Catholic Schools Collegiate Update

The Board of Trustees received the update on the Division's collegiate programs.



November 26, 2025 Public Board Meeting **1.5.1**

2.2 Renaming Carlo Acutis Catholic High School

Trustee Mutala moved that the Board of Trustees rename Blessed Carlo Acutis Catholic High School to St. Carlo Acutis Catholic High School in celebration and honour of his canonization.

CARRIED

2.3 Naming of Schools

Trustee Engel moved that the Board of Trustees approve the following names for our new schools:

- St. Sophia Catholic K-9 School in Cavanagh/Heritage Valley
- Our Lady of Hope Catholic K-9 School in Crystallina Nera East
- St. Michael the Archangel Catholic K-9 School in Hays Ridge
- St. Patrick Catholic K-9 School in River's Edge
- St. Genevieve Catholic K-9 School in West Laurel
- St. Nicholas Catholic K-9 Consolidation School in Rundle Heights

CARRIED

2.4 Board Policy Revisions

A. AMENDMENT OF BOARD POLICY 12

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12, as attached and circulated to the Board of Trustees effective upon passing of this motion.

CARRIED

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED

Trustee Turchansky moved that the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 12, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED UNANIMOUSLY

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED

B. AMENDMENT OF BOARD POLICY 12 – APPENDIX B

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12 – Appendix B, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12 – Appendix B, as attached and circulated to the Board of Trustees, effective upon passing of this motion.



November 26, 2025 Public Board Meeting **1.5.1**

CARRIED

Trustee Turchansky moved that the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 12 – Appendix B, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED UNANIMOUSLY

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 12 – Appendix B, as attached and circulated to the Board of Trustees, effective upon passing of this motion.

CARRIED

3. Celebration of #ECSDfaithinspires:

3.1 Board Chair Report

The Board of Trustees acknowledged receipt of the Board Chair Report on #ECSDfaithinspires – June 13 – September 11, 2025 for information purposes.

3.2 Chief Superintendent Report

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

4. Adjournment

4.1 Trustee Harris said the closing prayer.

4.2 Trustee Turchansky moved that the meeting be adjourned at 5:02 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2025-2026

#2

November 26, 2025 Public Board Meeting 1.5.2

Date: October 29, 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 **Corporate Secretary C. Naccarato** called the meeting to order at 3:00 PM.
Lynnette Anderson began the meeting with the Opening Prayer.

1.2 LAND ACKNOWLEDGEMENT

Lynnette Anderson acknowledged that we are on the traditional land of Treaty 6 and homeland of the Metis. 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 the 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
Leah Fiorillo
Alene Mutala
Kara Pelech
Laura Thibert

1.4 Declaration of Scrutineer

Trustee Mutala moved the appointment of General Counsel to assist in the election process as needed.

CARRIED



November 26, 2025 Public Board Meeting **1.5.2**

1.5 Oaths of Office

Trustee Fiorillo, Trustee Palazzo, Trustee Pelech, Trustee Engel, Trustee Mutala, Trustee Turchansky, and Trustee Thibert took their oath of office.

CARRIED

2. Election of Chair

1st call for nominations for the position of Board Chair.

Trustee Mutala nominated **Trustee Palazzo** for the position of Chair of the Edmonton Catholic Separate School Division for the 2025-2026 year.

Trustee Palazzo accepted the nomination.

There were no further nominations after the second and third call.

Trustee Turchansky moved that nominations cease.

CARRIED

Trustee Palazzo was acclaimed as Chair of the Edmonton Catholic Separate School Division for the 2025-2026 year.

3. Election of Vice Chair

Board Chair Palazzo assumed the Chair.

Trustee Engel nominated **Trustee Turchansky** for the position of Vice-Chair of the Edmonton Catholic Separate School Division for the 2025-2026 year.

Trustee Turchansky accepted the nomination.

There were no further nominations after the second and third call.

Trustee Engel moved that nominations cease.

CARRIED

Trustee Turchansky was acclaimed as Vice-Chair of the Edmonton Catholic Separate School Division for the 2025-2026 year.



4. Board Committee Structure:

Trustee Turchansky moved that the 2025-2026 Board Committee Structure be approved as follows:

I. Committees of the Whole

Reference: Board Policy 8

Audit & Finance Committee

Chair: Sandra Palazzo

Governance Committee

(Vice- Chair serves in this role)

Chair: Lisa Turchansky

Reference: Board Policy 6:6

II. Board Standing Committee

Reference: Board Policy 8

Community Engagement Committee (2)

Leah Fiorillo

Lisa Turchansky

Sandra Palazzo

III. Board Representatives

Reference: Board Policy 9

Alberta School Boards Association (ASBA) Board of Directors (1 plus Alternate)

1st year of 1st 24-month term (Max: two 24-month terms ending conclusion of 4th Yr)

Debbie Engel

Alternate: Leah Fiorillo

ASBA Zone 2/3 Representative

Debbie Engel

Alternate: Alene Mutala

Alberta Catholic School Trustees' Association

Alene Mutala

Alternate: Laura Thibert

Newman Theological Senate

Kara Pelech



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2025-2026

November 26, 2025 Public Board Meeting **1.5.2**

Edmonton Catholic Schools Foundation Board of Directors

Sandra Palazzo

Teachers' Employer Bargaining Association (TEBA)
Representative

Alene Mutala

IV. Other Committees

GrACE Committee

Leah Fiorillo

Kara Pelech

V. Division Committees

Interpretation Committees (Per Agreements)

Alberta Union of Provincial Employees (AUPE)

Lisa Turchansky

Alternate:

Kara Pelech

Negotiating Committees – Actively Negotiating

ATA

Lisa Turchansky

Alternate:

Kara Pelech

Unifor

Lisa Turchansky

Alternate:

Laura Thibert

AUPE

Lisa Turchansky

Alternate:

Laura Thibert

VI. Linkages Committees

Council of Elders Representative

Laura Thibert

CARRIED



5 Dates & Times of Public Board Meetings for 2021-2022

Trustee Thibert moved that the Board of Trustees approves the dates, time and location of the Public Meetings for the 2025-2026 school year as follows:

(a) **Dates**

November 26, 2025
December 17, 2025
January 28, 2026
February 18, 2026
March 25, 2026
April 29, 2026
May 27, 2026
June 17, 2026

(b) **Time**

Public Board Meetings will be scheduled to commence at 3:00 PM and will adjourn at 6:00 PM. If required, the meeting may be extended by a majority vote to 6:30 PM. Exceptions to these times may be made, if necessary, and with proper notice to trustees.

(c) **Location**

Public meetings will be held in the Main Board Room located at Lumen Christi Catholic Education Centre, 9405 50 Street, unless otherwise determined. The Chair of the Board of Trustees may change the time, cancel, or postpone any regularly scheduled public meeting of the Board upon receiving concurrence by a majority of trustees.

CARRIED

6. Adjournment

6.1 **Chief Superintendent Lynnette Anderson** said the closing prayer.

6.2 **Trustee Fiorillo** moved that the meeting be adjourned at 3:38 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.6.1**

Date: November 26, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Canadian Association of Communicators in Education (CACE) BRAVO! Award**

Background:

The BRAVO! Awards of the Canadian Association of Communicators in Education (CACE) is the only Canada-wide awards program specifically designed to recognize excellence in school board communications. These awards recognize outstanding projects in two categories: Communications Projects and the Coup de Coeur, which spotlights particularly creative or impactful work.

I am delighted to share that our Communications Team has been honoured with a BRAVO! **Coup de Coeur Award** this year for the following project:

[Take and Eat: Family Activities](#) was created in response to a need for stronger connection among students, staff, and families. Rooted in the mission of Edmonton Catholic Schools, the cooking series brought faith formation into homes through content that was accessible and meaningful. Recipes were intentionally chosen to be affordable and easy to prepare, recognizing the diverse realities of families across our Division.

The goal was to create not just content, but a shared experience that supported Catholic identity and community connection. By aligning message, medium, and mission, the series demonstrated how strategic communication can build community and reinforce the values of Catholic education. It also supports our recruitment campaign by showing families what makes our Division welcoming, relevant, and faith-filled.

Take and Eat is a Coup de Cœur because it represents everything strong communication can accomplish. It started as a simple idea from our Division Chaplain Father Glenn and grew into a complete experience that was accessible, meaningful, and beautifully produced. This is the kind of work that shows the value of strategic communication. It was authentic, it had purpose, and it made an impact. Projects like Take and Eat help build trust in our Division, reinforce who we are, and show families what makes Edmonton Catholic Schools different. When people see content like this, it strengthens our brand and helps them see themselves as part of our community.

Recommendation:

That the Board of Trustees recognizes and celebrates Manager Christine Meadows, Multimedia Production Specialist Patrick Kelly, Division Chaplain Father Glenn McDonald, and our Communications Team, for their tremendous success in bringing the work of our Division to life in the exemplary fashion that has been nationally recognized through the **Canadian Association of Communicators in Education (CACE) BRAVO! Coup de Coeur Award**.





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.6.2**

Date: November 26, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Celebration our Newman Theological College Graduates**

Background:

Newman Theological College, NTC, provides our teachers and administrators the opportunity to immerse themselves in a deeply intellectual faith experience. The NTC motto is Faith Seeking Understanding, and this truly describes the special journey that each NTC student undertakes in their studies.

The following individuals from Edmonton Catholic Schools convoked on October 18, 2025, and have lived out the motto of Newman Theological College as they have completed their Master of Religious Education Degree. They will bring the journey of faith seeking understanding to their students, colleagues, and families.

*Lalaine Echiverri Baclig
Ivana Bubalo
Joseph Anthony Filipic
Ariane Margaret Hossack
Linda Patricia Johnson
Laura Joe-Yee Kunce
Laura Caroline Larochelle
Antoinette Josephine Marie Tabb
Michael Wallace Myrick
Erin Brenda Pruski
Katee Lynn Robichaud
Cory Christopher Roffey
Jessica Mary Sanregret
April Raeann Rose Sevigny
Joanne Espiritu Vares
Brittany Cherish Ward*

Recommendation:

That the Board of Trustees recognizes and celebrates Edmonton Catholic Schools' 2025 NTC Master of Religious Education graduates.



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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.6.3**

Date: November 26, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Recognition of the Staff of St. Thomas Aquinas Catholic Elementary/Junior High School**

Background:

On October 3, 2025, during morning recess at St. Thomas Aquinas Catholic Elementary/Junior High School, a life-threatening situation arose, and the staff responded in a life saving manner. A student approached the teacher supervisor, Khyla Manguiob, to tell her that her friend had fainted. Khyla called the office and Assistant Principal Christine McKee quickly arrived at the scene and called 911 after feeling that the student did not have a pulse and was not breathing. Teacher Karlyn Penfold ran to the office for help. Teacher Eric Motut and Therapeutic Assistant Ainsley Dillon arrived on scene and began administering CPR while Ms. Manguiob got the Automated External Defibrillator (AED), which was then used twice as part of their efforts.

The student was transported to the hospital by EMS and is currently recovering. Principal Anna Gomez received a phone call from the emergency room doctor who treated the student. The doctor shared that the staff had saved this child's life and expressed her thanks to the staff with heartfelt emotion.

Every site in Edmonton Catholic Schools has at least one AED and also has a required number of first aid attendants who are CPR and AED trained. This positive outcome highlights the importance of being prepared for the worst possible scenario.

Recommendation:

That the Board of Trustees recognizes and celebrates Khyla Manguiob, Christine McKee, Karlyn Penfold, Eric Motut, and Ainsley Dillon for their quick thinking and heroic efforts in saving the life of a student in medical crisis.



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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.6.4**

Date: November 26, 2025
To: Board of Trustees
From: Sandra Palazzo, Chair
Re: **ASBA Award for School Board Innovation and Excellence**

Background:

The ASBA School Board Innovation and Excellence Award recognizes school boards for their role in launching innovative programs and initiatives that enhance student achievement. When nominating a program, the Division must show the program and/or initiatives' contributions to the quality of students' learning experiences alongside several other criteria. In June of last year, Administration recommended that the Board nominate the Autism Working Group for this prestigious recognition. I am very proud to inform you that Edmonton Catholic Schools received this award at the ASBA Fall General Meeting for the Autism Working Group.

The impact of Edmonton Catholic Schools' Autism Working Group has been significant as it empowers educators to create inclusive, student-centred environments resulting in better outcomes for all students as we build the capability of staff and students to meaningfully engage all students in their individual and collective learning journey. It was established in response to the urgent call from educators seeking enhanced support in meeting the ever-increasing exceptional needs in their classrooms. This three-year plan's goals included reframing autism to celebrate, value, and accept neurodiversity; increasing student voice, choice, and autonomy; and evaluating and refining supports and services.

Recommendation:

That the Board of Trustees recognizes and celebrates Chief Superintendent Lynnette Anderson as well as Superintendent Terri Peterson and her team for the acknowledgement of their tremendous work through the ASBA 2025 School Board Innovation and Excellence Award.



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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **1.6.5**

Date: November 26, 2025

To: Board of Trustees

From: Lisa Turchansky, Vice-Chair

Re: **Alberta School Boards Association's (ASBA) President's Award - Sandra Palazzo**

Background:

Selected by the ASBA President, The ASBA President's Award stands as a testament to extraordinary leadership and vision in education. It celebrates individuals whose remarkable contributions have profoundly influenced Alberta's educational landscape, leaving a lasting legacy of excellence. By recognizing unparalleled dedication to students and communities, this honor underscores the exceptional impact these leaders have made in shaping the future of education across the province.

It is my privilege to share with our Edmonton Catholic Schools community that our Chair, Sandra Palazzo, received this prestigious award at the ASBA Fall General Meeting. Sandra's commitment to serving the families of Edmonton Catholic Schools is unparalleled, and her vocation to Catholic educational leadership and advocacy has served ECSD and all Catholic Divisions in this province where we are blessed with publicly funded Catholic education. Her knowledge and experience have also helped to shape the broader educational landscape in Alberta.

Recommendation:

That the Board of Trustees recognizes and celebrates Chair Sandra Palazzo for the recognition of her extraordinary leadership, vision, and contribution to education in our province through the ASBA President's Award.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **2.1 A**

Date: November 26, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services
Terri Peterson, Superintendent of Learning Services

Resource Staff: Katelyn Harris, Supervisor, Applied Research
Nicole Lafreniere, Director, Curriculum and Assessment
Trish Roffey, Manager, Elementary Curriculum
Sarah Fedoration, Manager, EAL and Language Programs

Re: **Provincial Achievement Testing Program Results Report 2024/2025 and
Provincial Achievement Testing Program Response Report 2024/2025**

Background:

Alberta Education's Provincial Achievement Testing Program reflects the essentials that all Alberta students are expected to achieve, regardless of school choice or location. The purpose of the program is to determine if students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling, and to assist schools, school authorities, and the province in monitoring and improving student learning.

The attached Provincial Achievement Testing Program Results Report provides Division results for the 2024/2025 school year in addition to multiyear results. In addition to the attached report, Division results will be available on the Division Assurance Dashboard located on the Division public website in the next several weeks, as well as in the *Annual Reports* section of ecsd.net following this meeting. Individual school reports are available to each Principal. The school reports are used by school staff and School Councils in monitoring and adjusting their *School Plan for Continuous Growth* in order to ensure that areas for improvement are addressed. School results will also be available on the School Assurance Dashboards located on the school's public websites in the next several weeks.

In addition, the attached Provincial Achievement Testing Program Response Report 2024/2025 provides strategies that the Division will implement to address areas for growth that were identified in the Provincial Achievement Test results.

Recommendation:

That based on the evidence provided in the Provincial Achievement Testing Program Results Report 2024/2025 and the Provincial Achievement Testing Program Response Report 2024/2025, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI 2.2 Identifies trends and issues related to student achievement to inform the Three-year Planning process, including recommendations for innovative means to improve measurable student achievement.*
- QI 2.3 Ensures there is measurable improved student achievement over time.*
- QI 2.4 Ensures the Division's academic and other provincially mandated Assurance results are published.*
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard)*
- QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*

Attachments:

- Provincial Achievement Testing Program Results Report 2024/2025
- Provincial Achievement Testing Program Highlights 2024/2025
- Provincial Achievement Testing Program Response Report 2024/2025



Edmonton Catholic School Division

Provincial Achievement Testing Program Results Report 2024/2025 School Year

Division Monitoring: November 3, 2025



EDMONTON CATHOLIC SCHOOLS

PROVINCIAL ACHIEVEMENT TESTING PROGRAM RESULTS REPORT

2024/2025 SCHOOL YEAR

1. PROVINCIAL ACHIEVEMENT TESTING PROGRAM

Alberta Education and Childcare's Provincial Achievement Testing Program reflects the essentials that all Alberta students are expected to achieve, regardless of school choice or location. The purpose of the program is to determine if students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling, and to assist schools, school authorities, and the province in monitoring and improving student learning.

For the 2024/2025 school year, Provincial Achievement Tests for Grade 6 Science, Grade 6 French Immersion Language Arts and Literature, and Grade 6 French First Language and Literature were not administered. Provincial Achievement Tests were administered reflecting the new Grade 6 English Language Arts and Literature curriculum and the new Grade 6 Mathematics curriculum, as well as reflecting the existing Grade 6 Social Studies curriculum. Schools that optionally implemented the new Grade 6 Social Studies curriculum were excused from writing the Provincial Achievement Test in that subject area. In addition to English Language Arts and Literature, Grade 6 students whose language of instruction is French wrote Mathematics and Social Studies translated into French. Grade 9 students wrote tests in English Language Arts, Mathematics, Science, and Social Studies. Grade 9 students enrolled in the Knowledge and Employability (K&E) programs of study wrote tests in English Language Arts, Mathematics, Science, and Social Studies. In addition to English Language Arts, Grade 9 students whose language of instruction is French wrote French Language Arts (except K&E) as well as the other subjects translated into French. Aggregated (combined) English and French results are discussed within this report.

Alberta Education and Childcare reports achievement results in two formats: partial cohort (number writing) and full cohort (number enrolled). The partial cohort results are based on only those students who wrote the Provincial Achievement Tests. The results based on the full cohort include those students who were absent, excused, or for whom results are not available for any other reason. The 2024/2025 partial and full cohort aggregated English and French results are located in Appendix A and the independently reported English and French results are in Appendix B. The multiyear partial and full cohort aggregated English and French results are located in Appendix C and the independently reported English and French results are in Appendix D. Results are not released to the public when fewer than six students wrote the test.

This report provides Division results for the 2024/2025 school year in addition to multiyear results; however, several factors have affected Provincial Achievement Test administrations over the past few years. The COVID-19 pandemic impacted participation in the Provincial Achievement Tests in 2020/2021. Consequently, results for the 2020/2021 school year are not available. Security breaches occurred over the last few days of the 2021/2022 Provincial Achievement Test administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches were excluded from the provincial cohort; however, all students were included in school and school authority reporting. The 2022/2023 and 2023/2024 results do not include students excused from writing due to the Alberta wildfires. The 2022/2023, 2023/2024, and 2024/2025 results also do not include students participating in the optionally implemented or piloted curriculums. In 2023/2024, Provincial Achievement Tests for Grade 6 English Language Arts and Literature as well as for Grade 6 Mathematics were not administered; however, tests reflecting these new curriculums were administered in 2024/2025. For these subject areas, results from 2022/2023 and earlier reflect the 2007 programs of study, while the 2024/2025 results reflect the new 2023 curriculums. As a result of these factors, caution should be used when interpreting results over time.

Starting in 2023/2024, Alberta Education and Childcare's migration to digital assessment administration resulted in two different types of tests being administered, a paper version and a digital version through the new Digital Assessment Platform. The 2023/2024 and 2024/2025 provincial results include students who used the Digital Assessment Platform, as well as students who wrote the paper version. In 2023/2024 and 2024/2025, schools within Edmonton Catholic Schools were to administer the paper version of the Provincial Achievement Tests. Due to this migration to digital assessments, caution should be used when interpreting results.

In addition to this report, Division results will also be available on the Division Assurance Dashboard located on the Division public website. Individual school reports are available to each Principal. The school reports are used by school staff and School Councils in monitoring and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites.

2. PROVINCIAL ACHIEVEMENT TEST RESULTS 2024/2025 - PARTICIPATION RATES

In considering participation rates, Edmonton Catholic Schools was compared to the province (Table 1A in Appendix A). Overall, Edmonton Catholic Schools had higher participation rates than the province in **all Grade 6 and Grade 9 subject areas** as well as in **Grade 9 K&E Mathematics**.

3. PROVINCIAL ACHIEVEMENT TEST RESULTS 2024/2025 - OVERALL SUMMARY

In considering the 2024/2025 results for the Provincial Achievement Tests, Edmonton Catholic Schools was compared to the province using the aggregated English and French full cohort results (Table 3A in Appendix A). Overall, Edmonton Catholic Schools':

- **Grade 6** students **exceeded** the provincial percentage of students in:
 - English Language Arts and Literature - Acceptable Standard & Standard of Excellence;
 - Mathematics - Acceptable Standard & Standard of Excellence; and
 - Social Studies - Acceptable Standard & Standard of Excellence.

- **Grade 9** students **exceeded** the provincial percentage of students in:
 - English Language Arts - Acceptable Standard & Standard of Excellence;
 - French Language Arts - Acceptable Standard & Standard of Excellence;
 - Mathematics - Acceptable Standard;
 - Science - Acceptable Standard & Standard of Excellence; and
 - Social Studies - Acceptable Standard & Standard of Excellence.

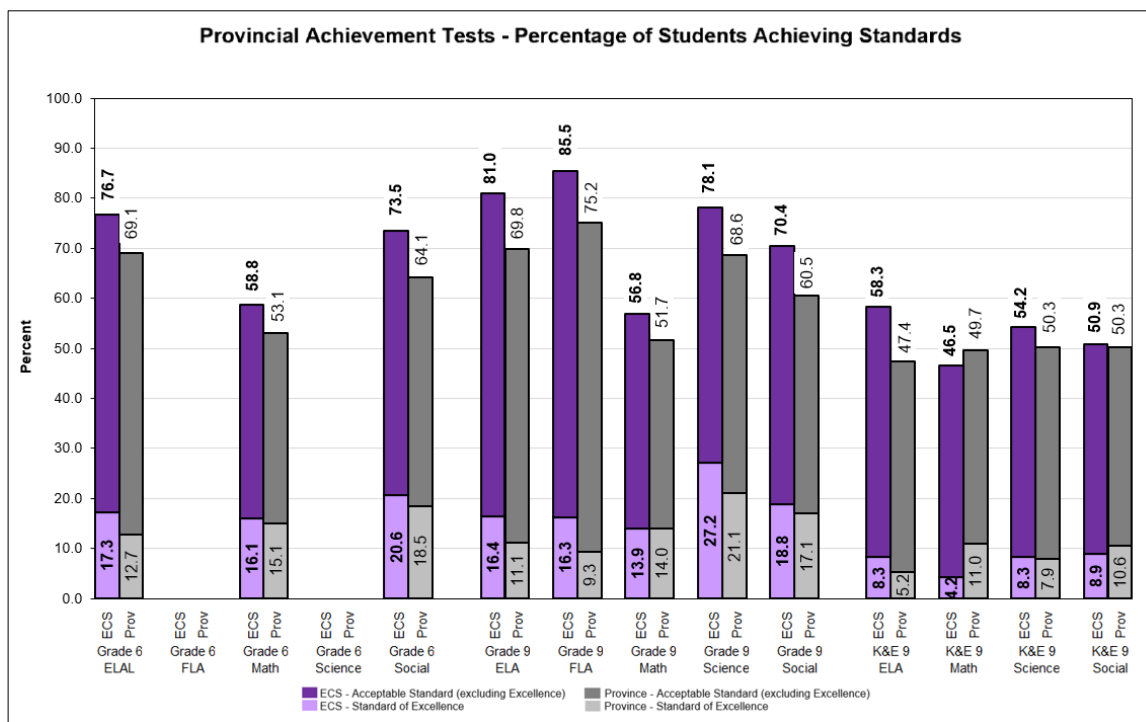
- **Grade 9 K&E** students **exceeded** the provincial percentage of students in:
 - K&E English Language Arts - Acceptable Standard & Standard of Excellence;
 - K&E Science - Acceptable Standard & Standard of Excellence; and
 - K&E Social Studies - Acceptable Standard.

In summary, the percentage of Edmonton Catholic Schools' students achieving the Acceptable Standard exceeded that of the province in 11 out of 12 standards. Edmonton Catholic Schools' students exceeded the provincial percentage of students achieving the Standard of Excellence in 9 out of 12 standards. Overall, Edmonton Catholic Schools' students were successful in the Provincial Achievement Tests.

PROVINCIAL ACHIEVEMENT TEST RESULTS - 2024/2025 SCHOOL YEAR

FULL COHORT* - AGGREGATED ENGLISH AND FRENCH

(* Results based on all students enrolled)



APPENDIX A

PROVINCIAL ACHIEVEMENT TESTING PROGRAM RESULTS AGGREGATED ENGLISH AND FRENCH REPORTS 2024/2025 SCHOOL YEAR

- Table 1A - Participation Rates - Aggregated English and French
- Table 2A - Percentages of Students Achieving Standards (Partial Cohort) - Aggregated English and French
- Table 3A - Percentages of Students Achieving Standards (Full Cohort) - Aggregated English and French

EDMONTON CATHOLIC SCHOOLS

Table 1A
Participation Rates
Subjects Written in English and French (Aggregated)
2024/2025 School Year

	English Language Arts & Literature		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6										
Results Available ^a	3648	53045	n/a	n/a	3653	53321	n/a	n/a	3451	42116
Total Enrolment ^b	3834	61670	n/a	n/a	3833	61656	n/a	n/a	3624	50053
Participation Rate	95.1	86.0	n/a	n/a	95.3	86.5	n/a	n/a	95.2	84.1
	English Language Arts		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9										
Results Available ^a	3337	50327	213	2992	3327	50311	3325	50678	3345	50686
Total Enrolment ^b	3559	59391	221	3134	3525	58911	3546	59453	3556	59472
Participation Rate	93.8	84.7	96.4	95.5	94.4	85.4	93.8	85.2	94.1	85.2
Grade 9 K&E										
Results Available ^a	79	1104			117	1582	94	1150	86	1136
Total Enrolment ^b	108	1469			142	1940	120	1454	112	1434
Participation Rate	73.1	75.2			82.4	81.5	78.3	79.1	76.8	79.2

^a Number of students for whom test results are available

^b Total enrolment reported by schools

Table 2A
Percentages of Students Achieving Standards (Partial Cohort)
Subjects Written in English and French (Aggregated)
2024/2025 School Year

	English Language Arts & Literature		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6										
Acceptable Standard	80.6	80.3	n/a	n/a	61.7	61.4	n/a	n/a	77.2	76.1
Standard of Excellence	18.2	14.7	n/a	n/a	16.9	17.5	n/a	n/a	21.6	22.0
	English Language Arts		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9										
Acceptable Standard	86.4	82.4	88.7	78.7	60.2	60.6	83.3	80.4	74.8	71.0
Standard of Excellence	17.5	13.1	16.9	9.7	14.7	16.4	29.0	24.8	20.0	20.1
Grade 9 K&E										
Acceptable Standard	79.7	63.1			56.4	60.9	69.1	63.7	66.3	63.6
Standard of Excellence	11.4	6.9			5.1	13.5	10.6	10.0	11.6	13.4

Table 3A
Percentages of Students Achieving Standards (Full Cohort)
Subjects Written in English and French (Aggregated)
2024/2025 School Year

	English Language Arts & Literature		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6										
Acceptable Standard	76.7	69.1	n/a	n/a	58.8	53.1	n/a	n/a	73.5	64.1
Standard of Excellence	17.3	12.7	n/a	n/a	16.1	15.1	n/a	n/a	20.6	18.5
	English Language Arts		French Language Arts		Mathematics		Science		Social Studies	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9										
Acceptable Standard	81.0	69.8	85.5	75.2	56.8	51.7	78.1	68.6	70.4	60.5
Standard of Excellence	16.4	11.1	16.3	9.3	13.9	14.0	27.2	21.1	18.8	17.1
Grade 9 K&E										
Acceptable Standard	58.3	47.4			46.5	49.7	54.2	50.3	50.9	50.3
Standard of Excellence	8.3	5.2			4.2	11.0	8.3	7.9	8.9	10.6

APPENDIX B

PROVINCIAL ACHIEVEMENT TESTING PROGRAM RESULTS REPORTS BY LANGUAGE OF WRITING 2024/2025 SCHOOL YEAR

- Table 1B - Participation Rates (English)
- Table 2B - Participation Rates (French)
- Table 3B - Percentages of Students Achieving Standards (Partial Cohort) (English)
- Table 4B - Percentages of Students Achieving Standards (Full Cohort) (English)
- Table 5B - Percentages of Students Achieving Standards (Partial Cohort) (French)
- Table 6B - Percentages of Students Achieving Standards (Full Cohort) (French)

EDMONTON CATHOLIC SCHOOLS

Table 1B
Participation Rates
Subjects Written in English
2024/2025 School Year

	English Language Arts & Literature		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Results Available ^a	3648	53045	3358	49161	n/a	n/a	3156	38888
Total Enrolment ^b	3834	61670	3531	57375	n/a	n/a	3322	46616
Participation Rate	95.1	86.0	95.1	85.7	n/a	n/a	95.0	83.4
	English Language Arts		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Results Available ^a	3337	50327	3117	47047	3115	47379	3134	47151
Total Enrolment ^b	3559	59391	3308	55567	3329	56056	3339	55825
Participation Rate	93.8	84.7	94.2	84.7	93.6	84.5	93.9	84.5
Grade 9 K&E								
Results Available ^a	79	1104	116	1549	93	1135	85	1116
Total Enrolment ^b	108	1469	140	1902	118	1436	110	1411
Participation Rate	73.1	75.2	82.9	81.4	78.8	79.0	77.3	79.1

^a Number of students for whom test results are available

^b Total enrolment reported by schools

Table 2B
Participation Rates
Subjects Written in French
2024/2025 School Year

	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Results Available ^a	n/a	n/a	295	4160	n/a	n/a	295	3228
Total Enrolment ^b	n/a	n/a	302	4281	n/a	n/a	302	3437
Participation Rate	n/a	n/a	97.7	97.2	n/a	n/a	97.7	93.9
	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Results Available ^a	213	2992	210	3264	210	3299	211	3535
Total Enrolment ^b	221	3134	217	3344	217	3397	217	3647
Participation Rate	96.4	95.5	96.8	97.6	96.8	97.1	97.2	96.9
Grade 9 K&E*								
Results Available ^a			1	1582	1	1150	1	1136
Total Enrolment ^b			2	1940	2	1454	2	1434
Participation Rate			50.0	81.5	50.0	79.1	50.0	79.2

^a Number of students for whom test results are available

^b Total enrolment reported by schools

* Provincial results for K&E French subjects are based on all students (aggregated English and French).

Table 3B
Percentages of Students Achieving Standards (Partial Cohort)
Subjects Written in English
2024/2025 School Year

	English Language Arts & Literature		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Acceptable Standard	80.6	80.3	61.2	60.8	n/a	n/a	77.6	76.9
Standard of Excellence	18.2	14.7	16.7	17.4	n/a	n/a	22.4	22.9
	English Language Arts		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Acceptable Standard	86.4	82.4	59.1	59.6	82.7	80.2	74.3	70.9
Standard of Excellence	17.5	13.1	13.8	16.0	28.5	24.9	19.7	20.4
Grade 9 K&E								
Acceptable Standard	79.7	63.1	56.9	60.6	68.8	63.6	65.9	63.3
Standard of Excellence	11.4	6.9	5.2	13.6	10.8	10.1	11.8	13.6

Table 4B
Percentages of Students Achieving Standards (Full Cohort)
Subjects Written in English
2024/2025 School Year

	English Language Arts & Literature		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Acceptable Standard	76.7	69.1	58.2	52.1	n/a	n/a	73.7	64.1
Standard of Excellence	17.3	12.7	15.9	14.9	n/a	n/a	21.3	19.1
	English Language Arts		Mathematics (English)		Science (English)		Social Studies (English)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Acceptable Standard	81.0	69.8	55.7	50.5	77.4	67.8	69.8	59.9
Standard of Excellence	16.4	11.1	13.0	13.6	26.7	21.0	18.5	17.2
Grade 9 K&E								
Acceptable Standard	58.3	47.4	47.1	49.3	54.2	50.3	50.9	50.0
Standard of Excellence	8.3	5.2	4.3	11.0	8.5	8.0	9.1	10.8

Table 5B
Percentages of Students Achieving Standards (Partial Cohort)
Subjects Written in French
2024/2025 School Year

	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Acceptable Standard	n/a	n/a	66.8	69.7	n/a	n/a	73.2	67.1
Standard of Excellence	n/a	n/a	18.3	18.5	n/a	n/a	13.2	11.1
	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Acceptable Standard	88.7	78.7	76.7	74.1	92.4	83.7	82.5	71.4
Standard of Excellence	16.9	9.7	29.0	21.9	35.2	23.3	24.2	16.7
Grade 9 K&E*								
Acceptable Standard			n/a	60.9	n/a	63.7	n/a	63.6
Standard of Excellence			n/a	13.5	n/a	10.0	n/a	13.4

* Provincial results for K&E French subjects are based on all students (aggregated English and French).

Table 6B
Percentages of Students Achieving Standards (Full Cohort)
Subjects Written in French
2024/2025 School Year

	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6								
Acceptable Standard	n/a	n/a	65.2	67.7	n/a	n/a	71.5	63.0
Standard of Excellence	n/a	n/a	17.9	18.0	n/a	n/a	12.9	10.4
	French Language Arts		Mathematics (French)		Science (French)		Social Studies (French)	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 9								
Acceptable Standard	85.5	75.2	74.2	72.3	89.4	81.3	80.2	69.2
Standard of Excellence	16.3	9.3	28.1	21.4	34.1	22.6	23.5	16.2
Grade 9 K&E*								
Acceptable Standard			n/a	49.7	n/a	50.3	n/a	50.3
Standard of Excellence			n/a	11.0	n/a	7.9	n/a	10.6

* Provincial results for K&E French subjects are based on all students (aggregated English and French).

APPENDIX C

PROVINCIAL ACHIEVEMENT TESTING PROGRAM RESULTS AGGREGATED ENGLISH AND FRENCH REPORTS MULTIYEAR REPORTS

- Table 1C - Multiyear Reports - Aggregated English and French (Partial Cohort)
- Table 2C - Multiyear Reports - Aggregated English and French (Full Cohort)

EDMONTON CATHOLIC SCHOOLS

Table 1C
Partial Cohort Results - Subjects Written in English and French (Aggregated)
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
English Language Arts & Literature*	Acceptable	n/a	n/a	90.5	89.8	90.4	90.4	n/a	n/a	80.6	80.3
	Excellence	n/a	n/a	26.1	22.3	25.7	21.9	n/a	n/a	18.2	14.7
French Language Arts	Acceptable	n/a	n/a	85.4	81.1	91.1	83.1	78.8	79.8	n/a	n/a
	Excellence	n/a	n/a	16.3	11.1	20.0	13.3	16.7	10.6	n/a	n/a
Mathematics*	Acceptable	n/a	n/a	74.2	75.0	76.6	77.4	n/a	n/a	61.7	61.4
	Excellence	n/a	n/a	15.3	14.8	18.6	18.8	n/a	n/a	16.9	17.5
Science	Acceptable	n/a	n/a	83.0	83.4	79.4	79.3	79.6	81.2	n/a	n/a
	Excellence	n/a	n/a	28.0	27.7	25.1	25.9	26.7	29.3	n/a	n/a
Social Studies	Acceptable	n/a	n/a	79.4	79.3	79.2	78.3	78.5	79.2	77.2	76.1
	Excellence	n/a	n/a	22.7	23.6	22.7	21.3	21.6	22.8	21.6	22.0
Grade 9											
English Language Arts	Acceptable	n/a	n/a	87.0	85.4	86.6	85.1	86.4	83.8	86.4	82.4
	Excellence	n/a	n/a	18.5	15.8	18.3	15.9	18.0	14.2	17.5	13.1
French Language Arts	Acceptable	n/a	n/a	84.9	79.4	86.7	80.8	92.2	81.5	88.7	78.7
	Excellence	n/a	n/a	14.1	10.7	17.7	11.5	18.7	11.3	16.9	9.7
Mathematics	Acceptable	n/a	n/a	64.6	63.7	63.0	64.7	61.7	62.0	60.2	60.6
	Excellence	n/a	n/a	17.9	20.1	13.9	16.0	14.0	16.5	14.7	16.4
Science	Acceptable	n/a	n/a	80.1	82.1	80.2	78.8	82.0	79.2	83.3	80.4
	Excellence	n/a	n/a	28.5	27.3	26.8	23.9	28.7	24.4	29.0	24.8
Social Studies	Acceptable	n/a	n/a	72.9	72.8	72.0	69.3	74.8	70.9	74.8	71.0
	Excellence	n/a	n/a	19.7	20.6	20.6	18.9	17.9	18.5	20.0	20.1
Grade 9 K&E											
K&E English Language Arts	Acceptable	n/a	n/a	70.1	67.0	80.3	71.2	67.6	69.0	79.7	63.1
	Excellence	n/a	n/a	9.2	6.6	9.1	8.0	1.5	7.8	11.4	6.9
K&E Mathematics	Acceptable	n/a	n/a	62.5	67.8	57.1	64.7	58.7	64.8	56.4	60.9
	Excellence	n/a	n/a	3.4	13.6	6.5	13.9	2.7	12.3	5.1	13.5
K&E Science	Acceptable	n/a	n/a	65.9	72.6	69.1	67.6	56.5	65.7	69.1	63.7
	Excellence	n/a	n/a	6.8	13.8	8.8	13.9	4.3	11.1	10.6	10.0
K&E Social Studies	Acceptable	n/a	n/a	62.5	65.9	69.1	61.9	52.2	63.0	66.3	63.6
	Excellence	n/a	n/a	10.2	17.5	7.4	13.2	11.6	14.1	11.6	13.4

* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

Table 2C
Full Cohort Results - Subjects Written in English and French (Aggregated)
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
English Language Arts & Literature*	Acceptable	n/a	n/a	86.2	76.1	84.8	76.2	n/a	n/a	76.7	69.1
	Excellence	n/a	n/a	24.9	18.9	24.1	18.4	n/a	n/a	17.3	12.7
French Language Arts	Acceptable	n/a	n/a	84.0	76.9	89.5	77.6	78.8	69.9	n/a	n/a
	Excellence	n/a	n/a	16.0	10.6	19.6	12.5	16.7	9.3	n/a	n/a
Mathematics*	Acceptable	n/a	n/a	69.9	64.1	72.1	65.4	n/a	n/a	58.8	53.1
	Excellence	n/a	n/a	14.4	12.6	17.5	15.9	n/a	n/a	16.1	15.1
Science	Acceptable	n/a	n/a	79.3	71.5	73.7	66.7	75.6	68.8	n/a	n/a
	Excellence	n/a	n/a	26.7	23.7	23.2	21.8	25.4	24.8	n/a	n/a
Social Studies	Acceptable	n/a	n/a	75.9	67.8	73.9	66.2	74.8	68.5	73.5	64.1
	Excellence	n/a	n/a	21.7	20.1	21.2	18.0	20.6	19.8	20.6	18.5
Grade 9											
English Language Arts	Acceptable	n/a	n/a	81.9	69.6	80.6	71.4	80.6	69.5	81.0	69.8
	Excellence	n/a	n/a	17.4	12.9	17.0	13.4	16.8	11.8	16.4	11.1
French Language Arts	Acceptable	n/a	n/a	81.6	73.5	85.0	76.1	89.8	76.6	85.5	75.2
	Excellence	n/a	n/a	13.5	9.9	17.4	10.9	18.2	10.6	16.3	9.3
Mathematics	Acceptable	n/a	n/a	59.7	53.0	58.5	54.4	57.7	52.7	56.8	51.7
	Excellence	n/a	n/a	16.6	16.7	12.9	13.5	13.0	14.0	13.9	14.0
Science	Acceptable	n/a	n/a	74.8	68.0	73.7	66.3	76.9	67.6	78.1	68.6
	Excellence	n/a	n/a	26.7	22.6	24.6	20.1	26.9	20.8	27.2	21.1
Social Studies	Acceptable	n/a	n/a	68.3	60.8	66.4	58.4	69.9	60.5	70.4	60.5
	Excellence	n/a	n/a	18.5	17.2	19.0	15.9	16.8	15.8	18.8	17.1
Grade 9 K&E											
K&E English Language Arts	Acceptable	n/a	n/a	56.0	50.5	60.2	50.2	52.9	49.6	58.3	47.4
	Excellence	n/a	n/a	7.3	5.0	6.8	5.7	1.1	5.6	8.3	5.2
K&E Mathematics	Acceptable	n/a	n/a	55.0	55.3	44.0	52.7	45.4	52.2	46.5	49.7
	Excellence	n/a	n/a	3.0	11.1	5.0	11.3	2.1	9.9	4.2	11.0
K&E Science	Acceptable	n/a	n/a	60.4	57.8	53.4	52.9	43.8	52.3	54.2	50.3
	Excellence	n/a	n/a	6.3	11.0	6.8	10.9	3.4	8.9	8.3	7.9
K&E Social Studies	Acceptable	n/a	n/a	57.3	53.2	54.7	49.6	40.9	50.4	50.9	50.3
	Excellence	n/a	n/a	9.4	14.1	5.8	10.6	9.1	11.3	8.9	10.6

* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

APPENDIX D

PROVINCIAL ACHIEVEMENT TESTING PROGRAM RESULTS REPORTS BY LANGUAGE OF WRITING MULTIYEAR REPORTS

- Table 1D - Multiyear Reports - Written in English (Partial Cohort)
- Table 2D - Multiyear Reports - Written in English (Full Cohort)
- Table 3D - Multiyear Reports - Written in French (Partial Cohort)
- Table 4D - Multiyear Reports - Written in French (Full Cohort)

EDMONTON CATHOLIC SCHOOLS

Table 1D
Partial Cohort Results - Subjects Written in English
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
English Language Arts & Literature*	Acceptable	n/a	n/a	90.5	89.8	90.4	90.4	n/a	n/a	80.6	80.3
	Excellence	n/a	n/a	26.1	22.3	25.7	21.9	n/a	n/a	18.2	14.7
Mathematics*	Acceptable	n/a	n/a	73.5	74.5	75.6	76.9	n/a	n/a	61.2	60.8
	Excellence	n/a	n/a	15.0	14.7	18.0	18.8	n/a	n/a	16.7	17.4
Science	Acceptable	n/a	n/a	83.6	84.0	79.4	79.9	79.4	81.8	n/a	n/a
	Excellence	n/a	n/a	29.0	28.7	25.8	27.0	27.6	30.4	n/a	n/a
Social Studies	Acceptable	n/a	n/a	80.4	80.2	79.5	79.1	78.6	80.1	77.6	76.9
	Excellence	n/a	n/a	23.4	24.5	23.4	22.1	22.3	23.7	22.4	22.9
Grade 9											
English Language Arts	Acceptable	n/a	n/a	87.0	85.4	86.6	85.1	86.4	83.8	86.4	82.4
	Excellence	n/a	n/a	18.5	15.8	18.3	15.9	18.0	14.2	17.5	13.1
Mathematics	Acceptable	n/a	n/a	63.4	62.7	62.5	64.0	60.6	61.0	59.1	59.6
	Excellence	n/a	n/a	17.1	19.6	13.0	15.6	13.4	16.2	13.8	16.0
Science	Acceptable	n/a	n/a	79.6	82.0	79.7	78.5	81.8	79.0	82.7	80.2
	Excellence	n/a	n/a	28.3	27.6	27.0	24.1	28.8	24.8	28.5	24.9
Social Studies	Acceptable	n/a	n/a	72.4	72.4	71.4	69.0	75.1	71.0	74.3	70.9
	Excellence	n/a	n/a	19.8	20.6	20.7	19.0	18.4	18.8	19.7	20.4
Grade 9 K&E											
K&E English Language Arts	Acceptable	n/a	n/a	70.1	67.0	80.3	71.2	67.6	69.0	79.7	63.1
	Excellence	n/a	n/a	9.2	6.6	9.1	8.0	1.5	7.8	11.4	6.9
K&E Mathematics	Acceptable	n/a	n/a	62.1	67.5	56.6	65.0	58.7	64.8	56.9	60.6
	Excellence	n/a	n/a	3.4	13.6	6.6	14.1	2.7	12.4	5.2	13.6
K&E Science	Acceptable	n/a	n/a	65.5	72.6	68.7	68.4	56.5	65.9	68.8	63.6
	Excellence	n/a	n/a	6.9	13.9	9.0	14.3	4.3	11.3	10.8	10.1
K&E Social Studies	Acceptable	n/a	n/a	62.1	65.7	69.1	62.1	52.2	63.1	65.9	63.3
	Excellence	n/a	n/a	10.3	17.2	7.4	13.3	11.6	14.2	11.8	13.6

* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

Table 2D
Full Cohort Results - Subjects Written in English
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
English Language Arts & Literature*	Acceptable	n/a	n/a	86.2	76.1	84.8	76.2	n/a	n/a	76.7	69.1
	Excellence	n/a	n/a	24.9	18.9	24.1	18.4	n/a	n/a	17.3	12.7
Mathematics*	Acceptable	n/a	n/a	69.0	63.0	70.8	64.4	n/a	n/a	58.2	52.1
	Excellence	n/a	n/a	14.0	12.4	16.8	15.8	n/a	n/a	15.9	14.9
Science	Acceptable	n/a	n/a	79.6	71.4	73.3	66.7	75.2	68.8	n/a	n/a
	Excellence	n/a	n/a	27.6	24.3	23.8	22.5	26.2	25.6	n/a	n/a
Social Studies	Acceptable	n/a	n/a	76.7	67.9	73.9	66.3	74.7	68.7	73.7	64.1
	Excellence	n/a	n/a	22.3	20.8	21.7	18.5	21.2	20.4	21.3	19.1
Grade 9											
English Language Arts	Acceptable	n/a	n/a	81.9	69.6	80.6	71.4	80.6	69.5	81.0	69.8
	Excellence	n/a	n/a	17.4	12.9	17.0	13.4	16.8	11.8	16.4	11.1
Mathematics	Acceptable	n/a	n/a	58.5	51.6	57.8	53.2	56.5	51.4	55.7	50.5
	Excellence	n/a	n/a	15.7	16.1	12.0	13.0	12.5	13.7	13.0	13.6
Science	Acceptable	n/a	n/a	74.1	67.2	72.9	65.5	76.5	66.8	77.4	67.8
	Excellence	n/a	n/a	26.3	22.7	24.7	20.1	26.9	20.9	26.7	21.0
Social Studies	Acceptable	n/a	n/a	67.6	60.0	65.6	57.6	70.1	60.0	69.8	59.9
	Excellence	n/a	n/a	18.5	17.0	19.0	15.9	17.2	15.9	18.5	17.2
Grade 9 K&E											
K&E English Language Arts	Acceptable	n/a	n/a	56.0	50.5	60.2	50.2	52.9	49.6	58.3	47.4
	Excellence	n/a	n/a	7.3	5.0	6.8	5.7	1.1	5.6	8.3	5.2
K&E Mathematics	Acceptable	n/a	n/a	54.5	54.9	43.4	52.7	45.4	52.0	47.1	49.3
	Excellence	n/a	n/a	3.0	11.0	5.1	11.4	2.1	9.9	4.3	11.0
K&E Science	Acceptable	n/a	n/a	60.0	57.7	52.9	53.1	43.8	52.3	54.2	50.3
	Excellence	n/a	n/a	6.3	11.0	6.9	11.1	3.4	9.0	8.5	8.0
K&E Social Studies	Acceptable	n/a	n/a	56.8	52.9	54.7	49.7	40.9	50.4	50.9	50.0
	Excellence	n/a	n/a	9.5	13.9	5.8	10.6	9.1	11.3	9.1	10.8

* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

Table 3D
Partial Cohort Results - Subjects Written in French
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
French Language Arts	Acceptable	n/a	n/a	85.4	81.1	91.1	83.1	78.8	79.8	n/a	n/a
	Excellence	n/a	n/a	16.3	11.1	20.0	13.3	16.7	10.6	n/a	n/a
Mathematics*	Acceptable	n/a	n/a	81.3	80.5	88.1	83.0	n/a	n/a	66.8	69.7
	Excellence	n/a	n/a	18.4	15.8	26.0	18.8	n/a	n/a	18.3	18.5
Science	Acceptable	n/a	n/a	78.0	76.5	79.2	72.3	81.6	74.3	n/a	n/a
	Excellence	n/a	n/a	18.9	16.6	17.8	13.7	17.7	15.9	n/a	n/a
Social Studies	Acceptable	n/a	n/a	69.3	69.5	75.8	68.4	77.6	69.2	73.2	67.1
	Excellence	n/a	n/a	16.4	13.0	16.0	12.4	14.6	12.6	13.2	11.1
Grade 9											
French Language Arts	Acceptable	n/a	n/a	84.9	79.4	86.7	80.8	92.2	81.5	88.7	78.7
	Excellence	n/a	n/a	14.1	10.7	17.7	11.5	18.7	11.3	16.9	9.7
Mathematics	Acceptable	n/a	n/a	80.2	75.5	70.4	74.6	76.7	74.3	76.7	74.1
	Excellence	n/a	n/a	29.9	25.3	25.6	21.6	21.9	19.3	29.0	21.9
Science	Acceptable	n/a	n/a	86.1	83.8	87.0	82.5	84.5	81.8	92.4	83.7
	Excellence	n/a	n/a	31.8	23.4	24.0	21.3	27.7	19.8	35.2	23.3
Social Studies	Acceptable	n/a	n/a	80.2	78.5	79.9	73.0	70.5	70.1	82.5	71.4
	Excellence	n/a	n/a	19.3	20.6	18.6	16.5	11.5	15.0	24.2	16.7
Grade 9 K&E**											
K&E Mathematics	Acceptable	n/a	n/a	n/a	67.8	n/a	64.7	n/a	64.8	n/a	60.9
	Excellence	n/a	n/a	n/a	13.6	n/a	13.9	n/a	12.3	n/a	13.5
K&E Science	Acceptable	n/a	n/a	n/a	72.6	n/a	67.6	n/a	65.7	n/a	63.7
	Excellence	n/a	n/a	n/a	13.8	n/a	13.9	n/a	11.1	n/a	10.0
K&E Social Studies	Acceptable	n/a	n/a	n/a	65.9	n/a	61.9	n/a	63.0	n/a	63.6
	Excellence	n/a	n/a	n/a	17.5	n/a	13.2	n/a	14.1	n/a	13.4

* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

** Provincial results for K&E French subjects are based on all students (aggregated English and French).

Table 4D
Full Cohort Results - Subjects Written in French
Acceptable Standard and Standard of Excellence
Five Years of Multiyear Results

Subject	Standard	2020/21		2021/22		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
Grade 6											
French Language Arts	Acceptable	n/a	n/a	84.0	76.9	89.5	77.6	78.8	69.9	n/a	n/a
	Excellence	n/a	n/a	16.0	10.6	19.6	12.5	16.7	9.3	n/a	n/a
Mathematics*	Acceptable	n/a	n/a	78.8	77.5	86.2	78.0	n/a	n/a	65.2	67.7
	Excellence	n/a	n/a	17.8	15.2	25.5	17.6	n/a	n/a	17.9	18.0
Science	Acceptable	n/a	n/a	76.4	73.3	77.5	67.3	79.7	69.5	n/a	n/a
	Excellence	n/a	n/a	18.5	15.9	17.5	12.8	17.3	14.8	n/a	n/a
Social Studies	Acceptable	n/a	n/a	68.2	66.5	74.2	64.3	76.0	67.1	71.5	63.0
	Excellence	n/a	n/a	16.1	12.5	15.6	11.6	14.3	12.2	12.9	10.4
Grade 9											
French Language Arts	Acceptable	n/a	n/a	81.6	73.5	85.0	76.1	89.8	76.6	85.5	75.2
	Excellence	n/a	n/a	13.5	9.9	17.4	10.9	18.2	10.6	16.3	9.3
Mathematics	Acceptable	n/a	n/a	76.7	71.4	68.3	71.7	74.7	72.5	74.2	72.3
	Excellence	n/a	n/a	28.6	23.9	24.9	20.8	21.3	18.9	28.1	21.4
Science	Acceptable	n/a	n/a	84.0	78.7	84.5	78.7	82.7	79.6	89.4	81.3
	Excellence	n/a	n/a	31.1	22.0	23.3	20.3	27.1	19.3	34.1	22.6
Social Studies	Acceptable	n/a	n/a	78.6	74.2	76.8	69.5	68.0	67.9	80.2	69.2
	Excellence	n/a	n/a	18.9	19.5	17.9	15.7	11.1	14.5	23.5	16.2
Grade 9 K&E**											
K&E Mathematics	Acceptable	n/a	n/a	n/a	55.3	n/a	52.7	n/a	52.2	n/a	49.7
	Excellence	n/a	n/a	n/a	11.1	n/a	11.3	n/a	9.9	n/a	11.0
K&E Science	Acceptable	n/a	n/a	n/a	57.8	n/a	52.9	n/a	52.3	n/a	50.3
	Excellence	n/a	n/a	n/a	11.0	n/a	10.9	n/a	8.9	n/a	7.9
K&E Social Studies	Acceptable	n/a	n/a	n/a	53.2	n/a	49.6	n/a	50.4	n/a	50.3
	Excellence	n/a	n/a	n/a	14.1	n/a	10.6	n/a	11.3	n/a	10.6

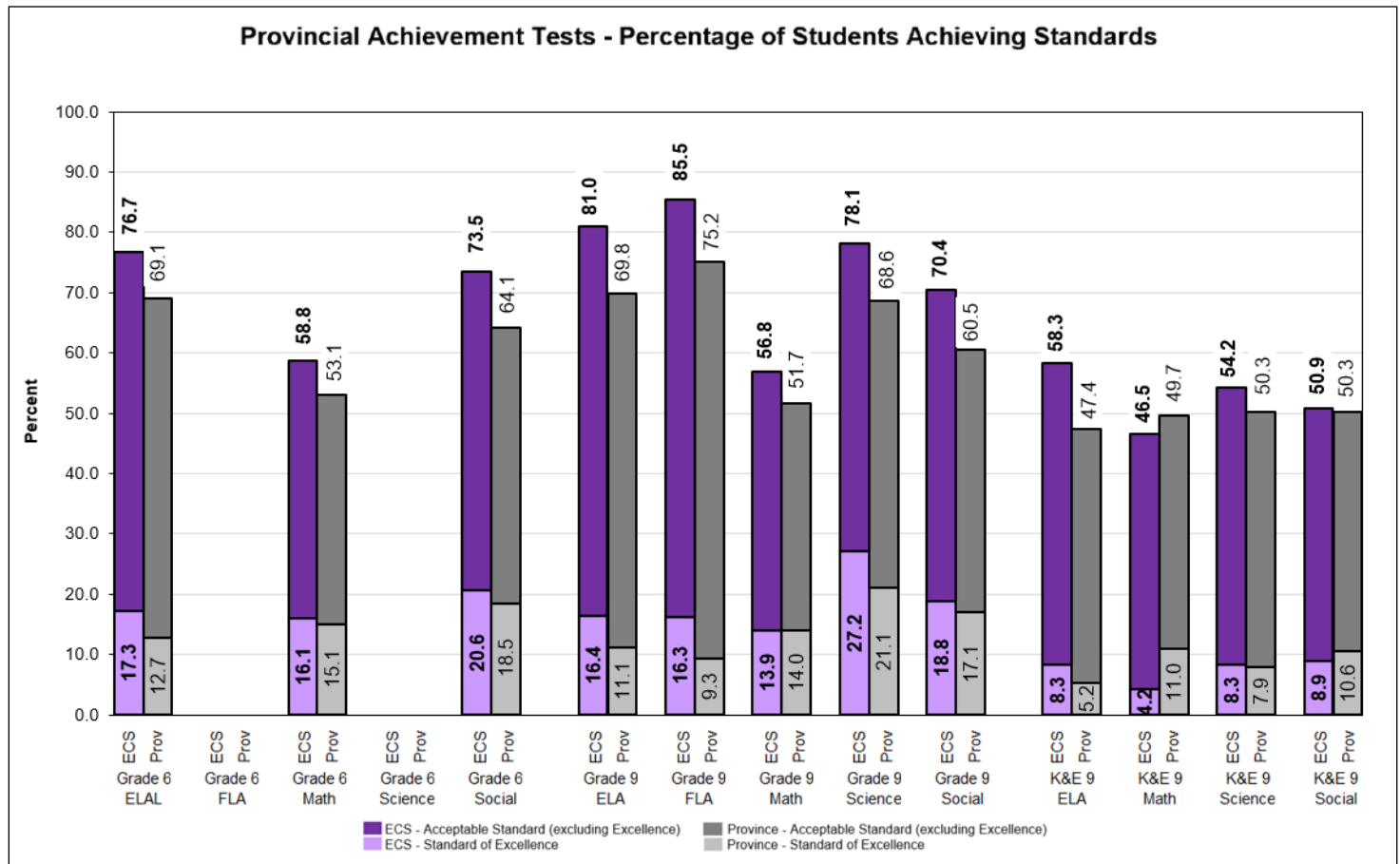
* Results from 2022/23 and earlier reflect the 2007 program of study. The 2024/25 results reflect the new 2023 curriculum. Caution must be used when comparing results over time.

** Provincial results for K&E French subjects are based on all students (aggregated English and French).

Provincial Achievement Testing Program Results 2024/2025

Highlights*

Overall, Edmonton Catholic Schools had **higher participation rates** than the province in **ALL Grade 6 and 9 subject areas** as well as in **Grade 9 K&E Mathematics**.



Overall Results*

- **Grade 6 students exceeded** the provincial percentage of students achieving the **Acceptable Standard** as well as the **Standard of Excellence** in **ALL** subject areas (**100%**).
- **Grade 9 students exceeded** the provincial percentage of students achieving the **Acceptable Standard** in **ALL** subject areas (**100%**) as well as the **Standard of Excellence** in English Language Arts, French Language Arts, Science, and Social Studies.
- **Grade 9 K&E students exceeded** the provincial percentage of students achieving the **Acceptable Standard** in English Language Arts, Science, and Social Studies as well as the **Standard of Excellence** in English Language Arts and Science.

Overall, Edmonton Catholic Schools' students were successful in the Provincial Achievement Tests.

* These results are based on full cohort aggregated English and French results for students in Grades 6 and 9 including Grade 9 Knowledge and Employability (K&E 9).

PROVINCIAL ACHIEVEMENT TESTING (PAT)

Response Report

2024–2025



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INTRODUCTION

Edmonton Catholic Schools is committed to offering a Christ-centered education that inspires students to learn, grow, and reach their full potential. Guided by our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and our vision of excellent Catholic education for all students delivered with faith, hope, and love, we strive to nurture both academic excellence and the holistic development of every learner. At the heart of this commitment is our use of data to reflect on and strengthen the effectiveness of our academic programming.

This report provides a comprehensive analysis of the most recent Provincial Achievement Test (PAT) results. It is important to note that Elementary English Language Arts and Literature (ELAL) and Mathematics results reflect newly

implemented curriculum, and as such, should be interpreted with caution while baseline trends are established.

Learning Services, in collaboration with school administrators, instructional coaches, department heads, and instructional leaders, continues to design and deliver professional learning that is responsive to the needs of both teachers and students. Our team prioritizes collaboration and personalization—creating professional learning experiences that build teacher capacity, deepen understanding of curriculum, and ultimately enhance student learning and engagement. Together, we remain dedicated to ensuring that every student in Edmonton Catholic Schools experiences high-quality, faith-filled learning opportunities that prepare them to thrive in an ever-changing world.

ENGLISH LANGUAGE ARTS AND LITERATURE (ELAL)

ELEMENTARY PAT OVERVIEW

Analysis

According to the 2024-2025 Provincial Achievement Test (PAT) results, there are observable strengths for ECSD students with respect to achieving the *Acceptable Standard* in comparison to the Province (+7.6%) and in achieving the *Standard of Excellence* (+4.6%) when analyzing the entire cohort of students.

When further analyzing Part A and Part B of these assessments, comparisons are made only with those students who completed the assessments using printed exams. Of note, the cut scores to achieve the *Acceptable Standard* are at 50%. Results of Part A and Part B compared to the Province are as follows:

Part A (Writing)

- **Acceptable Standard:** 0.7% below the Province
- **Standard of Excellence:** 3.0% above the Province

Part B (Reading)

- **Acceptable Standard:** 1.2% below the Province
- **Standard of Excellence:** 2.7% below the Province

As this is the first year the PAT reflects the new curriculum, results cannot be compared to previous years. Results should be interpreted with caution. However, a deeper analysis of the reporting categories in both reading and writing revealed trends highlighting the need for a stronger instructional focus on text forms and structures, as well as on the key components of language comprehension. Both of these areas significantly influence students' success in reading and writing.

Response to Data

Moving forward, we will enhance our use of reading data to support instructional decision-making, expand access to responsive intervention, and build teacher capability through consistent, research-aligned PD that addresses both foundational literacy and writing development.

Continued professional development in reading intervention for interventionists in Grades 1–3 and Grades 4–9 will be provided throughout the school year. This training will be strategically aligned with school-based literacy data to address identified areas of need, strengthen instructional practices, and support improved student outcomes in reading achievement.

Text Form and Structures PD for Reading and Writing Support

Our ELAL team will support teachers in Grades 4–6 by enhancing their understanding of text forms and structures as they relate to both reading and writing, with a focus on strengthening background knowledge and clarifying instruction that cohesively layers text organization with reading and writing. Through targeted professional development, teachers will deepen their understanding of how text forms and structures function cohesively to convey meaning and purpose.

This professional learning will help teachers make intentional connections between reading and writing instruction, supporting students in transferring their knowledge of text structures across contexts. By building teacher expertise and confidence in this area, our ELAL team will foster consistent, evidence-based literacy practices across Grades 4–6 classrooms, ensuring alignment with curricular outcomes and enhanced readiness for the Grade 6 PATs.

Ongoing Vocabulary and Comprehension Support in Grades 3–6

To extend foundational reading skills into the upper elementary years, ECSD will continue to support the consistent implementation of the *Bug Club Morphology* program for Grades 3–6. This resource not only fosters vocabulary growth and reading comprehension but also provides a bridge into more sophisticated writing instruction. Moving forward, we will provide more targeted professional learning and instructional support to ensure teachers are confident in implementing the resource with fidelity and understand its broader connections across the English Language Arts curriculum. When used intentionally, *Bug Club Morphology* strengthens multiple layers of instruction within the Organizing Ideas of Text Forms and Structures, Writing, and Vocabulary, supporting students in developing the linguistic knowledge and analytical skills essential for reading and composing increasingly complex texts.

Writing Instruction Informed by PAT Trends

Preliminary Grade 6 PAT results indicated a need to move beyond a single writing form (e.g., newspaper article) and prepare students to confidently write across a variety of genres. In response, the ELAL team will provide PD for teachers to explicitly teach multiple forms of writing throughout the year, ensuring students have the confidence and experience to choose and succeed in the format of their preference during assessment.

Moving forward, we will intensify our use of reading data to support instructional decision-making, expand access to responsive intervention, and build teacher capability through consistent, research-aligned PD that addresses both foundational literacy and writing development.

JUNIOR HIGH PAT OVERVIEW

Analysis

ECSD students continue to score above the provincial average in English Language Arts 9 achievement of the *Acceptable Standard* and *Standard of Excellence* on the 2025 Provincial Achievement Test. On the combined (Part A: Written and Part B: Reading Comprehension), the percentage of ECSD students who wrote the exam who achieved an *Acceptable Standard* was 3.4% above the provincial average and those who achieved *Standard of Excellence* were 2.8% higher than the provincial average.

The results of Part A of the test continue to be a good news story for ECSD with students achieving 2.5% above the provincial average in the *Acceptable Standard* and 4.3% above the provincial average in *Standard of Excellence*.

In Part B of the test, ECSD students achieved marginally above the provincial average for *Standard of Excellence*, which is an improvement from last year when the Division as a whole scored below the provincial average. ECSD students continued to achieve above the provincial average for *Acceptable Standard* in reading.

The three-year trend indicates that ECSD students are continually achieving above the provincial average in *Acceptable Standard* and *Standard of Excellence*. The provincial trend is a continual decrease in achievement over the past three years in both Part A and Part B sections of the test. While ECSD's results in Writing mirror this downward trend, the ECSD results in Reading are the opposite. ECSD results have demonstrated improved growth in reading achievement over the past three years.

ECSD students who wrote both parts of the Knowledge and Employability (K&E) English Language Arts Provincial Achievement Test were above the provincial average in the *Acceptable Standard* and the *Standard of Excellence*, which is an improvement from last year in which students performed below the provincial average. This improvement of achieving above the provincial standard was seen in both the Part A and Part B sections.

Response to Data

To improve student writing the following is being implemented:

- The Humanities Essential Academic Terms and Strategies project which uses the principles of Universal Design for Learning (UDL) as well as the research behind Visible Thinking Routines to provide supports and scaffolding to improve critical thinking and writing for all junior high students has expanded. Teachers had the opportunity to learn about and engage with the key terms and accompanying activities during Division Wide Professional Development (DWPD) afternoons, Division Mini-Conferences, the Greater Edmonton Area Teachers Convention and through school specific professional development. This project will continue to support teachers in helping their students demonstrate their thinking and connect with difficult concepts in order for them to become stronger, more organized, writers. A Sharepoint site was also developed to provide teachers with easy access to the resources.

- This year teachers will have the opportunity to work collaboratively on a Grade 7 and 8 Writing Part A final assessment. The teachers who choose to be part of this group will create a written final modelled on the Grade 9 PAT Writing Part A. Then after their students have written the assessment, they will come together to discuss standards and collaboratively mark the assessment. This project will provide teachers with the opportunity to engage with best practices for teaching writing and solidify their knowledge of the standards for writing in Grades 7 and 8.
- Educators' implementation and learning about the UDL framework is continuously ongoing and infused in professional learning opportunities, collaborative work in Professional Learning Communities (PLCs), and school specific professional development. The UDL framework supports inclusive classroom environments in which instruction is purposefully designed to meet the varied needs of all students. By integrating UDL principles into both planning and assessment, teachers ensure that every learner can meaningfully access and engage with the curriculum. They are better prepared to support the development of English Language Learners, and also provide effective support for K&E students.

To improve student reading the following is being implemented:

- The continued completion of the Test of Silent Reading Efficiency and Comprehension (TOSREC) by all junior high students is a tool to ensure early identification of struggling readers and to guide literacy supports. Professional development on interpreting reading screener data, and following up with other screeners (as needed) will continue as teachers become more familiar with this tool.
- The ongoing development and field testing of Common Summative Assessments (CSAs) in Grades 7 and 8 is enhancing teachers' ability to pinpoint instructional focus areas. Through collaborative work on assessment blueprinting and the creation of multiple-choice items, educators have gained deeper insight into the reporting categories and cognitive demands of ELA multiple-choice questions. To further support this understanding, reading passages will continue to be released, as well as the corresponding data as resources to help students build familiarity with the CSA format and strengthen their reading comprehension skills.
- Junior high and high school teachers had the opportunity last spring to be part of the online Just Read It Book Study. Teachers met, discussed, and debated the ideas and strategies highlighted in Jarred Amato's book *Just Read It: Unlocking the Magic of Independent Reading in Middle and High School Classrooms*. This online forum provides a collaborative space for teachers to ask questions and learn about fostering reading success in their classrooms. We are continuing the online book study format with two more books this year to support teachers; *Step Aside: Strategies for Student-Driven Learning with Secondary Readers and Writers* by Sarah M. Zerwin and *Flash Feedback: Responding to Student Writing Better and Faster – Without Burning Out* by Matthew Johnson.

MATHEMATICS

ELEMENTARY PAT OVERVIEW

Analysis

According to the 2024–2025 PAT results, there are observable strengths for ECSD students with respect to achieving the *Acceptable Standard* in comparison to the Province (+6.1%) and in achieving the *Standard of Excellence* (+1%). ECSD results also indicated that more students are achieving *Below the Acceptable Standard* (+3.3%).

When further analyzing Part A and Part B of these assessments, comparisons are made only with those students who also completed the assessments using printed exams. Of note, the cut scores to achieve the *Acceptable Standard* are below 50%. Students demonstrated better performance results at the *Acceptable Standard* on Part B (+7.5%) than on Part A. Conversely, students demonstrated better performance results at the *Standard of Excellence* on Part A (+6.2%) than Part B.

As this is the first year writing the PAT that reflects the new curriculum, comparisons cannot be made to previous years. Results should be interpreted with caution.

Response to Data

Our goal moving forward is to increase the number of students achieving the *Acceptable Standard* on the Grade 6 Mathematics PAT. We will achieve this by providing support for all grades that will be aligned with the Mathematics Framework that are rooted in data and aligned with high impact practices that optimize learning for all.

Anchoring Instruction in a Shared Mathematics Framework

To support a collective vision for effective math instruction, we are launching the ECSD Mathematics Framework. This document establishes a unified understanding of the beliefs, practices, and proficiencies required to teach and learn math successfully. It emphasizes positive math identity, high-impact instruction, and the use of data to plan responsive, equitable teaching.

Aligning Resources to a Progression of Learning

Recognizing the need for consistent and developmentally appropriate materials, we will enhance the use of comprehensive classroom resources (e.g., MathUP and Edwin) and support teachers in aligning these to the progression of learning in the curriculum. Pacing guides and curriculum crates will be refined with this progression of learning. We will continue to support schools in leveraging tools such as *Leaps and Bounds* and *Do the Math* to help close foundational learning gaps.

Structuring Professional Learning Around Impact and Progression

We will be implementing a three year Division Focused Professional Development (DFPD) series for Grades 1–6 that will offer grade level focused sessions on number, pedagogy, and student-centered planning. In the 2025–2026 school year the focus will be on Grades 1 and 4 (2026–2027 will focus on Grades 2 and 5, and 2027–2028 will focus on Grades 3 and 6). These sessions will integrate the *First Steps in Mathematics* resource and deepen instructional skill in high-impact practices. Each year of the three-year plan builds from the previous, supporting sustained professional growth.

Instructional Leaders

To support Instructional Leaders in unpacking and utilizing the Mathematics Framework with their staff, we will provide schools with a resource, the *6 Tools For Collaborative Math Coaching*. Through instructional coach callbacks and in school support, we will collaborate with school based instructional leaders to develop a deeper understanding of the Mathematics Framework and tools to enhance mathematics instruction at the school level.

Launching an Ambitious Division-Wide Mathematics Intervention Plan

Informed by screener data, we are launching a three-year Mathematics Intervention Educator (MIE) initiative. For the 2025–2026 school year, ten schools will receive enhanced support through the placement of a Mathematics Intervention Educator (MIE): **Annunciation, Christ The King, Father Leo Green, Joan Carr, Monsignor Fee Otterson, Our Lady of the Prairies, St. Catherine, St. Dominic, St. John Bosco, and St. Thomas Aquinas.**

Targeted sites will receive intensive intervention support using fluid groupings, student data cards, and goal setting along fluency and place value continuums. This approach will accelerate students toward grade-level proficiency through ongoing progress monitoring and collaborative data review.

The MIE and Mathematics Intervention Consultant (MIC) will create student data cards, set goals for Grades 1–3 students “Requiring Additional Supports”, and provide targeted intervention lessons to meet these goals.

MIEs will deliver 20-minute intervention sessions three to four times per week, monitor progress, adjust instruction as needed, and communicate regularly with classroom teachers. The MIC and MIE will meet every four to six weeks for student progress meetings, which may include Administrators, Instructional Coaches, Inclusive Consultants, Mathematics Consultants, and Classroom Teachers. During these meetings, data cards and progress on fluency and place value continuums will be reviewed, and goals updated as required.

MIEs will also participate in professional learning provided by the MIC focused on intervention resources and will join the Mathematics Intervention Cohort during DFPD days.

MATHEMATICS 9 PAT OVERVIEW

In response to the June 2025 PAT data report, it is important to note that Provincial data points are not complete as only students and schools that wrote a “Paper Administration” are being presented in our given report. No ECSD school wrote their PAT through the AB Education online Vretta platform.

To give an insight into why this is important, the table below shows how the last three years of data, and with the Provincial implementation of the Vretta platform, has created a “moving target” on how we are best able to target support.

YEAR	TABLE 1 PARTICIPATION	TABLE 2.2 STANDARDS ACHIEVED	PERCENT OF THE PROVINCE NOT IN THE REPORT
2022-23	43,277	43277	0%
2023-24	46,343	28326	38.9%
2024-25	47,047	19559	58.4%

For the June 2025 PAT Mathematics report, we are only able to compare our results to 41.6% of all students that wrote this paper assessment. This is important to note as it implies that our reporting categories may not be completely accurate.

PART A

Analysis

When we look at the reporting categories that exist within the PAT, we see that ECSD is performing on par with the Province in three of the four Part A topics except for the AE topic (Algebraic Expressions, Equations and Inequalities).

When we dig deeper into the sub-reporting and item analysis of PAT data, we begin to see some areas of growth.

- As a Division, we are slightly under performing the Province on assessment items related to rational numbers.
- *Standard of Excellence* on Part A remains an area of growth across the Division with 25 schools below the provincial level for *Standard of Excellence*.
- As a Division, we are under performing the Province on 100% of assessment items related to algebraic expressions, equations and inequalities, 80% of the assessment items related to rational numbers, and 60% of the assessment items related to Powers and Exponents.

Response to Data

To support our junior high schools with Rational Numbers, Algebraic Expressions and Equations, and performance at the *Standard of Excellence*, we are offering support in the following ways:

- Continue to build and administer new sets of calculator free formative assessments three times per school year. The purpose of these formative assessment items is to provide both teachers and students with identified misconceptions in real time. Given that ECSD deploys pacing guides to support planning, this data assists with how content and depth of content can be leveraged during professional learning sessions with teachers and schools.
- When working with schools on data analysis sessions, these identified growth areas will be a focal point along with the importance of blueprinting through data analysis and item complexity work.
- Support teachers looking to scaffold items being used to create common school assessments.
- When supporting working groups for new draft curriculum and item writing, consultants will be taking time to incorporate these areas of growth with appropriate verbs to identify common interpretation standards that better align with AB Education. We want to be purposeful with how verbs are being leveraged into the assessment items teachers are using with their students.
- Continue to work with teachers wanting to incorporate problem-solving opportunities.
- Assist teachers in looking to incorporate foundational understandings through appropriate math games and problem strings.

PART B

Analysis

By analyzing the different reporting categories that exist in Part B within PATs, we continue to see improvement with high complexity questions; however, an area of growth now includes the Moderate complexity. As a Division, ECSD, on average, is also performing on par with the Province in two strands of mathematics (Number and Patterns and Relations); however, an area of concern is the Shape and Space strand. ECSD has outperformed the Province in Statistics and Probability.

When we dig deeper into the sub-reporting and item analysis of this section of the PAT data, we begin to see some other areas of growth.

- Despite the improvement on high complexity questions, eleven of our junior high schools performed more than 10% below the provincial average on these items.
- Shape and Space is an area of growth across the Division. 22 of our schools are performing below the provincial average, ten of which are more than 10% below.
 - » As a Division, we are below the Province on 70% of assessment items related to Shape and Space.
- *Standard of Excellence* on Part B remains an area of growth across the Division as eleven schools are 10% below the provincial mark. This is an increase of three more schools from last year.
- Although we have shown a positive movement on the assessment items that involve the Number strand, we still see 55% of the assessment items below the provincial mark.

Response to Data

To support our junior high schools with Shape and Space, performance at the *Standard of Excellence*, and moderate complexity experiences, our Junior High Mathematics Consultants are offering support in the following ways:

- When working with schools on data analysis sessions, pointing out specific item descriptors where growth is indicated will be discussed.
 - » Target specifically the connections that exist between item descriptions and item complexity and emphasizing the “verbs” of student actions within these descriptors.
- Purposeful work with assessment item complexities is being woven into professional learning sessions when working with teachers in their buildings and during DFPD.
 - » For schools that have implemented common assessment frameworks into their summative assessment practice, item complexity work will also be leveraged to further support these common department standards.
- Continue the work being done with teachers involved with the Accelerated Mathematics program on both the scoring guides and written response items.
- Continue the work being done with teachers in support of student engagement and problem-solving routines. These avenues of learning also directly support how scaffolding and extending on concepts relate to item complexities.

Areas to Celebrate

We also have some areas to celebrate as a Division.

- When looking at the entire Mathematics PAT 9, ESCD had a 94.2% participation rate which is 9.5% higher than the Province.
- In Part A, ESCD scored above the Province in 100% of the assessment items connected to Square Roots and Perfect Squares.
- In Part B, ECSD scored above the Province in Statistics and Probability, and we have added twelve more schools to our total from last year.
- ECSD French immersion schools outperformed provincial French immersion schools in all four metrics of the PAT: *Acceptable Standard*, *Standard of Excellence*, Part A and Part B.

K&E MATHEMATICS 9 PAT OVERVIEW

Analysis

In analyzing the Division results on the Knowledge and Employability (K&E) Mathematics PAT, ECSD has a participation rate of 82.9% (an increase of 5.6% from last year).

When we dig deeper into the sub-reporting and item analysis of PAT data, we begin to see some areas of growth and some areas to celebrate.

- Patterns and Relations, along with Statistics and Probability, represents topics of success as ECSD performs above or on par with the Province; however, in the strands of Number and Shape and Space, these represent areas of growth.
- Both Knowledge and Skills questions continue to be an area of growth.

Response to Data

To support junior high schools in K&E Mathematics, our Junior High Mathematics Consultants are offering support in the following ways when working with teachers:

- Involve teachers with item writing experiences that specifically target the differences between Grade 9 program of studies and the K&E outcomes.
- Assist schools when planning using side by side pacing guides (K&E and grade-level content). These pacing guides also have links to digital applet supports.
- Assist schools when developing side by side assessments and other alternative assessment pathways other than topic exams.
 - » Consultants will be providing teachers and instructional coaches with a supportive document that scaffolds each curriculum outcome from the regular Grade 9 program of studies.
- Using K&E outcomes as entry points to build a truly inclusive classroom environment when teaching regular programming for Grades 7–9.
- Supporting teachers and instructional coaches in using the Division's Leaps and Bounds digital institutional five-year license.
 - » Scaffolded language found within this resource will further assist with how Individualized Program Plan (IPP) comments are created and communicated.

SCIENCE

ELEMENTARY PAT OVERVIEW

No PAT data as Grade 6 teachers had the option to pilot a year-end assessment. This year marks the second phase of the Grades 4–6 Science curriculum rollout, with continued refinement of K–3.

Key Strategies for Science Implementation

Professional Learning to Build Confidence and Content Knowledge

Teachers accessed ongoing support through bi-monthly Background Builder sessions on Teams, which clarified key concepts and addressed questions in real time. School-based PD focused on using ECSD Science bins to spark inquiry and hands-on learning. Classroom modelling remains available, with pre-meetings and observations to tailor lessons to teacher goals.

Assessment Practices Aligned with Curriculum

Working with the Assessment Team, teachers are learning to unpack key verbs in the curriculum (e.g., “observe,” “classify,” “communicate”) to design assessments that reflect what students are actually expected to do thus ensuring stronger alignment and clearer evidence of learning.

Expanding Resources Beyond Stepping into Science

Recognizing the need for more support, the Science Team created Launching into Science, a ready-to-use companion resource with clear learning goals, additions to address classroom diversity and hands-on inquiry based learning. This resource helps reduce reliance on online materials and improves instructional accuracy. Partnerships with the following organizations will continue this year:

- Scientist in Schools
- Global Education
- Let’s Talk Science
- Alberta Tomorrow
- Explore Learning (Gizmos)
- Compassionate Leadership
- Norquest College: STEMQuest Program (ACTUA Canada, Faculty of Academic Strategy and Integration: Indigenous House of Learning)
- Centre for Mathematics, Science and Technology Education (CMASTE)
- 4 Seasons of Indigenous Learning Through Outdoor Learning School

Partnerships with these organizations have provided real world context and current events that enrich science learning.

Inclusive Practices and UDL Strategies

Professional learning emphasized Universal Design for Learning (UDL) to support diverse learners. Teachers are encouraged to use current events, visual supports, and Augmentative and Alternative Communication (AAC)-friendly tools to make science accessible and meaningful for all students.

Streamlining Access and Cross-Curricular Connections

Updated pacing guide placemats now link curriculum crates, lessons, and materials in one easy-to-use format. Based on teacher feedback, new sections for Computer Science, Scientific Methods, and cross-curricular lesson ideas and resources were added. The ECSD Science Showcase gave students a chance to bring the Scientific Methods organizing idea to life through hands-on projects.

JUNIOR HIGH PAT OVERVIEW

Analysis

Provincial participation in the Grade 9 Science PAT has remained stable ($n = 47,379$). However, participation is now divided between students completing the assessment on paper and those writing digitally through Vretta. Within ECSD, participation numbers have been consistent with previous years, with all students continuing to complete the assessment on paper. Consequently, while ECSD's overall participation has remained steady, the proportion of students writing on paper across the Province has decreased ($n = 18,637$). It is suggested that 60.7% of students in the Province are not included in the results. As a result, comparative analysis and interpretation of results may be limited as information on Provincial Vretta results have not been shared.

The 2024–2025 Science 9 PAT results indicate that the Division performed above the provincial average in both the *Acceptable Standard* (+1.4%) and the *Standard of Excellence* (+1.9%).

The Three-Year Rolling Average shows a continued upward trend in the percentage of students achieving the *Acceptable Standard*. Achievement at the *Standard of Excellence* has remained stable, while the provincial average increased by an additional 1%. Additionally, highlighted is English as an Additional Language (EAL) scores are 4% higher than the Province at the *Acceptable Standard*, and 2.3% higher in the *Standard of Excellence*.

The 2024–2025 Knowledge and Employability (K&E) Science 9 PAT data reveal that the Division also performed above the provincial average at both the *Acceptable Standard* (+5.2%) and the *Standard of Excellence* (+0.7%).

Compared to the previous year, this represents a 12.3% increase in students achieving the *Acceptable Standard* and a 6.5% increase in those achieving the *Standard of Excellence*. However, the Three-Year Rolling Average indicates that Division results in K&E Science 9 remain 1.36% below the provincial average.

Response to Data

Overall, Junior High Science performance remains above provincial averages. Continued emphasis on student inquiry, skill development, and at-the-elbow teacher support contributes to these positive results.

To further support junior high schools, the Junior High Science Consultant is implementing the following actions:

Common Summative Assessments

Continue to develop and administer Common Summative Assessments (CSAs) across schools. Teacher working groups at the Grade 7 and 8 levels collaborate to create high-quality assessment items that promote higher-order thinking and cognitive development.

Divisional Science Showcase

The ongoing success of the Divisional Science Showcase continues to enhance scientific skills, cognitive development, and student equity. This judge-free event provides opportunities for students to demonstrate creativity and scientific understanding while fostering collaboration across the Division.

Science Academy (University of Alberta Partnership)

Four face-to-face sessions are planned for the 2025–2026 school year, focusing on environmental chemistry. The Academy supports teachers in strengthening their content knowledge, pedagogical practices, and assessment literacy. This year, a key goal is to increase junior high teacher participation, as the topic directly aligns with the current junior high science curriculum. Teachers are able to apply course work to graduate-level credits.

Computer Science Integration

Resources are being curated to ensure a smooth transition for students moving from Grade 6 Science to Grade 7 Science, in anticipation of the new secondary science curriculum. Additional work is underway to introduce computer science concepts at the junior high level to support future curriculum implementation.

UDL and Inclusive Resources

Resources continue to be developed to support all junior high learners. An example lesson demonstrates how a single activity can be adapted for grade-level expectations, K&E students, EAL learners, and students requiring accommodations. Division-wide science word walls have also been developed to support vocabulary acquisition and conceptual understanding within a UDL framework, with guidance for effective classroom integration.

Professional Learning on Neurodiversity

School-wide professional learning has been leveraged to increase teacher understanding of neurodiversity, including autism and twice exceptionality (2E), and to support effective curriculum planning for these learners. This work has led to both individual and PLC planning that emphasizes UDL-based classroom practices.

SOCIAL STUDIES

ELEMENTARY PAT OVERVIEW

Analysis

Upon reviewing the 2024–2025 Grade 6 Social Studies Provincial Achievement Test results, it has been noted that ECSD students performed above the provincial average in both *Acceptable Standard* and *Standard of Excellence* achievement categories. Specifically, 73.6 % of our students met the *Acceptable Standard*, compared to the provincial average of 64.1%, and 21.2% achieved the *Standard of Excellence*, also outpacing the provincial rate of 19.1%.

Response to Data

Our goal moving forward is to increase the number of students achieving at the *Standard of Excellence* and reduce the number of students performing below the *Acceptable Standard*. We will achieve this by continuing to implement high-impact instructional practices, targeted supports, and collaborative professional learning focused on deepening student understanding and engagement in Social Studies.

- We are addressing our PAT scores through a comprehensive focus on improving foundational skills that directly impact student performance. A key focus of this work is the intentional integration of reading, writing, and critical thinking within Social Studies instruction. By embedding these competencies across learning experiences, we promote cross-curricular connections and build the transferable skills students need to interpret, reason, and communicate effectively.
 - » **Reading:** We are modeling high-impact reading strategies such as monitor and clarify to help students make meaning from complex sources and monitor their comprehension as they read.
 - » **Writing:** We are emphasizing text forms and structures from the ELAL curriculum that support both written expression and source analysis, giving students the tools to organize, explain, and justify their thinking clearly.
 - » **Critical Thinking:** We are using visible thinking routines such as Connect, Extend, Challenge to help students make connections between ideas, deepen their understanding, and apply knowledge to new contexts.
- As we prepare for the implementation of the new Social Studies curriculum for Grades 4–6 in the 2026–2027 school year, we will continue to build comprehensive lesson plans (Curriculum Crates) that support best pedagogical practices, emphasize the skills embedded within the curriculum, and infuse core competencies such as reading, writing, and critical thinking to strengthen cross-curricular connections and overall student achievement.
- With the introduction of the new Social Studies curriculum, we will continue to provide targeted support and collaborative professional learning for teachers through
 - » Teacher Working Groups offer rich opportunities for collaboration and professional learning.
 - » School Team sessions will focus on specific learning outcomes in real time, while modeling effective classroom practices that align with best pedagogy.
 - » Continued support of teacher co-planning
 - » Grade 6 PAT professional learning opportunity in March.

JUNIOR HIGH PAT OVERVIEW

Analysis

The 2025 Social Studies 9 PAT data reveals that the Division achieved above the provincial average for *Acceptable Standard* (+3.6%) and *Standard of Excellence* (+0.9%). Additionally, the Division scored above the Province in Total Test Score (+1.7%), Knowledge and Understanding (+2.1%), and Skills and Processes (+1.9%). The Three-Year Rolling Average reveals that there has been a continual trend of improvement of the Total Test score (+5.8%) and in the Skills and Processes questions (+6.1%).

The 2025 K&E Social Studies 9 PAT data reveals that the Division achieved above the provincial average for *Acceptable*

Standard (2.6%) and below the *Standard of Excellence* (-1.8%). Additionally, the Division scored above the Province in Total Test Score (+1.4%), Knowledge and Understanding (+1.0%), and equal to the Province in Skills and Processes questions. Compared to last year, the Division has improved by 13.7% in students achieving the *Acceptable Standard*.

Response to Data

Improving Students' Ability to Analyze Sources of Information

Through Division Focused Professional Development (DFPD) and Social Studies working groups, teachers will be introduced to inquiry as an approach to analyzing sources. As we prepare for new curriculum implementation, teachers will gain familiarity with inquiry approaches so that they have tools and strategies to use in their classrooms as they transition from legacy to new curriculum. This will ensure that students have numerous learning experiences where they are engaged with primary and secondary sources, leading to source analysis skill development throughout the year.

Supporting Student Growth and Development in Essential Skills

The ongoing focus will be on providing teachers with professional development and resources to foster ongoing growth in essential skills. The Humanities Essential Academic Terms and Skills (HEATS) is a professional development initiative that will continue to be offered to junior high teachers. It strives to share best practices and tools such as graphic organizers, Visible Thinking Routines, and classroom supports that support students in grasping the core of these skills. In turn, this will promote deeper internalization for our learners and empower them to approach skill-based exam questions confidently.

Universal Design for Learning: Meeting the Needs of Diverse Learners

Through professional learning, collaborative PLC work, and ongoing teacher coaching, we continue to enhance educators' application of the Universal Design for Learning (UDL) framework. This work supports the creation of inclusive classrooms in which instruction is intentionally designed to meet the diverse needs of all learners. By embedding UDL principles into planning and assessment, teachers are better equipped to address the linguistic and academic needs of English Language Learners, provide meaningful accommodations for Knowledge and Employability students, and ensure that every student can access and engage meaningfully with the curriculum.

Teacher Supports

Support will be provided to teachers to further develop students' critical thinking and source analysis skills. This includes the creation and distribution of resources such as common templates and routines for analyzing sources, grade-specific exemplars of various source types, and professional learning opportunities designed to build teacher confidence in teaching key elements of source-based analysis. Throughout the year, consultant visits to Grade 9 classrooms will also be available to help students prepare for the unique structure and expectations of PAT-style questions.

K&E Teacher Supports

The focus will be on ensuring that Knowledge and Employability (K&E) teachers understand the correlation between Social Studies 9 and K&E Social Studies 9 learner outcomes, with support provided to scaffold instruction and assessment within inclusive classrooms. Professional development opportunities centered on Humanities Essential Academic Terms & Skills (HEATS) will share best practices and tools—such as graphic organizers, Visible Thinking Routines, and other classroom supports—to help students grasp essential skills more deeply. This approach will promote stronger internalization of key concepts and empower learners to approach skill-based exam questions with confidence. Additionally, collaborative work with teachers will include modeling lessons that are accessible to K&E students, demonstrating strategies for simplifying language and effectively using scaffolding techniques to enhance understanding and engagement.

FRENCH IMMERSION

ELEMENTARY AND JUNIOR HIGH PAT OVERVIEW

Analysis

Students at all ten French Immersion elementary sites wrote the PATs in English Language Arts and Literature (ELAL), Mathematics and Social Studies (legacy curriculum). Students achieved above the *Acceptable Standard* in ELAL and Social Studies. French immersion students achieved slightly below the *Acceptable Standard* in Mathematics. Teachers at the Grade 6 level participated in the optional French Immersion Language Arts and Literature (FILAL) 6 field testing for reading and writing. Results are not available for field tests; however, teachers provided feedback directly to the government regarding the writing prompts, texts, and questions used.

Students demonstrated strong performance in French Language Arts (FLA) 9. Overall, 88.7% of students achieved the *Acceptable Standard*, and 16.9% achieved the *Standard of Excellence*, both results exceeding the provincial averages. In the *reading* component, students performed exceptionally well, scoring more than ten percentage points above the provincial *Acceptable Standard*, with 24.4% meeting the *Standard of Excellence*. In the *writing* component, 89.2% of students achieved the *Acceptable Standard*, maintaining results above the provincial average.

Response to Data

- Consultants will co-plan with school administrators to offer site-based data analysis as well as further at the elbow support to individual teachers in K–6. Through this process, teachers will be able to intentionally adjust their planning to meet the needs of their students. Tier 1 and Tier 2 supports will be modelled and reinforced in further planning using Division approved resources.
- Grade 6 teachers will participate in the field testing of the new FILAL PAT (April and May 2026) and other content areas in French.
- Elementary Consultants will participate in government working groups to validate standardized writing rubrics in line with the FILAL curriculum, identify new student writing exemplars and will continue to create new reading comprehension questions.
- Elementary Consultants will also offer a community of practice with a focus on collaboratively designing cohesive unit plans focused on listening tasks across the school year, while modeling, co-constructing, and applying common assessments, rubrics, and student exemplars to build confidence, consistency, and equity in assessing oral language in alignment with the FILAL curriculum.
- At the secondary level, at the elbow support to individual teachers will be provided, focusing on teachers new to teaching FLA.
- Grade 9 French immersion students scored above the provincial *Acceptable Standard*, as well as the *Standard of Excellence* in all other content areas taught in French.
- Continued work in content areas will focus on the new draft curriculum, specifically in Mathématiques and Études sociales.

ENGLISH AS AN ADDITIONAL LANGUAGE

ELEMENTARY AND JUNIOR HIGH PAT OVERVIEW

Analysis

At the elementary level, English as an Additional Language (EAL) learners wrote the PATs in English Language Arts and Literature (ELAL), Mathematics and Social Studies (legacy curriculum). Students achieved above the provincial average in *Acceptable Standard* in ELAL and Mathematics. EAL learners achieved above the provincial average in *Standard of Excellence* in ELAL and Social Studies.

At the junior high level, EAL learners wrote the PATs in ELAL, Mathematics, Science, and Social Studies. Students achieved above the provincial average in *Acceptable Standard* in ELAL, Mathematics, and Science. EAL learners achieved above the provincial average in *Standard of Excellence* in ELAL and Science. This year, we had an increase in the number of EAL learners writing the PATs. The results showed a significant improvement from the previous year, in which we were below the provincial average in all subject areas.

Response to Data

- Each school has an EAL Designate who supports the student profiles at their site, attends four callback sessions per year, and is provided with professional development, resources, and tools to help them effectively carry out their role.
- EAL Consultants continue to focus on promoting oral language as the foundation of academic language.
- Using Benchmarks 2.0 data as a pedagogical tool, EAL Consultants continue to guide instruction and student support.
- Professional learning and School Team sessions at the elementary level focus on supporting EAL learners in core subjects through collaboration with subject area consultants to strengthen academic language acquisition.
- To ensure access to curriculum for language learners, we are continuing to develop supporting documents and resources in core subject areas.
- At the secondary level, a document of Structured Language Supports for Skills and Procedures was made to provide access to curriculum for students at any stage of language learning.
- EAL Consultants will support Division Focused Professional Development (DFPD) in the core subject areas.
- At the junior high level, we will be supporting Curriculum Consultants in the roll out of the new curriculum.
- Currently, there are 28 English Language Learner Educators (ELLEs) placed in K–12 schools that leverage the development of language and content simultaneously. They emphasize the importance of integrating both language and content objectives in teacher planning as well as providing cross-curricular opportunities for EAL learners to engage with academic language.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **2.1 B**

Date: November 26, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services
Terri Peterson, Superintendent of Learning Services

Resource Staff: Katelyn Harris, Supervisor, Applied research
Nicole Lafreniere, Director, Curriculum and Assessment
Trish Roffey, Manager, Elementary Curriculum
Sarah Fedoration, EAL and Language Programs

Re: **Diploma Examinations Program Results Report 2024/2025 and
Diploma Examinations Program Response Report 2024/2025**

Background:

Alberta Education's Diploma Examinations Program was established in 1984. The purposes of this program are to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results.

The attached Diploma Examinations Program Results Report provides Division results for the 2024/2025 school year in addition to multiyear results. In addition to the attached report, Division results will be available on the Division Assurance Dashboard located on the Division public website in the next several weeks, as well as in the *Annual Reports* section of ecsd.net following this meeting. Individual school reports are available to each Principal. The school reports are used by school staff and School Councils in monitoring and adjusting their *School Plan for Continuous Growth* in order to ensure that areas for improvement are addressed. School results will also be available on the School Assurance Dashboards located on the school's public websites in the next several weeks.

In addition, the attached Diploma Examinations Program Response Report 2024/2025 provides strategies that the Division will implement to address areas for growth that were identified in the Diploma Examination results.

Recommendation:

That based on the evidence provided in the Diploma Examinations Program Results Report 2024/2025 and the Diploma Examinations Program Response Report 2024/2025, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI 2.2 Identifies trends and issues related to student achievement to inform the Three-year Planning process, including recommendations for innovative means to improve measurable student achievement.*
- QI 2.3 Ensures there is measurable improved student achievement over time.*
- QI 2.4 Ensures the Division's academic and other provincially mandated Assurance results are published.*
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard)*
- QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*

Attachments:

- Diploma Examinations Program Results Report 2024/2025
- Diploma Examinations Program Highlights 2024/2025
- Diploma Examinations Program Response Report 2024/2025





Edmonton Catholic School Division

Diploma Examinations Program Results Report 2024/2025 School Year

Division Monitoring: November 3, 2025



EDMONTON CATHOLIC SCHOOLS

DIPLOMA EXAMINATIONS PROGRAM RESULTS REPORT

2024/2025 SCHOOL YEAR

1. DIPLOMA EXAMINATIONS PROGRAM

Alberta Education and Childcare's Diploma Examinations Program was established in 1984. The purposes of this program are to certify the level of individual student achievement in selected Grade 12 courses, to ensure that province-wide standards of achievement are maintained, and to report individual and group results.

The following courses have Diploma Examinations and most of them have a French translation (*) available upon request:

- English Language Arts 30-1
- English Language Arts 30-2
- Social Studies 30-1*
- Social Studies 30-2*
- Français 30-1
- French Language Arts 30-1
- Mathematics 30-1*
- Mathematics 30-2*
- Biology 30*
- Chemistry 30*
- Physics 30*
- Science 30*

In order to obtain credit for a Diploma Examination course, students must obtain a final course mark of 50% or higher. A student's final course mark is usually determined by blending the mark obtained on a Diploma Examination with the School-Awarded mark. There are some exceptions to this, for example, for students with mature status. The final course mark is sometimes referred to as the final blended mark. For students writing Diploma Examinations in the 2024/2025 school year, the Diploma Examination marks were worth 30% and the School-Awarded marks were worth 70% of the overall diploma course marks. The results are located in Appendix A. Results are not released to the public when fewer than six students wrote the examination.

When reviewing examination results, differences between School-Awarded marks and the Diploma Examination marks are expected. These two measures of achievement are complementary. The Diploma Examination provides a common measure of achievement for all students across the province. The School-Awarded mark reflects *all* aspects of course learning, much of which is not measurable through timed tests.

This report provides Division results for the 2024/2025 school year in addition to multiyear results. The COVID-19 pandemic impacted the January 2022 Diploma Examination administration as well as participation in 2020/2021. Consequently, results for the 2020/2021 school year are not available. As a result, caution should be used when interpreting these results over time.

In addition to this report, Division results will also be available on the Division Assurance Dashboard located on the Division public website. Individual school reports are available to each Principal. The school reports are used by school staff and School Councils in monitoring and adjusting their *School Plan for Continuous Growth*. School results will also be available on the School Assurance Dashboards located on the school public websites.

2. ACCEPTABLE STANDARD AND STANDARD OF EXCELLENCE RESULTS

The percentage of students in Edmonton Catholic Schools achieving the Acceptable Standard and the Standard of Excellence in the Diploma Examination courses were compared with the province (Table 2A in Appendix A).

ACCEPTABLE STANDARD

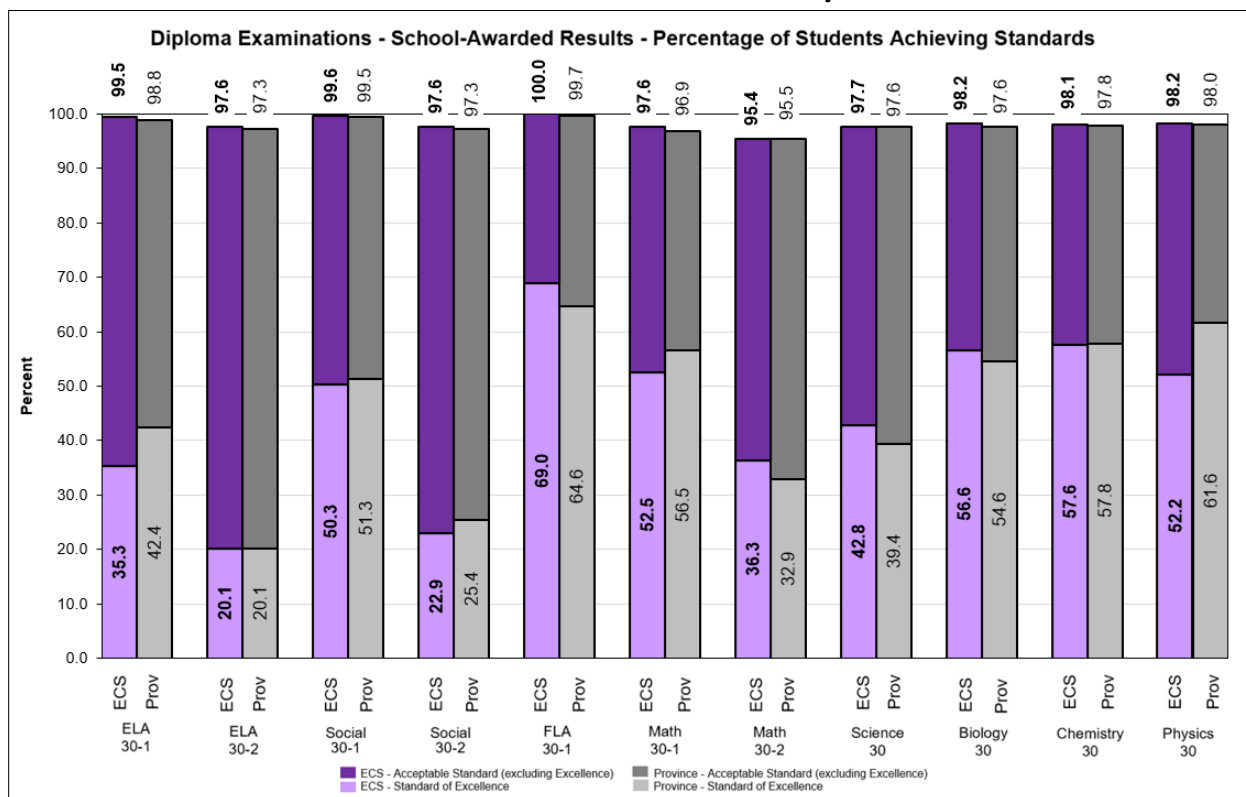
- *Acceptable Standard* is the achievement of a **mark of 50% or greater**.
- The percentage of Edmonton Catholic students achieving the *Acceptable Standard* **exceeded** the provincial percentage in the
 - **School-Awarded** Results in:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - Social Studies 30-1
 - Social Studies 30-2
 - French Language Arts 30-1
 - Mathematics 30-1
 - Science 30
 - Biology 30
 - Chemistry 30
 - Physics 30
 - **Diploma Examination** Results in:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - Social Studies 30-1
 - Social Studies 30-2
 - French Language Arts 30-1
 - Mathematics 30-1
 - Mathematics 30-2

STANDARD OF EXCELLENCE

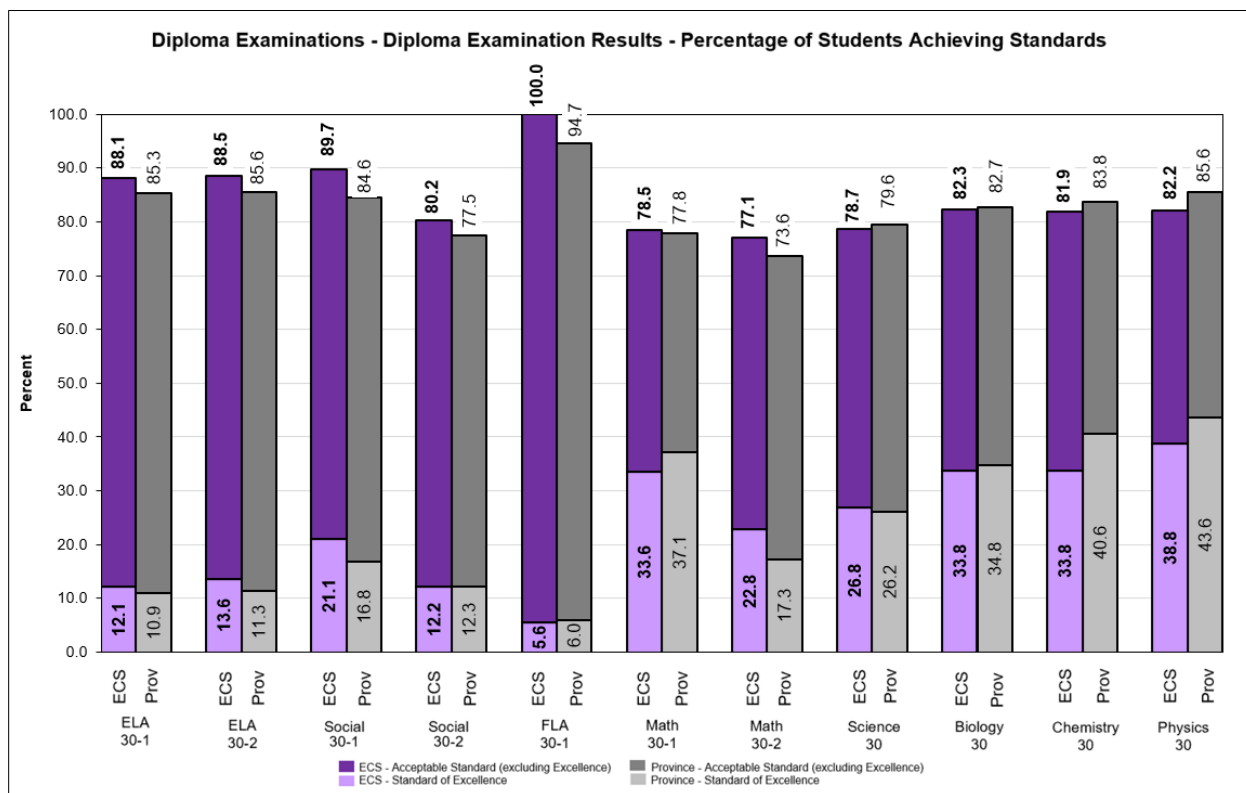
- *Standard of Excellence* is the achievement of a **mark of 80% or greater**.
- The percentage of Edmonton Catholic students achieving the *Standard of Excellence* **met** or **exceeded** the provincial percentage in the
 - **School-Awarded** Results in:
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Mathematics 30-2
 - Science 30
 - Biology 30
 - **Diploma Examination** Results in:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - Social Studies 30-1
 - Mathematics 30-2
 - Science 30

Overall, Edmonton Catholic Schools' students were successful in diploma courses.

School-Awarded Results - 2024/2025



Diploma Examination Results - 2024/2025



APPENDIX A

DIPLOMA EXAMINATIONS PROGRAM RESULTS 2024/2025 SCHOOL YEAR

- Table 1A - Numbers of Students and Average Marks in Diploma Examination Courses
- Table 2A - Percentages of Students Achieving Standards in Diploma Examination Courses
- Table 3A - School-Awarded Standards - Five Years of Multiyear Results
- Table 4A - Diploma Examination Standards - Five Years of Multiyear Results
- Table 5A - Participation Rates - Five Years of Multiyear Results

EDMONTON CATHOLIC SCHOOLS

Table 1A
Numbers of Students and Average Marks in Diploma Examination Courses
2024/2025 School Year

Course	Number of Students		School-Awarded Average Mark		Diploma Examination Average Mark	
	ECS	Prov	ECS	Prov	ECS	Prov
English Language Arts 30-1	2215	35845	74.8	75.7	64.8	63.4
English Language Arts 30-2	1483	21398	69.8	68.9	65.4	64.1
Social Studies 30-1	1691	26238	77.9	78.0	67.8	65.0
Social Studies 30-2	1718	27021	69.7	70.0	62.6	61.5
Mathematics 30-1	1357	22680	78.0	78.7	67.6	68.0
Mathematics 30-2	1191	17430	72.3	71.6	63.5	61.2
Science 30	837	9027	75.5	73.9	65.5	65.8
Biology 30	1511	25916	78.9	78.3	68.4	68.9
Chemistry 30	1223	21438	78.8	79.2	68.1	70.6
Physics 30	624	11366	77.9	80.4	69.6	71.9
French Language Arts 30-1	71	1234	81.8	81.3	68.4	65.2

Table 2A
Percentages of Students Achieving Standards in Diploma Examination Courses
2024/2025 School Year

Course	School-Awarded				Diploma Examination			
	Standard of Excellence		Acceptable Standard		Standard of Excellence		Acceptable Standard	
	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
English Language Arts 30-1	35.3	42.4	99.5	98.8	12.1	10.9	88.1	85.3
English Language Arts 30-2	20.1	20.1	97.6	97.3	13.6	11.3	88.5	85.6
Social Studies 30-1	50.3	51.3	99.6	99.5	21.1	16.8	89.7	84.6
Social Studies 30-2	22.9	25.4	97.6	97.3	12.2	12.3	80.2	77.5
Mathematics 30-1	52.5	56.5	97.6	96.9	33.6	37.1	78.5	77.8
Mathematics 30-2	36.3	32.9	95.4	95.5	22.8	17.3	77.1	73.6
Science 30	42.8	39.4	97.7	97.6	26.8	26.2	78.7	79.6
Biology 30	56.6	54.6	98.2	97.6	33.8	34.8	82.3	82.7
Chemistry 30	57.6	57.8	98.1	97.8	33.8	40.6	81.9	83.8
Physics 30	52.2	61.6	98.2	98.0	38.8	43.6	82.2	85.6
French Language Arts 30-1	69.0	64.6	100.0	99.7	5.6	6.0	100.0	94.7

Table 3A
School-Awarded Standards
Five Years of Multiyear Results

Course	Standard	2020/21*		2021/22**		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
English Language Arts 30-1	Acceptable	n/a	n/a	98.0	98.2	98.7	98.4	98.7	98.6	99.5	98.8
	Excellence	n/a	n/a	32.7	44.6	35.0	42.4	33.4	42.1	35.3	42.4
English Language Arts 30-2	Acceptable	n/a	n/a	97.7	96.7	97.1	96.8	98.0	96.7	97.6	97.3
	Excellence	n/a	n/a	21.7	19.9	16.2	18.7	16.6	19.1	20.1	20.1
Social Studies 30-1	Acceptable	n/a	n/a	99.6	99.3	99.7	99.3	99.7	99.3	99.6	99.5
	Excellence	n/a	n/a	47.2	50.6	48.9	50.0	45.2	50.1	50.3	51.3
Social Studies 30-2	Acceptable	n/a	n/a	98.9	97.2	98.3	97.1	98.2	96.9	97.6	97.3
	Excellence	n/a	n/a	24.8	24.7	21.7	22.6	23.3	23.9	22.9	25.4
Mathematics 30-1	Acceptable	n/a	n/a	96.5	95.4	96.2	96.1	98.1	96.4	97.6	96.9
	Excellence	n/a	n/a	56.1	51.6	51.0	54.1	49.1	54.8	52.5	56.5
Mathematics 30-2	Acceptable	n/a	n/a	94.4	94.3	95.4	94.1	94.3	94.4	95.4	95.5
	Excellence	n/a	n/a	29.1	29.7	28.4	29.2	30.4	30.9	36.3	32.9
Science 30	Acceptable	n/a	n/a	98.4	96.5	97.0	96.2	97.4	96.7	97.7	97.6
	Excellence	n/a	n/a	43.6	36.8	40.3	35.6	38.9	36.0	42.8	39.4
Biology 30	Acceptable	n/a	n/a	96.8	97.0	97.4	97.2	97.3	97.3	98.2	97.6
	Excellence	n/a	n/a	41.9	51.1	47.6	51.6	50.6	51.3	56.6	54.6
Chemistry 30	Acceptable	n/a	n/a	97.7	97.4	98.7	97.4	98.5	97.4	98.1	97.8
	Excellence	n/a	n/a	49.2	56.6	52.7	56.3	53.4	57.4	57.6	57.8
Physics 30	Acceptable	n/a	n/a	97.1	97.9	97.3	98.1	97.3	97.8	98.2	98.0
	Excellence	n/a	n/a	50.0	64.0	54.3	61.2	52.4	60.9	52.2	61.6
French Language Arts 30-1	Acceptable	n/a	n/a	100.0	99.8	100.0	99.4	100.0	99.3	100.0	99.7
	Excellence	n/a	n/a	76.2	65.8	68.9	62.3	65.5	67.4	69.0	64.6

* Due to the COVID-19 pandemic, no reportable data is available for the 2020/2021 school year.

** The 2021/2022 results do not include the results of the January 2022 administration. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing results over time.

Table 4A
Diploma Examination Standards
Five Years of Multiyear Results

Course	Standard	2020/21*		2021/22**		2022/23		2023/24		2024/25	
		ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov
English Language Arts 30-1	Acceptable	n/a	n/a	82.2	78.8	87.6	83.6	88.1	84.2	88.1	85.3
	Excellence	n/a	n/a	6.5	9.4	11.5	10.5	9.1	10.1	12.1	10.9
English Language Arts 30-2	Acceptable	n/a	n/a	86.4	80.7	91.1	86.2	91.2	85.7	88.5	85.6
	Excellence	n/a	n/a	13.2	12.2	14.9	12.7	16.6	12.9	13.6	11.3
Social Studies 30-1	Acceptable	n/a	n/a	83.4	81.5	86.9	83.5	89.2	85.2	89.7	84.6
	Excellence	n/a	n/a	12.6	15.8	15.3	15.9	20.5	18.7	21.1	16.8
Social Studies 30-2	Acceptable	n/a	n/a	76.3	72.3	79.8	78.0	82.5	77.6	80.2	77.5
	Excellence	n/a	n/a	11.5	13.2	12.2	12.3	13.4	12.7	12.2	12.3
Mathematics 30-1	Acceptable	n/a	n/a	70.4	63.5	70.9	70.8	77.2	75.4	78.5	77.8
	Excellence	n/a	n/a	26.4	23.0	27.8	29.0	31.1	34.9	33.6	37.1
Mathematics 30-2	Acceptable	n/a	n/a	65.7	61.5	75.2	71.0	76.5	70.9	77.1	73.6
	Excellence	n/a	n/a	13.5	11.7	13.6	15.2	19.0	15.4	22.8	17.3
Science 30	Acceptable	n/a	n/a	77.3	75.7	83.4	79.4	86.5	81.3	78.7	79.6
	Excellence	n/a	n/a	20.0	17.2	25.0	23.1	29.2	24.6	26.8	26.2
Biology 30	Acceptable	n/a	n/a	71.2	74.2	82.9	82.7	84.9	83.1	82.3	82.7
	Excellence	n/a	n/a	21.3	25.2	28.1	32.8	30.9	33.7	33.8	34.8
Chemistry 30	Acceptable	n/a	n/a	68.0	77.1	79.2	80.4	79.5	82.9	81.9	83.8
	Excellence	n/a	n/a	19.4	31.1	30.7	37.0	30.2	38.0	33.8	40.6
Physics 30	Acceptable	n/a	n/a	75.2	78.6	81.9	82.3	87.1	85.1	82.2	85.6
	Excellence	n/a	n/a	23.7	34.6	39.4	39.9	40.9	43.1	38.8	43.6
French Language Arts 30-1	Acceptable	n/a	n/a	90.5	91.9	98.4	93.1	96.4	95.3	100.0	94.7
	Excellence	n/a	n/a	2.4	6.8	8.2	6.1	9.1	8.6	5.6	6.0

* Due to the COVID-19 pandemic, no reportable data is available for the 2020/2021 school year.

** The 2021/2022 results do not include the results of the January 2022 Diploma Examination administration as this administration was cancelled due to the COVID-19 context. As such, the 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing results over time.

Table 5A
Participation Rates
Five Years of Multiyear Results

Course	2020/21		2021/22		2022/23		2023/24		2024/25*	
	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS	Prov	ECS
Number	47674	2880	48305	2988	49297	3074	51148	3028	55307	3314
English Language Arts 30-1	n/a	n/a	27.7	25.1	56.4	56.4	56.4	54.9	56.0	56.4
English Language Arts 30-2	n/a	n/a	13.3	15.7	28.1	33.4	29.5	34.7	30.1	32.6
Total of 1 or more English Exams	n/a	n/a	40.6	40.7	81.3	86.7	82.8	86.7	83.0	85.8
Social Studies 30-1	n/a	n/a	22.5	20.5	45.0	45.8	44.9	47.6	43.5	45.9
Social Studies 30-2	n/a	n/a	17.4	18.9	36.2	38.4	38.3	39.9	40.1	40.7
Total of 1 or more Social Exams	n/a	n/a	39.9	39.5	80.6	83.8	82.6	86.7	82.9	85.8
Mathematics 30-1	n/a	n/a	10.9	8.6	32.1	32.0	34.4	32.7	34.6	32.7
Mathematics 30-2	n/a	n/a	12.1	15.4	24.6	28.7	25.3	29.4	25.5	28.8
Total of 1 or more Math Exams	n/a	n/a	22.9	23.9	54.8	59.2	57.8	60.2	58.3	59.8
Biology 30	n/a	n/a	18.0	17.7	38.1	36.6	41.1	39.9	40.3	38.5
Chemistry 30	n/a	n/a	15.6	12.9	32.5	28.5	33.6	31.8	34.2	32.0
Physics 30	n/a	n/a	8.9	7.2	16.7	14.6	17.2	15.7	17.9	15.8
Science 30	n/a	n/a	7.9	12.1	14.3	21.5	14.1	22.3	13.8	20.1
Total of 1 or more Science Exams	n/a	n/a	41.4	41.4	59.4	61.6	60.4	63.4	60.2	61.6
Français 30-1	n/a	n/a	0.1	0.0	0.2	0.0	0.3	0.0	0.3	0.0
French Language Arts 30-1	n/a	n/a	1.3	1.4	2.5	2.0	2.3	1.8	2.1	2.1
Total of 1 or more French Exams	n/a	n/a	1.5	1.4	2.7	2.0	2.6	1.8	2.4	2.1

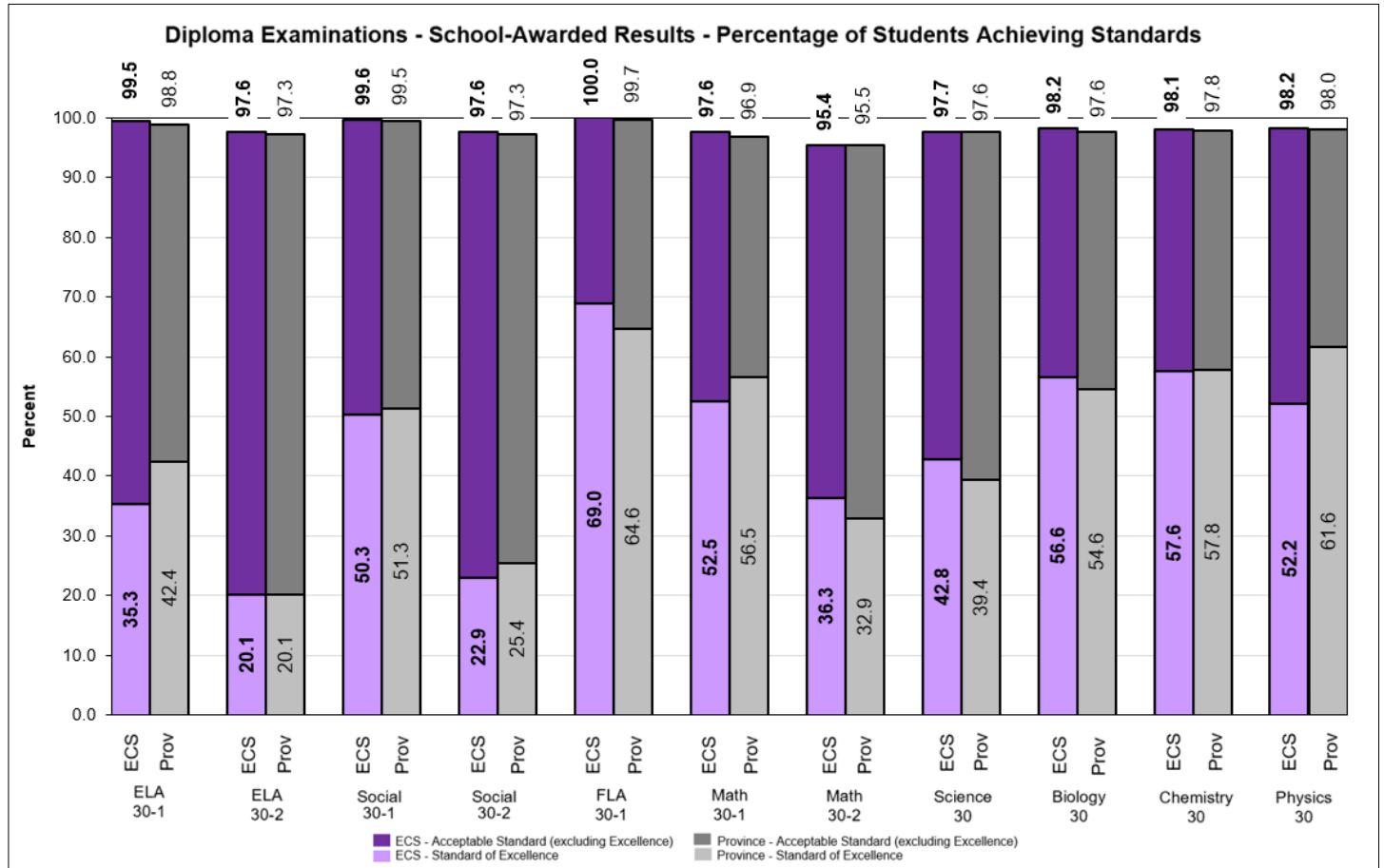
Results are based upon a cohort of Grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete Diploma Examinations by the end of their third year of high school.

* 2024/2025 Diploma Examination Participation Rates are preliminary and will be finalized when the Alberta Education Assurance Measures results are released in Fall 2025. The 2020/2021 and 2021/2022 results do not include students who were exempted from writing the exam due to the COVID-19 context.

Diploma Examinations Program Results 2024/2025

School-Awarded Highlights

The percentage of Edmonton Catholic Schools' students achieving the **Acceptable Standard** (mark of 50% or greater) and the **Standard of Excellence** (mark of 80% or greater) in respect to the **School-Awarded Results** is represented in the graph below.



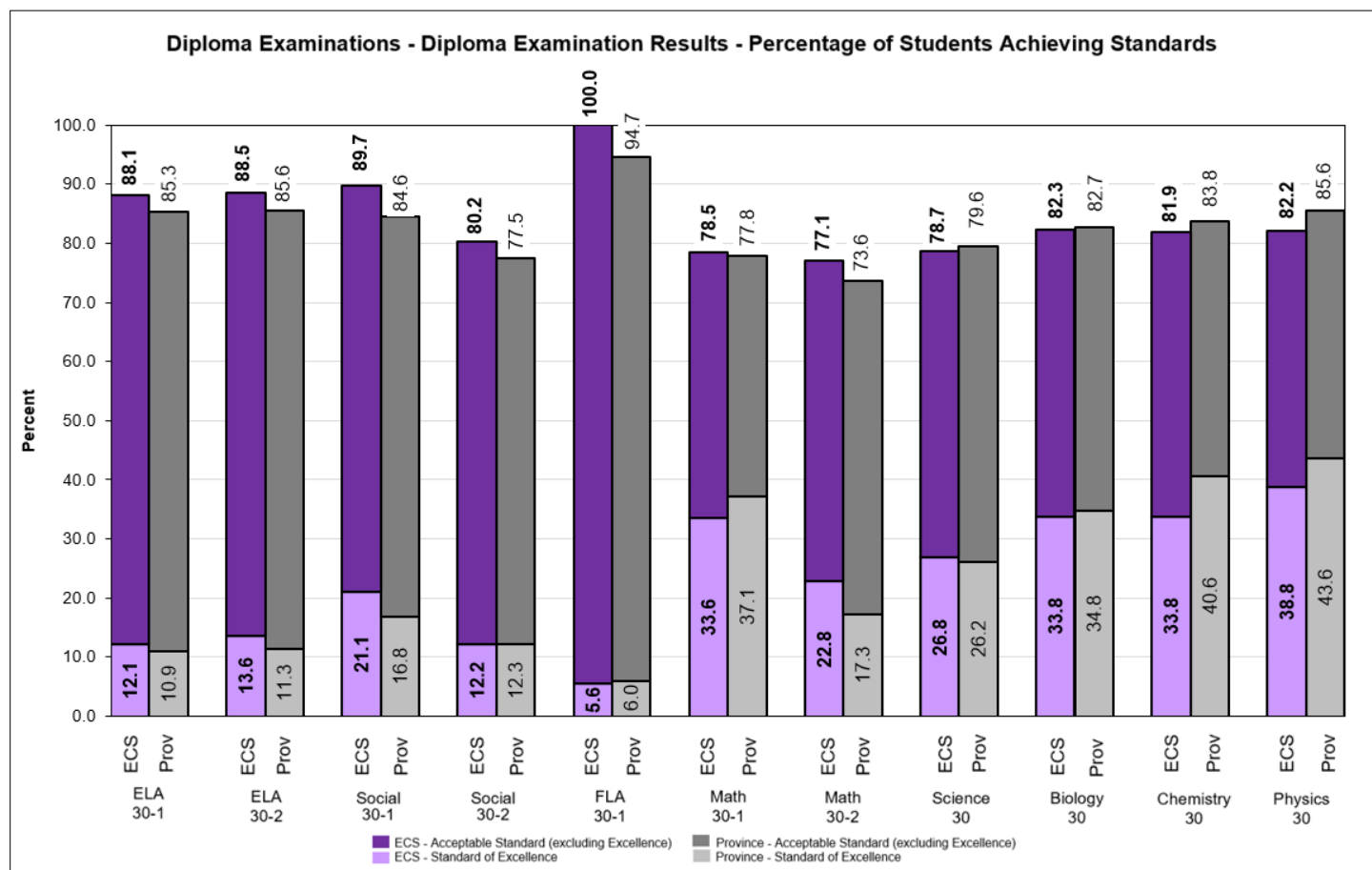
Achievement in School-Awarded Results

Edmonton Catholic Schools has **met** or **exceeded** the provincial percentage of students achieving the standards in:

- English Language Arts 30-1 – Acceptable Standard
- English Language Arts 30-2 – Acceptable Standard & Standard of Excellence
- Social Studies 30-1 – Acceptable Standard
- Social Studies 30-2 – Acceptable Standard
- French Language Arts 30-1 – Acceptable Standard & Standard of Excellence
- Mathematics 30-1 – Acceptable Standard
- Mathematics 30-2 – Standard of Excellence
- Science 30 – Acceptable Standard & Standard of Excellence
- Biology 30 – Acceptable Standard & Standard of Excellence
- Chemistry 30 – Acceptable Standard
- Physics 30 – Acceptable Standard

Diploma Examination Highlights*

The percentage of Edmonton Catholic Schools' students achieving the **Acceptable Standard** (mark of 50% or greater) and the **Standard of Excellence** (mark of 80% or greater) in respect to the **Diploma Examination Results** is represented in the graph below.



Achievement in Diploma Examination Results

Edmonton Catholic Schools has **exceeded** the provincial percentage of students achieving the standards in:

- English Language Arts 30-1 – Acceptable Standard & Standard of Excellence
- English Language Arts 30-2 – Acceptable Standard & Standard of Excellence
- Social Studies 30-1 – Acceptable Standard & Standard of Excellence
- Social Studies 30-2 – Acceptable Standard
- French Language Arts 30-1 – Acceptable Standard
- Mathematics 30-1 – Acceptable Standard
- Mathematics 30-2 – Acceptable Standard & Standard of Excellence
- Science 30 – Standard of Excellence

Overall, Edmonton Catholic Schools' students were successful in diploma courses.

* For students writing Diploma Examinations in the 2024/2025 school year, the Diploma Examination marks were worth 30% and the School-Awarded marks were worth 70% of the overall diploma course marks.

DIPLOMA EXAMINATIONS

Response Report

2024–2025



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INTRODUCTION

Edmonton Catholic Schools is dedicated to providing a Christ-centered education that nurtures excellence in learning and the full development of every student. Grounded in our mission to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another, and our vision of excellent Catholic education for all students delivered with faith, hope, and love, we remain committed to helping every learner reach their God-given potential.

This report provides an analysis of the most recent Diploma Examination results, offering subject-specific insights that inform instructional planning and system-wide improvement. These results are one part of our

broader efforts to create optimal learning conditions that empower students to engage deeply, think critically, and demonstrate high levels of achievement.

Learning Services continues to prioritize collaboration and continuous improvement. By seeking input from administrators, instructional coaches, and department heads, the department refines supports and professional learning opportunities to meet the evolving needs of teachers and students. Together, we strive to ensure that every classroom across Edmonton Catholic Schools reflects our shared commitment to faith, excellence, and success for all learners.

ENGLISH LANGUAGE ARTS AND LITERATURE (ELAL)

ENGLISH 30-1 AND 30-2 DIPLOMA OVERVIEW

In English 30-1, ECSD students have again exceeded provincial average in students meeting the *Acceptable Standard*. When comparing the 2024–2025 year's results to the previous years, ECSD has improved in *Standard of Excellence* by 2%, and is above the provincial average in that category. We will continue our work to support teachers to ensure that school awarded marks more closely reflect the level of student performance demonstrated on the Diploma Examination.

On the English 30-2 Diploma Examination, ECSD students consistently exceed the Province in meeting the *Acceptable Standard*. The *Standard of Excellence* achievement is above the provincial average while enrollment in the course continues to climb.

Analysis

When examining the results of the reading comprehension exam, it appears that 30-2 students would benefit most from targeted instructional support with poetry.

Analysis of the written exam shows that the greatest area of focus continues to be in the Personal Response, where the data suggest that students need further guidance in developing insight and precision in their written responses. In all other writing categories, ECSD students exceed the Province in both proficient and excellent scoring categories. On the reading comprehension exam, ECSD students remained consistent with provincial results.

Response to Data

- The High School Anthology project will continue to target and cultivate excellent writing in our Grade 12 students and create opportunities for teachers to celebrate and recognize the strengths of our Division's excellent student writers.
- A Community of Practice (CoP) has been formed to bring teachers together over a shared book study. The topics of this CoP will include targeted and efficient feedback, strategies for building student insight and high level thinking skills, and best practices in teaching student writing.
- The English Consultant will develop a reading comprehension teacher resource for student preparation and familiarity with the multiple choice format that includes readings and data from previously administered Common Summative Assessment (CSA) items. This resource will support and complement the ongoing field testing, blueprinting, and development of multiple-choice items to deepen teachers' understanding of the reporting categories and cognitive levels of ELAL multiple choice questions.
- The High School Department Head Professional Learning Community (PLC) will collaborate with the Consultant to refine scoring guides for both ELAL streams, build new common writing assessments, and hone and implement ELAL-focused Universal Design for Learning (UDL) materials. These materials will contribute to the development of support in students' writing assessments.

MATHEMATICS

MATHEMATICS 30-1 AND 30-2 DIPLOMA OVERVIEW

Analysis

Data from the 2024-2025 Mathematics 30-1 Diploma Examination show that ECSD students performed slightly above the provincial achievement percentage for *Acceptable Standard* (+0.7%) but below the provincial achievement percentage for *Standard of Excellence* (-3.5%). Overall, 78.5% of ECSD students achieved the *Acceptable Standard* and 33.6% achieved the *Standard of Excellence*. Over the past three years, ECSD has shown steady improvement, with an 8.1% increase in the percentage of students achieving the *Acceptable Standard* and a 7.2% increase in those reaching the *Standard of Excellence*. In 2024-2025, ECSD's average Diploma Examination score was 0.4% below the provincial average. This is an improvement of +0.6% from the previous January. While the ECSD average in January 2025 was 4.4% below the provincial average, the June 2025 average rose to 2.5% above the provincial average. Interestingly, from January to June, the provincial average decreased by 0.7%, whereas the ECSD average increased by 6.2%, indicating a strong upward trend in ECSD student performance.

ECSD student achievement on Mathematics 30-2 Diploma Examination continues to exceed provincial performance. In 2024-2025, ECSD results exceeded the Province in the *Acceptable Standard* (+3.5%) and were above the provincial achievement percentage for *Standard of Excellence* (+5.5%). Over the past three years, ECSD maintains an *Acceptable Standard* of around 95% and improved significantly in *Standard of Excellence* (+7.2%). The average on ECSD Diploma Examination in January was 3.3% higher than the provincial average and in June it was 1.6% higher than the provincial average.

Analysis of written response data shows continued improvement in ECSD student performance. In previous years, several parts of written response questions had over 50% of students scoring zero. In contrast, during the 2024-2025 Mathematics 30-1 Diploma Examination, the highest percentage of students scoring zero on any question part dropped to 28%, representing a significant reduction compared to past years.

Response to Data

- As part of the ongoing Common Summative Assessment (CSA) development process, data analysis is being leveraged to guide improvements to CSA questions.
- The Mathematics Consultant, in collaboration with teachers, has developed outcomes-based reviews for Mathematics 20-2, Mathematics 20-1 and Mathematics 30-1. These reviews are designed to ensure that every specific outcome from the course Program of Studies is addressed, supporting thorough student preparation for final exams. Development of a similar review for Mathematics 10C is currently underway this year.
- High School Mathematics Department Heads are participating in a Professional Learning Community (PLC) series. This series covers a range of topics, including ongoing implementation of the Universal Design for Learning framework, the launch of the ECSD Mathematics Framework, and an in-depth review of the Combinatorics Teacher Resources that was developed last year.
- ECSD's Division Focused Professional Development (DFPD) series for High School Mathematics Teachers is centered on the Division-wide launch of the ECSD Mathematics Framework. This initiative supports consistent instructional practices and deepens understanding of the framework across all high school sites.

SCIENCE

BIOLOGY, CHEMISTRY, PHYSICS AND SCIENCE 30 DIPLOMA OVERVIEW

Analysis

Recent Diploma Examination data highlights ECSD's notable progress across several key areas in High School Science over the past three years.

Biology 30

Biology 30 emerged as ECSD's most notable success in the 2024–25 school year. Improvements were observed across all metrics:

- Since June 2023, the school-awarded mark has increased by 2.2%, and the Diploma Examination mark has risen by 1.6%. These gains have resulted in a blended mark of 76.4%, which **exceeded** the provincial average of 75.3%, in June 2025.
- Another notable achievement in Biology 30 is the increase in students reaching the *Standard of Excellence*. Since June 2023, the percentage has risen by 2.3%, bringing ECSD's rate to 46.0%, **surpassing** the provincial average of 44.1% by 1.9%.

Chemistry 30

Chemistry 30 continues to demonstrate steady improvement:

- Since June 2023, school-awarded marks have remained at or above the provincial average, while Diploma Examination scores have **increased** by 2.1% over the past three years.
- January 2025 stands out as a key milestone: ECSD students **outperformed** the provincial average in both the blended mark (by 0.6%) and the *Standard of Excellence* (by 2.3%).

These achievements in both Biology 30 and Chemistry 30 reflect the Science Academy's strategic emphasis on strengthening metacognitive practices in science instruction. In collaboration with teachers, the development and implementation of enhanced resources to support student learning have also likely contributed to these positive outcomes.

Science 30

Science 30 demonstrates consistent excellence and sustained success.

- School-awarded marks have trended upward by 1.5% over the past three years, remaining **consistently above** the provincial average.
- Since 2023, ECSD continues to **outperform** the Province in the percentage of students achieving the *Acceptable Standard*. Since June 2023, on average, 97.94% are achieving a score of 50% or greater.

Physics 30

Physics 30 has emerged as an area of concern and is now a key focus for improvement. Since June 2023, Diploma Examination scores and the percentage of students achieving the *Acceptable Standard* and the *Standard of Excellence* have steadily declined.

Response to Data

In response, to 2024–2025 data, specifically to Physics 30 results, the 2025–26 school year will prioritize targeted interventions, including:

Subject Specific Professional Learning

To maximize impact and deliver timely, actionable, and data-driven learning opportunities, Science Consultants will offer topic-specific sessions tailored to the teachers for whom the learning intentions are most relevant.

Communities of Practice as the Foundation for Professional Learning

In lieu of large-scale professional development, professional learning will be delivered through Communities of Practice. Within this framework, Science Consultants will identify areas of concern informed by data and divisional priorities, while teachers will engage actively and collaboratively in addressing these focus areas. This approach enables consultants to guide collective progress while honouring the expertise and experience of classroom teachers.

Enhanced Support for Teachers who are New to the Course

This school year has seen an unusually high number of new teachers entering High School Science classrooms. As a result, targeted engagement and support for these educators has been identified as a key priority, ensuring they are well-equipped to thrive and contribute meaningfully to student success.

SOCIAL STUDIES

SOCIAL STUDIES 30-1 AND 30-2 DIPLOMA OVERVIEW

Analysis

Division focus and targeted professional learning continue to produce strong results in High School Social Studies. Students in 30-1 continue to exceed provincial averages in both *Acceptable Standard* and *Standard of Excellence*. These results are consistent with the direction results in Social Studies have been trending since 2022–2023 when ECSD students were below provincial averages in *Standard of Excellence*. The continuation of this trend points to the success of Division focus on process work at the classroom level, teacher familiarization with assessment standards, and a growing diversity of sources and experiences for students. Teacher confidence in using data to inform instruction through professional learning around the Common Summative Assessment (CSA) may also be a factor, as the results improved once the move to common exams was implemented. Furthermore, teacher participation in the CSA process has led to broader teacher and student understanding of Diploma Examination expectations.

Social Studies 30-2 continues to have excellent success helping students credential with the Diploma Examination as ECSD students reach the *Acceptable Standard* at an impressively high 97%. That students in the Division are equal to their provincial peers in *Standard of Excellence*, potentially indicates that students are both successful at the 30-2 level and that the strongest candidates of 30-2 may be challenging themselves with 30-1 as opposed to searching for excellence in 30-2.

Response to Data

- Frame professional learning through a Universal Design for Learning (UDL) at the Department Head Professional Learning community, to continue Division success in Social Studies and provide more students with opportunities to reach a *Standard of Excellence*.
- The Social Studies Consultant, through the curation and development of resources, will support teachers in designing multiple means of engagement. As teachers face increasing demands on their time and limits on access to diverse sources, assembling new sources linked to specific outcomes provides teachers with new opportunities to optimize relevance, value, and authenticity of student learning for students at different levels.
- Ensuring these sources characterize multiple means of representation through a diversity of media and perspective will equip students with novel arguments and a breadth of evidence which is not common in the Part A of the Diploma Examination. Deliberate study of these sources will help students explore patterns, critical features, and relationships to achieve a *Standard of Excellence*.
- Accompanying these sources is suggestions for ways students can show multiple means of action and expression in response to their engagement. These suggestions will be deliberate and based on the medium and complexity of each source. In-classroom demonstration from the Social Studies Consultant and Teacher collaboration in providing feedback will build fluency and enhance capacity for both teachers and students.
- Continued work with Social Studies CSAs will also continue to provide important professional learning. Encouraging new teachers to participate in item building and supporting department heads with analysis is continuing work. Engaging in this important professional learning that builds the knowledge of Social Studies Diploma Examination question anatomy, question types, and source varieties leads to strong pedagogy and assessment in Division classrooms.

FRENCH IMMERSION

GRADE 12 FRENCH LANGUAGE ARTS (FLA)

Analysis

In Grade 12 French Language Arts, 100% of students achieved the *Acceptable Standard* on the FLA-30-1 Diploma Examination, exceeding the number of students receiving *Acceptable Standard* at the provincial level. Students scored higher on the written response as compared to the reading comprehension, thus indicating the need for a continued focus on reading comprehension across all grades.

Response to Data

- At the secondary level, there will be an increased focus on reading strategies that span content areas. Higher order thinking skills such as inference and analysis will be a focus.
- Content areas teachers will continue to receive professional development related to the integration of reading strategies across subject areas.
- A continued focus will be working groups in which teachers will explore strategies to implement to best respond to the diverse needs of our learners.
- Teachers will use rubrics that align with the Diploma Examination that will ensure that students fully comprehend the grade-level expectations and will participate in collaborative marking sessions to create common expectations and practices.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL AT THE HIGH SCHOOL LEVEL

Over the past few years, Edmonton Catholic Schools has built strong foundations to support English language learners, and we continue to strengthen these efforts as our EAL population grows. We are focusing on tracking student progress, using classroom strategies that make learning accessible, providing ongoing professional learning for teachers, and expanding specialized staff to work directly with students. These supports work together to ensure every learner develops English proficiency while succeeding in all subject areas.

Benchmarks 2.0 are now fully implemented in Edmonton Catholic Schools and provide essential data to guide programming for English language learners. This site gathers student assessments and benchmarks. This innovative tool allows us to track language progress over time and filter data in multiple ways, giving teachers a clear snapshot of each student's language abilities and helping them plan more effectively. Of the more than 12,000 English language learners in our Division, 17.5% are high school students.

Building on universal supports, consultants are working with department heads to make student thinking visible and co-create success criteria. These strategies are especially helpful for EAL students. EAL and Curriculum Consultants collaborate to embed these supports into professional development sessions and planning documents, ensuring teachers have practical tools to help students develop academic language.

Ongoing professional learning remains a cornerstone of success. EAL designates receive training several times a year on best practices, and language objectives and key vocabulary are now part of locally developed resources. We also provide sessions for school teams to emphasize integrating language and content objectives in lesson planning so EAL learners can access academic language across all subjects.

High School Department Heads are learning how to plan and differentiate for older EAL students, who face greater academic language demands. Building on last year's Expository English 15/25 Community of Practice, teachers have moved from mapping language progression to creating modules for use across high schools. This ensures consistency and provides explicit scaffolding for language development.

Finally, we have 27 English Language Learner Educators working in the Division, including five in high schools with large EAL populations. These educators support students through both push-in and pull-out models, offering targeted activities that help individuals and small groups develop English proficiency while meeting grade-level outcomes.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **2.2**

Date: November 26, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Chad Schulz, Chief Financial Officer

Re: **Audited Financial Statements for the year ended August 31, 2025**

Background:

It is my pleasure to present the Audited Financial Statements of The Edmonton Catholic Separate School Division for the year ended August 31, 2025.

The financial statements include:

- The Independent Auditor's Report
- The Statements and Schedules as required by Public Sector Accounting Standards and Alberta Education

The operating surplus is \$0.8 million and results from total revenues of \$612.4 million and total expenditures of \$611.6 million. This is in comparison to a budgeted deficit of \$14.2 million based on budgeted revenue of \$594.7 million and budgeted expenditures of \$608.9 million.

The Division's accumulated surplus is \$75.1 million as of August 31, 2025 and consists of:

- \$22.5 million is invested in capital assets.
- \$17.8 million is held as capital reserves which can only be spent on capital assets.
- \$34.8 million is held in operating reserves.

The Independent Auditor's Report states:

"In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of The Edmonton Catholic Separate School Division as at August 31, 2025, and its results of operations, its changes in its net debt, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards."

The Audit and Finance Committee, a committee of all trustees as well as two external professional accountant members, reviewed the Audited Financial Statements and the Auditor's Report prior to this public meeting. This review included presentations from the Auditors and the Chief Financial Officer. Questions posed by the Committee were addressed at that meeting.

Recommendations:

- A. That the Board approves the \$8.6 million transfer from operating reserves to the capital reserves effective August 31, 2025.
- B. The Board approves the Audited Financial Statements dated August 31, 2025, for release to the public and to Alberta Education.
- C. That based on the evidence provided in the Audited Financial Statements and Auditors Report, the Board of Trustees determines that following Quality Indicators have been met, as per Board Policy 12 – Appendix B, relative to the current evaluation period:

- QI 4.1 Ensures accepted accounting principles are being followed.*
- QI 4.2 Ensures all deficiencies identified in the previous audit report and management letter have been remediated to the satisfaction of the auditor.*
- QI 4.3 Ensures adequate internal financial controls exist and are being followed.*
- 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 4.5 Ensures school-based funds are monitored to ensure appropriate expenditures, reserves and accounting processes.*
- QI 4.6 Ensures the Board is informed annually about incurred liabilities.*
- QI 4.8 Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.*
- QI 9.1 Ensures Division compliance with all Alberta Education and Board mandates.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **2.3**

Date: November 26, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Carole Karbonik, General Counsel

Re: **Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates**

Background:

The passage of the *Municipal Affairs Statutes Amendment Act, 2024*, made several changes to the statute that governed the way in which candidates were elected to the Board of Trustees of Edmonton Catholic Separate School Division for the October 2025 civic election and as a result, 3 Bylaws were passed.

On December 18, 2024, Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates was passed requiring a candidate to provide a criminal record check as part of the nomination requirement and that the criminal record check be conducted by the Edmonton Police Service and include a vulnerable sector police information check.

Following the start of some candidates requesting the criminal record check and vulnerable sector police information check and those requests being denied, we were informed by the Edmonton Police Service that pursuant to the Alberta Association of Chiefs of Police procedures and pursuant to the *Criminal Records Act* upon which the RCMP relies, the legal requirement to conduct the vulnerable sector check was not met.

Several discussions with the Edmonton Police Service ensued and by agreement that this provision for a vulnerable sector police information check only be used for the October 2025 election and revoked for any future civic elections, the criminal record checks and vulnerable sector police information checks were carried out.

Recommendation:

That the Board of Trustees rescinds Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates in its entirety.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **3.1**

Date: November 26, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Meadows, Manager-Communications

Re: **Communications Report 2025-2026**

Background:

Accurate and timely communication of information is essential for families and staff. Communications Services is committed to communicating clearly, concisely, openly, and proactively. They lead and support Edmonton Catholic Schools in our efforts to keep community members informed, and they partner with Division leaders to inform and engage our communities. The Communications Team is responsible for providing communications support, Division and school-based marketing, social media, media requests and news releases, crisis communications and issues management, brand and visual identity guidelines, and Division event planning and support. This report explores the many ways that this talented team is advancing the mission of Edmonton Catholic Schools.

Recommendation:

That, based on the evidence provided in the **Communications 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 10.1 Ensures supports and services are in place to facilitate effective home-school communications.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*
- QI 10.4 Works cooperatively with the media to represent the Board's views/positions.*
- QI 10.5 Promotes positive public engagement in the Division.*

Attachment:

- Communications Report – First to Know: How ECSD Keeps Families and Community Informed and Engaged

EDMONTON CATHOLIC SCHOOLS **COMMUNICATIONS**

FIRST TO KNOW:
HOW ECSD KEEPS FAMILIES
AND COMMUNITY
INFORMED AND
ENGAGED



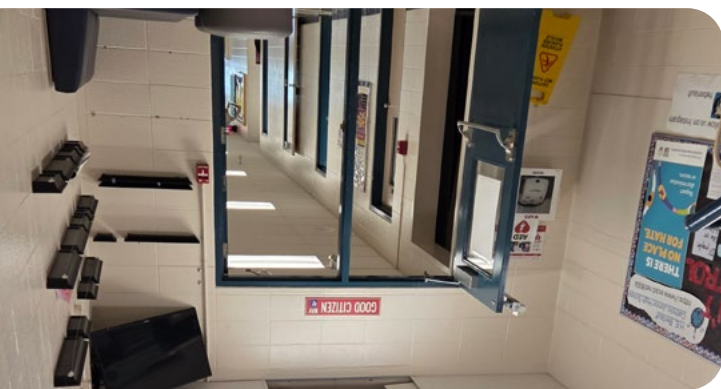
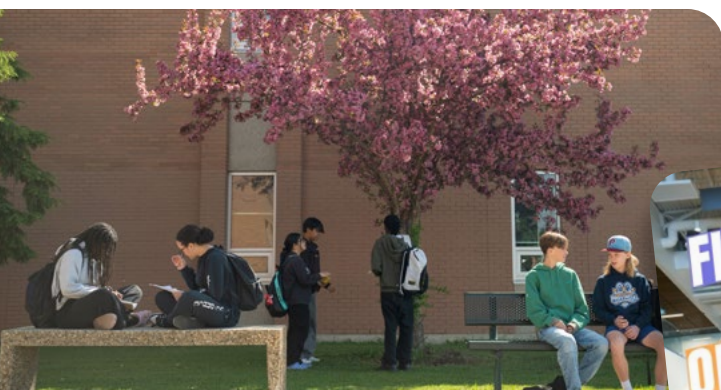
November 2025

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FIRST TO KNOW: HOW ECSD KEEPS FAMILIES AND COMMUNITY INFORMED AND ENGAGED

Families rely on timely and accurate information. This report outlines how Edmonton Catholic Schools delivers clear communication between home and school, responds quickly to emerging issues, and maintains consistent messaging across Division and school channels. It explains the supports and services in place, how we manage conflict, how we work with media so coverage reflects Board positions, and how we promote positive engagement. You'll see recent examples that show reach and impact. All communication is designed using plain language and mobile-friendly formats to help families and our greater community access what they need and take action with confidence.



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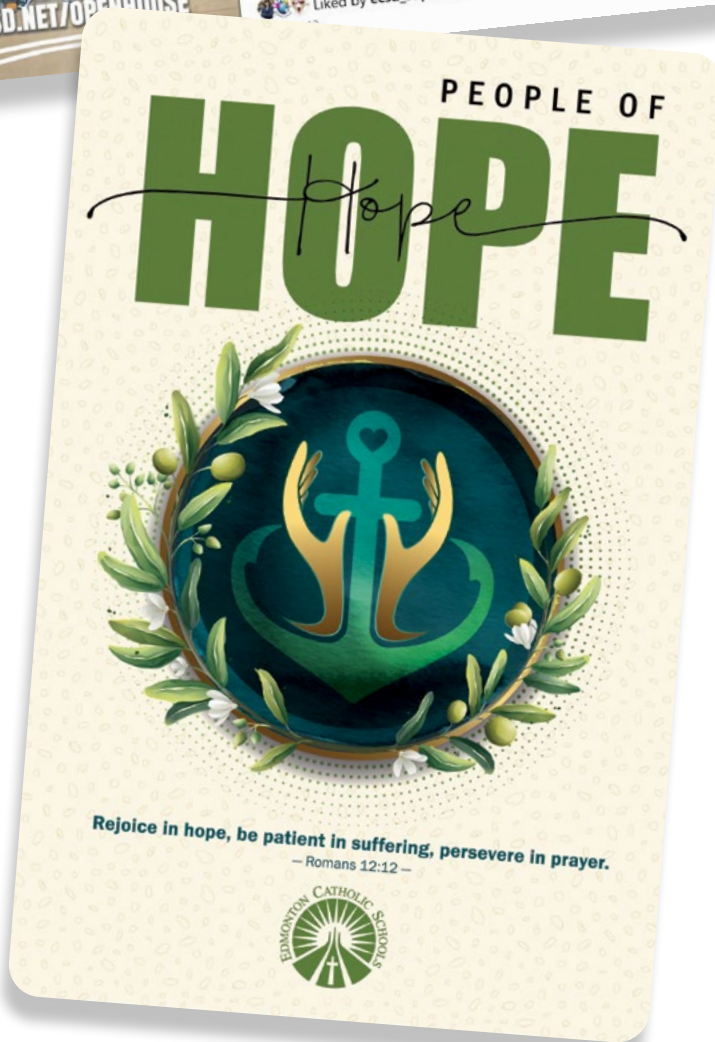


edmontoncatholicschools It's time to find your Open House at Edmonton Catholic Schools! Home to 94 schools, #ECSD offers a variety of programs, all within a Christ-centred learning environment, to support and guide you through to graduation. Visit ecsd.net/openhouse today for a full list of Open House dates and times. #ECSDFaithInspires #yegschools

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COMMUNICATIONS
Department

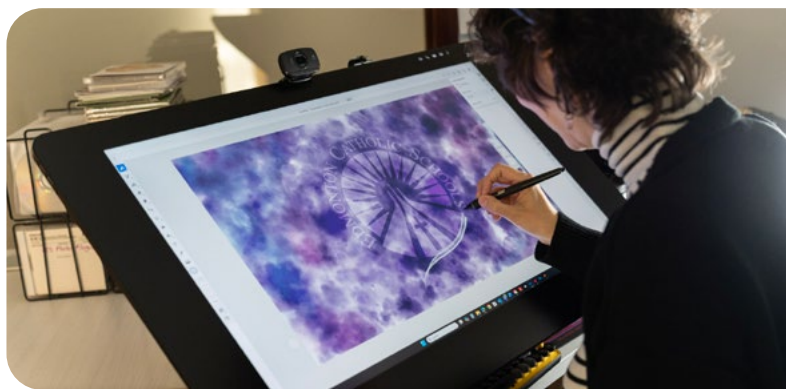
WHO WE ARE

Our Communications team works to make sure families receive the right information at the right time. We plan, write, design, and deliver content across Division and school channels. We provide guidance during complex situations and align media responses with the messages families see, building trust and confidence in Edmonton Catholic Schools. **The team includes a Communications Manager, three Communications Specialists, a Graphic Design Specialist, a Graphic Designer, two Multimedia Specialists, a Web Content Coordinator, and an Administrative Coordinator.**

WHAT WE DO:

- Strategic and Digital Communications
- Issues and crisis response
- Family support
- Media and public engagement
- Event coordination
- Graphic Design and multimedia
- Marketing and advertising

We are proud to have played a role in welcoming more than 51,000 students for the 2025-2026 school year.



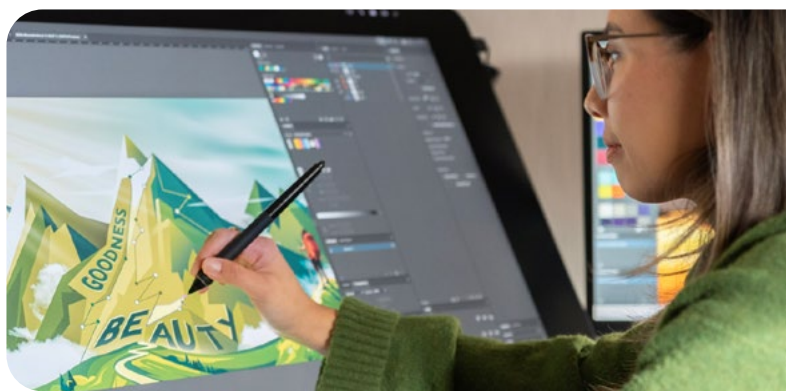
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CATHOLIC IDENTITY and Division Profile

ELEVATING OUR CATHOLIC IDENTITY AND DIVISION PROFILE

Edmonton Catholic Schools is defined by its Catholic identity and commitment to serving God in one another. The Communications team ensures this identity is visible and consistent in every message, campaign, and event. Through strategic storytelling, visual branding, and faith-rooted initiatives, such as our annual Division theme, mission banners, and Division videos, we elevate the profile of ECSD and reinforce our mission.

Our work highlights the values that set Edmonton Catholic Schools apart. Every communication, whether digital or print, is designed to reflect our faith, celebrate our community, and build trust with families, staff, trustees, and the broader public. By intentionally weaving Catholic language and imagery into our messaging, we make our mission and values clear and accessible.





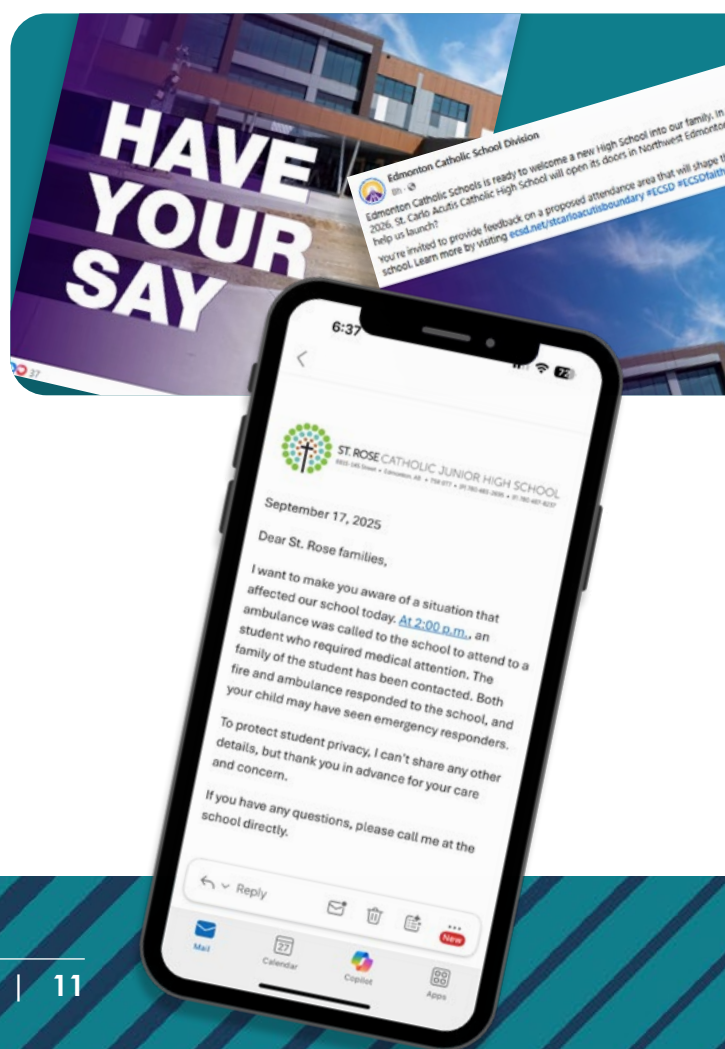
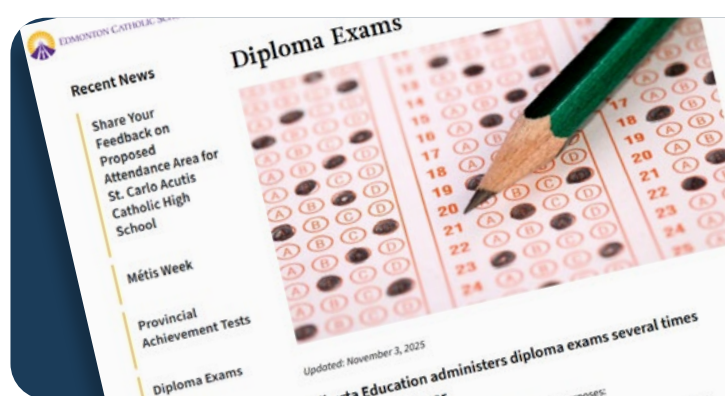
INFORMATION MANAGEMENT and Communication

HOW FAMILIES RECEIVE INFORMATION

ECSD Families rely on the Division for updates they can understand and trust. It's our responsibility to communicate clearly, promptly, and in formats that work, especially on mobile devices, where most families access information. Messages are reviewed by subject matter experts to ensure accuracy. For example, reminders about the pre-enrolment process are reviewed by the Superintendent of Educational Planning before distribution.

COMMUNICATION TOOLS

- **SCHOOLMESSENGER:** Division-wide notices are sent by email; SMS text is used for urgent updates.
- **ECSD.NET:** Evolving topics are posted as news items and often include mobile-friendly FAQs, referral links or contact details for more information, and a visible "last updated" timestamp. All other communications efforts point to this hub for consistency.
- **SCHOOL COMMUNICATIONS:** School communications reinforce Division messaging through websites, newsletters, and social media. Weekly WAG and LeWAG submissions provide ready-to-use content for school staff. Web content templates are also available to support consistent messaging on topics such as Open Houses, Back-to-School, and summer vacation.
- **SOCIAL MEDIA:** Division posts are designed for schools to reshare, supporting consistent messaging and often made available for schools to post on their own platforms.
- **PRINT AND IN-SCHOOL NOTICES:** Printed and shared when most appropriate for the audience.
- **MEDIA STATEMENTS:** Official written responses or position pieces issued by Edmonton Catholic Schools (ECSD) to clarify, confirm, or comment on matters of public interest.



WHEN AND HOW WE SEND

Communication timelines balance consistency with responsiveness. Families benefit from knowing what to expect and where to find urgent updates. Delivery methods are adapted to suit each message, with a focus on clarity and alignment across all Division and school channels.

- **ROUTINE UPDATES:** Calendar items, pre-enrolment, and open house notices follow a predictable schedule.
- **TIME-SENSITIVE NOTICES:** Updates related to transportation, operations, or weather are sent as needed with clear calls to action.
- **EMERGENCIES AND ISSUES:** Immediate notices are sent via SMS text if required.

This consistent approach builds trust in ECSD's communication practices and helps families respond quickly and confidently.

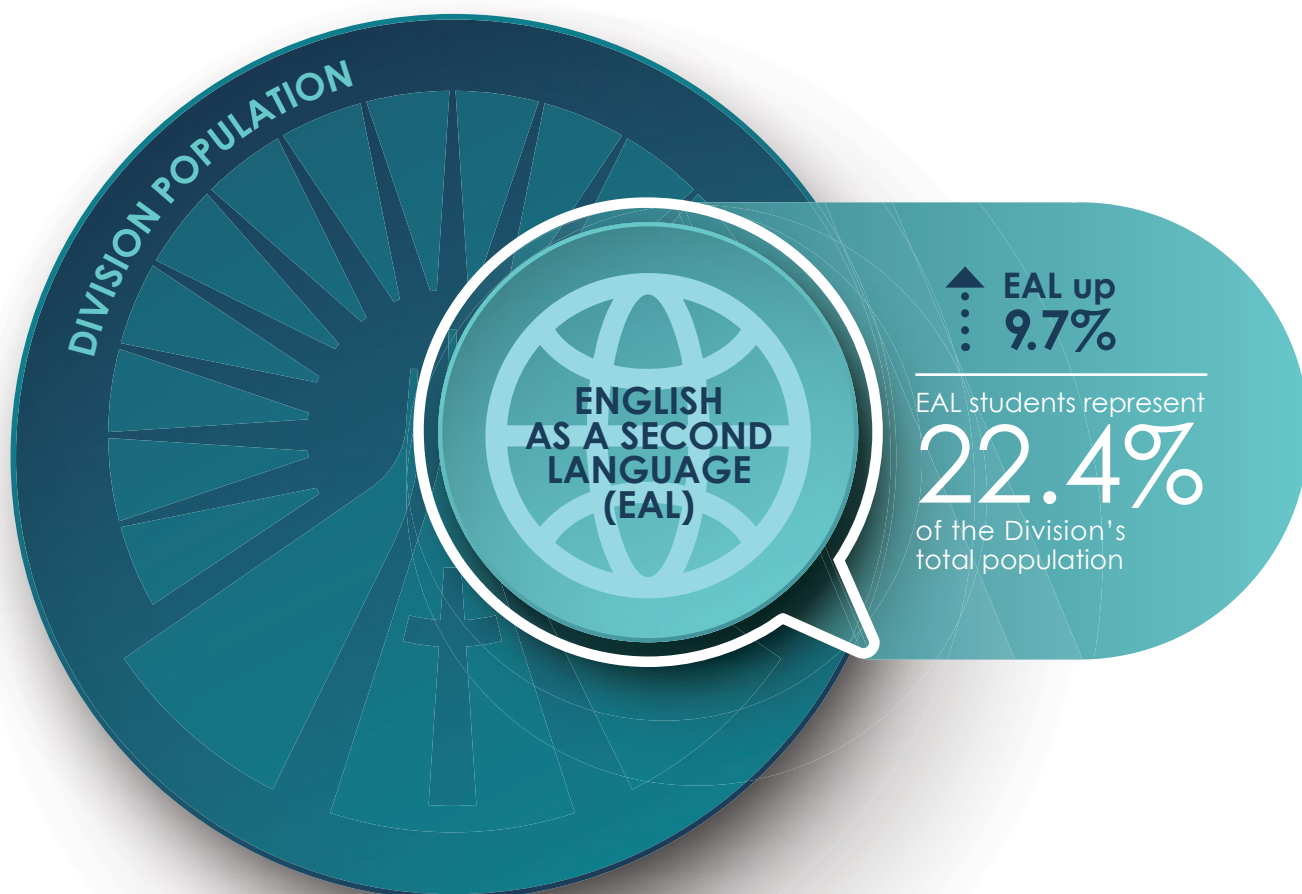
HOW MESSAGES ARE WRITTEN

Our writing approach helps families act quickly and confidently. We focus on clarity, consistency, and accessibility, especially on mobile devices.

- **ACTION FIRST**
Messages begin with the action families should take, followed by brief context. This structure helps families prioritize what to do and why.
- **CATHOLIC VOICE**
Tone reflects the Division's Catholic identity and aligns with our mission to serve God in one another.
- **INCLUSIVE LANGUAGE**
Vocabulary is easy to understand and free of jargon.
- **MOBILE-FRIENDLY FORMAT**
Content is formatted for mobile devices: short paragraphs, clear headings, and obvious calls-to-action. This ensures readability on phones and tablets.
- **SPECIFIC TIMING**
Dates and times are written clearly to avoid confusion. We do not use vague phrases such as "early next week."

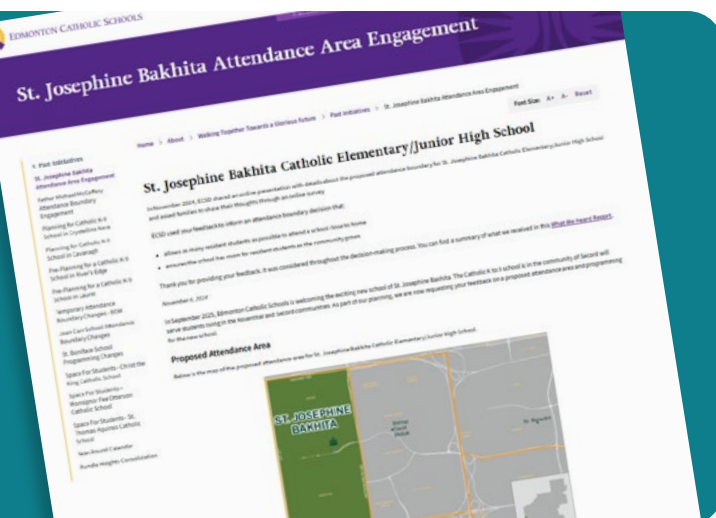
TRANSLATION AND ACCESSIBILITY

With support from intercultural staff at One World...One Centre, key updates are shared with newcomer families in their preferred languages. Staff work directly with family groups to confirm understanding and provide translated messages.



We also prioritize accessibility across platforms. Alt text, short for alternative text, is added to images to describe their content for users who rely on screen readers. Captions or subtitles are included in videos to support comprehension. Accessible PDFs are used when necessary to ensure compatibility with translation tools and assistive technologies.

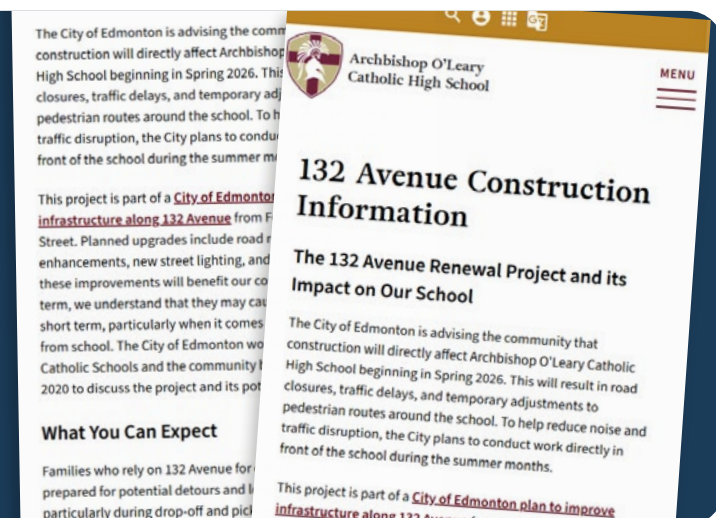
These practices help all families understand essential information, regardless of language, ability, or access.



ECSD.NET IS OUR COMMUNICATION ANCHOR

The ECSD website serves as the central hub for Division-wide communication. The landing page provides families with a single, reliable location to access the most current and accurate information. It is the first platform we update and the destination to which all other communication tools, social media, and school newsletters are directed. This approach supports consistency, reduces confusion, and improves response times.

By updating the website first, we streamline communication across platforms. Whether families receive an email, see a social post, or read a school newsletter, they are directed to the same page. This reduces conflicting messages and allows for real-time updates without requiring multiple revisions across schools and departments.



KEY FEATURES OF ECSD.NET

- Intentional front-page layout for easy navigation
- Mobile-friendly formatting for quick scanning
- Backlinks within ECSD.net webpages guide users to related content elsewhere on the site or to partnering organizations where they can find more information
- Real-time updates with visible "last updated" timestamps
- Pre-written messaging and visual assets for school-level sharing
- Web alert banners for time-sensitive updates



**3.06 MILLION VISITS TO ECSD.NET
IN 2024-2025 SCHOOL YEAR.
25%+ INCREASE FROM PREVIOUS YEAR.**

SUPPORTING SCHOOL-LEVEL COMMUNICATION

We support schools by providing ready-to-use materials that make it easy to share accurate, accessible information with families and staff. This reduces the workload for school teams and ensures alignment with Division messaging.

Weekly SWAG and LEWAG items include copy blocks, graphics, and direct links that schools can paste into newsletters, websites, and social media posts. This approach helps deliver consistent messages across all school communities.

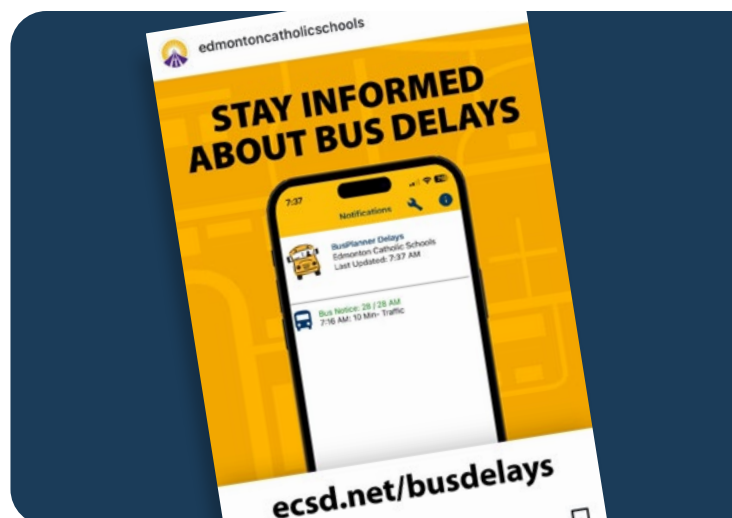
For urgent or high-priority updates, we publish webpages to school sites that route families directly to ecsd.net. These tools allow schools to respond quickly while maintaining consistency with Division-wide communication.

To help principals field questions and build understanding around new policies or processes, Communications prepares key messages and sample responses. These resources support school leaders in responding confidently and consistently, especially during times of change or uncertainty.

SUPPORTS PROVIDED:

- Pre-written messaging for newsletters and social media
- Visual assets and links for easy sharing
- Web alert banners for time-sensitive updates
- Key messages and sample responses for new or evolving topics

By streamlining content creation and distribution, we help schools focus on their core responsibilities while ensuring families receive clear, consistent communication.



CRISIS AND ISSUES MANAGEMENT

Edmonton Catholic Schools is committed to responding when issues arise. Whether it's a safety concern, labour disruption, or public health matter, our communication strategy is built on a process and teamwork. Families should never learn about a school-related incident from a social media post or on the media. Our goal is to ensure they hear directly from us first.

We work closely with Leadership Services, Occupational Health & Safety, and school administration to coordinate responses during emergencies or incidents. All messaging is reviewed by Leadership Services and the school principal to ensure accuracy.

Communications maintains a set of ready-to-use templates to help principals inform families during a range of scenarios. For example, in the event of a police-directed On-Alert, principals have access to more than 10 pre-crafted messages for email and SMS. These templates guide communication from the initial notification through updates, dismissal procedures, and reunification, ensuring families are kept informed until the situation is resolved.

We also monitor social media and public sentiment to identify misinformation and emerging concerns. Messaging is adjusted as needed to reflect new developments.

WORKING WITH THE MEDIA

Media relations at Edmonton Catholic Schools are managed through a centralized process. All media inquiries are directed to ECSD Communications and reviewed by the Chief Superintendent. We provide information, holding statements, pre-arranged interviews, and background materials to support accurate reporting. Our approach protects student and staff privacy, maintains consistency across platforms, and reflects the Board's positions.

PROACTIVE MEDIA

We work with media outlets to share positive stories about our schools and Division initiatives. This includes coordinating proactive coverage for events such as First Riders, Celebration of the Arts, and school openings. We also reach out to highlight unique school-based stories, such as Earth Day activities at St. Elizabeth or coverage for Unified Games.

ANSWERING MEDIA REQUESTS

Local, provincial, national, and international media contact our Division for information to support their reporting. In the 2024-2025 school year, ECSD Communications received requests on topics including labour disruption, enrolment growth, provincial policy changes, student safety, and curriculum implementation. Reporters regularly requested statements, data, and clarification on Division procedures, with many inquiries requiring time-sensitive coordination and review by multiple ECSD departments to meet tight media deadlines.

During critical incidents, such as a missing student or facility disruption, Communications collaborates with law enforcement and school leaders to provide timely updates. Messaging is intentionally coordinated and shared with families before it is released to the media, so school communities receive important information directly from us, not through news coverage.

PRIVACY AND CONSENT

All student-related coverage is supported by parent/guardian consent and reviewed for compliance with ECSD's privacy standards. For example, media attendance at the Breakfast Club of Canada event at St. Joseph High School was confirmed only after verifying consent forms and media releases.

MEDIA SUPPORT AND MONITORING

We prepare our Board Chair, senior leaders, subject-matter experts, and even students for media interviews through tailored talking points/key messages, Q&A documents, and practice sessions. Responses are reviewed and approved under tight timelines to ensure accuracy and alignment with Division messaging.

Our media practice sessions simulate real interview scenarios, helping participants rehearse key messages and build confidence for an interview. A well-prepared interview helps shape how Edmonton Catholic Schools is represented in the final coverage.

Using tools like Meltwater, we monitor media coverage, track sentiment, and adjust messaging as needed. Regular digest emails keep the Division informed and ready to respond.



MEDIA INQUIRY PROCESS



Over 1,000 Edmonton Catholic school students return to class Monday

Students at St. Alphonsus, St. Catherine and St. Theresa schools returned to classrooms Monday. CTV Edmonton's Evan Kenny has the latest.



John Fiocco, superintendent of education planning with Edmonton Catholic Schools, said the division has been dealing with an insufficient amount of school space for the past three to four years. The division is currently at 100 per cent utilization, with their high schools at 110 per cent utilization.

Headline News

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"We have more students than we have space for," Fiocco said.

"Libraries now turned into classrooms ... It means that auxiliary space for a conference room for teachers to collaborate and plan turns into a classroom."



CTV News

'It's a wonderful thing': Local students growing food for their school

Students in the Grow Club at St. Elizabeth Catholic Elementary School have been learning about growing their own food and other plants.

Apr 22, 2025



EVAN KENNY
CTV NEWS



P

Positive
ENGAGEMENT

PROMOTING POSITIVE ENGAGEMENT

Telling our story remains a cornerstone of the Communications team's strategy. Through consistent, professional storytelling, we strengthen connections with our community and enhance the Division's brand reputation. By showcasing the everyday moments that define Edmonton Catholic Schools, we bring our mission and values to life in a way that resonates with our community.

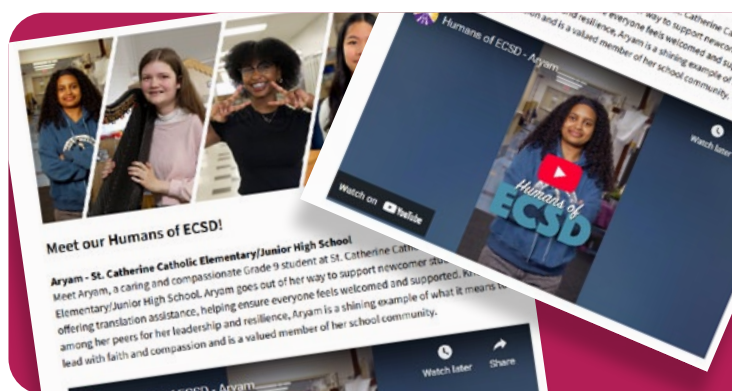
Our team leads this work by:

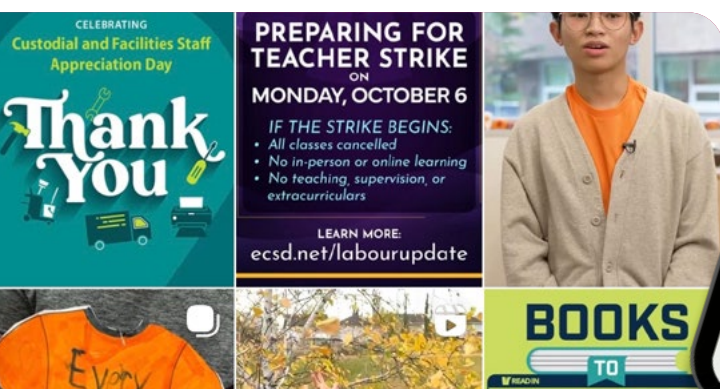
- Developing targeted campaigns that align with strategic priorities.
- Planning and supporting Division events that build community.
- Sharing authentic stories that highlight the impact of our schools on students, families, and staff.

These efforts not only reflect who we are but also build trust and credibility with our audiences, ensuring our Division's values are consistently communicated and celebrated.

STORYTELLING AND SOCIAL MEDIA STRATEGY

Storytelling is at the heart of how we build connections, showcase faith in action, and celebrate the diversity and excellence of our Division. Campaigns like Humans of ECSD and Take and Eat have reached thousands, resonating with families and reinforcing our identity as a community of hope.





Our social media strategy is intentional, mission-driven, and aligned with the values of our Division. Posts are planned through a shared content calendar that aligns with school activities, liturgical seasons, and Division priorities. Captions, visuals, and the hashtag #ECSDfaithinspires are intentionally designed to support accessibility and brand consistency. Every post is crafted with the purpose to achieve at least one of the following goals:

- Boost awareness and establish the narrative
- Enhance Communication
- Protect and preserve Catholic education
- Set families up for success
- Support recruitment and marketing of ECSD schools and departments
- Share proof of Division work

The Communications team monitors engagement and reach to understand what resonates most with families, and then we adjust tone, timing, and format accordingly.



SUPPORTING DIVISION EVENTS

The Communications team plays an important role in the planning and execution of major Division events. For events such as Student Faith Leadership Awards, Celebration of the Arts, Retirement Gala, First Riders, site blessings, and new school openings, the team leads coordinated efforts that shape public perception and strengthen community connection.

- **COLLABORATIVE PLANNING:** Communications partners with other departments, and school-based staff such as teachers and administrators, to coordinate logistics, messaging, and visuals to deliver events that are meaningful, well-organized, and aligned with Division priorities.
- **MESSAGING AND PROMOTION:** We create invitations, posters, website content, registration tools, and social media posts that explain the event's purpose and encourage participation. Messaging is targeted for families, staff, trustees, and media.
- **SIGNAGE AND BRANDING:** We manage the design and production of event signage and visual materials that support ECSD's brand and create a welcoming, professional environment.
- **MEDIA OUTREACH:** We coordinate media advisories, interviews, and on-site support when required to secure accurate coverage and highlight ECSD's impact.
- **POST-EVENT COVERAGE:** We share event highlights across ECSD's digital platforms to celebrate student achievement, community involvement, and faith in action. We also participate in and lead debriefs to capture lessons learned and improve planning for future events.

Our work helps the community see and experience what it means to be Edmonton Catholic Schools.





STRATEGIC CAMPAIGNS

Our marketing efforts focus on running targeted campaigns that invite families to actively engage in Division life and explore the opportunities within Edmonton Catholic Schools.

- Find Your Open House and Register Now campaigns are strategically aligned with key enrolment periods, showcasing the unique programs and values of our schools.
- Open house video tours and highlight reels bring school communities to life, helping families visualize the experience and make informed decisions.
- Targeted marketing supports awareness of specialized programs, including STEM, Languages, Sport Academies, Careers and Trades, and more. These campaigns showcase student success stories and real-world learning opportunities that reflect the diversity and innovation in ECSD.
- We leverage a mix of digital and traditional platforms, including bus shelters, billboards, social media, and school websites, to ensure our messaging reaches families where they are most likely to engage.
- Campaign performance is measured through registration numbers, website visits, video views, and social media engagement to guide future strategy.



COMMUNITY CONNECTION

Edmonton Catholic Schools communicates beyond families and staff. Our broader community includes parish partners, community agencies, media, and the general public, many of whom access ecsd.net or engage with our social media and shared stories. Our approach is deliberate. We ensure that public-facing messages carry the same facts and tone as family notices.

Examples include:

- Ben Calf Robe Traditional Pow Wow: Provide design and branding support for this annual cultural celebration, ensuring event materials reflected its significance and honoured Indigenous traditions.
- Spanish Bilingual and French Immersion Engagement: A robust communications plan promoting opportunities for families to share feedback and strengthen the K-12 Spanish Bilingual and French Immersion pathways.
- The Messenger: Monthly newsletter from the Board of Trustees, reinforcing connection with families. This year, a trailer video was introduced to help increase viewership.





Delivering on **BOARD PRIORITIES**

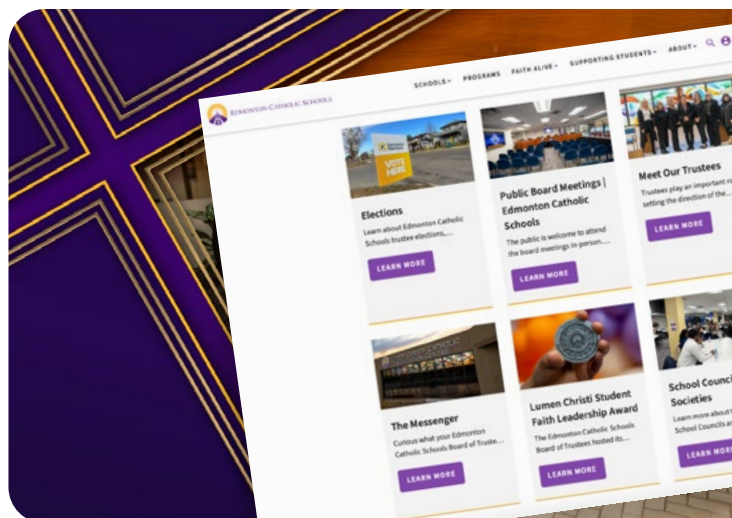
DELIVERING ON BOARD PRIORITIES FOR FAMILY AND PUBLIC COMMUNICATION

Edmonton Catholic Schools communicates with families and the broader community through structured and responsive practices that build trust and strengthen relationships. The Division ensures effective home-school communication by maintaining centralized processes, utilizing mobile-first digital platforms, and providing support at the school level.

Our approach is rooted in our Catholic identity and commitment to serving God in one another. Communications elevates the profile of Edmonton Catholic Schools. Visual branding elements reinforce who we are and what we stand for.

When conflict arises, coordinated messaging protocols ensure clarity, consistency, and alignment with Board direction. Information is shared across appropriate channels, including email, websites, social media, and media, to reach our wider community. Media relations are professionally managed to reflect the Board's views and uphold the Division's reputation.

Strategic campaigns, storytelling, and event coordination promote positive engagement, reinforce Catholic identity, and build trust in the Division. By consistently communicating our values and celebrating our faith, we strengthen the Division's brand and ensure our identity is clear to all audiences.







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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **4.1**

Date: November 26, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Board Chair Report on #ECSDfaithinspires – September 11 – November 20, 2025**

I am deeply grateful to have been re-elected as Trustee for Ward 72 and once again acclaimed as Chair of the Board of Trustees. It is a privilege to serve alongside my colleagues Leah Fiorillo (Ward 71), Kara Pelech (Ward 73), Debbie Engel (Ward 74), Alene Mutala (Ward 75), Lisa Turchansky (Ward 76), and Laura Thibert (Ward 77). Together, we remain dedicated to serving our communities and continuing to champion Catholic education on behalf of the families we represent.

Our Board remains steadfast in our mission to provide an excellent Catholic education rooted in faith, hope, and love. As we begin this new term, we renew our commitment to advocating for the needs of our students, staff, and families while upholding the values that define Catholic education in Edmonton. Championing Catholic education continues to be at the heart of our work. We will engage purposefully with parents, guardians, parish communities, and all levels of government to ensure the continued strength and vitality of Catholic schools in Alberta.

We also recognize the growing complexity of today's classrooms and the unique challenges faced by students and staff. Our Board will continue to advocate for the resources and supports necessary to meet diverse learning needs and promote the well-being of every child.

Infrastructure remains another significant area of focus. Many of our schools are experiencing increased enrolment pressures, aging facilities, and the need for modern learning spaces. We will continue to work closely with our partners to address these challenges and ensure that our students have safe, welcoming environments in which to learn and grow.

Above all, we remain committed to supporting student growth and achievement, helping every learner reach their God-given potential academically, spiritually, and personally. Guided by faith and strengthened through collaboration with Chief Superintendent Lynnette Anderson and her administrative team, we will continue to lead with transparency, accountability, and purpose.

We are deeply grateful to the Edmonton Catholic community for your continued trust in our Board as we carry out this sacred responsibility of serving our students, families, and staff.

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 – **September 11 – November 20, 2025** for information purposes.

Board Chair Report on #ECSDfaithinspires – September 11 – November 20, 2025**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Attended Community of School Councils evening with Board of Trustees and Chief Superintendent
- Attended the Catholic School Board Chairs & Superintendents Meeting with Rev. Paul Kavanagh and Chief Superintendent
- Attended Alberta School Board Association Fall General Meeting with Board of Trustees and Chief Superintendent
- Attended Alberta Catholic School Trustees' Association Annual General Meeting and Convention with Board of Trustees and Chief Superintendent
- Attended Hetman Leadership Awards
- Attended No Stone Left Alone Ceremony
- Attended agenda setting meeting for Catholic School Board Chairs & Superintendents meeting with Rev. Paul Kavanagh
- Attended Board of Trustees Commissioning Mass with Rev. Paul Kavanagh, Board of Trustees, and Chief Superintendent
- Attended Kevin Carr Christian Leadership Award Recipients and Luncheon with Board of Trustees and Chief Superintendent
- Attended David Wells presentation with Board of Trustees and Chief Superintendent
- Attended Edmonton Catholic Schools Ukrainian Bilingual Parent Advisory Society AGM & Appreciation Awards with Chief Superintendent
- Attended UNESCO Kick-off to Learning Month with Chief Superintendent
- Attended meeting with Metro Chairs, Trustees, and Chief Superintendents
- Attended virtual meeting with ASBA and Board Chairs
- Attended virtual meetings and briefings with Chief Superintendent, Administration, and Board of Trustees
- Attended virtual agenda setting meetings with Vice-Chair
- Attended Public, Governance, and Audit and Finance meetings with the Board of Trustees

Activities:

- Participated in Action Team meeting with Ministry (Aggression and Complexity in School Action Team meeting)
- Filmed Alberta School Boards' Association Award Interviews for nominees
- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

November 26, 2025 Public Board Meeting **4.2**

Date: November 26, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Chief Superintendent's Report on #ECSDfaithinspires –October-November 2025**

Background:

The 2025-2026 school year is one which is marked with great hope. Our Division theme for the year continues to be People of Hope, and it echoes that of the Catholic Church's Jubilee Year, Pilgrims of Hope. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings in our Division as they relate to the framework of our Division Priorities: Living Our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities can be explored more fully on ecsd.net under our Division Plan For Continuous Growth 2023-2026 (Year 3).

Living Our Faith

- David Wells joined us at Lumen Christi Catholic Education Centre and provided a series of uplifting sessions for Division leaders and support staff. His message of hope as we approach the end of this Jubilee year was well received by all.
- Edmonton Catholic Schools' graduating cohort of students from Newman Theological College attended their convocation ceremony. Sixteen of our teachers and administrators achieved this significant milestone. NTC is a valued partner in teacher formation.
- Our Board Office and Religious Education team worked diligently to ensure that our newly elected Board of Trustees experienced a meaningful and uplifting Commissioning Mass at St. Joseph's Basilica. It was an honour to attend this special celebration of the vocation of Catholic school trusteeship.
- Our faith sustains us and grounds us in times of difficulty. Staff and students returned to school following the labour disruption with a School Opening Prayer and Reflection that was rooted in John 20. 19-21 and its message to go forward in peace. Division Chaplain Father Glenn McDonald also created a special video liturgy for staff.
- The month of November brings the opportunity for students to learn about war and injustice in the world with the commemorations of Remembrance Day and Holodomor Memorial Day. These events were the centre of learning and prayer during this month.

Learning Excellence

- The focus of the month of October was building the capacity of our Unifor and Out of Scope staff to better meet the needs of students. We were able to make significant gains in staff training that included:
 - Non-Violent Crisis Intervention training: approximately 1000 support staff received two full day training.
 - First Aid Training: 150 participants, mostly Educational Assistants, received two-day training.

- Employee Family Assistance Program sign up: 566 staff
- Reframing Autism, Sensory Based Interventions, Print with Purpose: 400 Educational Assistants
- Trauma Informed Practice : 120 Educational Assistants
- Restorative Practices: 54 support staff
- Collaborative Response with Kurtis Hewson: approximately 400 Educational Assistants
- Insignia Library training: 40 Educational Assistants
- Augmentative and Alternative Communication device and SMORRES Training - 80 Educational Assistants and all Speech/Language Therapeutic Assistants
- I, along with several Division leaders, had the opportunity to learn and collaborate with colleagues from across the province at our College of Alberta School Superintendents meetings. I also had the opportunity to learn and collaborate alongside the Board at the Alberta School Board's Association Annual and Alberta Catholic School Trustees Association's Fall General Meetings.
- Our Third Annual Career and Bridging Fair is happening on November 26. Over 60 vendors from a variety of trades, post-secondary institutions, and post-high school supports came to meet with students and families. Approximately 500 students from 13 junior and senior highs registered to attend in the afternoon, and the event is open to the public in the evening. This event plays a significant role in supporting our students in planning for life after high school.

Organizational Excellence

- As a Division we Celebrated Custodian and Facilities Staff Appreciation Day and World Teachers' Day.
- We were pleased to host a delegation from Bavaria who came to visit and learn more about the exceptional services that we provide to newcomers to Canada through One World...One Centre.
- Our Division has welcomed Peter Farmakis as our Chief Facilities and Technology Officer. Peter has a proven history of visionary leadership in the management of education facilities, as well as relevant infrastructure experience in various public and private sector roles. He is a licensed Professional Engineer (P.Eng.), holds Bachelor's and Master's degrees in Building Engineering, and is completing his Executive MBA this July. Additionally, he is a Level 2 Certified Educational Facilities Administrator (CEFA) with the Alberta Educational Facilities Administrators Association.
- I was pleased to join our Board, School Council Members, and Principals for a Community of School Councils Meeting to gather feedback as we work to develop our new Division Plan for Continuous Growth 2026-2029.
- We held our first Students Voice meeting of the year. It is invaluable for Administration and Board alike to hear the perspectives of our high school students within the framework of our Division Plan for Continuous Growth.

Embracing Diversity

- Our Indigenous Learning Services team has created and shared resources for Métis Week and Rock Your Mocs. These celebrations of history and culture are deeply appreciated by staff and students alike.

Recommendation:

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

