



# EDMONTON CATHOLIC SCHOOLS

## BOARD OF TRUSTEES

### Public Board Meeting Agenda 2025-2026

#4

Date: December 17, 2025  
Time: 3:00 PM  
Location: Public Board Room, Lumen Christi Catholic Education Centre  
Phone: 780-441-6004  
Web: [ecsd.net](https://ecsd.net)

#### 1 Call to Order

- 1.1 Opening Prayer Father Julian Bilyj
- 1.2 Land Acknowledgement D. Engel
- 1.3 Roll Call
- 1.4 Approval of the Agenda
- 1.5 Minutes
  - 1.5.1 Minutes of Regular Board Meeting 3-2025-2026, November 26, 2025
  - 1.5.2 Matters Arising from the Minutes
- 1.6 Appointments/Delegations/Presentations
  - 1.6.1 King Charles III Coronation Medal – Elizabeth McKay L. Anderson
  - 1.6.2 Recognition of the Winner for the Best Teacher of the Ukrainian Language Abroad Award – Liliya Sukhy L. Anderson

#### 2 Business of the Meeting

- 2.1 School Operations and Supporting Attendance in ECSD L. Anderson, R. Feehan
- 2.2 Alberta Education and Childcare Fall Assurance Report L. Anderson, R. Feehan
  - Overall Summary
- 2.3 Annual Education Results Report (AERR) L. Anderson, J. Fiacco
- 2.4 Alberta School Foundation Fund (ASFF) L. Anderson, C. Schulz, C. Karbonik

#### 3 Presentation and Review of Accountability Report (s)

- 3.1 Using Screener Data to Drive Responsive Instructional Planning L. Anderson, T. Peterson

#### 4 Celebration of #ECSDfaithinspires

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

#### 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

## 5 Adjournment

5.1 Closing Prayer

K. Pelech

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

## BOARD OF TRUSTEES

### Public Board Meeting Minutes 2025-2026

December 17, 2025 Public Board Meeting 1.5.1

#3

Date: November 26, 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](https://ecsd.net)

#### 1. Call to Order

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

1.2 **LAND ACKNOWLEDGEMENT**

**Trustee 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  
Leah Fiorillo  
Kara Pelech  
Debbie Engel  
Alene Mutala  
Laura Thibert

1.4 **APPROVAL OF THE AGENDA**

**Trustee Mutala** moved that the agenda of the November 26, 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**

**Locally Developed Courses**

The Board approved the renewal of the Senior High Locally Developed or Acquired Course, as implemented in September 2025, for the period indicated.

**1.4.1.2**

**Activation and Deactivation of Alberta Education School Codes**

The Board of Trustees approved 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).

The Board of Trustees approved 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.

**1.5 MINUTES**

**1.5.1 Minutes of the September 17, 2025 Regular Board Meeting**

**Trustee Thibert** moved that the minutes of the September 17, 2025 Regular Meeting of the Board be approved as circulated.

**CARRIED**

**1.5.2 Minutes of the October 29, 2025 Organizational Board Meeting**

**Trustee Thibert** moved that the minutes of the October 29, 2025 Organizational Meeting of the Board be approved as circulated.

**CARRIED**

**1.5.3 Matters Arising from the Minutes**

There were no matters arising from the minutes.

**1.6 APPOINTMENTS/DELEGATIONS/PRESENTATIONS**

**1.6.1 The Canadian Association of Communicators in Education BRAVO! Awards**

The Board of Trustees recognized and celebrated Manager of Communications 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**.

**1.6.2 Recognition of Newman Theological College Graduates**

The Board of Trustees recognized and celebrated Edmonton Catholic Schools' 2025 NTC Master of Religious Education graduates.

**1.6.3 Recognition of St. Thomas Aquinas Catholic Elementary/Junior High Staff**

The Board of Trustees recognized and celebrated Khyla Manguib, 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.

**1.6.4 ASBA Innovation and Excellence Award**

The Board of Trustees recognized and celebrated 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.

**1.6.5 ASBA President's Award – Board Chair Sandra Palazzo**

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

<b>2.</b>	<b>Business of the Meeting</b>
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**2.1 A Provincial Achievement Test Program Results Report 2024/2025 & Response**

**Trustee Engel** moved 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.

**CARRIED****2.1 B Diploma Examination Program Results Report 2024/2025 & Response**

**Trustee Thibert** moved 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.

**CARRIED**



## 2.2 Audited Financial Statements 2024-2025

**Trustee Mutala** moved that the Board approves the \$8.6 million transfer from operating reserves to the capital reserves effective August 31, 2025.

CARRIED

**Trustee Mutala** moved that the Board approves the Audited Financial Statements dated August 31, 2025, for release to the public and to Alberta Education.

CARRIED

**Trustee Mutala** moved that based on the evidence provided in the Audited Financial Statements and Auditors' 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 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 Division compliance with all Alberta Education and Board mandates.
- QI 10.3 Ensures information is disseminated to inform appropriate publics.

CARRIED

## 2.3 Rescinding Bylaw 2004-003 Provision of Criminal Record Checks

**Trustee Turchansky** moved that the Board of Trustees rescind Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates in its entirety, effective upon Board approval of three hearings of this motion.

CARRIED

**Trustee Turchansky** moved that the Board of Trustees rescind Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates in its entirety, effective upon Board approval of three hearings of this motion.

CARRIED

**Trustee Turchansky** moved that the Board of Trustees unanimously approves a motion to proceed to third reading of the rescission of Bylaw 2024-003 Provision of Criminal Record Checks.

CARRIED UNANIMOUSLY

**Trustee Turchansky** moved that the Board of Trustees rescind Bylaw 2024-003 Provision of Criminal Record Checks for Trustee Candidates in its entirety, effective upon passing of this motion.

CARRIED

### 3. Presentation and Review of Accountability Report(s)

#### 3.1 Communications Report

**Trustee Engel** moved 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.

CARRIED

### 4. Celebration of #ECSDfaithinspires:

#### 4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the Board Chair Report on #ECSDfaithinspires – **September 11 – November 20, 2025** for information purposes.

#### 4.2 Chief Superintendent Report

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

### 5. Adjournment

5.1 **Trustee Palazzo** said the closing prayer.

5.2 **Trustee Turchansky** moved the meeting be adjourned at 5:57 PM.

CARRIED





## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

December 17, 2025 Public Board Meeting **1.6.1**

Date: December 17, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **King Charles III Coronation Medal – Elizabeth McKay**

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#### **Background:**

The King Charles III Coronation Medal commemorates His Majesty King Charles III's coronation, which took place on May 7, 2023. The medal is awarded to deserving individuals who have made significant contributions to Canada or a particular province, territory, region, or community in Canada or attained an outstanding achievement abroad that brings credit to Canada.

I am honoured to share that Elizabeth McKay, a dedicated teacher at Blessed John Paul 1 Catholic Elementary School has been awarded the King Charles III Coronation Medal.

Elizabeth has been awarded the King Charles III Coronation Medal in recognition of her exceptional dedication to the school community. She was nominated by a parent of both a former and current student, highlighting her long-standing commitment to supporting students, families, and colleagues at Blessed John Paul 1. Over her many years with Edmonton Catholic Schools, Elizabeth has consistently gone above and beyond in her teaching practice, creating welcoming and inclusive learning environments that nurture student growth, curiosity, and resilience. Her work is guided by a deep faith, which shines through in the care, compassion, and guidance she provides to students each day. Elizabeth's impact extends beyond the classroom, as she actively contributes to school initiatives, programs, and faith-based community engagement activities that strengthen the connections between school, family, and parish. Her tireless dedication to education and her unwavering support for students and families are a source of inspiration and a testament to the lasting difference one educator can make.

#### **Recommendation:**

That the Board of Trustees recognizes and celebrates Elizabeth McKay for being awarded the King Charles III Coronation Medal.



## EDMONTON CATHOLIC SCHOOLS

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### BOARD OF TRUSTEES MEMO

*December 17, 2025 Public Board Meeting* **1.6.2**

Date: December 17, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **The Best Teacher of the Ukrainian Language Abroad (Secondary School Teacher) Award Recipients**

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#### **Background:**

Established in 2014 by the Ministry of Education and Science of Ukraine, the International Competition "The Best Teacher of Ukrainian Abroad" recognizes outstanding teachers of the Ukrainian language working abroad. Organized by the Ministry of Education and Science of Ukraine and the Institute of Modernization of Educational Content in partnership with the Ukrainian World Coordinating Council, the annual competition highlights excellence in teaching, promotes innovative and student-centered methodologies, and strengthens Ukrainian education globally. Teachers compete in two categories—elementary school and high school—with an honourable mention list for exceptional candidates. Following a two-stage process, candidates are evaluated on methodological rigor, creativity, classroom performance, and effective use of technology.

This year's First Place Award for "Secondary School Teacher" goes to Liliya Sukhy, Ukrainian language teacher at St. Brendan Catholic.

Liliya's teaching approach stands out because she combines culture, creativity, and language learning in a way that helps every student experience joy and success. Her students do more than complete assignments — they explore meaningful traditions, compare cultural perspectives, and transform their learning into creative projects that reflect their understanding and imagination.

Liliya fosters an environment where teamwork feels natural. Students collaborate to create visual projects, prepare presentations, and participate in group activities that build confidence and strengthen their communication skills.

#### **Recommendation:**

That the Board of Trustees recognize and celebrate Liliya Sukhy for being named the winner The Best Teacher of the Ukrainian Language Abroad (Secondary School Teacher) Award Recipient.



## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

*December 17, 2025 Public Board Meeting 2.1*

Date: December 17, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Joe Gulli, Division Principal, Leadership Services

**Re: Supporting Attendance and Family-School Conflict Management in ECSD**

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#### **Background:**

Edmonton Catholic Schools recognizes that two foundational elements contribute significantly to student success and to the strength of our school communities. The first is consistent school attendance. The second is the presence of clear, respectful, and supportive processes that help families navigate concerns when they arise. Together, these two areas influence how students experience school, how families feel supported, and how staff build strong relationships with the communities they serve.

Through the work of Division Principals, Leadership Services provides guidance, coaching, and process support to ensure that attendance concerns are addressed early, thoughtfully, and in ways that reflect both compassion and accountability. Division Principals work alongside school leaders to interpret data, plan interventions, and apply consistent procedures so that students who are struggling with attendance receive timely support. This collaborative work helps schools identify emerging concerns, develop strategies that align with Division expectations, and connect students to services that remove barriers to regular attendance. Leadership Services also provides essential support for parent-school conflict management. When families raise questions or concerns, the Division ensures that they are welcomed, heard, and assisted through clear and structured processes. Division Principals help principals understand procedural expectations, prepare for challenging conversations, and navigate complex matters in a way that preserves dignity and fosters trust. Other Division departments, including Inclusive Education, Indigenous Learning Services, Human Resources, and Communications, offer specialized expertise so that responses are coordinated and thorough. Together, these supports help ensure that parents feel valued as partners in their child's learning and that their concerns are handled with care, professionalism, and consistency.

Taken together, the work outlined in this update reflects a larger commitment on the part of the Division. The goal is to create learning communities where students are present and engaged, where families feel confident in bringing forward questions, and where staff are equipped to respond with clarity, fairness, and compassion. Supported by School-based staff, Leadership Services and the collaborative work of multiple departments, we are committed to strengthening student well-being and reinforcing the support and communication pathways that are essential for students to achieve optimal learning within Catholic education.

**Recommendation:**

That based on the evidence provided in the Supporting Attendance and Family-School Conflict Management in ECSD - Update, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

*QI 3.3 Ensures that schools address attendance concerns.*

*QI 10.2 Ensures supports and services are in place to manage conflict effectively.*

**Attachments:**

- Supporting Attendance and Family-School Conflict Management in ECSD - Update





| Edmonton Catholic Schools |

# SUPPORTING ATTENDANCE AND FAMILY-SCHOOL CONFLICT MANAGEMENT IN ECSD - UPDATE

| November 2025 |



# ATTENDANCE AND CONFLICT MANAGEMENT

Edmonton Catholic Schools recognizes that two foundational elements contribute significantly to student success and to the strength of our school communities. The first is consistent school attendance. The second is the presence of clear, respectful, and supportive processes that help families navigate concerns when they arise. Together, these two areas influence how students experience school, how families feel supported, and how staff build strong relationships with the communities they serve.

Leadership Services plays a central role in sustaining both of these important pillars. Through the work of Division Principals, Leadership Services provides guidance, coaching, and process support to ensure that attendance concerns are addressed early, thoughtfully, and in ways that reflect both compassion and accountability. Division Principals work alongside school leaders to interpret data, plan interventions, and apply consistent procedures so that students who are struggling with attendance receive timely support. This collaborative work helps schools identify emerging concerns, develop strategies that align with Division expectations, and connect students to services that remove barriers to regular attendance. Leadership Services also provides essential support for parent-school conflict management. When families raise questions or concerns, the Division ensures that they are welcomed, heard, and assisted through clear and structured processes. Division Principals help principals understand procedural expectations, prepare for challenging conversations, and navigate complex matters in a way that preserves dignity and fosters trust. Other Division departments, including Inclusive Education, Indigenous Learning Services, Human Resources, and Communications, offer specialized expertise so that responses are coordinated and thorough. Together, these supports help ensure that parents feel valued as partners in their child's learning and that their concerns are handled with care, professionalism, and consistency.

Taken together, the work outlined in this report reflects a larger commitment on the part of the Division. The goal is to create learning communities where students are present and engaged, where families feel confident in bringing forward questions, and where staff are equipped to respond with clarity, fairness, and compassion. Supported by School-based staff, Leadership Services and the collaborative work of multiple departments, we are committed to strengthening student well-being and reinforcing the support and communication pathways that are essential for students to achieve optimal learning within Catholic education.



# SUPPORTING ATTENDANCE

Edmonton Catholic Schools continues to recognize regular school attendance as a foundational element of student success. When students attend school consistently, they are more likely to experience academic growth, positive relationships, and a sense of belonging that supports their overall well-being. Chronic absenteeism, however, remains one of the earliest indicators that a student may be experiencing challenges within or beyond the classroom. These challenges may include mental health concerns, academic struggles, social pressures, or systemic barriers that affect daily routines and engagement.

During the 2024–25 school year most students across the Division attended school at or above the 90% threshold. Attendance patterns across grade levels demonstrate notable variation. With the support of our Attendance Lead in Leadership Services, Site-Based administrators and school staff, the Division’s approach remains grounded in a trauma-informed, equity-centered philosophy. This approach emphasizes early outreach, compassionate problem-solving, and collaboration among school teams, families, Division personnel, and community partners. Together, these efforts aim to ensure that barriers to attendance are identified early, addressed promptly, and resolved with sensitivity to each student’s unique context.




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## THE IMPORTANCE OF ATTENDANCE

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Attendance is deeply connected to a student’s experience of safety, belonging, and readiness to engage in learning. When students miss school, the effects accumulate quickly, impacting academic confidence, peer relationships, and long-term trajectories. The Division’s data reveal that illness remains the most common reason for student absences, with hundreds of thousands of illness-related absences reported across elementary, junior high, and high school settings. Excused absences unrelated to illness, as well as unexcused absences, also represent a significant portion of missed

instructional time. These patterns emphasize the need for ongoing communication with families and the importance of clear expectations around attendance.

High school students demonstrated a Division-wide attendance average of 87%, while elementary students averaged 94%. These figures underscore the increasing complexity of factors that influence attendance as students grow older, and they highlight the importance of early, relationship-based interventions that prevent attendance concerns from becoming entrenched.

The data also suggest that students benefit when schools act quickly and collaboratively. Consistent monitoring, timely outreach, and restorative family engagement remain central to supporting students before absenteeism becomes chronic or overwhelming.



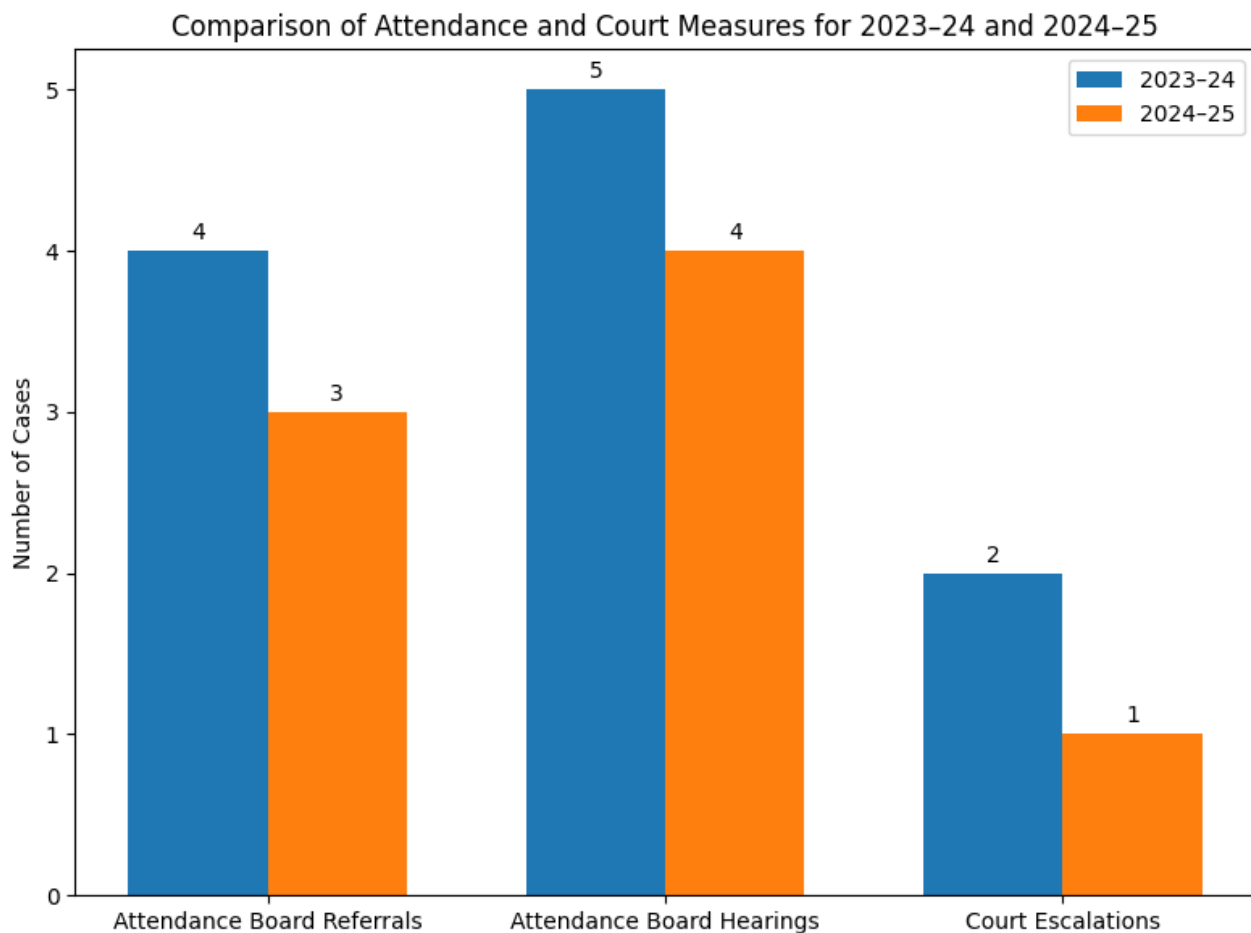
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## OUR RESPONSIBILITY

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Alberta's Education Act outlines the statutory obligation for students to attend school regularly and describes the responsibilities of school authorities in monitoring and supporting attendance. Edmonton Catholic Schools upholds these requirements through Administrative Procedure 330, which designates the principal as the attendance officer and outlines expectations for accurate attendance recording, communication with families, and timely intervention when attendance becomes a concern.

When attendance concerns persist despite school and Division support, the matter may be escalated to the Attendance Board. During the 2024–25 school year, the Office of Student Attendance and Re-engagement (OSAR) supported schools through a small number of referrals and hearings, as well as consultations across multiple sites. Court escalations were infrequent. Recent OSAR data and feedback from principal engagements, provide a clear picture of how schools are addressing attendance challenges and where improvements are needed. The numbers tell an encouraging story:



- In addition, OSAR facilitated **19** consultations across **8** schools, reflecting a strong commitment to early intervention and collaborative problem-solving.

These trends suggest that schools are moving away from punitive measures and toward proactive, relationship-based strategies. These findings suggest that interventions implemented at the school and Division levels are often sufficient to address attendance issues without requiring formal escalation.

## OUR APPROACH

Edmonton Catholic Schools uses a comprehensive system of tools, processes, and expectations to monitor, understand, and respond to student attendance.

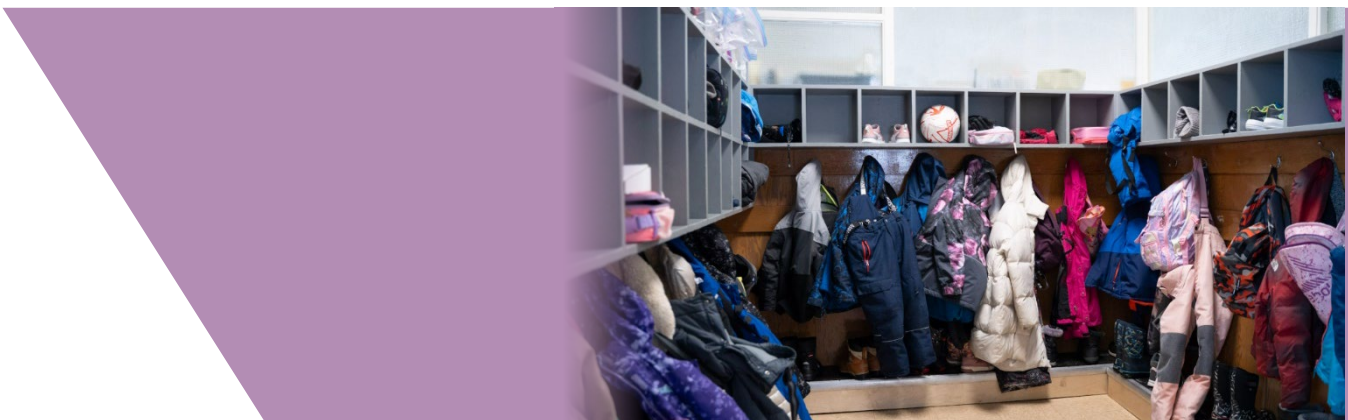
PowerSchool and SafeArrival continue to provide accurate and timely attendance information, allowing teachers, school leaders, and families to remain informed. Standardized coding for illness, excused absences, unexcused absences, and vacations has improved consistency and reduced reporting errors across the Division. Attendance is recorded by period in junior high and high school, and twice daily in elementary schools. When additional information is provided by families after an absence, records are promptly updated to ensure accuracy.

Division standards set clear expectations:

- Students are expected to maintain at least 90% attendance
- Those with 10 or more unexcused absences are identified for further support.

Training and mentorship programs build capacity among school leaders and staff by promoting positive attendance culture and welcoming environments, teaching strategies for family engagement and collaboration, and fostering student motivation and ownership of learning and attendance goals. In 2024–2025, 25% of principals and 35% of assistant principals participated in mentorship sessions, and schools with trained leaders reported a marginal improvement in attendance.

The Division continues to support schools through professional learning, data dashboards used by the vast majority of schools, and targeted mentorship for school leaders. Workshops, consultations, and support from multidisciplinary teams ensure that schools have access to the expertise needed to understand and respond to the complexities underlying absenteeism.





## SUPPORTING STUDENTS THROUGH TIERED INTERVENTION

At the heart of this work is the Multi-Tiered System of Support a framework that provides universal and individualized interventions tailored to student needs. Early identification, personalized strategies, and culturally responsive practices are central to this model.

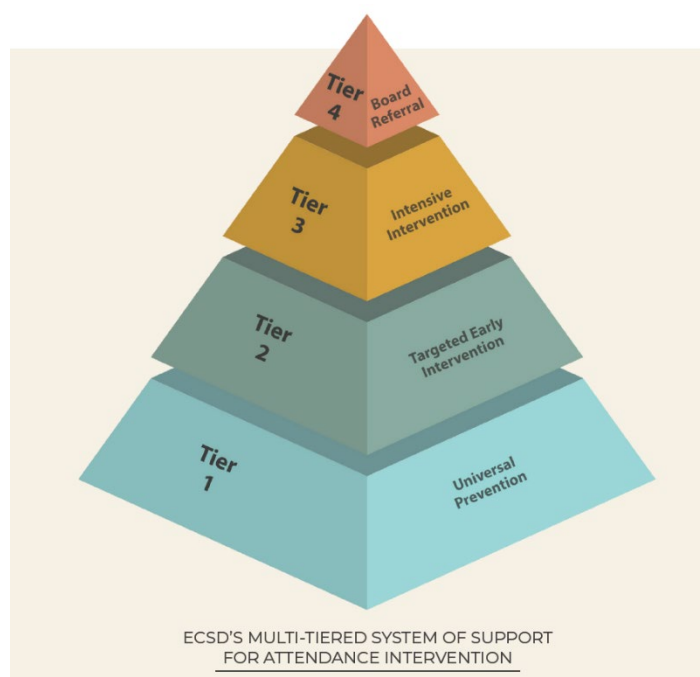
Schools implementing MTSS have seen reductions in chronic absenteeism, particularly at the elementary level, where rates dropped from 15.35% in 2023 – 2024 to 11.81% in 2024 – 2025.

At the 1<sup>st</sup> Tier, also known as the Universal Tier, schools focus on creating welcoming environments where students feel valued and connected. Staff invest time in building relationships, establishing routines, and promoting school belonging. Attendance awareness efforts, family communication strategies, and culturally responsive practices contribute to a supportive atmosphere that encourages regular attendance.

When early signs of absenteeism emerge at around 10% of absenteeism, the 2<sup>nd</sup> Tier is employed and targeted interventions are initiated. Teachers reach out to families, work collaboratively to understand underlying issues, and engage resources such as Inclusive Education consultants, Family School Liaison Workers, and mental health supports. Schools also draw on Indigenous Learning Services and Intercultural Liaisons to ensure that communication and problem-solving are culturally respectful and responsive.

At the 3<sup>rd</sup> Tier, students experiencing significant attendance challenges receive individualized, wraparound support. Trusted adults maintain regular contact, mental health providers offer counselling, and FSLWs work directly with families to address underlying barriers. Partnerships with external agencies, including Recovery Alberta, Child and Family Services, and School Resource Officers, provide additional layers of support when needed.

When absenteeism persists despite these efforts, schools collaborate with Leadership Services and our Attendance Lead to determine whether referral to the Attendance Board is appropriate. Even at this 4<sup>th</sup> Tier, these cases, schools remain engaged and committed to maintaining supportive, compassionate relationships with students and families.



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## SUSTAINING SUPPORT THROUGH COLLABORATION

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Sustaining progress in attendance requires close collaboration across multiple levels of the Division. Principals play a vital leadership role by monitoring data, guiding school-based strategies, facilitating team discussions, and engaging families in ongoing problem-solving. Division supports, including multidisciplinary teams, specialists, and central office staff, provide expertise that helps schools respond effectively to complex situations.

Community partnerships continue to strengthen the network of care surrounding students. The YMCA Alternative Suspension Program supports learners who require a structured environment during periods away from school. Recovery Alberta provides caregiver education and mental health resources. OSAR assists with documentation, guidance, and formal processes when necessary.

Regular consultations, the use of real-time attendance dashboards, and consistent communication among school staff contribute to a cohesive, Division-wide culture of support.

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## SCHOOL-BASED ATTENDANCE PROCESSES

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Across grade levels, schools are using structured processes to identify and respond to attendance concerns. In high schools, students are required to attend all scheduled classes, and parents or guardians are expected to notify the school of absences. Patterns of lateness and frequent missed assessments signal the need for additional support, and Grade Coordinators play an important role in monitoring these concerns.

Elementary schools use monthly monitoring to identify students whose absences exceed 10%. Educators reach out to families early, followed by support from assistant principals, Family School Liaison Workers, and principals as needed. When absences continue despite outreach, registered letters are used to formalize communication and ensure families are aware of expectations and available supports.

Junior high schools combine monthly teacher monitoring with school-wide attendance reports generated in October, December, and February. Teachers communicate regularly with families about missed assignments and emerging patterns, and administrators coordinate meetings and referrals to support services. When attendance does not improve, schools collaborate with School Operations Services to determine next steps.

Across all settings, attendance processes emphasize early identification, relationship-focused communication, and coordinated intervention.



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## STRATEGIES FOR INDIGENOUS STUDENT ATTENDANCE

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Improving attendance among Indigenous students requires culturally grounded practices that affirm identity and strengthen family and community connections. Schools work closely with Indigenous Learning Services, the Braided Journeys program and external partners to ensure that supports honor cultural traditions, family structures, and ways of knowing. This includes creating welcoming environments, addressing practical barriers such as transportation and access to food or supplies, and offering learning experiences that reflect students' histories, interests, and perspectives.

Culturally respectful communication, flexible meeting times, and supportive relationships play a significant role in strengthening trust. When students feel seen, valued, and supported, they are more likely to attend consistently and participate actively in their learning.




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## PROFESSIONAL LEARNING HIGHLIGHTS

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Professional learning this year focused on strengthening relationships, enhancing cultural understanding, and deepening restorative practices. These priorities reflect our belief that meaningful connections and inclusive environments are essential for student success and well-being. Staff engaged in targeted sessions designed to build capacity and foster a shared commitment to equity across the Division.

Sessions included:

- Allyship: Exploring practical ways to stand in solidarity with marginalized communities and create spaces where all voices are valued.
- Restorative approaches: Learning strategies that emphasize repairing harm, rebuilding trust, and promoting accountability within school communities.
- Family engagement: Strengthening partnerships with families to ensure collaborative support for student learning and attendance.
- The importance of trust, identity, and belonging: Understanding how these elements shape positive school culture and influence student engagement.

These learning opportunities reinforce the Division's commitment to equity and well-being as core components of a comprehensive attendance strategy. By equipping staff with tools to nurture relationships and respond to diverse needs, we are laying the foundation for environments where every student feels seen, supported, and empowered to thrive.

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## OUR COMMITMENT TO ADDRESSING ATTENDANCE CONCERNS

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Edmonton Catholic Schools remains deeply committed to supporting students in attending school regularly and feeling connected to their learning environments. The Division's focus on collaboration, data-informed decision-making, equity, and early intervention has contributed to meaningful improvements in attendance practices across schools.

Moving forward, efforts will continue to center on strengthening relationships, refining school-based processes, enhancing professional learning, and addressing systemic factors that influence attendance. Through collective commitment and a focus on compassion and accountability, the Division will continue to foster environments where every student feels supported, welcomed, and prepared to succeed academically, socially, and spiritually.

# PARENT–SCHOOL CONFLICT RESOLUTION

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## INTRODUCTION

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Edmonton Catholic Schools affirms its commitment to welcoming, caring, respectful, and safe learning communities. When families bring concerns forward, staff receive them with hospitality, respond through clear processes, and communicate outcomes in a timely and transparent manner. The work of Leadership Services ensures that schools are supported with guidance, messaging, and procedural clarity so that families experience coordinated communication and feel respected throughout the resolution process.

Parents are offered a clear and consistent pathway to raise a concern, receive acknowledgement, and understand next steps. This includes knowing who will respond, how information will be reviewed, and when follow-up will occur. These practices reflect the Division's commitment to engaging families in ways that honour dignity, promote trust, and support the well-being of students.

This commitment is rooted in Catholic teaching and in a belief that conflict can be an opportunity for deeper understanding and restored relationships. Concerns are listened to carefully and addressed within a faith-centered, student-focused framework. Edmonton Catholic Schools recognizes that questions or disagreements are a natural part of any learning community. For this reason, protocols and procedures are designed to handle conflict ethically, respectfully, and consistently.

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## BACKGROUND

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Administrative Procedure (AP) 152 – Dealing With Parent-School Conflict Management provides the foundation for the Division’s approach to parent school conflict. The procedure outlines ethical expectations for every interaction and is grounded in three central beliefs. The first is that conflict resolution must be ethical and focused on the needs of the student, the family, staff members, and the school community. The second is that concerns should be approached proactively. This means inviting early conversations before issues escalate and encouraging reconciliation that reflects Catholic values and the importance of communion. The third belief is that solutions must prioritize the best interests of students, individual schools, and the Division.

In practical terms, school staff support parents by clarifying the specific concern, identifying the desired outcome, and determining what evidence or information needs to be reviewed. Staff collaborate with families to establish how communication will occur, what the timeline will be, and how progress or success will be measured. These practices reduce frustration and create shared understanding.

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## PRINCIPLES FOR CONFLICT RESOLUTION

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Effective conflict resolution relies on clear communication, mutual respect, and timely action. AP 152 provides guiding principles to support families and staff in addressing concerns constructively and collaboratively. AP 152 establishes key principles for effective conflict resolution:

1. The principle of *first contact* encourages families to begin with the person most directly involved in the issue. This approach helps prevent misunderstandings, protects relationships, and often leads to timely, meaningful solutions. Typically, teachers and parents meet to clarify facts, review evidence of learning when appropriate, and agree on next steps for the student.
2. Fairness and respect remain central throughout the process. Staff use language that promotes understanding, ask questions to clarify perspectives, and ensure parents have the opportunity to share concerns without interruption. Notes are kept brief and factual to reinforce transparency and accountability.
3. Timeliness is another essential principle. Staff acknowledge concerns promptly, usually within two school days, and provide reasonable timelines for meetings or follow-up actions. If additional time is needed to gather information, parents are informed of the reason and given an updated timeline.

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## CONFLICT RESOLUTION PRACTICES

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Conflict resolution practices in Edmonton Catholic Schools are grounded in the Education Act, the Code of Professional Conduct for Teachers and Teacher Leaders, Board policies, and all relevant administrative procedures. Parents receive clear explanations of school-level processes and, when appropriate, are informed of options for review or appeal.

Schools maintain concise, factual records of conversations, meetings, and agreed actions while safeguarding privacy and sharing only necessary information. When an issue is appealed, the focus remains on the student's well-being. Schools prepare relevant documentation, identify where discretion was exercised, and outline how possible remedies were considered. Families are informed about how and when they will receive a final decision.

The escalation process provides a predictable and respectful path for addressing concerns. Most matters are resolved through a conversation with the classroom teacher. If further support is needed, the principal meets with the parent, reviews relevant information, and helps develop a fair and appropriate plan.

If a concern involves school administration or cannot be resolved at the school level, families may reach out to the department of Leadership Services for additional support in conflict resolution. Throughout the process, communication remains respectful, solution-focused, and centered on the student.



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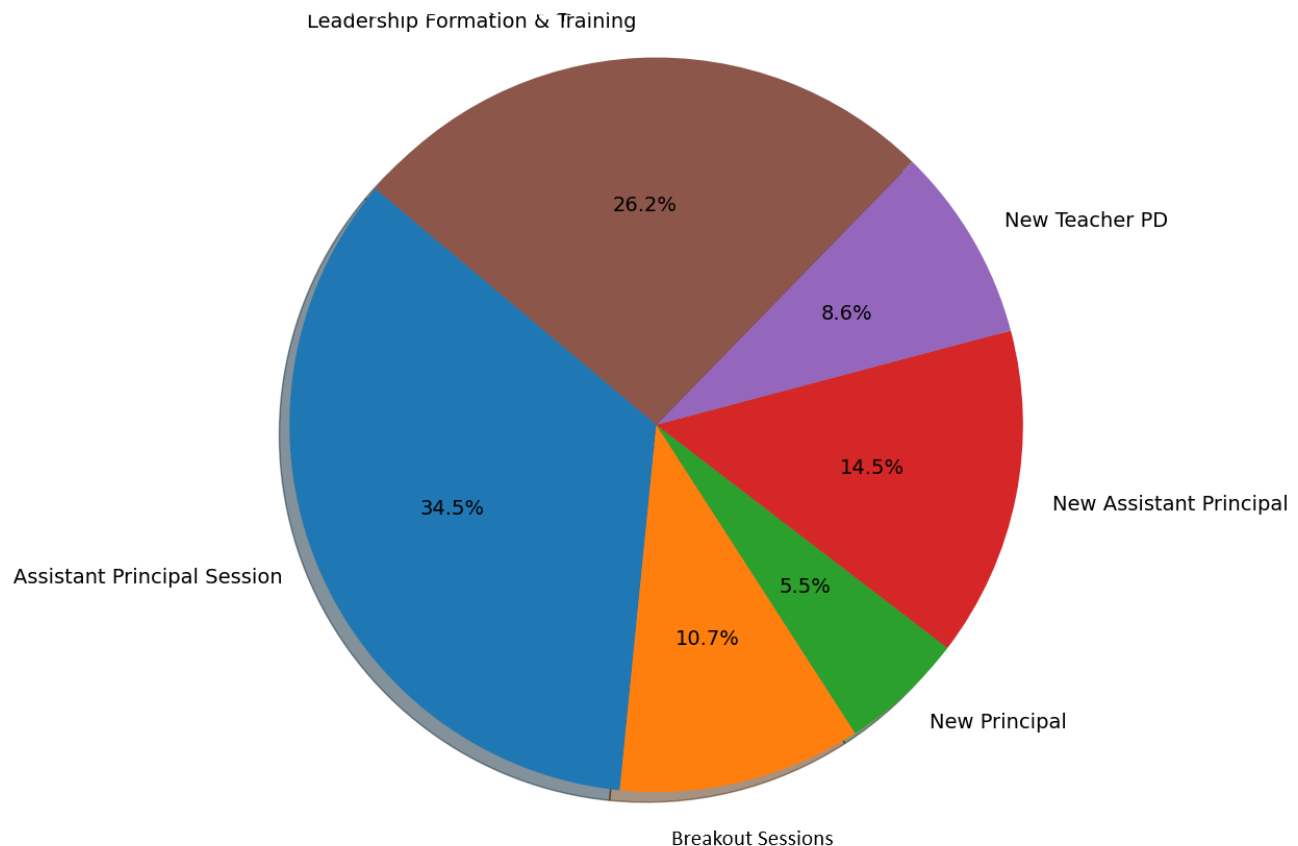
## TRAINING AND SUPPORT FOR TEACHERS AND ADMINISTRATORS

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Our Division provides ongoing formation for school leaders to ensure responses to conflict reflect clarity, compassion, and fairness. Training emphasizes effective communication, conflict management strategies, and the importance of creating psychological safety during meetings. Leaders learn how to prepare for conversations, clarify shared purpose, document outcomes, and maintain a consistent focus on the student.

The following summary highlights the purpose and impact of each professional learning session, emphasizing how they build leadership capacity and ensure consistent, values-based practices across the Division:

- Leadership Formation and Training Participants receive foundational training in communication and solution-focused problem-solving aligned with Catholic values and Division procedures.
- New assistant principals are trained to communicate clearly and respectfully, address concerns at the appropriate level, build trusting relationships, and support conflict resolution in ways that uphold the well-being of all. They receive coaching on preparing meetings, establishing shared purpose, and documenting outcomes. This builds confidence and consistency in addressing parent concerns.
- New Principal Training and Principal Mentorship session focus on deepening their capacity to lead with dignity, respect, and fairness, ensure concerns are addressed promptly, establish transparent communication practices, and foster collaborative problem-solving.
- Catholic Educational Leader sessions reinforce AP 152 expectations through professional learning, discussion of real scenarios, and guidance on policy application.
- Division Principals in Leadership Services provide targeted support, coaching, and facilitation for challenging situations, ensuring consistency across the Division.



Administrative Procedures related to respect in the workplace, equity, diversity, inclusion, and anti-racism further strengthen the Division's commitment to safe and respectful environments. These

procedures have their own training and support through the Creating Communities of Belonging department and offer guidance when concerns intersect with discrimination or safety issues and ensure supports are available for those affected.

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### KEY RESOURCES SHARED WITH SCHOOL LEADERS

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Before high-stakes meetings, principals provide agendas, share relevant documents, and outline the meeting purpose. This preparation creates transparency and invites shared understanding. During meetings, principals restate the purpose, establish norms that promote respectful dialogue, and ensure that each person has the opportunity to speak. Plans developed during these conversations identify responsibilities, timelines, and follow up processes.

Leadership Services helps leaders align widely used conversation models with Division expectations. Tools drawn from resources such as *Fierce Conversations* and *Crucial Conversations* are applied within the context of AP 152. Techniques that help surface assumptions, clarify facts, or create psychological safety are used in ways that emphasize first contact, charitable dialogue, and the student's best interests. These tools do not replace Division procedures but support principled, values-based dialogue.

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### FACILITATING AND MEDIATING PRINCIPAL PARENT CONFERENCES

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When concerns become complex or emotions run high, Edmonton Catholic Schools supports principals and families through facilitated conversations. Division representatives serve as neutral guides, helping both parties share perspectives, clarify concerns, and work collaboratively toward solutions. Their involvement promotes fairness, reduces tension, and keeps discussions constructive.

These meetings follow a clear agenda and remain grounded in the principles of AP 152. Facilitators ensure the focus stays on the student, dialogue remains respectful, and outcomes are documented in a written plan. When concerns involve discrimination or racism, staff explain reporting processes available to them in AP 172 - Equity, Diversity, Inclusion and Anti-Racism: Reporting of and Responding to Discrimination and Racism, and ensure appropriate supports are available to those affected.

This mediation service strengthens trust between families and schools and reflects the Division's commitment to resolving conflicts ethically, collaboratively, and with the student's well-being at the center.

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### CONFLICT RESOLUTION COMMUNICATION STRUCTURES

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The Division's communication process ensures that concerns raised by parents, students, and community members are received promptly, handled at the most appropriate level, and escalated when necessary. Concerns are typically brought forward in an escalating fashion if the parent/guardian feels it has not



been sufficiently addressed at the previous step. The following is a breakdown of the Division response structure.

### School Conflict Resolution Process

Step	Who leads	Purpose	Key artifacts
First contact at the classroom level	Teacher	Clarify facts; address instructional/assessment concerns early	Parent Contact Meeting Notes; Email summary
School-level review	Principal/Administration	Facilitate resolution; ensure fairness, dignity, respect	Parent Communication: agreed next steps
Division support (as needed)	Leadership Services Division Principals	Advice, mediation, coaching, process and procedure checks	Process notes: alignment with APs and Education Act
Formal written appeal to the Chief Superintendent or Trustee	Superintendent of Leadership Services	Respond to the request and review/resolve the circumstances	Written appeal, school record and Leadership Services Notes; decision letter

When a concern begins at the school level, staff address it directly with the person most connected to the matter. If additional support is required, the Principal engages Leadership Services Division Principals for advice, mediation, coaching, and proactive planning. If a parent remains dissatisfied, a written appeal to the Chief Superintendent is submitted and reviewed, with a decision and rationale communicated in writing.

Where matters intersect with legislation or professional conduct, Leadership Services aligns steps with the Education Act, the Code of Professional Conduct for Teachers and Teacher Leaders, and Division Administrative Procedures. When appropriate, the Division may inform Alberta Education. Division Principals act as the first Division-level contact for complex appeals, ensuring documentation is complete, timelines are monitored, and communication remains student-centered and respectful.



## A COMMITTED APPROACH TO EFFECTIVELY ADDRESSING PARENT-SCHOOL CONCERNS

Edmonton Catholic Schools provides a coherent and values-driven approach to parent-school conflict through the expectations of AP 152. The Division's focus on early engagement, ethical conduct, and clear communication strengthens trust with families and reinforces the dignity of each person. This work, supported by Leadership Services and many other departments, ensures that concerns are addressed fairly and consistently and that relationships are strengthened in the process.

By integrating Catholic teaching with legislative and procedural expectations, Edmonton Catholic Schools supports school communities in resolving concerns constructively. The Division's investment in professional learning, process support, and collaborative problem solving helps sustain strong partnerships with families and ensures that each student experiences a safe, caring, and supportive learning environment.





EDMONTON CATHOLIC SCHOOLS



## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

*December 17, 2025 Public Board Meeting* **2.2**

Date: December 17, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Katelyn Harris, Supervisor, Applied Research

Re: **Alberta Education and Childcare Assurance Measure Results Report - Overall Summary Fall 2025**

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#### **Background:**

Alberta Education and Childcare's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Alberta Education and Childcare has provided school authorities in Alberta with Assurance Measure Results Reports based on the Assurance Framework. The Alberta Education and Childcare Assurance Measure Results Report aligns with the Alberta Education and Childcare Assurance Framework as well as the Division Plan for Continuous Growth.

The attached Alberta Education and Childcare Assurance Measure Results Report - Overall Summary Fall 2025 provides results for fourteen Assurance Measures within four Assurance Domains. Alberta Education and Childcare has not calculated achievement or overall evaluations for some of the Assurance Measures due to the application of the updated methodology. The report includes the updated results of the Alberta Education and Childcare Assurance Survey that was conducted during the 2024/2025 school year.

In addition to the attached report, Division results will be available on the Division Assurance Dashboard located on the Division public website within the next few weeks. Individual school reports are also 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 school public websites in the upcoming weeks.



**Recommendation:**

That based on the evidence provided in the Alberta Education and Childcare Assurance Measure Results Report - Overall Summary Fall 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 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:**

- Alberta Education and Childcare Assurance Measure Results Report - Overall Summary Fall 2025



# Edmonton Catholic School Division

Alberta Education and Childcare  
Assurance Measure Results Report  
Overall Summary Fall 2025

Division Monitoring: November 18, 2025





## Edmonton Catholic School Division Alberta Education and Childcare Assurance Measure Results Report Overall Summary Fall 2025

Alberta Education and Childcare's Assurance Framework came into effect on September 1, 2020, replacing the previous Accountability Pillar Framework. Alberta Education and Childcare's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Alberta Education and Childcare has provided school authorities in Alberta with Assurance Measure Results Reports based on the Assurance Framework. The *Alberta Education and Childcare Assurance Measure Results Report* aligns with the *Alberta Education and Childcare Assurance Framework* as well as the *Division Plan for Continuous Growth*.

The *Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025* document provides results for twelve Assurance Measures within four Assurance Domains (please see pages 7 and 8 for details):

Assurance Domain	Assurance Measure
Student Growth and Achievement	<ul style="list-style-type: none"> <li>• Student Learning Engagement</li> <li>• Citizenship</li> <li>• 3-year High School Completion</li> <li>• 5-year High School Completion</li> <li>• PAT 9: Acceptable</li> <li>• PAT 9: Excellence</li> <li>• Diploma: Acceptable</li> <li>• Diploma: Excellence</li> </ul>
Teaching and Leading	<ul style="list-style-type: none"> <li>• Education Quality</li> </ul>
Learning Supports	<ul style="list-style-type: none"> <li>• Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)</li> <li>• Access to Supports and Services</li> </ul>
Governance	<ul style="list-style-type: none"> <li>• Parental Involvement</li> </ul>

In Spring 2025, Alberta Education and Childcare updated results for eight of the Assurance Measures. These Assurance Measures included: Student Learning Engagement; Citizenship; 3-year High School Completion; 5-year High School Completion; Education Quality; Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE); Access to Supports and Services; as well as Parental Involvement. In Fall 2025, Alberta Education and Childcare updated results for four of the Assurance Measures. These Assurance Measures included: PAT 9 Acceptable; PAT 9 Excellence; Diploma Acceptable; and Diploma Excellence. Aggregate reporting is only possible for tests that have achievement standards and are administered to all students across the province. As no Grade 6 tests administered in the 2024/2025 school year met these criteria, Grade 6 PAT Assurance Measure results are not available.

Each Assurance Measure is evaluated both on achievement (comparison against fixed provincial standards) and improvement (comparison against previous performance). An overall evaluation for each Assurance Measure is made by combining both the achievement and improvement results. As 2020/2021 was a pilot year for the new Alberta Education and Childcare Assurance Survey and participation was impacted by the COVID-19 pandemic, caution should be used when interpreting survey results over time.

Several factors have affected the Provincial Achievement Test (PAT) and Diploma Examination administrations over the past few years. The COVID-19 pandemic impacted the January 2022 Diploma Examination administration as well as participation in the PATs and Diploma Examinations in 2019/2020 and 2020/2021. Consequently, results for the 2019/2020 and 2020/2021 school years are not available for the PATs or Diploma Examinations. In the absence of the Diploma Examinations, the achievement level of diploma courses was determined solely by school-awarded marks. Security breaches occurred over the last few days of the 2021/2022 PAT 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 PAT results do not include students who participated in subjects where the tests were not administered due to new curriculums being piloted or optionally implemented. In 2023/2024, the Grade 6 English Language Arts and Literature PAT and Grade 6 Mathematics PAT were not administered. In 2024/2025, the Grade 6 French Immersion Language Arts and Literature PAT, the Grade 6 French First Language and Literature PAT, and the Grade 6 Science PAT were not administered. 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. As a result of these factors, caution should be used when interpreting High School Completion Rates, Provincial Achievement Test results, and Diploma Examination 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.

For each of the four Assurance Domains, the Assurance Measure results from the *Alberta Education and Childcare Assurance Measure Results Report* are provided below.

### Assurance Domain: Student Growth and Achievement

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

**Success in this category is determined through these Assurance Measures:**

- **Student Learning Engagement** – The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

ECSD Current Result: **85.6%**  
Province Current Result: **83.9%**
- **Citizenship** – The percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

ECSD Current Result: **83.7%**  
Province Current Result: **79.8%**
- **3-year High School Completion Rate** – The percentage of students in the Grade 10 cohort who have completed high school by the end of their third year, adjusted for attrition. Attrition is the loss of students due to out-migration or mortality and is estimated from Alberta Education and Childcare and Statistics Canada data.

ECSD Current Result: **86.9%**  
Province Current Result: **81.4%**
- **5-year High School Completion Rate** – The percentage of students in the Grade 10 cohort who have completed high school by the end of their fifth year, adjusted for attrition. Attrition is the loss of students due to out-migration or mortality and is estimated from Alberta Education and Childcare and Statistics Canada data.

ECSD Current Result: **90.8%**  
Province Current Result: **87.1%**
- **Provincial Achievement Tests (PATs) Grade 9: Acceptable** – The percentage of students who achieve the Acceptable Standard on Grade 9 Provincial Achievement Tests.

ECSD Current Result: **71.2%**  
Province Current Result: **62.5%**
- **Provincial Achievement Tests (PATs) Grade 9: Excellence** – The percentage of students who achieve the Standard of Excellence on Grade 9 Provincial Achievement Tests.

ECSD Current Result: **18.7%**  
Province Current Result: **15.6%**

- **Diploma Exam Results: Acceptable** – The percentage of students who achieve the Acceptable Standard (i.e., a mark of 50%) on a Diploma Examination.

ECSD Current Result: **83.5%**

Province Current Result: **82.0%**

- **Diploma Exam Results: Excellence** – The percentage of students who achieve the Standard of Excellence (i.e., a mark of 80%) on a Diploma Examination.

ECSD Current Result: **22.7%**

Province Current Result: **23.0%**

Assurance Measure	ECSD Overall Measure Evaluation	Province Overall Measure Evaluation	ECSD Improvement Measure Evaluation	Province Improvement Measure Evaluation	ECSD Achievement Measure Evaluation	Province Achievement Measure Evaluation	ECSD Current Measure Result	Province Current Measure Result	Difference
Student Learning Engagement	Issue	Issue	Declined Significantly	Declined Significantly	High	Intermediate	85.6%	83.9%	+1.7%
Citizenship	Good	Issue	Declined	Declined Significantly	Very High	High	83.7%	79.8%	+3.9%
3-year High School Completion	Good	Acceptable	Maintained	Maintained	High	Intermediate	86.9%	81.4%	+5.5%
5-year High School Completion	Issue	Issue	Declined Significantly	Declined Significantly	High	Intermediate	90.8%	87.1%	+3.7%
PAT 9: Acceptable	Acceptable	Issue	Maintained	Maintained	Intermediate	Low	71.2%	62.5%	+8.7%
PAT 9: Excellence	Good	Acceptable	Maintained	Maintained	High	Intermediate	18.7%	15.6%	+3.1%
Diploma: Acceptable	Acceptable	Good	Maintained	Improved Significantly	Intermediate	Intermediate	83.5%	82.0%	+1.5%
Diploma: Excellence	Good	Good	Improved Significantly	Improved Significantly	High	High	22.7%	23.0%	-0.3%

### Assurance Domain: Teaching and Leading

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

Success in this category is determined through this Assurance Measure:

- **Education Quality** – The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

ECSD Current Result: **89.3%**

Province Current Result: **87.7%**

Assurance Measure	ECSD Overall Measure Evaluation	Province Overall Measure Evaluation	ECSD Improvement Measure Evaluation	Province Improvement Measure Evaluation	ECSD Achievement Measure Evaluation	Province Achievement Measure Evaluation	ECSD Current Measure Result	Province Current Measure Result	Difference
Education Quality	Issue	Issue	Declined Significantly	Declined Significantly	High	High	89.3%	87.7%	+1.6%

## Assurance Domain: Learning Supports

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

Success in this category is determined through these Assurance Measures:

- **Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)** – The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

ECSD Current Result: **85.7%**

Province Current Result: **84.4%**

- **Access to Supports and Services** – The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.

ECSD Current Result: **82.6%**

Province Current Result: **80.1%**

Assurance Measure	ECSD Overall Measure Evaluation	Province Overall Measure Evaluation	ECSD Improvement Measure Evaluation	Province Improvement Measure Evaluation	ECSD Achievement Measure Evaluation	Province Achievement Measure Evaluation	ECSD Current Measure Result	Province Current Measure Result	Difference
Welcoming, Caring, Respectful, and Safe Learning Environments (WCRSLE)	Issue	Issue	Declined Significantly	Declined Significantly	Intermediate	Intermediate	85.7%	84.4%	+1.3%
Access to Supports and Services	Issue	Issue	Declined Significantly	Declined Significantly	Intermediate	Intermediate	82.6%	80.1%	+2.5%

## Assurance Domain: Governance

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

Success in this category is determined through this Assurance Measure:

- **Parental Involvement** – The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

ECSD Current Result: **83.6%**

Province Current Result: **80.0%**

Assurance Measure	ECSD Overall Measure Evaluation	Province Overall Measure Evaluation	ECSD Improvement Measure Evaluation	Province Improvement Measure Evaluation	ECSD Achievement Measure Evaluation	Province Achievement Measure Evaluation	ECSD Current Measure Result	Province Current Measure Result	Difference
Parental Involvement	Excellent	Good	Improved	Improved Significantly	Very High	High	83.6%	80.0%	+3.6%



## Overall Results

In evaluating the Overall Summary Fall 2025 results for the twelve Assurance Measures provided by Alberta Education and Childcare, the Edmonton Catholic School Division **exceeded** the provincial current results in **eleven** out of **twelve (91.7%)** of the Assurance Measures. The Division and schools will continue to evaluate the results from the *Alberta Education and Childcare Assurance Measure Results Report*. Alberta Education and Childcare will conduct a similar survey as well as collect comparable data during the 2025/2026 school year.



## Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

Authority: 0110 The Edmonton Catholic Separate School Division

Assurance Domain	Measure	Edmonton Catholic Separate Sch			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.6	85.6	86.4	83.9	83.7	High	Declined Significantly	Issue
	<a href="#">Citizenship</a>	83.7	83.0	84.3	79.8	79.4	Very High	Declined	Good
	<a href="#">3-year High School Completion</a>	86.9	85.7	87.0	81.4	80.4	High	Maintained	Good
	<a href="#">5-year High School Completion</a>	90.8	92.5	92.5	87.1	88.1	High	Declined Significantly	Issue
	<a href="#">PAT9: Acceptable</a>	71.2	70.9	70.2	62.5	62.5	Intermediate	Maintained	Acceptable
	<a href="#">PAT9: Excellence</a>	18.7	18.0	18.0	15.6	15.4	High	Maintained	Good
Teaching & Leading	<a href="#">Diploma: Acceptable</a>	83.5	84.6	83.6	82.0	81.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Excellence</a>	22.7	21.9	20.8	23.0	22.6	High	Improved Significantly	Good
	<a href="#">Education Quality</a>	89.3	89.6	90.1	87.7	87.6	High	Declined Significantly	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	85.7	85.1	86.4	84.4	84.0	Intermediate	Declined Significantly	Issue
	<a href="#">Access to Supports and Services</a>	82.6	82.9	84.1	80.1	79.9	Intermediate	Declined Significantly	Issue
Governance	<a href="#">Parental Involvement</a>	83.6	82.5	82.7	80.0	79.5	Very High	Improved	Excellent

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Report Generated: Oct 03, 2025  
Locked with Suppression for Fall 2025

Report Version 1.0  
Data Current as of Sep 15, 2025



## Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Province: Alberta

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	83.9	83.7	84.4	Intermediate	Declined Significantly	Issue
	<a href="#">Citizenship</a>	79.8	79.4	80.4	High	Declined Significantly	Issue
	<a href="#">3-year High School Completion</a>	81.4	80.4	81.4	Intermediate	Maintained	Acceptable
	<a href="#">5-year High School Completion</a>	87.1	88.1	87.9	Intermediate	Declined Significantly	Issue
	<a href="#">PAT9: Acceptable</a>	62.5	62.5	62.6	Low	Maintained	Issue
	<a href="#">PAT9: Excellence</a>	15.6	15.4	15.5	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Acceptable</a>	82.0	81.5	80.9	Intermediate	Improved Significantly	Good
Teaching & Leading	<a href="#">Diploma: Excellence</a>	23.0	22.6	21.9	High	Improved Significantly	Good
	<a href="#">Education Quality</a>	87.7	87.6	88.2	High	Declined Significantly	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	84.4	84.0	84.9	Intermediate	Declined Significantly	Issue
	<a href="#">Access to Supports and Services</a>	80.1	79.9	80.7	Intermediate	Declined Significantly	Issue
Governance	<a href="#">Parental Involvement</a>	80.0	79.5	79.1	High	Improved Significantly	Good

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Report Generated: Oct 03, 2025  
Locked with Suppression for Fall 2025

Report Version 1.0  
Data Current as of Sep 15, 2025



## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

December 17, 2025 Public Board Meeting **2.3**

Date: December 17, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator(s): John Fiacco, Superintendent of Educational Planning  
Ryan Feehan, Superintendent of Leadership Services  
Christine Kennerd, Superintendent of Human Resources  
Terri Peterson, Superintendent of Learning Services  
Joe Naccarato, Superintendent of Student Support Services  
Chad Schulz, Chief Financial Officer  
Carole Karbonik, General Counsel

Resource Staff: Lois Boxall, Business Coordinator, Educational Planning

Re: **Annual Education Results Report (AERR) 2024-2025**

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#### **Background:**

Alberta Education and Childcare require all school jurisdictions to submit an Annual Education Results Report (AERR) annually. The Edmonton Catholic School Division's 2024-2025 AERR report provides analysis of results, compares provincial and local performance measures, and develops strategies as part of the guidelines and outcomes set by Alberta Education and Childcare's Assurance Measures for each of the following domains:

- Local and Societal Context
- Student Growth and Achievement
- Teaching and Learning
- Learning Supports
- Governance

Alberta Education and Childcare's requirements as per the *Funding Manual for School Authorities* for the AERR submission are as follows:

- An Accountability Statement signed by the Board Chair
- School authorities must report the results for all required provincial measures and describe the actions taken to provide assurance in each assurance domain. For all measures:
  - Report on the school authority's most recent results
  - Include historical or trend results/analysis, at least four years of comparable data, where available

- Provide a commentary on the results to put them in context and help stakeholders understand them
- Summary of Financial results
- Stakeholder Engagement and Parental Involvement
- Contextual information
- Report on disclosures as required by the *Public Interest Disclosure Act (2013)*

**Recommendation:**

- a) That the Board of Trustees approves the Annual Education Results Report 2024-2025.
- b) That, based on the evidence provided in the Annual Education Results Report 2024-2025, the Board determines that the following Quality Indicators have been met as per Board Policy 12 - Appendix B, relative to the current evaluation period:

*QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.*

*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 9.1 Ensures Division compliance with all Alberta Education and Board mandates.*

*QI 10.3 Ensures information is disseminated to inform appropriate publics.*

**Attachment:**

- Annual Education Results Report 2024-2025







# ANNUAL EDUCATION RESULTS REPORT 2024-2025

| AERR |

December 2025



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## MESSAGE FROM THE BOARD CHAIR AND CHIEF SUPERINTENDENT

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*"May the God of hope fill you with all joy and peace in believing, so that you may abound in hope by the power of the Holy Spirit."  
~Romans 15:13~*

Our theme for the 2024-2025 school year, "People of Hope" was part of a much larger celebration of hope within the Catholic Church. Pope Francis declared 2025 to be a Year of Jubilee, with the theme "Pilgrims of Hope". In the official declaration, he stated, "In the heart of each person, hope dwells as the desire and expectation of good things to come, despite our not knowing what the future may bring... Often, we come across people who are discouraged, pessimistic and cynical about the future, as if nothing could possibly bring them happiness. For all of us, may the Jubilee be an opportunity to be renewed in hope."

As a staff and as an educational organization, our activities have centred on how we bring hope to each other through our relationships. Our students were given the opportunity to explore and experience hope through their learning opportunities across many subjects. When our beloved pontiff passed away in the spring of 2025, our students had the experience of grieving that loss, celebrating his life, and then joining in the hope that was found in the conclave, all through the wonder of modern technology. We experienced another year of significant enrolment increase, growing to over 50,000 students. Of course, more students drive a need for more schools. We opened Father Michael McCaffrey Catholic High School in September 2024. Construction of St. Josephine Bakhita Catholic Elementary/Junior High was completed, and the school welcomed students in September 2025. Meanwhile, work continues on St. Carlo Acutis Catholic High School, which is scheduled to open in 2026. We were thrilled to have received full construction funding for six new schools and design funding for three new schools as part of the past two provincial budgets to address enrolment pressures. This report is the wonderful story of how we bring to life 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 we hope you enjoy learning more about how #ECSDfaithinspires students to grow in knowledge, community, and the love of God!

Sincerely,

Sandra Palazzo  
Board Chair

Lynnette Anderson  
Chief Superintendent

## ACCOUNTABILITY STATEMENT

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### Accountability Statement for the Annual Education Results Report

Under the direction of the Board of Trustees, the Annual Education Results Report for the Edmonton Catholic Separate School Division for the 2024/2025 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2024/2025 was approved by the Board on December 17, 2025.

*(original signed)*  
Sandra Palazzo  
Board Chair



## OVERALL METHODOLOGY

---

Alberta Education and Childcare's Assurance Framework came into effect on September 1, 2020. Alberta Education and Childcare's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Alberta Education and Childcare has provided all school authorities in Alberta with Assurance Measure Results Reports based on the Assurance Framework. The Fall 2025 "*Required Alberta Education and Childcare Assurance Measures – Overall Summary*" Report provides results for 12 Assurance Measures within four Assurance Domains. In addition to the information provided by Alberta Education and Childcare, the Edmonton Catholic School Division (ECSD) also collects local and societal measures that enables the Division to proactively respond to the learning needs and diversity of all students.

To align with the *Alberta Education and Childcare Assurance Framework* as well as the new *Division Plan for Continuous Growth (2023-2026)*, the Division developed new *ECSD Annual Survey* items during the 2023-2024 school year. As the survey items were developed in 2023-2024, the results are not comparable to previous surveys conducted in previous school years. The COVID-19 pandemic is also a unique and historic event which further highlights the expectation that results should not be compared to prior years.

The *ECSD Annual Survey* was conducted from November 25, 2024 to January 10, 2025. All students in Grades 4 to 12, parents/guardians of all students, and certificated teachers from all schools in the Division were invited to participate in the survey. The *ECSD Annual Survey* items were also grouped into themes that aligned with the *Division Plan for Continuous Growth* priorities as well as the *Alberta Education and Childcare Assurance Framework* domains.

With respect to both the *Alberta Education and Childcare Assurance Framework* and the *ECSD Annual Survey*, in addition to the Division reports, schools also receive school reports that are evaluated in their *School Plan for Continuous Growth*. Division results are also provided on the Division Assurance Dashboards and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites.



## LOCAL & SOCIETAL CONTEXT

### Our Foundation – Mission and Vision

#### Mission:

The mission of Edmonton Catholic Schools is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.

#### Inspired by:

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

#### We believe in God, and we believe:

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

#### Vision:

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

#### Core Values:

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

#### 5 Marks of Catholic Identity:

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

## Christ-Centred Learning and Defining Statement of Inclusive Education

### Christ-Centred Learning in Edmonton Catholic Schools

#### *Preparing our students for this world and the next*

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

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

### A Defining Statement of Inclusive Education in Our Division – Katholos:

#### *Education for Life for All*

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

\*Resident student as defined by the *Education Act*

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

### Goals, Key Strategies, Outcomes and Performance Measures

#### PRIORITY: LIVING OUR FAITH

**Goal F1:** ECSD schools and departments will clearly demonstrate their Catholic identity as presented in the 5 Marks of Catholic School Identity model.

- Implement strategies as outlined in the *5 Marks of Catholic School Identity and Faith Formation Plan 2025-2026*.

**Goal F2:** Students and staff will grow and develop in mind, body, and spirit.

- Support student and staff spiritual, mental and physical wellness through action that is rooted in the *Integrated Health and Well-being Framework*.

#### Performance Measures:

- Local Measures:
  - ECSD Annual Survey Theme - Catholic Identity
  - ECSD Annual Survey Theme - Wellness

#### PRIORITY: LEARNING EXCELLENCE

**Goal L1:** Students will experience learning opportunities that allow them to fulfill their potential.

- Engage in teaching and learning experiences that focus on building capacity and competency in a holistic manner and are reflective of students' needs.

**Goal L2:** Students' learning needs are met through a collaborative, responsive model of instruction, assessment and data-informed decision making.

- Ensure that thorough analysis of common formative and summative assessments, as well as standardized assessments is used to identify areas of growth in student achievement, which are addressed using a comprehensive approach.
- Empower students, through feedback, to understand and develop strengths and respond to areas for growth that are identified by timely and informative assessment.
- Continue to use a Universal Design for Learning (UDL) approach for K-12 curriculum and pedagogy, which personalizes student learning.

**Goal L3:** Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

- Engage in meaningful professional learning that promotes growth with respect to Division expectations and relevant standards to your role.

#### Performance Measures:

- Alberta Education Measures:
  - Access to Supports Services
  - Student Learning Engagement
  - Three-Year High School Complete Rate
  - Education Quality



- Five-Year High School Complete Rate
- Diploma Acceptable/Excellence
- PAT Acceptable/Excellence
- Local Measures:
  - ECSD Annual Survey Theme – Access to Help, Support and Resources
  - ECSD Annual Survey Theme – Student Growth
  - ECSD Annual Survey Theme – Teaching and Learning Practices

#### PRIORITY: ORGANIZATIONAL EXCELLENCE

**Goal O1:** Students, staff, and educational and community partners will work together for our common good.

- Build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in schools and beyond by building foundational knowledge of First Nations, Métis and Inuit experiences.

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

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

#### Performance Measures:

- Alberta Education Measures:
  - Parental Involvement
  - Citizenship
- Local Measures:
  - ECSD Annual Survey Theme – Foundational Knowledge About First Nations, Métis, and Inuit
  - ECSD Annual Survey Theme – Student Engagement
  - ECSD Annual Survey Theme – Parent and Guardian Engagement
  - ECSD Annual Survey Theme – Facilities
  - ECSD Annual Survey Theme – Overall Satisfaction with Edmonton Catholic Schools

#### PRIORITY: EMBRACING DIVERSITY

**Goal E1:** Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

- Implement the *Creating Communities of Belonging Strategic Plan 2025-2028*.

#### Performance Measures:

- Alberta Education Measures:
  - Welcoming, Caring, Respectful, and Safe Learning Environment
- Local Measures:
  - ECSD Annual Survey Theme – Inclusive and Caring Learning Environment

## Division Profile

Level	Edmonton Catholic Schools 2025-2026
K-12	Edmonton Catholic School of Alternative Education
K-6	Anne Fitzgerald Catholic Elementary School
K-6	Annunciation Catholic Elementary School
K-9	Archbishop Joseph MacNeil Catholic Elementary/Junior High School
10-12	Archbishop MacDonald Catholic High School
10-12	Archbishop O'Leary Catholic High School
10-12	Austin O'Brien Catholic High School
PK-9	Ben Calf Robe - St. Clare Catholic Elementary/Junior High School
K-9	Bishop David Motiuk Catholic Elementary/Junior High School
K-6	Bishop Greschuk Catholic Elementary School
K-6	Bishop Savaryn Catholic Elementary School
K-6	Blessed John Paul I Catholic Elementary School
7-9	Cardinal Leger Catholic Junior High School
K-9	Christ the King Catholic Elementary/Junior High School
K-9	Corpus Christi Catholic Elementary/Junior High School
K-6	Divine Mercy Catholic Elementary School
K-6	Father Leo Green Catholic Elementary School
10-12	Father Michael McCaffery Catholic High School
K-9	Father Michael Mireau Catholic Elementary/Junior High School
7-9	Father Michael Troy Catholic Junior High School
K-6	Frere Antoine Catholic Elementary School
K-6	Good Shepherd Catholic Elementary School
7-9	H. E. Beriault Catholic Junior High School
K-6	Holy Child Catholic Elementary School
K-9	Holy Cross Catholic Elementary/Junior High School
K-9	Holy Family Catholic Elementary/Junior High School
10-12	Holy Trinity Catholic High School
K-12	J. H. Picard Catholic Elementary/Junior/Senior High School
7-9	J. J. Bowlen Catholic Junior High School
K-9	Joan Carr Catholic Elementary/Junior High School
K-6	Katherine Therrien Catholic Elementary School
7-12	Louis St. Laurent Catholic Junior/Senior High School
K-6	Mary Hanley Catholic Elementary School
K-9	Monsignor Fee Otterson Catholic Elementary/Junior High School
K-6	Monsignor William Irwin Catholic Elementary School
10-12	Mother Margaret Mary Catholic High School
K-6	Our Lady of Mount Carmel Catholic Elementary
K-6	Our Lady of Peace Catholic Elementary School
K-6	Our Lady of the Prairies Catholic Elementary School
PK-6	Our Lady of Victories Catholic Elementary School
7-9	Sir John Thompson Catholic Junior High School
K-9	Sister Annata Brockman Catholic Elementary/Junior High School
K-9	St. Alphonsus Catholic Elementary/Junior High School
K-6	St. Angela Catholic Elementary School
K-6	St. Anne Catholic Elementary School
K-6	St. Augustine Catholic Elementary School



## | ANNUAL EDUCATION RESULTS REPORT 2024-2025 |

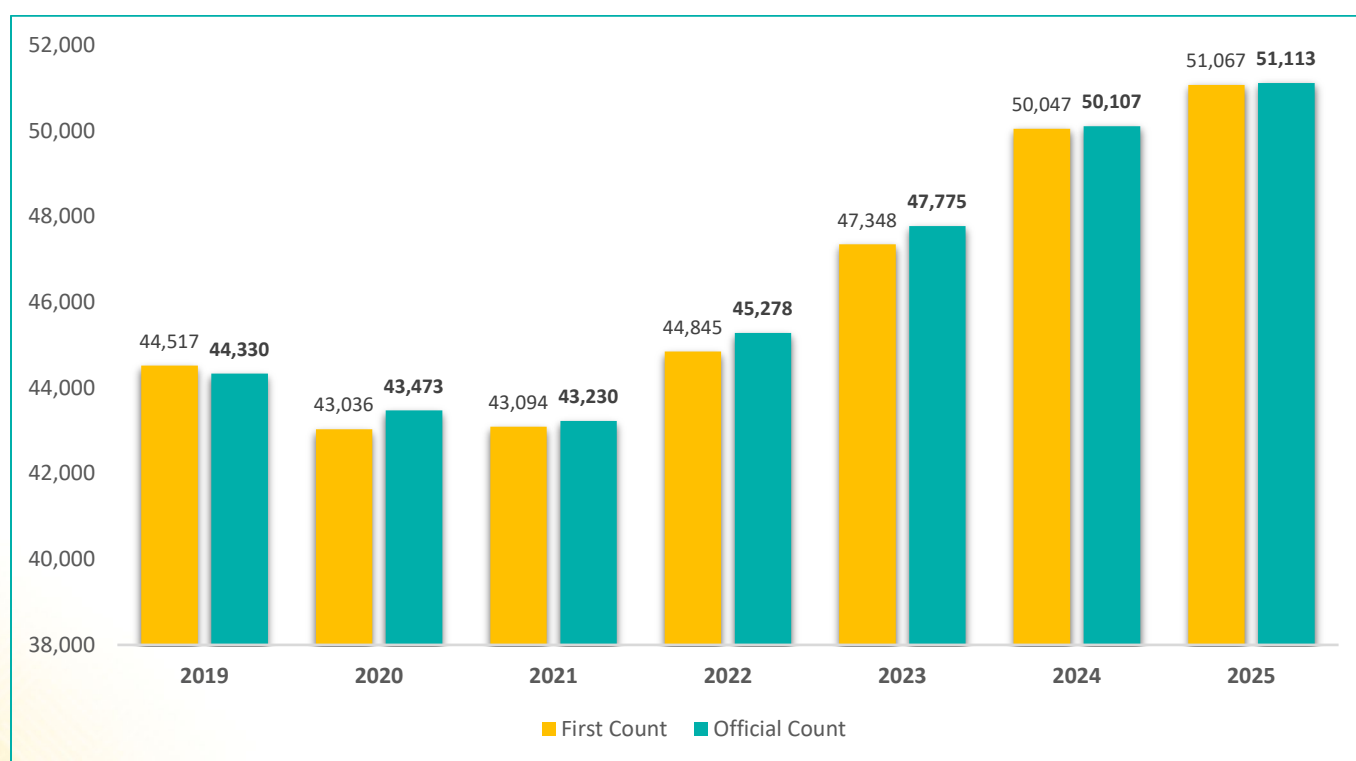
K-6	St. Benedict Catholic Elementary School
K-6	St. Bernadette Catholic Elementary School
K-6	St. Bonaventure Catholic Elementary School
K-6	St. Boniface Catholic Elementary School
K-9	St. Brendan Catholic Elementary/Junior High School
K-9	St. Catherine Catholic Elementary/Junior High School
7-9	St. Cecilia Catholic Junior High School
K-6	St. Charles Catholic Elementary School
K-9	St. Clement Catholic Elementary/Junior High School
K-6	St. Dominic Catholic Elementary School
K-9	St. Edmund Catholic Elementary/Junior High School
PK-6	St. Elizabeth Catholic Elementary School
K-9	St. Elizabeth Seton Catholic Elementary/Junior High School
K-6	St. Francis of Assisi Catholic Elementary School
10-12	St. Francis Xavier Catholic High School
K-12	St. Gabriel Catholic Elementary/Junior/Senior High School
K-6	St. Gerard Catholic Elementary School
7-9	St. Hilda Catholic Junior High School
K-6	St. John Bosco Catholic Elementary School
K-9	St. John XXIII Catholic Elementary/Junior High School
10-12	St. Joseph Catholic High School
K-9	St. Josephine Bakhita Catholic Elementary/Junior High School
K-6	St. Justin Catholic Elementary School
K-6	St. Kateri Catholic Elementary School
K-6	St. Leo Catholic Elementary School
K-6	St. Lucy Catholic Elementary School
K-6	St. Maria Goretti Catholic Elementary School
7-9	St. Mark Catholic Junior High School
K-6	St. Martha Catholic Elementary School
K-6	St. Martin Catholic Elementary School
K-6	St. Mary Catholic Elementary School
K-6	St. Matthew Catholic Elementary School
PK	St. Monica Catholic Elementary School
7-9	St. Nicholas Catholic Junior High School
10-12	St. Oscar Romero Catholic High School
K-6	St. Paul Catholic Elementary School
K-6	St. Philip Catholic Elementary School
K-6	St. Pius X Catholic Elementary School
K-6	St. Richard Catholic Elementary School
7-9	St. Rose Catholic Junior High School
K-6	St. Stanislaus Catholic Elementary School
K-6	St. Teresa Catholic Elementary School
K-6	St. Teresa of Calcutta Catholic Elementary School
K-9	St. Thomas Aquinas Catholic Elementary/Junior High School
7-9	St. Thomas More Catholic Junior High School
K-6	St. Timothy Catholic Elementary School
K-6	St. Vincent Catholic Elementary School
PK-6	St. Vladimir Catholic Elementary School
K-12	Kisiko Awasis Kiskinhamawin at Mountain Cree Camp

## Edmonton Catholic Schools Level Summary 2025-2026

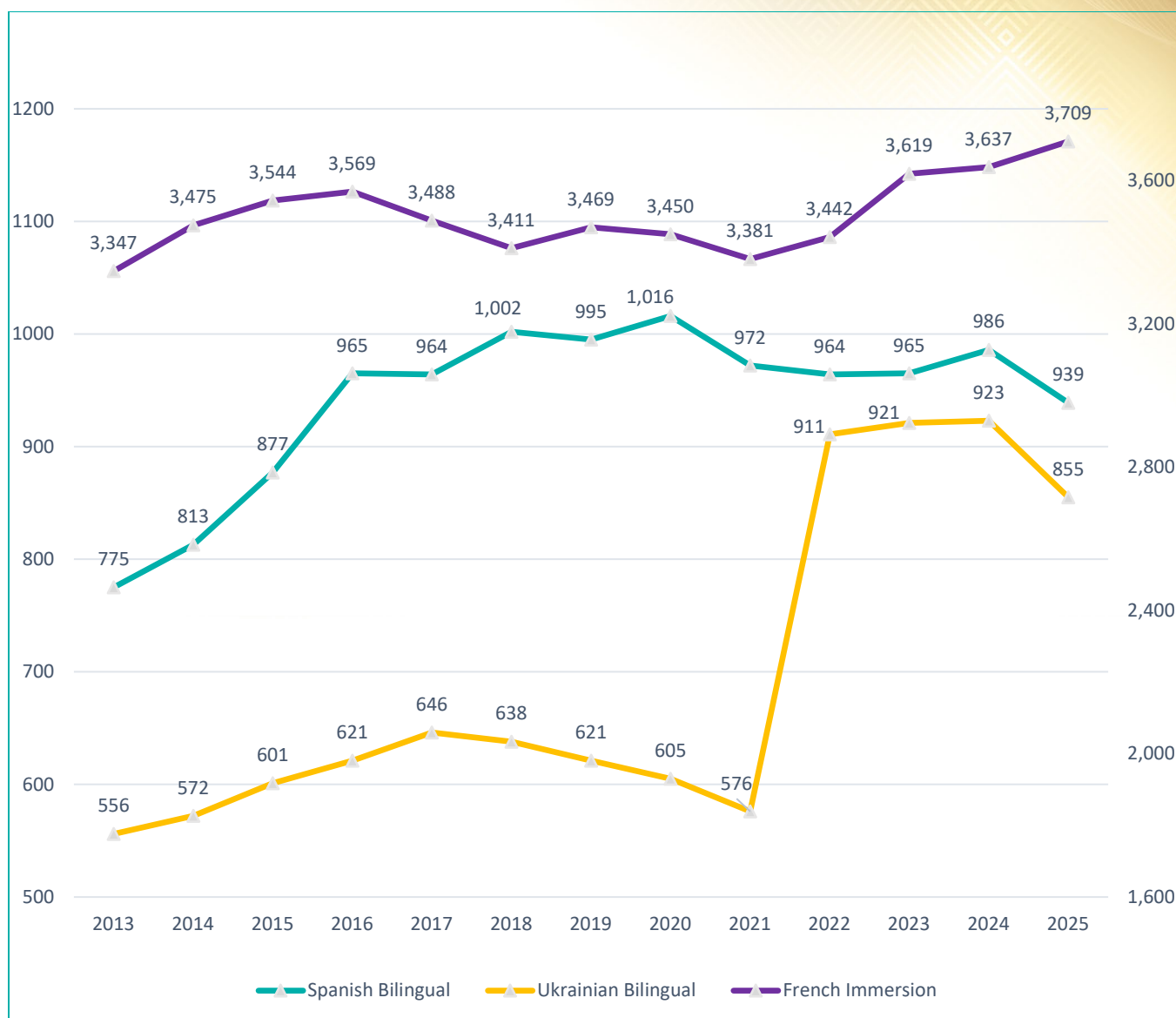
Elementary	50
Elementary/Junior High	20
Junior High	11
Elementary/Junior/Senior High	3
Junior/Senior High	1
Senior High	9
School of Alternative Education	1
<b>Total Schools</b>	<b>95</b>

## Enrolment Trends

Official Count 2019 – 2025



## Enrolment Bilingual and Immersion Language Programs





## First Nations, Métis, and Inuit

### Number of Self-Identified Indigenous Students, 2021 to 2025

	2021	2022	2023	2024	2025
Total FNMI Students	3,557	3,634	3,598	3,669	3,652
% of Total ECSD	8.2%	8.0%	7.5%	7.3%	7.1%

The proportion of self-identified Indigenous students in ECSD has gradually declined over the past 10 years, from a peak of 8.4% in 2017 to 7.1% in 2025.

## English as Additional Language (EAL) Students

### Number of EAL Students (Code 301, 302, 303), 2021 to 2025

	2021	2022	2023	2024	2025
Total EAL Students	7,756	8,002	9,159	10,443	11,451
% of Total ECSD	23%	23%	23%	22%	19%

This year, the number of EAL-coded students has increased by 10%, adding 1,008 students to the program. This growth is largely driven by the rise in temporary residents and international immigrants. All grade levels have seen this increase except for Pre-K, which has no students coded as EAL this year. This absence is likely due to funding cuts and the capping of the 100 voices program, along with the fact that coding Kindergarten students as EAL is now optional.

## Refugee Students

### Number of Refugee Students (Code 640), 2021 to 2025

	2021	2022	2023	2024	2025
Total Refugee Students	724	743	964	1,117	1,461
% of Total ECSD	1.7%	1.6%	2%	2.2%	2.9%

Refugee students (Code 640) do not include newly arrived Ukrainian students. This year, the number of students in this category has increased drastically by 31%, with 344 additional students compared to last year.

## Severe Special Needs

### Number of Severe Special Needs Students (Coded 40), 2021 to 2025

	2021	2022	2023	2024	2025
Total Severe Special Needs Students	2,274	2,458	2,593	2,800	3,203
% of Total ECSD	5.3%	5.4%	5.4%	5.6%	6.3%

The percentage of Code 40 students has been increasing since 2020. There is a notably higher concentration of these students in the Pre-K program. As of September 29, 2025, approximately 95% of students in the 100 Voices students are identified as having severe needs.

## Catholic Identity

### ECSD Annual Survey Measures & Results

Percentage of students, parents/guardians and teachers that agree their school provides an environment for students to serve, celebrate and grow in the Catholic faith.	Results % 2022-23*	Results % 2023-24**	Results % 2024-25**
Parents/Guardians	96.4	96.6	97.1
Students	94.3	92.3	90.6
Certificated Teachers	97.4	98.0	98.1

\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.

\*\*Results for 2023-24 and 2024-25 cannot be compared as questions were moved from the Student Engagement theme to the Catholic Identity theme in 2024-25.

#### Commentary on Results

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

- 98.6% indicated that they have religious celebrations at their school throughout the school year.
- 97.6% indicated that they pray regularly at their school.
- 97.6% agreed that their school teaches them about the Catholic faith.
- 95.0% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).
- 86.0% agreed that their teachers talk about Catholic values in many subject areas.

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

- 97.6% indicated that they have religious celebrations at their school throughout the school year.
- 97.3% indicated that they pray regularly at their school.
- 96.2% agreed that their school teaches them about the Catholic faith.
- 88.8% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).
- 76.7% agreed that their teachers talk about Catholic values in many subject areas.

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

- 95.7% indicated that they have religious celebrations at their school throughout the school year.
- 95.6% indicated that they pray regularly at their school.
- 92.2% agreed that their school teaches them about the Catholic faith.
- 70.5% indicated that they participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).
- 67.2% agreed that their teachers talk about Catholic values in many subject areas.

In considering the parents/guardians, results indicated that:



- 98.2% indicated that their child's school has religious celebrations throughout the school year.
- 98.0% indicated that their child has the opportunity to pray regularly at school.
- 97.5% agreed that their child's school creates and promotes a learning environment that is grounded in the Catholic faith.
- 97.4% indicated that their child participates in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).
- 94.3% agreed that teachers at their child's school infuse Catholic values in many subject areas.

In considering the certificated teachers, results indicated that:

- 99.2% indicated that they have religious celebrations at their school throughout the school year.
- 98.9% indicated that students have the opportunity to pray regularly at their school.
- 98.3% indicated that students participate in social justice activities at their school that help the community (e.g., Food Bank, Terry Fox Run).
- 98.2% agreed that their school creates and promotes a learning environment that is grounded in the Catholic faith.
- 95.8% agreed that teachers at their school infuse Catholic values in many subject areas.

### Key Strategies

## Catholic Identity: Foundation for Student Success

In the Edmonton Catholic School Division, Catholic identity is foundational to student success. It shapes how we understand and celebrate academic achievement and guides students to cultivate their God-given gifts. Rooted in faith, our schools form students not only as learners, but as compassionate, ethical individuals prepared to serve and lead.

Our educators are deeply committed to nurturing the whole child—integrating academic excellence with spiritual and moral formation. Achievement is understood as more than academic results; it reflects a shared commitment to forming graduates of character, competence, and conscience.

This AERR Report highlights results and growth areas in our ongoing dedication to high-quality, faith-filled Catholic education. Under the priority of Growing in Faith, our efforts focus on two key goals:

- F1: Students and staff will grow and develop in mind, body, and spirit.
- F2: ECSD schools and departments will embody their Catholic identity as represented in the *5 Marks of Catholic School Identity*.

## The Five Marks of Catholic School Identity

### Mark One: Grounded in a Christian Anthropology

Catholic education began with the belief that every person is created in the image and likeness of God. This sacred understanding shaped the way teaching, learning, and character development were approached in ECSD schools. These schools were more than academic institutions; they were communities rooted in Gospel values, where students were both challenged and supported as whole persons. Faith did not replace academic rigor; it enriched it through

meaningful celebrations, faith formation activities, and mission statements that were clearly displayed for all students and staff to see.

### Mark Two: Imbued with a Catholic Worldview

A vibrant Catholic identity is evident in our schools' physical environments, prayer life, and liturgical celebrations. The survey results for students in Grades 4 to 12, as well as certified staff, showed high agreement that students and staff prayed regularly in schools and that liturgies were celebrated. Prayer and worship were central to school culture and served as powerful supports for student success by nurturing spiritual growth, fostering community, and reinforcing a shared sense of purpose:

- Building community and belonging: Shared liturgical experiences united students and staff.
- Promoting reflection and resilience: Prayer fostered gratitude, purpose, and emotional well-being.
- Developing ethical foundations: Faith practices instilled compassion, integrity, and service.
- Celebrating student gifts: Liturgies highlighted student contributions through music, readings, and art.
- Connecting learning to purpose: Faith helped students see their education as part of a broader mission to serve others.
- Chaplains: Through pastoral care, chaplains guided students and staff in developing a relationship with God, navigating challenges, and living out Gospel values in daily life. They supported communal faith experiences, social justice initiatives, and the vital home–school–parish connection.

### Mark Three: Animated by a Faith-Infused Curriculum

Faith was not confined to religion classes; it was present throughout all subject areas. Catholic education combined faith and reason, encouraging students to view the world through the teachings of the Gospel and apply Catholic values in every area of study and life. This approach helped deepen student engagement, strengthen critical thinking, and support ethical decision-making, all of which were important for academic success and lifelong learning. Students felt more motivated when their learning was connected to meaning and purpose, although this remained an area for continued growth. Last year, schools placed intentional focus on strengthening the integration of Catholic values across subjects. This work laid necessary groundwork for building deeper connections to purpose and enriching the learning experience for all students. Teachers accessed both human and curricular resources to support this integration. New curriculum materials included clear examples of how to connect faith to learning in meaningful ways. Principals observed evidence of this integration in instructional planning, and students continued to learn about their faith across all areas of study.

### Mark Four: Sustained by Gospel Witness

Teachers and staff served as living witnesses of the Catholic faith. Their actions, relationships, and decisions reflected the teachings of Christ and offered powerful examples for students to follow. When students were surrounded by adults who modelled integrity, compassion, and perseverance, they were more likely to develop strong character and a resilient mindset. These qualities supported both academic achievement and personal growth. Staff members of all faith backgrounds developed an understanding of Catholic teachings and what it meant to work in a Catholic environment. They were also encouraged to explore their own faith journeys and focus on spiritual wellness. The principles of Catholic social teaching were evident in the way staff interacted with students, families, and one another. Division-wide events such as the Opening School Mass, Faith Development Day, and Grace for the Heart and Soul were well attended and looked forward to throughout the year.

## Mark Five: Shaped by a Spirituality of Communion

A defining strength of ECSD schools was their vibrant community spirit, rooted in love, mutual respect, and shared faith. This Christ-centred culture fostered strong, meaningful relationships among students, staff, families, and parishes, which created a deep sense of connection and belonging that supported student well-being. Feedback showed that parents and students valued this supportive environment, where families felt welcomed and students were encouraged to grow in faith. The partnership among home, school, and parish played a central role in this success, providing the spiritual and communal foundation essential to Catholic education and student achievement. Priests and the Pastoral team visited schools regularly, further strengthening these relationships and reinforcing the values that guided our schools throughout the year.



## STUDENT GROWTH & ACHIEVEMENT

### Alberta Education Assurance Measures Overall Summary – Fall 2025

Authority: 0110 The Edmonton Catholic Separate School Division

Assurance Domain	Measure	Edmonton Catholic Separate Schools			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.6	85.6	86.4	83.9	83.7	84.4	High	Declined Significantly	Issue
	Citizenship	83.7	83.0	84.3	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	86.9	85.7	87.0	81.4	80.4	81.4	High	Maintained	Good
	5-year High School Completion	90.8	92.5	92.5	87.1	88.1	87.9	High	Declined Significantly	Issue
	PAT9: Acceptable	71.2	70.9	70.2	62.5	62.5	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	18.7	18.0	18.0	15.6	15.4	15.5	High	Maintained	Good
	Diploma: Acceptable	83.5	84.6	83.6	82.0	81.5	80.9	Intermediate	Maintained	Acceptable
	Diploma: Excellence	22.7	21.9	20.8	23.0	22.6	21.9	High	Improved Significantly	Good
Teaching & Leading	Education Quality	89.3	89.6	90.1	87.7	87.6	88.2	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	85.1	86.4	84.4	84.0	84.9	Intermediate	Declined Significantly	Issue
	Access to Supports and Services	82.6	82.9	84.1	80.1	79.9	80.7	Intermediate	Declined Significantly	Issue
Governance	Parental Involvement	83.6	82.5	82.7	80.0	79.5	79.1	Very High	Improved	Excellent

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Alberta Education Assurance Measures Overall Summary First Nations, Métis, and Inuit (FNMI) – Fall 2025

Assurance Domain	Measure	Edmonton Catholic Separate Schools (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	58.7	58.9	59.0	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	66.0	76.1	73.2	69.7	69.4	69.6	Very Low	Declined	Concern
	PAT9: Acceptable	46.2	41.5	41.5	41.6	41.4	40.4	Very Low	Improved	Issue
	PAT9: Excellence	8.6	7.1	7.2	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	86.9	87.5	85.4	77.5	76.9	75.9	High	Maintained	Good
	Diploma: Excellence	15.7	16.3	15.8	11.9	11.8	11.6	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



## Alberta Education Assurance Measures Overall Summary EAL – Fall 2025

Assurance Domain	Measure	Edmonton Catholic Separate Sch (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	74.2	76.7	77.9	73.5	72.0	74.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.9	91.5	90.6	85.3	88.1	87.6	Intermediate	Declined	Issue
	PAT9: Acceptable	57.9	49.7	50.4	51.2	52.7	54.0	Very Low	Improved Significantly	Acceptable
	PAT9: Excellence	11.0	7.0	7.1	10.0	10.1	10.5	Low	Improved	Acceptable
	Diploma: Acceptable	71.0	73.6	74.3	67.4	66.3	66.7	Very Low	Declined	Concern
	Diploma: Excellence	14.9	13.6	12.5	14.8	14.0	13.9	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## ALBERTA EDUCATION Assurance Survey Measures & Results

A – Acceptable | E – Excellence

### ECSD PAT

Grade 6 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	86.2	24.9	84.8	24.1	n/a	n/a	n/a	n/a
French Language Arts	n/a	84.0	16.0	89.5	19.6	78.8	16.7	n/a	n/a
Mathematics	n/a	69.9	14.4	72.1	17.5	n/a	n/a	n/a	n/a
Science	n/a	79.3	26.7	73.7	23.2	75.6	25.4	n/a	n/a
Social Studies	n/a	75.9	21.7	73.9	21.2	74.8	20.6	73.5	20.6

Notes:

- Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.
- Beginning in 2022-23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

### ECSD Grade 6 PAT New Curriculum

Grade 6 PAT	ECSD % 2024-25	
	A	E
English Language Arts and Literature	76.7	17.3
Mathematics	58.8	16.1
French Immersion Science, Language Arts and Literature – not administered	n/a	n/a

Note: 2024-25 is the first year of a new test that reflects the 2023 curriculum.

Grade 9 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	81.9	17.4	80.6	17.0	80.6	16.8	81.0	16.4
English Language Arts K&E	n/a	56.0	7.3	60.2	6.8	52.9	1.1	58.3	8.3
French Language Arts	n/a	81.6	13.5	85.0	17.4	89.8	18.2	85.5	16.3
Mathematics	n/a	59.7	16.6	58.5	12.9	57.7	13.0	56.8	13.9
Mathematics K&E	n/a	55.0	3.0	44.0	5.0	45.4	2.1	46.5	4.2
Science	n/a	74.8	26.7	73.7	24.6	76.9	26.9	78.1	27.2
Science K&E	n/a	60.4	6.3	53.4	6.8	43.8	3.4	54.2	8.3
Social Studies	n/a	68.3	18.5	66.4	19.0	69.9	16.8	70.4	18.8
Social Studies K&E	n/a	57.3	9.4	54.7	5.8	40.9	9.1	50.9	8.9

Note: Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.

## ECSD First Nations, Métis, and Inuit PAT

Grade 6 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	64.8	8.6	60.4	7.4	n/a	n/a	n/a	n/a
French Language Arts	n/a	85.7	28.6	78.6	7.1	n/a	n/a	n/a	n/a
Mathematics	n/a	38.7	3.4	37.4	5.1	n/a	n/a	n/a	n/a
Science	n/a	53.8	8.3	42.0	9.2	52.5	12.0	n/a	n/a
Social Studies	n/a	50.0	7.1	42.4	6.4	49.3	8.3	42.5	7.1

### Notes:

- Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.
- Beginning in 2022-23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

## ECSD Grade 6 First Nations, Métis, and Inuit PAT New Curriculum

Grade 6 PAT	ECSD % 2024-25	
	A	E
English Language Arts and Literature	43.8	5.5
Mathematics	24.3	3.7
French Immersion Language Arts and Literature – not administered	n/a	n/a

Note: 2024-25 is the first year of a new test that reflects the 2023 curriculum.

Grade 9 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	57.8	4.3	53.1	8.5	55.0	6.7	55.7	7.0
English Language Arts K&E	n/a	37.0	3.7	52.6	5.3	50.0	0.0	50.0	7.7
French Language Arts	n/a	50.0	10.0	**	**	66.7	11.1	66.7	33.3
Mathematics	n/a	25.0	4.2	26.3	4.3	26.9	4.8	27.7	6.3
Mathematics K&E	n/a	43.5	0.0	36.4	4.5	25.9	0.0	43.8	9.4
Science	n/a	43.5	8.8	45.1	10.1	47.1	10.6	50.8	10.7
Science K&E	n/a	43.5	0.0	57.9	5.3	33.3	7.4	57.1	10.7
Social Studies	n/a	38.1	6.5	38.4	7.4	39.2	7.2	47.7	9.1
Social Studies K&E	n/a	39.1	8.7	55.6	5.6	30.8	11.5	51.9	11.1

### Notes:

- Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*\*).



## ECSD EAL PAT

Grade 6 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	85.8	18.6	73.2	13.4	n/a	n/a	n/a	n/a
French Language Arts	n/a	63.2	10.5	100	10	62.5	25.0	n/a	n/a
Mathematics	n/a	67.2	13.5	66.1	15.0	n/a	n/a	n/a	n/a
Science	n/a	78.4	20.6	67.1	16.3	66.7	14.6	n/a	n/a
Social Studies	n/a	73.0	16.9	69.1	17.6	64.0	13.1	63.6	15.8

## Notes:

- Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.
- Beginning in 2022-23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

## ECSD Grade 6 EAL PAT New Curriculum

Grade 6 PAT	ECSD % 2024-25	
	A	E
English Language Arts and Literature	67.8	10.7
Mathematics	54.9	13.1
French Immersion Language Arts and Literature – not administered	n/a	n/a

Note: 2024-25 is the first year of a new test that reflects the 2023 curriculum.

Grade 9 PAT	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts	n/a	65.5	5.9	57.7	5.5	54.5	3.9	62.1	7.2
English Language Arts K&E	n/a	**	**	**	**	**	**	**	**
French Language Arts	n/a	**	**	**	**	**	**	83.3	16.7
Mathematics	n/a	42.4	9.2	44.1	5.1	42.0	6.2	50.5	9.9
Mathematics K&E	n/a	**	**	**	**	**	**	57.1	0.0
Science	n/a	60.1	13.0	56.3	11.9	57.2	10.1	66.2	17.2
Science K&E	n/a	**	**	**	**	**	**	**	**
Social Studies	n/a	51.1	8.4	47.0	6.3	45.1	7.3	52.7	9.8
Social Studies K&E	n/a	**	**	**	**	**	**	**	**

## Notes:

- Participation in the PATs was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time. Report based on the results of the total number of enrolled students.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*\*).



## Commentary on Results

### Secondary French Immersion Grade 9 FLA PAT

Level of Achievement	ECSD %	Province %
Acceptable	85.5	75.2
Excellence	16.3	9.3

Students demonstrated strong performance in French Language Arts (FLA) Grade 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.

### English Language Arts and Literature Grade 6

Level of Achievement	ECSD %	Province %
Acceptable	76.7	69.1
Excellence	17.3	12.7

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. 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* 12.2% 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 areas significantly influence students' success in reading and writing.

### English Language Arts 9

Level of Achievement	ECSD %	Province %
Acceptable	81.0	69.8
Excellence	16.4	11.1

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*.

## Mathematics 6

Level of Achievement	ECSD %	Province %
Acceptable	58.2	52.1
Excellence	15.9	14.9

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.

## Mathematics 9

Level of Achievement	ECSD %	Province %
Acceptable	55.7	50.5
Excellence	13.0	13.6

### Part A

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.

## Part B

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. Twenty-two 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.

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.

## Science 6

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 to 6 Science curriculum rollout, with continued refinement of K to 3.

## Science 9

Level of Achievement	ECSD %	Province %
Acceptable	77.4	67.8
Excellence	26.7	21.0

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 Grade 9 remain 1.36% below the provincial average.

## Social Studies 6

Level of Achievement	ECSD %	Province %
Acceptable	73.7	64.1
Excellence	21.3	19.3

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%.

## Social Studies 9

Level of Achievement	ECSD %	Province %
Acceptable	69.8	59.9
Excellence	18.5	17.2

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*.

## Key Strategies

Edmonton Catholic Schools continued to advance student growth and achievement through a comprehensive, faith-based approach. Guided by our Division's mission to inspire students to learn and live fully in service to God and one another, our work was anchored in our Division's strategic priorities.

A central focus this year was on optimal learning, ensuring that every student experienced high-quality, personalized, and meaningful learning opportunities. This commitment was reflected in our professional learning approach, which empowered educators to deepen their instructional practice and build collaborative learning environments.



The Summer Summit guided by the theme *Classroom Ready*, equipped teachers with both student and teacher resources to take back to their school. The summit offered 40 professional learning sessions attended by 307 teachers from 68 elementary schools. These sessions focused on curriculum implementation, collaborative planning, and hands on learning, resulting in increased teacher confidence and readiness to deliver curriculum. Our Division-Wide Professional Development (DWPD) days continued to evolve through a mini-conference format and communities of practice model, promoting cross-curricular collaboration and professional growth.

Teacher Working Groups alongside curriculum consultants developed and refined over 70 pacing guides and 530 curriculum crates, providing essential resources that supported curriculum alignment and effective lesson planning. School leaders were equipped through monthly “Cup of Curriculum” updates and targeted sessions, enhancing their capacity to lead instructional teams and support optimal learning environments.

The following subject-specific commentaries on Provincial Achievement Test (PAT) results offer insights into student performance, instructional strengths, and areas for continued growth. These reflections are grounded in data analysis, subject specific expertise and our shared mission to nurture excellence in Catholic education through optimal learning experiences for all.

## English Language Arts and Literature K-9

### Teacher and Student Resources

To extend foundational reading skills in ongoing comprehension and vocabulary support into the upper elementary years, ECSD continued to support the use of *Bug Club Morphology* for Grades 3 to 6. This resource fosters vocabulary growth and reading comprehension and provides a bridge into more sophisticated writing instruction.

The junior high English Language Arts exemplar project was designed to provide students and teachers with examples of grade-appropriate student writing. A review of the rubric, existing writing task and student writing available was completed in the first session with updates made to the rubric. Teachers involved had their students write and at the next session rationales were created for Grade 7 writing based on the agreed upon rubric. After reviewing the Grade 8 writing, it was decided that more samples will need to be taken to provide exemplars at multiple levels of achievement. Throughout the project rich discussion on how to utilize exemplars in the classroom, how to scaffold writing for all students, and how to provide quality feedback to improve student writing, were integrated into the selection of rationales for the levels of achievement, as well as teaching papers that would provide a base for students from which to improve and learn from.

### Professional Development

This year, 28 schools participated in the Advancing Tier-One Instruction Through the Reading Research Project. The Reading Research Project is a comprehensive initiative designed to improve early word reading instruction and reduce the need for future intervention. The project began with a keynote session led by Dr. George Georgiou and continued through a five-part PD series focused on reading acquisition skills, phonics instruction, data interpretation, fluency, and instructional planning. Consultants supported Grade 1 teachers at-the-elbow through modeling, co-planning, and resource alignment. The goal was to significantly improve the one-tier-one classroom instruction in Grade 1 and, by extension, lessen intervention needs in Grade 2. One pilot school saw a reduction in “at-risk” students from 36% in September to just 9% by June, validating the approach.

Building on the success of the Reading Research Project, our team focused on a multi-year professional learning plan based on outcomes. Consultants have built curriculum crates, pacing guides, placemats, and other planning tools that focus on excellent teacher planning. Consultants facilitated a series of planning sessions for teachers to provide hands-

on support in grounding reading instruction in the new curriculum, ensuring that teachers are well-equipped to address gaps in reading progression within the regular classroom.

In Grades 7 to 9, teachers are learning how to work with Artificial Intelligence (AI) in classrooms, using it as an educational tool rather than a means to “cheat” on homework. Sessions were offered during Division-wide professional learning. Further support was offered through school visits and online professional learning. One shift we are trying to facilitate with teachers is to consider process rather than product, which moves the conversation away from simply trying to achieve an answer to a concerted effort to improve skills. In this way, AI can become a tool to support feedback and revision in the writing process.

In Humanities, a focus on terms and skills was the focus of the Humanities Essential Terms and Skills (HEATS) Project. The HEATS Project is a collaborative effort between junior high English Language Arts, French Language Arts, Social Studies, and English as an Additional Language staff. The goal is to support teachers to engage their students in the understanding and competency of 15 common skills and terms found in the junior high Humanities curricula. This year, this project was expanded to provide visual supports, thinking routines, classroom graphic organizers or planning supports. Alignment was further made with EAL Benchmarks, demonstrating how teachers can provide multiple entry points into grade-level expectations. This is housed on our SharePoint site and shared internally with teachers. Professional learning was also provided to teachers to create awareness of the supports.

### Common Summative Assessments

Common Summative Assessments are final exams provided to each student in Grades 7 and 8 English Language Arts and Knowledge and Employability Language Arts. Over the course of the year, teachers met twice on Saturdays to revise the exams. Initially, this required significant professional learning for teachers as they learned a variety of text types and question types (associating meaning, interpreting text organization, identifying and interpreting ideas and details, and synthesizing ideas). Teachers have a much better understanding of not only how to interpret their data, but also how to write questions and blueprint exams of their own. At this point in our CSA journey, these exams have been enculturated into practice. Teachers enjoy having the opportunity to examine and draft questions and are eager volunteers for field testing.

## French Immersion

### Teacher and Student Resources

Our focus this year included supporting K to 3 teachers with a third year of implementation support documents for the new curriculum and Grade 4 to 6 teachers with the first year of implementation. Teachers worked with consultants on revising quartermester support documents at each grade level. Consultants also created FILAL single point rubrics (50) for each organizing idea per grade and created FILAL assessment support documents for PowerTeacher Pro and Spaces EDU (14). A total of 20 curriculum crates for FILAL were created through teacher collaboration and a total of 23 cross-curricular crates were created to support French instruction in Math, Science and Physical Education and Wellness. To support the new elementary K-6 Social Studies curriculum, consultants created year plans in French (7), curriculum crates and mentor text suggestions in the target language.

### Professional Development

Teachers in K to 6 met three times during the school year to refine quartermester planning documents, review resources in the target language and create rubrics in line with the new FILAL curriculum. Each session provided teachers with an opportunity to collaborate with grade level partners in ECSD and eight other school divisions from the



Edmonton region. Teachers did a deep dive into the importance of oral language in an additional language learning program, the writing process and reporting on reading behaviours.

To support language instruction across all subject areas, teachers in Grades 7 to 12 met throughout the year in subject-specific working groups to collaborate and engage in joint planning. The Science, Social Studies, and French Language Arts (FLA) groups examined current research on language acquisition and effective instructional strategies, with the goal of creating accessible entry points for all students in their French language learning journey.

## Common Summative Assessments

FLA exams were developed and validated for Grades 7, 8, 10 and 11. Teachers worked on developing new questions for the exams at various points throughout the year. These exams were administered in January for students in Grades 10 and 11 and in June for all students in these grades. These exams are reading comprehension exams that include a variety of text types and question types. Data from these exams will be used to inform practice for individual teachers as well as inform professional development at the Divisional level. A second version of the Grade 7 and the Grade 8 exam was field tested by all four junior high schools. Teachers will come together next year to analyze the results of the field test and validate the questions to prepare for the June writing session.

## Partnerships

In recognition of the challenge in French Immersion for language supports across the Edmonton region, ECSD French Immersion consultants welcomed other teachers from the surrounding school divisions at all professional learning sessions. These included: STAR Catholic, Black Gold, GSACRD, Parkland County, Elk Island Catholic, Sturgeon, Elk Island Public and St. Albert Protestant. In addition to this, smaller collaboration projects have ensued, such as the creation of mentor text lists to support grammar instruction with CBE. Consultants continue to work with Metro Edmonton Regional French Immersion Professionals (MERFIP), the Consortium Francophone (part of APLC) and Alberta Education to analyze and create resources in the target language.

## Cultural Connections

In addition to many consultant-led events, our French Immersion programs have continued to benefit from the cultural events and resources curated by our French cultural coordinator. In the third year of this initiative, the coordinator continues to create digital libraries (containing videos, websites and books) to support important events such as Métis week, mois de la Francophonie and Christmas. The ECSD Kitchen Party was hosted at École Holy Child Catholic School in December. The goal of this event is to foster a welcoming space for our French Immersion students and family members to participate in a French cultural event outside of school hours. The second annual ECSD Winter Carnival was held in March 2025 at École St. John XXIII Catholic School.

## Mathematics

### Teacher And Student Resources

Elementary mathematics education has been supported through a variety of means. First, we have focused on ensuring that all elementary classrooms have access to manipulatives such as digi-blocks, Cuisenaire rods, and number balances. These tools help teachers facilitate the transition from concrete to abstract thinking in students. Secondly, we have purchased *Do the Math*, a targeted instruction and intervention resource. Sessions were provided for teachers and instructional coaches in understanding how to use the resource and organize for instruction.

Due to changes in provincial data collection, we have discontinued our internal math assessment. Instead, sessions have been offered in understanding the numeracy screeners and how to plan for instruction and intervention based on student need.

Significant time focused on the development of a Mathematics Framework as a means to develop common language and understanding that guides robust mathematics practices. The framework establishes a shared vision for mathematics instruction throughout the Division. In April, a session was provided to principals to provide context for the Mathematics Framework, including a deep understanding of Division data that supports the need for intensive supports. The framework is intended for use from K to 12, and covers the following topics: Mathematical Identity, Leadership in Mathematics, Data-Informed Instruction, Strands of Math Proficiency, High-Impact Instruction, Language Learners, Learning Environment, Calculators/Technology, and Assessment & Reporting. Principal feedback regarding the Mathematics Framework helped to shape future plans for professional learning.

In junior high, consultants worked with math departments and teachers on data analysis, examining evidence of student work to determine if students are effectively acquiring the desired learning outcomes. During sessions, consultants worked with teachers on strategies to share clear assessment criteria and expectations with students in advance, involving students in reviewing assessment results, and blueprint assessments to provide a balance of cognitive processes, levels of difficulty, and learning outcomes.

## Professional Development

Data-driven planning has been an essential support for teachers, enabling the use of specific student assessment information from both provincial and local assessments to align with the curriculum. Curriculum consultants worked with administrators and teachers to identify and plan for these student needs, and comprehensive planning packages were shared with teachers for each grade level.

## Common Formative Assessments

The implementation and continued refinement of the Common Formative Assessments (CFAs) remains an ongoing focus in junior high Mathematics. Designed as short, calculator-free assessments administered three times annually, CFAs have become a foundational element of instructional practice in Grades 7 through 9.

May 2025 marked a key milestone, our first cohort of Grade 9 students who have experienced CFA-style questions consistently across all three years of junior high wrote the PAT. This sustained exposure is intended to strengthen students' conceptual understanding and procedural fluency.

A core focus of the CFA this past year has been the intentional analysis of student responses to identify common misconceptions. Teachers are engaging in this process not to assign scores but to diagnose patterns in student thinking. These insights have allowed educators to deliver targeted, in-the-moment feedback directly addressing student needs as they arise. This professional learning has been coupled with looking at different ways to surface student thinking beyond rote practice.

Key developments include:

- Refinement of the Math Academy: Building on last year's foundation, this year's Math Academy, developed in collaboration with the University of Alberta's CMASTE, incorporated more targeted content directly aligned with misconceptions revealed in CFA data. This has led to increased relevance and impact for participating students.



- **Deeper Data Conversations:** Junior high Math consultants have continued to work closely with school teams, facilitating deeper dives into school-based, CFA, CSA, and PAT data. These collaborative sessions have shifted from simply reviewing results to developing actionable plans that respond to student learning needs.

## Common Summative Assessments

Common Summative Assessments are final exams provided to each student in Grades 7 and 8 Mathematics and Knowledge and Employability Mathematics. Over the course of the year, teachers met twice on Saturdays to revise the exams. Initially, this required significant professional learning for teachers as they learned how to accurately blueprint exams for not only the strands (number, patterns & relations, shape & space, and statistics & probability) but also the level of complexity: low, moderate, and high. Teachers have a much better understanding of not only how to interpret their data, but also how to write questions and blueprint exams of their own. At this point in our CSA journey, these exams have been enculturated into practice. Teachers enjoy having the opportunity to examine and draft questions and are eager volunteers for field testing.

## Science

### Teacher and Student Resources

The 2024–2025 school year marked the first year of implementation for the Grades 4 to 6 Science curriculum and the second year of optimization for Grades K to 3. Edmonton Catholic Schools focused on balancing the dual demands of deepening understanding of new content while building teacher capability for effective planning, instruction, and student engagement.

Experiential learning remains a central theme of Science education. Consultants supported teachers in real-world applications of Science through classroom inquiry and events. Teachers collaborated with consultants to deepen the use of hands-on investigations, exploring scientific concepts through experiments, design thinking, and field experiences.

*Stepping into Science* provided a strong foundation in planning and assessing the new curriculum, our consultants augmented this resource with additional high-quality resources to support student skill development and teacher background knowledge. ECSD developed *Launching into Science*, a comprehensive companion resource that provided ready-to-use lessons and clarified key scientific concepts. These tools were designed to enhance teacher confidence and instructional precision.

To streamline access to supports, we developed new Science pacing guide placemats, integrating links to curriculum crates, learning experiences, and ready-to-use materials in a one-stop format. Cross-curricular partnerships also supported meaningful integration. We collaborated with the Centre for Global Education to offer aligned PD sessions focused on inquiry, global competencies, and social justice themes.

Moving forward, we will continue to deepen K to 6 implementation through the creation of additional interdisciplinary resources, including the launch of our K to 3 *Natural Connections* Community of Practice in partnership with Science, PEW, and ELAL.

### Professional Development

We supported teachers with a wide range of professional development opportunities that emphasized content understanding and practical classroom strategies. Background Builder sessions were offered bi-monthly via Teams, covering every Organizing Idea and addressing teacher questions and misconceptions. These sessions were well attended and served as an essential tool for ongoing learning. In addition, we launched two Communities of Practice,

*Computer Science* and *Scientific Methods*, to help Grades 4 to 6 teachers integrate these strands meaningfully throughout the school year.

Division-wide professional learning sessions *Igniting Curiosity: Unleashing the Power of Hands-On Inquiry* and *Talk Like a Scientist: Empowering Science Discourse* emphasized the development of scientific thinking and student discourse. These sessions encouraged teachers to prioritize hands-on learning and explicit vocabulary instruction in daily practice. Consultant-led carousels furthered this work through a responsive three-part support model: co-planning, co-teaching/modeling, and follow-up visits tailored to each teacher's experience with the curriculum.

Because of the focus on hands-on activities, lab safety has been of increasing concern to teachers. In response to needs from schools, consultants created a one-day session for junior high Science lead teachers to provide a comprehensive overview of safety risks and considerations in a junior high Science lab, including the proper techniques for preparing, storing, and disposing of chemicals and biological specimens.

Due to the popularity of this session, it was repeated for other Science teachers. This spurred further interest in lab-based experiences for teachers, including how to organize Science lab rooms. Consultants provided on-site support to teachers to facilitate their skill and confidence in conducting safe and meaningful lab experiences for students.

## Science Showcase

For the Science Showcase, in 2024 we had 10 schools involved with 206 students. In 2025, we had 16 schools with 350 students. For Edmonton Regional Science Fair, in 2022, no ECSD schools participated. In 2023, we had one student participating who went on to the Canada Wide Science Fair. In 2024, we had three schools involved with one project getting a silver award, one project getting a bronze, and one winning a special award. In 2025, out of 24 Edmonton-area schools participating, nine were from ECSD. We had one silver, two bronze, and three special award wins. We are pleased with the Division and student enthusiasm for this event, reflecting an increase in engagement and scientific inquiry.

## Common Summative Assessments

Common Summative Assessments are final exams provided to each student in Grades 7 and 8 Science. Over the course of the year, teachers met twice on Saturdays to revise the exams. Initially, this required significant professional learning for teachers as they learned how to accurately blueprint exams in knowledge and skills. In particular, ECSD students traditionally scored lower on skills questions, reinforcing the need for hands-on Science activities. Further, teachers required support in how to build skills-based questions on their own exams. Teachers have a much better understanding of not only how to interpret their data, but also how to write questions and blueprint exams of their own. At this point in our CSA journey, these exams have been enculturated into practice. Teachers enjoy having the opportunity to examine and draft questions and are eager volunteers for field testing.

## Social Studies

### Teacher and Student Resources

Based on historical PAT data trends, Edmonton Catholic Schools identified the continued need in student achievement related to reading informational text, analyzing sources, and demonstrating critical thinking skills in Social Studies. In response, we implemented a series of targeted strategies to strengthen these foundational skills across grade levels, with an emphasis on Grade 6 PAT preparation.



Three strategic levers guided our work: school team development, PAT-specific supports, and classroom-embedded consultant visits. Together, these efforts aimed to equip teachers with high-impact instructional tools and ensure students were consistently engaged in skill-based learning throughout the year.

We continued to scale the use of high-impact routines that promote systems thinking, reflection, and knowledge transfer. These included:

- *Parts, People, Interactions* – supporting students in understanding complex systems and roles within them.
- *I Used to Think... Now I Think* – fostering metacognition and perspective-taking.
- *Connect, Extend, Challenge* – helping students make connections, deepen understanding, and apply knowledge to new contexts.

## Professional Development

Our focus on Social Studies included enhancing student critical thinking skills through the introduction of visible thinking routines and cooperative learning strategies. These methods support diverse learner needs and enable active participation and engagement beyond memorization of facts. Professional development sessions emphasized collaborative learning and inclusive education practices.

To address the specific demands of the Grade 6 PAT, we designed and delivered a targeted session early in the year that combined:

- Modeling of critical reading strategies such as *monitor* and *clarify*.
- Instructional guidance for teaching source analysis skills.
- Demonstrations of how thinking routines can be embedded across the year to prepare students for complex tasks.

Consultants provided in-class support across multiple school sites, modeling lessons and co-teaching to embed thinking routines and source analysis strategies directly into classroom practice. This hands-on approach ensured teacher update and instructional consistency. Moving forward, we will continue to support teachers with ECSD-created resources that fully align with the new Social Studies curriculum and emphasize robust skill development at every grade level.

Several junior high schools utilized professional development days for their entire staff on UDL and assessment. They then breakout into curricular specific sessions on CSA/PAT analysis and subject specific UDL strategies. This model is proving to be a successful way to reach entire Social Studies departments and work collaboratively to meet department/school goals.

## Common Summative Assessments

Common Summative Assessments are final exams provided to each student in Grades 7 and 8 Social Studies. Over the course of the year, teachers met twice on Saturdays to revise the exams. Initially, this required significant professional learning for teachers as they learned how to accurately blueprint exams in knowledge and understanding, and skills and processes. In particular, ECSD students traditionally scored lower on skills and processes questions, reinforcing the need for active thinking routines, source analysis, and reading strategies embedded within content areas. Further, teachers required support in how to build source analysis questions on their own exams. Teachers have a much better understanding of not only how to interpret their data, but also how to write questions and blueprint exams of their own. At this point in our CSA journey, these exams have been enculturated into practice. Teachers enjoy having the opportunity to examine and draft questions and are eager volunteers for field testing.

## Physical Education and Wellness

We continued to provide at-the-elbow support for implementing the Elementary Mental Health Literacy Resource. This resource offers lesson plans and digital student activities designed to deepen students' understanding of mental health and promote strategies for maintaining well-being throughout their lives. Over the past year, an additional eight schools received this support, bringing the total to 33 implementation schools. Assistance included lesson planning and selecting resources for comprehensive mental health education aligned with the new curriculum. The initiative embraced a whole-school approach to social-emotional learning by engaging administrators and Emotional Behavioural Specialists (EBS) alongside classroom teachers. Professional learning sessions equipped educators to effectively integrate these materials into their wellness curriculum, fostering overall student well-being.

In addition, 22 elementary schools are now trained in L.E.A.D. Recess, a leadership development program that strengthens school communities through play. Feedback from participating schools highlighted positive impacts such as improved leadership skills and fewer recess conflicts, contributing to enhanced student wellness. These strategies will remain an essential component of the Physical Education and Wellness (PEW) curriculum in 2025-2026.

Secondary PE focused on strengthening leadership capacity through foundational curriculum and Division documents to support effective strategies at the department-head level. Building on lessons from the leadership model, departments began working to promote improved assessment practices across their teams. Additionally, the department continued in partnership with the University of Alberta for a research project entitled *How Are You Feeling (HAYF)*, in which students in CALM classes engaged in a Social Emotional Learning program. Results were positive, showing noticeable improvement in students' ability to recognize the short-term suppression of emotions, connect feelings to personal events, and understand experiences of loss and grief.

## Secondary New Curriculum

In the spring of 2025, Alberta Education made an announcement that draft versions of the new curriculum would be released for Physical Education & Wellness, Social Studies, and Mathematics. In preparation for 2025-26, junior high principals and lead teachers were invited to attend a session to learn about ECSD's curriculum implementation plans. Over the course of the session, principals and lead teachers learned:

- The architecture of the new curriculum.
- How ECSD will be supporting teachers through new curriculum implementation.
- Assessment and reporting considerations for the new curriculum.

Lead teachers were invited to join working groups for the 2025-26 school year to begin field testing, providing feedback, and creating resources for each of the three subject areas.



## ECSD Diploma

Grades 10-12 DIP	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts 30-1	n/a	82.2	6.5	87.6	11.5	88.1	9.1	88.1	12.1
English Language Arts 30-2	n/a	86.4	13.2	91.1	14.9	91.2	16.5	88.5	13.6
French Language Arts 30-1	n/a	90.5	2.4	98.4	8.2	96.4	9.1	100.0	5.6
Mathematics 30-1	n/a	70.4	26.4	70.9	27.8	77.2	31.1	78.5	33.6
Mathematics 30-2	n/a	65.7	13.5	75.2	13.6	76.5	19.0	77.1	22.8
Social Studies 30-1	n/a	83.4	12.6	86.9	15.3	89.2	20.5	89.7	21.1
Social Studies 30-2	n/a	76.4	11.5	79.8	12.2	82.5	13.4	80.2	12.2
Biology 30	n/a	71.2	21.3	82.9	28.1	84.9	30.9	82.3	33.8
Chemistry 30	n/a	67.9	19.5	79.2	30.7	79.5	30.2	81.9	33.8
Physics 30	n/a	75.2	23.7	81.9	39.4	87.1	40.9	82.2	38.8
Science 30	n/a	77.2	20.0	83.4	25.0	86.5	29.2	78.7	26.8

Notes: Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time.

## ECSD First Nations, Métis, and Inuit Diploma

Grades 10-12 DIP	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts 30-1	n/a	70.8	4.2	76.3	6.8	92.5	7.5	85.0	6.3
English Language Arts 30-2	n/a	86.4	13.6	93.7	13.7	91.8	21.4	93.5	13.9
Mathematics 30-1	n/a	42.9	28.6	60.0	25.0	57.7	11.5	85.7	28.6
Mathematics 30-2	n/a	55.6	16.7	82.9	12.2	80.8	15.4	82.5	22.5
Social Studies 30-1	n/a	81.0	14.3	81.0	19.0	94.4	13.0	88.2	14.7
Social Studies 30-2	n/a	82.9	12.2	83.5	10.7	87.1	12.9	87.1	6.9
Biology 30	n/a	66.7	5.6	78.0	17.1	85.1	17.0	91.1	26.7
Chemistry 30	n/a	66.7	22.2	77.8	38.9	80.0	30.0	72.0	20.0
Physics 30	n/a	50.0	0.0	100.0	35.7	100.0	44.4	90.0	60.0
Science 30	n/a	83.3	33.3	87.0	21.7	96.3	25.9	77.1	22.9

Note: Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time.

## ECSD EAL Diploma

Grades 10-12 DIP	ECSD % 2020-21	ECSD % 2021-22		ECSD % 2022-23		ECSD % 2023-24		ECSD % 2024-25	
	A/E	A	E	A	E	A	E	A	E
English Language Arts 30-1	n/a	62.1	5.2	75.5	3.2	62.9	2.2	71.3	4.9
English Language Arts 30-2	n/a	71.3	3.0	84.2	8.5	86.0	8.8	77.3	8.8
Mathematics 30-1	n/a	69.8	23.3	71.9	18.8	75.6	23.2	62.3	25.4
Mathematics 30-2	n/a	56.5	8.7	63.8	10.1	61.8	10.5	63.1	15.6
Social Studies 30-1	n/a	80.0	8.6	84.6	10.3	75.7	10.8	76.9	11.0
Social Studies 30-2	n/a	55.7	7.2	69.8	8.9	70.7	11.6	68.3	11.3
Biology 30	n/a	62.0	6.0	66.7	17.3	71.2	20.5	74.3	24.8
Chemistry 30	n/a	63.6	24.2	84.4	15.6	73.2	23.2	79.5	39.7
Physics 30	n/a	68.0	8.0	64.0	12.0	66.7	37.0	68.3	31.7
Science 30	n/a	62.5	9.4	80.4	26.1	79.4	20.6	64.4	13.3

Note: Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020-21 to 2021-22. Caution should be used when interpreting trends over time.

### Commentary on Results

#### English Language Arts

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 by 2% in the *Standard of Excellence*, but it remains below 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 exam.

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.

On the English 30-2 Diploma, ECSD students consistently exceed the province in meeting the *Acceptable Standard*. The *Standard of Excellence* achievement remains stable in both reading and writing while enrollment in the course continues to climb.

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

#### Social Studies

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.

## Mathematics

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.

## Biology

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 Diploma

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%).



## Physics

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.

## Science

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.

## FLA 30-1 Diploma June 2024

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.

### Key Strategies

## English Language Arts Grades 10-12

To improve student writing, the High School Exemplar Project cohort focused on generating examples of targeted feedback on student writing, as well as finalizing the levelled annotation scoring guide drafts. The Personal Response to Text assignment was targeted so teachers could develop a stronger understanding of excellent writing as it appears in that assignment.

To improve student reading, the continued development of field testing and implementation of Common Summative Assessments in Grades 10 and 11 built the capacity of teachers to identify areas that need to be targeted in their instruction. Our work with teachers in the blueprinting of assessments and development of multiple-choice items has deepened teacher understanding of the reporting categories and cognitive levels of ELA multiple choice questions. We built on this understanding by releasing readings and related data as a reading comprehension resource for student preparation and familiarity with the CSA format.

Through the creation of a scaffolded transitional pacing guide, our goal was to improve the success of our growing number of English as an Additional Language students in both the -1 and -2 ELA courses. This guide aligned the locally developed courses supporting EAL learners with the 10-2, 20-2, and 30-2 progressions. Teachers learned the linguistic scaffolding required to teach academic language to this cohort of students.

## Social Studies Grades 10-12

### Professional Learning

In the Social Studies Professional Learning Community, Universal Design for Learning was the central area of focus. UDL offers substantial benefits for teacher professional development by helping educators address the varied needs of

students, particularly in transferring high-level skills from written tasks to multiple-choice questions on the Social Studies 30-1 and 30-2 exams. Specific benefits of UDL in this context include:

- **Multiple Means of Representation:** By providing various ways to interpret and engage with source-based questions, UDL will strengthen students' ability to handle source-based items across both parts of the exam.
- **Multiple Means of Action and Expression:** Teachers incorporate varied assessment methods in practice settings, enabling students to express their understanding in ways that enhance source analysis skills across written and multiple-choice formats.
- **Multiple Means of Engagement:** UDL helps teachers foster student motivation and investment in mastering source analysis, which will encourage the application of these skills consistently across both Part A and Part B.

## Supporting English as an Additional Language Learners (EALs)

In their book study of *Teaching Social Studies to ELLs* by Tina Beene, Social Studies Department Heads explored strategies to support EAL learners. Given the rising number of EAL learners in the Division's high school Social Studies classes, Beene's methods are particularly relevant.

Beene's strategies offer several benefits:

- **Scaffolding for Source Analysis:** Breaking down complex sources into smaller, understandable parts can assist students who find it challenging to apply source analysis skills consistently across both written and multiple-choice sections.
- **Academic Vocabulary Building:** Enhancing students' vocabulary improves comprehension, which is essential for interpreting source-based questions accurately.
- **Use of Visual and Contextual Supports:** Visual aids and contextual information help students make connections and strengthen understanding, which facilitates the transfer of skills to different types of exam questions.

By applying these ELL-focused strategies, teachers better support all students, especially EAL learners, in performing more consistently across the exam's written and multiple-choice sections.

## Social Studies Common Summative Assessments (CSAs) Item Building

Teachers from across the Division met throughout the year to create items for the Social 10 and 20 CSAs modelled on Diploma exam multiple choice items. As they worked to refine the quality of the Division's assessments, they are engaged in important professional learning that built their knowledge of Social Studies Diploma exam question anatomy, question types, and source varieties. This knowledge enables them to better prepare students for source analysis and critical thinking.

## Mathematics Grades 10-12

Teachers collaborated on our Written Response project to create high-quality written response questions. These questions are now available on SharePoint. This project is continuing as the math consultant and teachers create and refine written response questions specifically for Math 20-2.

The development of Math Common Summative Assessments (CSAs) and the improvement of students' understanding of success criteria for written response questions has been very successful. This work has resulted in three reliable versions of the CSAs for Math 10C, 20-1, and 20-2. This work has also led to the development of dedicated versions of CSAs for Alternative Education in Math 10C and Math 20-2, with a Math 20-1 CSA planned for creation.



The math consultant, in collaboration with teachers, developed an outcomes-based review for the Math 20-1 and Math 10C courses. This review was designed to ensure that every specific outcome in the program of studies is represented in preparation for the final exam. The final version was available for implementation in the 2025 school year.

High school Mathematics department heads participated in a four-part Professional Learning Community series throughout the school year. This series included a variety of topics, such as continued engagement with the *Universal Design for Learning* framework, a book study focused on teaching Math to English language learners, and the development of a resource to support Math 30 level teachers in teaching permutations and combinations.

A Community of Practice (CoP) to build meaningful connections and support classroom practice for Math 20-2 teachers was formed. This CoP is a collaborative space where teachers can exchange ideas, share resources, and work together to better engage and support students in Math 20-2.

Mathematics teachers actively participated in a three-day series for ECSD's Division Wide Professional Learning community. This series explored Mathematical Language Routines (MLRs), adapted from Stanford University's Understanding Language Project, to support students in developing mathematical language and discourse skills. MLRs are designed to make math accessible and engaging by providing structured ways for students to discuss, interpret, and express mathematical ideas. These routines help students build conceptual understanding, use precise language, and improve their ability to communicate mathematical reasoning.

## Science Grades 10-12

### Professional Development

#### Supporting Mindful Science Pedagogy

Under the theme *Unlocking Potential with Mindful Science Pedagogy*, our Division Wide Professional Development (DWPD) series sought to enhance conceptual understanding and promote functional reasoning in all Secondary Science classrooms. The sessions were designed to model various metacognitive strategies and provide teachers opportunities to experience these strategies firsthand. By emphasizing and integrating metacognition in each session, teachers are learning to integrate these strategies into their own practice, thus increasing student achievement in both the *Acceptable Standard* and *Standard of Excellence* on Diploma exams.

#### Continuous Improvement of Laboratory Facilities and Infrastructure

Efforts are ongoing to ensure that all high schools in ECSD meet basic standards for laboratory facilities. In collaboration with Facility Services, deficiencies in lab infrastructure were identified in 2022, and work continues to address these issues. As laboratory facilities improve, there will be more opportunities for students to develop their lab skills, and ultimately, perform better on skill-based learner outcomes.

#### Focusing on Communities of Practice

For the 2024-2025 school year, we established a Department Head Professional Learning Community (DHPLC) that built on our previous focus on High School Outcomes-Based Assessment (OBA) and Universal Design for Learning (UDL). This past year, the goals of the DHPLC included:

- Deepening our understanding of UDL guidelines
- Supporting department heads and assistant principals as instructional coaches and leaders
- Developing strategies for working with EAL (English as an Additional Language) learners
- Building relationships within the leadership community



During the first DHPLC meeting, department heads analyzed CSA and Diploma results for their schools. They received a framework for data analysis and strategies for discussing the data with their departments to determine the next steps. By supporting department heads, we cultivated a data-driven approach to assessment and instruction that promoted forward thinking for teachers, in order to lead to greater student success.

In addition to exploring research-based strategies to enhance student learning, we focused on supporting EAL students in science, a need identified by department heads. Last year's book study featured *Teaching Science to English Learners* by Stephen Leenor and *Making Thinking Visible* by Ron Ritchhart. The resources, guiding questions and resulting discussion provided department heads with the necessary background to model, coach, and support their departments in teaching EAL learners, ultimately increasing student achievement.

### Science High School Residencies

The science residency program continued for the 2024-2025 school year. This program targeted specific teaching and learning needs identified through the analysis of Diploma exam results. Consultants spent dedicated time in schools, collaborating closely with teachers and engaging with students in the classroom. This approach helped bridge the gap between learning and implementation, creating opportunities for peer coaching, collaborative planning, and resource development.

### ECSD High School Completion

Performance Measures	Results %				Evaluation		
	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	89.6	85.9	85.7	86.9	High	Maintained	Good
High school completion rate of students within 5 years of entering Grade 10	91.7	93.2	92.5	90.8	High	Declined Significantly	Issue

*Note: Participation in the 2019-20 to 2021-22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.*

### Commentary on Results

ECSD continues to have a very high *High School Completion* rate, exceeding that of the province. Although the results indicate *Declined Significantly*, this is largely due to changes in results due to the pandemic and results should be interpreted with caution. We can see in our five-year results, however, that our supports continue to be effective, and we are pleased with these completion rates

As we look to the future and strive to maintain a "high" rating on performance measures for both three- and five-year high school completion rates, the School of Alternative Education is proud to partner with Alberta Education and NorQuest College to plan and implement the Educational Assistant Dual Credit Certificate Program. This one-year program, launched in the 2025–2026 school year, demonstrates our commitment to high school completion, expanding career pathways and helping students earn post-secondary credentials while still in high school.

In addition, we have established a partnership with Careers to support Alberta Education's mandate by providing more high school students with work experience and Registered Apprenticeship Program (RAP) opportunities, while also promoting high school completion. Furthermore, we continue to collaborate with The Educational Partnership

Foundation (TEPF), our community high schools, and students to refine, expand, and implement the second-semester model of the TEPF program for the 2025–2026 school year. These ongoing efforts ensure students have access to meaningful, hands-on learning experiences that align with career and trades readiness goals.

### Key Strategies

The Edmonton Catholic School Division provided a wide range of opportunities and supports that helped students achieve high school completion. This support was available both within our 10 high schools as well as through the Department of Student Services' School of Alternative Education. These opportunities and supports focused on three key areas: high school completion, career readiness, and post-secondary preparation.

In alignment with the Alberta Minister of Education's mandate, our programming also emphasized career and trades preparedness. This included expanding career education opportunities, promoting skilled trades and apprenticeships, and supporting students through hands-on learning experiences that connected them with post-secondary institutions and employers.

High school completion is supported through integrated interventions and inclusive programming which help to close gaps. Initiatives such as Success in School (SIS) for youth in government care, the integration of Universal Design for Learning (UDL), and land-based learning approaches are fostering equitable access and engagement for students in ECSD. Strategic planning around course pathways, accurate grade reporting, and specialized programming, such as dual credit, ensures students are supported in achieving their academic goals. Ongoing professional learning for staff further strengthens quality of instruction and student success. These efforts reflect ECSD's commitment to continuous improvement and its mission to support all learners in completing high school.

### High School Counsellors

High School Teacher Counsellors are instrumental in guiding students toward successful high school completion and transition to adulthood. They build strong, trusting relationships that often span a student's entire high school journey. Teacher Counsellors provide essential emotional and social support, helping students navigate stress, anxiety, and other challenges that may impact a student's social emotional wellbeing, academic performance and graduation outcomes. For many students, having a consistent and compassionate advocate throughout high school is a key factor in their success.

Teacher Counsellors frequently support students who are at risk and may lack a robust support network. In collaboration with classroom teachers and families, they help ensure accountability for assignment completion and regular attendance. Their involvement is especially critical for students who require additional encouragement and structure to meet completion requirements.

Working alongside High School Graduation Coaches, Teacher Counsellors develop a deep understanding of student's interests, strengths, and goals. This insight allows them to help guide course selection and shape individualized high school pathways. They may also connect with post-secondary institutions to ease the transition to further education and improve students' chances of long-term success.

Over the past year, Teacher Counsellors participated in a range of initiatives designed to enhance both student support and professional growth. Callback sessions emphasized mental health resources, Division programs criteria and supports, and tracking systems for graduating students. Guest speakers addressed topics such as addictions and another on compassion fatigue, which was done through a workshop called *HeartCare* for Educators. A presentation from Division leadership reinforced the importance and scope of the Teacher Counsellor role. Additionally, they



engaged in a book study of *The Anxious Generation* by Jonathan Haidt, sparking meaningful dialogue around youth mental health. Collaborative roundtables during callbacks showcased school-based practices and created opportunities for peer learning and shared expertise.

This comprehensive understanding of students' emotional and mental well-being, combined with their academic profiles, enables Teacher Counsellors to support students holistically fostering academic achievement, emotional wellbeing and personal growth.

### Family School Liaison Workers

Family School Liaison Workers are Registered Social Workers (FSLWs) who play a vital role in connecting students, families, and the school community across the Edmonton Catholic Schools Division. Support from FSLWs is voluntary, and each worker typically manages a caseload averaging around 35 students, tailored to the unique needs and priorities of their school. FSLWs support student success in school and help newcomers feel welcomed and connected to the school community. Grounded in trauma-informed and culturally responsive practices, they promote student well-being, emotional regulation, and active engagement in learning.

Their services include one-on-one support and targeted group interventions in areas such as social skills development, conflict resolution, anxiety management, and fostering healthy relationships. Many FSLWs are trained in restorative practices, helping to cultivate a school culture rooted in respect, repair, and belonging. Working collaboratively with students, families, and school teams, FSLWs assess individual needs, set goals, and co-create support plans. They are instrumental in identifying and addressing barriers to high school completion, connecting families to community resources, and guiding students through mental health and academic support systems.

As integral members of multidisciplinary teams, FSLWs provide comprehensive, wraparound services that support student success, personal growth, and a strong, connected school community.

### School of Alternative Education

The School of Alternative Education continued to offer flexible, student-centred learning opportunities that supported diverse academic and personal pathways. As society evolves, so must our education system adapt to change - these programs reflected that evolution by meeting students where they were, academically, socially, and spiritually. Rooted in the Division's mission to provide Christ-centered education and promote lifelong learning, the School of Alternative Education continued to provide students with unique pathways for high school completion. The School of Alternative Education provided not only academic support and modified scheduling for those students who needed an alternative to the traditional high school but also provided opportunities and challenges for the students who were successful in our high schools and who wanted to expand their knowledge and experiences.

School of Alternative Education continued to offer PASS (Part-Time Alternative Self-Paced School) which provided flexible scheduling and individualized instruction and thus allowed students to balance education with personal interests and student responsibilities.

A key focus this past year was on expanding career-connected pathways that aligned with the Education Minister's mandate for enhanced career education. Through partnerships with post-secondary institutions such as Olds College, MacEwan University, and Concordia University of Edmonton, students accessed dual credit opportunities in fields like veterinary sciences, business, psychology, and information technology. Additionally, Edmonton Catholic Schools strengthened its collaboration with The Educational Partnership Foundation (TEPF), which played a pivotal role in expanding trades-based learning. For the first time, the Edmonton Catholic School Division implemented a semester-



based trades opportunity through TEPF, which allowed students to engage in hands-on training during the regular school year and earn industry-recognized certifications. This complemented the second year of the summer trades program, which continued to offer students immersive experiences in skilled trades during July and August.

To support student readiness for these experiences, The School of Alternative Education provided access to HCS 3000, a mandatory Alberta Education course that provides 30-level high school credit for students participating in off-campus education programs like Work Experience or Registered Apprenticeship Programs (RAP), and TEPF programming, at no cost to students through the PASS program. These offerings not only supported high school completion but also helped students build confidence and clarity in their future career goals.

To further engage students and families in exploring alternative education pathways, Student Services hosted a School of Alternative Education Information Evening in March. Invitations were extended to students and families in Grades 10 to 12, welcoming them to learn more about the diverse programming available through Student Services. The evening showcased key offerings which included PASS (Part-Time Alternative Self-Paced School), Dual Credit, Second Language Course Challenge, Diploma Preparation classes, Diploma Exam writing opportunities, Work Experience/RAP, TEPF Trades Careers (Semester and Summer School), Home Education, and Summer School. This event provided families with valuable insights into flexible and career-connected learning options, reinforcing ECSD's commitment to supporting student success and high school completion through innovative and responsive programming.

Cardinal Collins Catholic Academic Centres support high school students up to the age of 19, who were at risk of not completing school, mainly due to factors that have affected regular school attendance. In these small, caring schools, these students who were ready to reconnect with school, learned in a safe and welcoming atmosphere. The school staff committed to nurturing student potential, on an individual basis, and ensured that students were accepted, encouraged, and treated with dignity and respect. Some students at Cardinal Collins Catholic Academic Centres completed high school with us, and some, with the support they received, transitioned back to their community high schools for completion. The Our Lady of Grace program (OLOG) supported pregnant and parenting teens (female and male) while they were completing school. Parents and students received Home Education support and staff ensured the programming met the requirements of Alberta Education.

### ECSD First Nations, Métis, and Inuit High School Completion

Performance Measures	Results %				Evaluation		
	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	67.1	51.2	58.9	58.7	Very Low	Maintained	Concern
High school completion rate of students within 5 years of entering Grade 10	67.8	75.7	76.1	66.0	Very Low	Declined	Concern

*Note: Participation in the 2019-20 to 2021-22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.*

## Commentary on Results

Student Services and the department of Indigenous Learning Services acknowledge the ongoing support needed to ensure the success of First Nation, Métis and Inuit students in the three- and five-year high school completion rates. We want to reaffirm our commitment to sustaining programs and services that have, and continue to, ensure students who self-identify as Indigenous are supported to experience improved achievement and well-being. We also recognize that the COVID pandemic significantly impacted Indigenous students who would have been approaching or beginning their high school education, thus impacting these high school completion rates. The staff of Indigenous Learning Services will continue to seek out and support the students who struggle to maintain a connection to school because of this disruption.

During the 2025-2026 school year, in addition to the fifteen schools who have a Braided Journey program, thirty-four schools have been identified and are receiving targeted interventions to increase Indigenous student engagement and attendance. Additional work will be done to connect Indigenous students to wellness, mentorship, advocacy, guidance and cultural programming.

We also recognize the important role of our academic consultants in providing instructional strategies, cultural and spiritual knowledge and resources, as well as our collaboration with community schools to ensure wrap around supports for students and their families. Together, these efforts create inclusive learning environments and foster success for all Indigenous Learners.

## Key Strategies

Completing high school is a foundational milestone that opens doors to higher education and various career paths. Ensuring that Indigenous students feel genuinely welcomed, safe, supported and challenged in an environment that values their identity, culture and potential, is critical for high school completion. In the Edmonton Catholic School Division, the Braided Journeys Graduation Coach Initiative does just that. The students see and experience role models within their school communities that genuinely want them to succeed. The Braided Journey program, in 15 of our school sites, provided not only support, guidance and understanding, but availed Indigenous students to opportunities and challenges that enabled them to believe in themselves, their ability to complete high school and see a positive future beyond the school setting.

The key elements of the Braided Journeys Graduation Coach program are:

### Academic Supports

A wide range of academic support was offered throughout the year to lead students towards high school completion and prepare for post-secondary opportunities. These included help with choosing courses, focused tutoring in key subjects like Math, Science, English, and Social Studies, and guidance in developing effective study habits. Students also had access to exam preparation tools, diploma preparation sessions, and workshops on managing exam stress with practical techniques. Initiatives such as Lunch and Learn sessions and Career and Technology Study Days provided opportunities to explore academic and career planning. Events like lunch meetings with post-secondary advisors and continuous sharing of career resources further assisted students in navigating applications and making informed decisions about their futures.



## Mistatim Program

This land-based cultural wellness program is a holistic initiative designed to support the mental, emotional, physical, and spiritual well-being of Indigenous students through immersive experiences on a rescue horse ranch. Rooted in Indigenous knowledge systems and cultural practices, the program fosters a deep connection to the land, animals, and community, promoting healing, resilience, and cultural pride. Set on a serene horse ranch surrounded by natural beauty, Mistatim offers a safe and nurturing environment where students can reconnect with the land and their cultural heritage.

Students engaged in guided interactions with the horses to build trust, communication, and emotional regulation. Horses are recognized as sacred beings in many Indigenous cultures, and working with them fostered empathy, leadership, and self-awareness. Elders and Knowledge Keepers shared oral histories, creation stories, and teachings that connected students to their ancestral roots and cultural identity. Facilitated by Indigenous wellness practitioners, sessions focused on trauma-informed care, self-care strategies, and cultural coping mechanisms based on the Medicine Wheel.

This program was supported by The “5” Freedoms Ranch & Rescue Society and generously funded by the Catholic Archdiocese of Edmonton.

## Career Development

Students attended a variety of career exploration and preparation activities, including visits to post-secondary institutions and participation in events like open houses and discovery days. Programs such as NAIT Next in Trades and the Engineering Futures Mentorship helped align student interests with future careers and encouraged early involvement in high-demand fields. Job fairs provided networking and mentorship opportunities, while students also applied for scholarships to support their educational goals. These experiences collectively provided motivation for high school completion as well as laid a strong foundation for student transition from high school to post-secondary education and future careers.

## Leadership Development

Throughout the year, students engaged in meaningful social justice and community initiatives that fostered leadership, empathy, and civic responsibility. Highlights included community volunteering, social justice, advocacy development and creative and cultural expression.

## Transition Supports

This year emphasized academic and social preparation to support students transitioning to new school environments. Programming included Transition to 7 and Transition to 10 sessions, which helped ease the move to junior high and high school. For those preparing for life after graduation, Bridging Futures sessions offered insights into personality traits, resume building, and career options. Students explored future pathways through visits to Edmonton’s major post-secondary institutions, Open Houses, and Lunch and Learn Sessions. Hands-on experiences with Enbridge, Alberta Forestry, Elevate Aviation, MC College, Imperial Oil, U of A Law Faculty, Norquest In-Stem and NAIT Next in Trades introduced career-specific training. Financial planning was supported through a partnership with Junior Achievement and Bank of Montreal which taught financial literacy and life skills. Individual supports included personal advising, academic guidance, career counselling, post-secondary applications, scholarship and bursary applications, resume writing, and regular check-ins. These initiatives equipped students with the confidence and tools needed to stay in school and work towards completion, as well as prepare for a future beyond high school programming.



## Cultural Supports

Students participated in meaningful programming that deepened their connection to Indigenous cultures. With support from Elders and Knowledge Keepers, they explored traditions, language, and wellness, fostering respect and inclusion across school communities. These experiences helped students build cultural pride, understanding, and a stronger sense of community.

## Bridging Futures

Bridging Futures is a supportive program designed to assist Indigenous high school students in successfully transitioning to the workforce and post-secondary education. Through a combination of individual and group programming, students were guided in developing essential life skills and creating personalized career plans. The program emphasized hands-on exploration of various industries, helping students gain familiarity with both the world of work and higher education. In addition to career and academic counselling, Bridging Futures provided opportunities for students to explore post-secondary options, prepare for transitions, and connect with scholarships, awards, and bursaries. Strong partnerships with community organizations further enhanced students' access to resources and support networks, which empowered them to set meaningful goals and confidently plan for their futures.

## Four Directions Wellness

The Edmonton Catholic School Division continued to support the holistic wellness of Indigenous students through culturally grounded programs rooted in medicine wheel teachings. These initiatives promoted balance, identity, and well-being, while addressing both personal and academic challenges. Supports such as student outreach, restorative justice circles, and wellness programming empowered Indigenous students with the tools, knowledge, and cultural connection to thrive in and beyond the classroom.

## ECSD EAL High School Completion

Performance Measures	Results %				Evaluation		
	2020-21	2021-22	2022-23	2023-24	Achievement	Improvement	Overall
High school completion rate of students within 3 years of entering Grade 10	83.8	73.2	76.7	74.2	Intermediate	Maintained	Acceptable
High school completion rate of students within 5 years of entering Grade 10	87.8	92.6	91.5	83.9	Intermediate	Declined	Issue

*Note: Participation in the 2020-21 to 2021-22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.*

### Commentary on Results

Out of 12,886 ECSD high school students, 2,331 are currently coded EAL (301, 303, 302 and 640). This is approximately 16% of the Grades 10 to 12 population who are identified as needing EAL support in our Division. It is important to recognize that there are many more EAL learners who have exhausted their five-year EAL funding allotment but are still in need of academic support.

### Key Strategies

To support the needs of the growing EAL population, the EAL Consultant team facilitated several professional learning opportunities for teachers. One of our communities of practice focused on building academic vocabulary within content areas at the K to 9 level.

To support our schools' emphasis on oral language development across K to 12, we utilized Spaces EDU as a tool to document and track student language growth in alignment with the new Benchmarks 2.0 standards. This has proven to be an effective tool to measure student language growth over time.

One key achievement in the past year was the release of our Benchmarks 2.0 dashboard. This site allows for easier data collection and monitoring, ensuring not only compliance with regulatory requirements but also ongoing data informed practice.

The primary objective of the EAL consultant team was to make language considerations more visible and intentional within all content areas. This involved co-developing professional learning sessions that emphasized Universal Design for Learning (UDL) strategies, specifically tailored to support the language development of EAL learners. These sessions, including those delivered at School Teams and school sites, highlighted the importance of integrating both language and content objectives into teacher planning.

Additionally, schools leveraged the use of English Language Learner Educators to develop language and content simultaneously. We had 17 ELLEs who worked with students in both push-in and pull-out models to provide intentional activities to support individual and small groups of students who need scaffolds to meet the grade level outcomes and develop their English language proficiency.

### ECSD Citizenship

Performance Measures - Percentage of parents, students and teachers who are satisfied that students model the characteristics of active citizenship.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	83.7	85.7	85.7	84.7	85.9	Very High	Maintained	Excellent
Students	75.6	75.4	75.2	72.2	71.5	High	Declined Significantly	Issue
Teachers	95.5	94.3	93.4	92.0	93.8	High	Maintained	Good
Overall	84.9	85.1	84.8	83.0	83.7	Very High	Declined	Good

**Notes:**

- The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
- The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020-21. Caution should be used when interpreting trends over time.

## ECSD Student Learning Engagement

Performance Measures - Percentage of parents, students and teachers who agree that students are engaged in their learning at school.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	89.9	91.4	90.8	90.5	91.2	Very High	Maintained	Excellent
Students	73.4	73.1	73.0	70.8	70.0	Intermediate	Declined Significantly	Issue
Teachers	95.8	96.1	96.3	95.5	95.4	Intermediate	Maintained	Acceptable
Overall	86.4	86.9	86.7	85.6	85.6	High	Declined Significantly	Issue

Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

## ECSD Annual Survey Measures & Results

### ECSD Student Engagement

Performance Measures - The percentage of teachers, parents/guardians and students who agree that students are engaged in their learning at school.	Results % 2022-23*	Results % 2023-24**	Results % 2024-25**
Parents/Guardians	94.4	92.9	92.7
Students	88.2	81.8	79.5
Certificated Teachers	93.2	94.8	94.6

\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.

\*\*Results for 2023-24 and 2024-25 cannot be compared as questions were moved from the Student Engagement theme to the Catholic Identity theme in 2024-25.

### Commentary on Results

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

- 91.0% agreed that they can make choices about how to demonstrate their learning.
- 87.4% indicated that their opinions are respected and valued by the staff at their school.
- 79.0% indicated that they have opportunities to share their opinions about their school with school staff.

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

- 81.9% agreed that they can make choices about how to demonstrate their learning.
- 77.0% indicated that their opinions are respected and valued by the staff at their school.
- 66.3% indicated that they have opportunities to share their opinions about their school with school staff.

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

- 80.5% indicated that their opinions are respected and valued by the staff at their school.
- 79.9% agreed that they can make choices about how to demonstrate their learning.



- 70.5% indicated that they have opportunities to share their opinions about their school with school staff.

In considering the parents/guardians, results indicated that:

- 94.1% agreed that their child can make choices about how to demonstrate their learning.
- 94.0% indicated that their child's opinions are respected and valued by school staff.
- 89.8% indicated that their child has opportunities to share their opinions about their school with school staff.

In considering the certificated teachers, results indicated that:

- 96.7% indicated that student opinions are respected and valued by the staff at their school.
- 95.1% agreed that students at their school can make choices about how to demonstrate their learning.
- 92.1% indicated that their school creates opportunities for students to share their opinions about the school with school staff.

### Key Strategies

Edmonton Catholic Schools employs a comprehensive, multi-layered approach to student engagement and support, ensuring that all learners can thrive regardless of background, ability, or learning style. The Division prioritizes engagement by ensuring staff are provided with strategies, resources and opportunities for collaboration with the goal of making learning meaningful and accessible for every student. Student engagement is enhanced through data-informed instructional strategies such as UDL, Collaborative Response, Instructional Coaching and culturally responsive teaching.

Universal Design for Learning continued to be a key component of teacher development. Key to this was supporting teachers in the implementation of Universal Design for Learning as the foundational framework for planning, thus promoting flexible learning environments that accommodate diverse needs. Teachers were supported in understanding how to provide students with multiple means of engagement, representation, and expression, so students can interact with content and demonstrate understanding in ways that work best for them. Curriculum and Inclusive consultants worked directly in classrooms with teachers and students to implement UDL practices. This included designing lessons that offered multiple ways for students to engage, represent, and express their learning, reducing barriers and maximizing participation for all. Additionally, any student or teacher resources created to support curriculum implementation, are planned intentionally with the UDL framework, not only offering inclusive support for learning outcomes, but setting a strong example of UDL planning for educators.

Division-wide PD sessions were structured to be interactive and cross-curricular, with a strong focus on student engagement. For example, the *Reimagining the Math Classroom* series encouraged teachers to foster positive mathematical identities and engage students through inclusive routines and tasks. Sessions like *Embracing the Outdoors: Enhancing Learning through Outdoor Education* were designed to foster engagement through hands-on, real-world experiences. Mini-conferences and callback sessions focused on topics like student engagement, lesson redesign, and creating welcoming environments. Teachers learned practical strategies to empower students, foster autonomy, and build authentic relationships in the classroom.

Collaborative Response was another key strategy reinforced across all levels of the Division, where teams of educators, administrators, and specialists regularly met to discuss key issues or problems of practice and develop targeted solution focused strategies. This ensured personalized support, increased student engagement, and improved academic outcomes through cohesive strategies and shared best practices. Through Collaborative Response and team-based support, Inclusive and Curriculum consultants facilitated collaborative planning with school teams, focusing on

Individualized Program Plans (IPPs), accommodations, adapted programming, and hands-on modeling for teachers and support staff. This collaborative approach ensured that engagement strategies were tailored to the unique needs of each classroom.

A strong, system-wide commitment to supporting engagement for neurodivergent students, particularly those who are autistic, was facilitated through the Division's Autism Working Group. This group leads a comprehensive, evidence-based approach grounded in Universal Design for Learning and neurodiversity-affirming practices. ECSD partnered with Division leaders, instructional coaches, and external experts such as the University of Alberta's SKIP and AIDAN Labs, and the University of Portland, to ensure teachers received current and impactful strategies. The Division has created and has widely shared resources such as the *10 Things Your Autistic Student Wants You to Know* poster and the Classroom Reflection Tool to help educators design inclusive environments and foster peer acceptance. Student advocacy is encouraged, with opportunities for autistic students to share their perspectives and preferences directly with staff. ECSD also celebrated Autism Month with Division-wide activities, read-alouds, and professional learning, engaging thousands of students and staff. Extensive professional development, including Division-wide PD, MDT callb33acks, and school-based intervisitations, ensured that neuro-affirming strategies are widely adopted. The impact is significant: over 1,300 staff have participated in *Reframing Autism* sessions, more than 70 resources are available on our SharePoint site, and thousands of students and staff are involved in awareness and celebration events. Through these coordinated efforts, ECSD is building a culture where neurodivergent students are understood, valued, and empowered to engage fully in their learning and school communities.

To further support student engagement, Edmonton Catholic Schools has shifted in-school teacher and student support from a Learning coach to Instructional coach model. Instructional coaches played a key role in bringing research and best practices into practical, classroom-ready strategies supporting inclusive and engaging learning environments. Coaches collaborated with teachers to break down new curriculum, model lessons, and plan using Universal Design for Learning principles, to enhance accessibility and engagement. Through initiatives like the *Reframing Autism* professional development series, instructional coaches helped teachers understand and implement neurodiversity-affirming practices. This included supporting student autonomy, leveraging student strengths and interests, and creating classroom environments that reduce barriers to participation. Coaches also facilitated the use of tools such as the Classroom Reflection Tool, which guided teachers in designing physical spaces, routines, and instructional approaches that support engagement for autistic students.

Teachers report that working with instructional coaches increased their clarity, confidence, and ability to adapt lessons for diverse learners. As a result, students experience more opportunities for voice and choice, authentic relationships, and interest-based programming, all of which are linked to higher engagement. The Division's data shows that these efforts have broad reach: over 1,300 staff have participated in *Reframing Autism* sessions; and thousands of students and staff are involved in related awareness and celebration activities. Instructional coaching thus acts as a bridge between research and practice, empowering teachers to create classrooms where neurodivergent students are understood, valued, and actively engaged in their learning.



## Early Years Literacy & Numeracy Assessments

### Early Years Literacy

		Number of students assessed, beginning of year (September)	Number of students requiring additional supports, beginning of year (September)	Number of students requiring additional supports, end of year (May/June)
Kindergarten	PAST	2,933 (January)	917 (January)	n/a
	RAN	2,826 (January)	902 (January)	n/a
	LeNS	2,830 (January)	1,001 (January)	n/a
Grade 1	LeNS	2,959	834	582
	CC3	3,004 (January)	808 (January)	502
Grade 2	LeNS	3,040	873	598
	CC3	3,031	657	538
Grade 3	CC3	3,299	707	559

### Early Years Numeracy

		Number of students assessed, beginning of year (September)	Number of students requiring additional supports, beginning of year (September)	Number of students requiring additional supports, end of year (May/June)
Kindergarten	Alberta Provincial Numeracy Screener English	2,859 (January)	849 (January)	n/a
	Alberta Provincial Numeracy Screener French	274 (January)	88 (January)	n/a
Grade 1	Alberta Provincial Numeracy Screener English	2,992	747	632
	Alberta Provincial Numeracy Screener French	404	134	92
Grade 2	Alberta Provincial Numeracy Screener English	3,155	932	765
	Alberta Provincial Numeracy Screener French	382	113	81
Grade 3	Alberta Provincial Numeracy Screener English	3,443	751	688
	Alberta Provincial Numeracy Screener French	362	60	48



## Commentary on Results

Overall, results reveal that 20-25% of all Kindergarten to Grade 3 students require supports in literacy or numeracy. This is particularly prevalent in numeracy as we see high numbers of students requiring additional supports. French Immersion remains an area of relative strength, as we saw significantly fewer students requiring additional supports by the end of the year.

## Key Strategies

In the 2024 school year, the Division deepened its commitment to data informed instructional leadership and strengthened systemwide capacity to support optimal learning conditions for all students. Building on the previous year's work, the Division implemented a series of communities of practice for principals with a clear focus on literacy, mathematics, and English as an additional language learning. These learning communities met regularly to examine school and classroom level assessments, identify trends in student performance, and plan next steps for improving achievement. Principals strengthened their understanding of how to interpret Division level benchmarks and how to use this information to guide instructional planning with their staff. Principals working in schools with a high number of students learning English as an additional language received targeted support to help them analyze language proficiency data and organize instruction to maximize learning growth for newcomers and multilingual learners.

Throughout the year, all instructional leaders focused on developing the skills required to translate student data into purposeful instructional decisions. Principals engaged in collaborative inquiry processes that supported them in setting goals, identifying specific learning needs, and monitoring the progress of their school improvement strategies. This work contributed to a stronger culture of evidence informed decision making across the Division and helped ensure that planning for instruction remained aligned with the needs of students.

To further enhance student supports and accelerate learning, the Division also invested in additional personnel for selected sites. Fifteen schools received fifty thousand dollars each to hire an intervention teacher who could provide more personalized instruction for students requiring targeted support. This investment was important because intervention teachers are able to work closely with classroom teachers to differentiate instruction, offer timely and precise feedback, and reduce learning gaps before they widen. The presence of an intervention teacher also allows schools to respond more quickly to emerging needs, support students who require intensified instruction, and strengthen continuity between classroom teaching and small group learning. As a result, schools were better positioned to create conditions that support student achievement and ensure that all learners are able to reach their full potential.

## TEACHING & LEADING

### ALBERTA EDUCATION Assurance Survey Measures & Results

#### ECSD Education Quality

Performance Measures – Percentage of parents, students and teachers satisfied with the overall quality of basic education.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	87.8	88.6	87.9	87.5	87.5	Very High	Maintained	Excellent
Students	87.5	87.7	87.8	86.8	85.7	Intermediate	Declined Significantly	Issue
Teachers	94.7	95.2	95.4	94.4	94.9	Intermediate	Maintained	Acceptable
Overall	90.0	90.5	90.3	89.6	89.3	High	Declined Significantly	Issue

*Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.*

### ECSD Annual Survey Measures & Results

#### Teaching & Learning Practices

Performance Measure: Percentage of students, parents/guardians, and teachers who agree that students have clear expectations and receive and know how to use specific feedback on engaging learning activities that use a variety of approaches to meet student needs.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/Guardians	94.6	93.6	94.6
Students	86.4	85.6	84.7
Certificated Teachers	96.8	97.1	97.3

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

#### Commentary on Results

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

- 95.1% agreed that their teachers encourage them to try their best.
- 93.9% agreed that they are given examples of what is expected of them in their assignments.
- 91.6% agreed that their teachers use a variety of approaches to meet their learning needs.
- 91.0% indicated that their learning activities are engaging and relevant.
- 89.9% agreed that they receive clear and specific feedback about their learning throughout the school year.
- 87.5% agreed that they are taught how to use feedback in order to improve their learning.

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

- 89.9% agreed that their teachers encourage them to try their best.
- 88.9% agreed that they are given examples of what is expected of them in their assignments.
- 80.0% indicated that their learning activities are engaging and relevant.
- 77.0% agreed that they receive clear and specific feedback about their learning throughout the school year.
- 76.6% agreed that their teachers use a variety of approaches to meet their learning needs.
- 76.6% agreed that they are taught how to use feedback in order to improve their learning.

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

- 90.4% agreed that their teachers encourage them to try their best.
- 84.4% agreed that they are given examples of what is expected of them in their assignments.
- 82.0% indicated that their learning activities are engaging and relevant.
- 76.5% agreed that they receive clear and specific feedback about their learning throughout the school year.
- 74.4% agreed that they are taught how to use feedback in order to improve their learning.
- 73.7% agreed that their teachers use a variety of approaches to meet their learning needs.

In considering the parents/guardians, results indicated that:

- 97.2% agreed that their child's teachers encourage their child to try their best.
- 96.4% indicated that their child's learning activities are engaging and relevant.
- 95.1% agreed that their child is given examples of what is expected of them in their assignments.
- 94.4% agreed that their child's teachers use a variety of approaches to meet their child's learning needs.
- 93.4% agreed that their child receives clear and specific feedback about their learning throughout the school year.
- 91.0% agreed that their child is taught how to use feedback in order to improve their learning.

In considering the certificated teachers, results indicated that:

- 98.5% agreed that teachers at their school encourage students to try their best.
- 98.2% agreed that students at their school are given examples of what is expected of them in their assignments.
- 98.1% agreed that students at their school receive clear and specific feedback about their learning throughout the school year.
- 97.6% indicated that learning activities at their school are engaging and relevant.
- 97.3% agreed that teachers at their school use a variety of approaches to meet their students' learning needs.
- 94.2% agreed that students at their school are taught how to use feedback in order to improve their learning.



## Overall Satisfaction with Edmonton Catholic Schools

Performance Measures: Percentage of parents/guardians, students and teachers who agree that they are satisfied with the quality of education that their school is providing.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/guardians	95.8	95.2	95.6
Students	86.4	87.4	86.6
Certificated Teachers	94.8	95.8	96.4

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

### Commentary on Results

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

- Overall, 91.0% agreed that they are satisfied with the quality of education at their school.

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

- Overall, 82.6% agreed that they are satisfied with the quality of education at their school.

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

- Overall, 85.9% agreed that they are satisfied with the quality of education at their school.

In considering the parents/guardians, results indicated that:

- Overall, 95.6% agreed that they are satisfied with the quality of education at their child's school

In considering the certificated teachers, results indicated that:

- Overall, 96.4% agreed that they are satisfied with the quality of education that their school is providing to their students.

### Key Strategies

Edmonton Catholic School's professional learning, curriculum implementation and student support ensures that all learners (regardless of background, ability, or identity) are welcomed, valued, and empowered to succeed. Learning Services embeds Universal Design for Learning, equity, diversity, inclusion, and anti-racism principles into every aspect of teaching and learning. This is visible in the design of inclusive curriculum resources, the delivery of targeted professional development, and the support of specialized programs for neurodiverse and complex learners.

Professional learning is a key driver of satisfaction. Learning Services continues to promote and build both collective and individual efficacy through targeted, responsive professional learning opportunities. Our work remains grounded in data-informed decision-making, drawing on multiple sources including the Division Assurance Survey, Alberta Education data, consultant observations, and direct feedback from teachers and school leaders. These data sets guide our priorities and ensure that our professional learning directly addresses identified needs across our schools.

In 2024-2025, our ongoing commitment to Universal Design for Learning (UDL) continued to shape our approach. By embedding UDL principles into every aspect of professional learning, we are ensuring that all educators have the tools and strategies to design inclusive learning environments that meet the diverse needs of every student.

Our job-embedded professional development model remains central to our work. Consultants and educators engage collaboratively in classrooms, co-planning, co-teaching, and reflecting together to deepen instructional practice. This approach bridges theory and practice, creating meaningful connections between curriculum intent and classroom implementation.

A key focus continues to be effective teacher planning to support optimal learning, a strategy that proved transformative in 2023-2024 and will remain a cornerstone of our ongoing efforts. Through collaborative planning sessions, educators strengthen their understanding of the curriculum and apply rigorous standards to design purposeful, equitable learning experiences.

Learning Services also remains committed to producing and curating high-quality resources that reflect curricular integrity, support sound pedagogy, and promote equity for all learners. These resources are intentionally designed to be practical, accessible, and aligned with provincial outcomes, empowering teachers to plan and teach with confidence.

Our overarching themes of collaboration, effective planning, instruction, assessment, and inclusion continue to guide our professional learning framework. Together, these pillars foster a culture in which teachers are reflective practitioners and students are supported to achieve their fullest potential. Through projects like *Reframing Curriculum* for neurodiversity, and the *Natural Connections* land-based learning series, we ensure that students see themselves reflected in their learning and that teachers are equipped with practical, culturally responsive strategies. Further, the integration of Indigenous perspectives, mental health literacy, and social-emotional learning, reinforces that well-being and belonging are foundational to student engagement and achievement.

By investing in the professional growth of our educators, we are strengthening the foundation of teaching and learning across the Division. Our commitment to continuous improvement, inclusiveness, staff and student wellbeing and excellence ensures that Edmonton Catholic Schools remains a place where every learner and educator can flourish, growing in mind, body, and spirit.

## Division-Wide Professional Learning

### New Curriculum

#### Summer Summit

To launch the new school year, teachers were invited to optionally attend our Summer Summit. This day offers 40 sessions to choose from, but each session provides powerful “classroom ready” learning combined with student resources to take back to the school. We hosted 307 teachers from 68 of our elementary schools. This learning is offered in repeat sessions during our Division-wide Professional Learning and School Team days. These resources support not only new curriculum implementation but also our legacy subjects. Schools received outdoor learning sets, robots, kindergarten exploration centers, portfolio materials, mentor texts, Indigenous resources, and more. The classroom resources are supplied to all 72 elementary schools regardless of attendance.

#### School Teams

Five times over the course of the year, the Elementary Curriculum Team offered a “conference-style” day of immersive hands-on professional learning for school teams to learn about the current and immediately upcoming moments of time in the new curriculum. These days support all new subject areas across seven grade levels. Each school team consists of an administrator/instructional coach and up to two additional teachers. School teams can choose from nine breakout sessions that cover curriculum, assessment, technology, languages, and inclusive supports. Each session is



focused on experiences and resources that can be utilized in the classroom immediately. School teams act as implementation experts and bring the information, resources, and experiences back to their school sites.

### Teacher Working Groups

Teacher working groups serve a twofold purpose. Firstly, self-nominated teachers from Grades K to 6 are invited three times a year to work at-the-elbow with curriculum consultants to co-construct critical classroom supports for teachers in the form of pacing guides (cross curricular scope and sequence with resources) and curriculum crates (lesson plans with resources). There are more than 450 fully developed curriculum crates complete with teacher and student materials. Secondly, these teachers have the opportunity to plan with fellow grade level educators with the assistance and support of curriculum consultants. There are 80 teachers that are part of the teacher working group. Additionally, these incredible resources are shared and used by many school divisions around the province showcasing ECSD as educational leaders.

### New Science and Assessment Community of Practice

This is a self-nominated group of educators who were looking to improve their practice with the new Science curriculum K to 6. The goal of this Community of Practice (COP) was to build common understanding around the framework of the new curriculum so that learning progressions lead to understanding for all students, while looking at effective teaching practices to positively impact student engagement, learning, growth, needs, and promote equity, can be developed. Teachers work at-the-elbow with both the elementary Science and Assessment consultants in an instructional coaching model. There is professional learning, classroom observations, intervisitations, and filming to support this. There are 22 teachers in this group and there were six full days of professional learning between October and May.

### Division-Wide Professional Development Series

Learning Services offers teachers four DWPD sessions a year. This year we offered an exciting new format with 41 unique sessions intended to honour voice and choice to meet teachers' professional learning goals, as well as the unique needs of their students. This year, we cultivated a community of practice format through a four-session series, providing an immersive and comprehensive learning journey amongst peers.

### Education for Every Child Mini-Conferences

#### Inclusive Education Through UDL and Wellness

The mini conferences in 2024-2025 were designed to support educators in implementing Universal Design for Learning (UDL) strategies, fostering inclusive classrooms, and promoting teacher wellness. These themes were consistently reflected in both planning and execution. Topics covered in sessions include:

#### Theme Highlights:

- UDL Integration: Presenters were encouraged to include at least two UDL strategies in their sessions.
- Teacher Wellness: The keynote emphasized emotional well-being and sustainable teaching practices.
- Equity and Belonging: Sessions explored peer support models and inclusive practices for diverse learners.
- Spiritual and Holistic Framing: The keynote included reflections on unity, creativity, and the "Third Path" approach to balancing academics and wellness



These mini conferences served as a platform for educators to deepen their understanding of inclusive practices, reflect on their teaching through the lens of UDL, and prioritize their own well-being. The events were thoughtfully designed to align with Division-wide goals and foster a culture of equity, creativity, and professional growth.

### Beginning Teachers' Conferences

The goals of ECSD Beginning Teacher Mentorship Program are to develop a base of knowledge specific to ECSD as well as support beginning teachers in their transition into the profession. A key component to these conferences is to develop a support network for beginning teachers and ensure that beginning teachers understand their responsibilities as laid out by the Teacher Qualifications Services (TQS) and can fully apply the principles of inclusion. Beginning Teachers were invited to four conference style days in which sessions were offered by Learning Services Curriculum & Inclusive consultants, Religious Education Services, Human Resource Services, and Indigenous Learning Services. We had an average attendance of 75 Beginning Teachers at each of the conferences. The focus at these conferences was on high impact teaching strategies through active engagement, meaning that the teachers were experiencing hands-on activities that they could take and replicate in their classes the next day. Teachers expressed gratitude for the sessions, with extremely positive feedback.

### Junior High and High School Assessment Working Groups

Learning Services consultants collaborated with teachers and principals through a range of working groups designed to develop high-quality learning resources and strengthen instructional leadership across schools. These collaborative groups served a dual purpose: building teacher capacity and ensuring the resources and assessments produced reflect principles of Universal Design for Learning (UDL) and equitable access for all students.

In junior and senior high, teacher working groups deepened their understanding of assessment design through blueprinting and the creation of multiple-choice items for both classroom use and Division Common Summative Assessments. Central to this work was the intentional scaffolding of questions and resources to provide multiple entry points into the curriculum, allowing students to demonstrate understanding in ways that reflect varying levels of readiness and cognitive demand.

Participants also explored how to design assessment items that balance rigor and accessibility by attending to the cognitive complexity of each question. Teachers practiced constructing low-, moderate-, and high-level items that promote critical thinking while supporting the Division's goal of achieving the Standard of Excellence. The resulting exemplars were shared Division-wide to guide and inspire effective classroom assessment practices.

Through this collaborative, UDL-informed approach, working group participants emerged as subject-area leaders who plan, design, and share resources that model inclusive, responsive, and high-quality instruction across all schools.

### Partnerships

Edmonton Catholic Schools has partnered with the Association of Science and Engineering Technology to support the development of a STEM Camp session for students in Grades 8 to 11.

Abbotsfield Youth Project and Action for Healthy Communities and ASSIST Community Services Centre provides after-school programs. Action for Healthy Communities supports schools with cultural, academic and recreation components and they partner with ECSD on a credited high school summer school class for newcomers.

All In for Youth is a partnership of Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area, City of Edmonton, e4c, Edmonton Catholic Schools, Edmonton Community Foundation, Edmonton Public Schools, The Family Centre,

REACH Edmonton, Mental Health Foundation and United Way Alberta Capital Region. All in for Youth provides children and families with school-based, wraparound support delivered collaboratively between schools and community agencies. On-site support and services include mental health therapy, nutrition, success coaching, after-school, and school break programming, mentoring and family support.

APPLE Schools collaborate with six ECSD APPLE Schools and expanded to seven APPLE School Allies. APPLE Allies is a pilot school-based program that promotes healthy eating, active living, and positive mental well-being.

Edmonton Immigrant Services Association provides Settlement Workers in Schools (SWIS) and after-school cultural, academic support and recreation programs.

Free Play provides after-school programming at schools by providing safe, accessible, and inclusive spaces, where children are empowered through play. They provide staff that support the social and emotional wellness of children by providing nutritional snacks and developing physical literacy.

PL4C is a collaborative project funded through the Federal Health Agency of Canada and the Edmonton Community Foundation, in collaboration with Sport for Life, YMCA. City of Edmonton, Action for Healthy Communities and the Edmonton Public Schools. The Edmonton Physical Literacy for Communities Project supports six ECSD Schools in the westend and southside of Edmonton. The goals of the project are to improve physical literacy in children and youth with a focus on newcomer Canadians and marginalized children and youth. Along with ensuring that physical literacy opportunities are equitable, diverse, inclusive, and accessible for all children and youth.

La Francophonie Albertine Plurielle provide after-school cultural, academic and recreation programs and provides settlement support to all immigrant families in need at French Immersion schools.

BGC Big Brothers Big Sisters of Edmonton provide corporate mentorship, and one to one mentor matches in schools.

Alberta Immigrant Women and Children's Centre provide an after-school program with cultural, academic support and recreation.

The Rock and Roll Society of Edmonton provides small group music lessons after school (including Fall Break, Spring Break, and summer camps) and provides in-school music lessons to Cardinal Collins Academic Centre in partnership with their music programs.

In keeping with the principles of inclusion, 'Collaborating for Success', inclusive consultants have worked closely with various outside organizations to ensure success for the most diverse students in our Division. Some of these organizations include:





## Teacher Growth, Supervision, and Evaluation

Teacher Growth, Supervision, and Evaluation, ensuring alignment with the Alberta Teaching Quality Standard and our Division Foundation Statement. This ongoing work is carefully reviewed on an annual basis to maintain compliance with the Alberta Education Act. Our Division results indicate that 82% of our teachers report that the professional learning provided by the Division contributes to their ongoing professional growth. Further analysis by groups show improvement in the percentage of Grade 4 (3%) and Grade 10 (2.6%) teachers reporting satisfaction and a decline in Grade 7 teachers (1%) reporting satisfaction. Collaboration among administrators, instructional coaches, department heads, and Learning Services is central to designing targeted professional learning plans.

Teachers engage in targeted projects, Professional Learning Communities, and Communities of Practice to address areas of strength and growth identified in Division and school specific data. This approach ensures continuous improvement in instructional practice, supports equity for all learners, and aligns teacher growth and supervision with our Division's commitment to excellence. In 2024-2025 ECSD focused on the professional development of our elementary teachers in new curriculum optimization, with a focus on effective planning including planning for diversity. At the junior high level, we focused on building strong foundations in assessment and reporting by ensuring that the pillars of assessment; timely, specific and actionable, were reinforced. High school teacher professional learning included building the leadership capacity of department heads to support teachers in meeting the learning goals of their subject area. The Division has moved to more job-embedded support, where consultants and teachers collaborate in classrooms, co-plan, co-teach, and reflect together to deepen instructional practice. This approach helps to bridge theory and practice, ensuring connections between curriculum content and classroom implementation.

These efforts reflect our continued commitment to supporting teacher growth and improving educational quality in alignment with the Alberta Teaching Quality Standard and Catholic education.



## LEARNING SUPPORTS

### ALBERTA EDUCATION Assurance Survey Measures & Results

#### ECSD Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

Performance Measures – Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	88.1	88.9	88.5	88.1	89.2	High	Maintained	Good
Students	79.9	79.2	78.3	75.7	74.7	Intermediate	Declined Significantly	Issue
Teachers	95.4	94.1	93.2	91.6	93.3	Intermediate	Maintained	Acceptable
Overall	87.8	87.4	86.7	85.1	85.7	Intermediate	Declined Significantly	Issue

*Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.*

#### ECSD Access To Support & Services

Performance Measures – Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	79.4	81.4	80.0	80.3	80.7	High	Maintained	Good
Students	80.5	81.5	82.5	80.0	78.0	Intermediate	Declined Significantly	Issue
Teachers	90.7	91.3	91.3	88.3	89.1	Intermediate	Declined	Issue
Overall	83.5	84.8	84.6	82.9	82.6	Intermediate	Declined Significantly	Issue

*Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.*

## ECSD Annual Survey Measures & Results

### Inclusive and Caring Learning Environment

Performance Measures – Percentage of parents/guardians, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe and celebrate diversity.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/guardians	95.6	94.1	95.0
Students	91.2	90.4	90.5
Certificated Teachers	94.8	94.0	94.6

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

#### Commentary on Results

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

- 95.6% indicated that welcoming and including others is an expectation at their school.
- 95.3% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences.
- 94.8% agreed that they demonstrate care for others at their school.
- 90.4% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

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

- 90.8% agreed that they demonstrate care for others at their school.
- 90.7% indicated that welcoming and including others is an expectation at their school.
- 90.6% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences.
- 82.1% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

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

- 90.2% indicated that their school teaches them to show respect for people of all different faiths, cultures, backgrounds, and experiences.
- 89.5% agreed that they demonstrate care for others at their school.
- 88.6% indicated that welcoming and including others is an expectation at their school.
- 85.9% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.

In considering the parents/guardians, results indicated that:

- 97.5% indicated that their child's school teaches their child to show respect for people of all different faiths, cultures, backgrounds, and experiences.

- 96.4% indicated that welcoming and including others is an expectation at their child's school.
- 93.6% indicated that their child's school celebrates diversity by having events and activities that highlight different cultures and backgrounds.
- 92.4% agreed that students at their child's school demonstrate care for each other.

In considering the certificated teachers, results indicated that:

- 97.0% indicated that welcoming and including others is an expectation at their school.
- 96.7% indicated that their school teaches students to show respect for people of all different faiths, cultures, backgrounds, and experiences.
- 92.8% indicated that their school celebrates diversity by having events and activities that highlight different cultures and backgrounds.
- 92.0% agreed that students at their school demonstrate care for each other.

## Access To Help, Support & Resources

Performance Measures – Percentage of parents/guardians, students and teachers who agree that students have access to staff for extra learning support and academic and/or career counselling, and a variety of extra-curricular opportunities.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/guardians	92.6	87.6	88.4
Students	89.0	86.8	86.1
Certificated Teachers	93.1	91.3	90.3

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

## Commentary on Results

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

- 92.5% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams.
- 87.1% agreed that there are staff members available if they need extra help with their learning.

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

- 92.7% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams.
- 83.0% agreed that there are staff members available if they need extra help with their learning.
- 75.9% indicated that as a Grade 9 student, their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.
- 66.5% indicated that as a Grade 9 student, their school provides resources and opportunities to help them make career decisions.
- 63.4% indicated that as a Grade 9 student, their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

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

- 91.9% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams.



- 90.0% indicated that their school provides resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.
- 87.0% agreed that there are staff members available if they need extra help with their learning.
- 84.2% indicated that their school provides resources and opportunities to help them make career decisions.
- 84.1% indicated that their school provides resources and access to help in selecting courses to prepare for life after Grade 12.

In considering the parents/guardians, results indicated that:

- 91.4% agreed that their child has access to appropriate academic supports and specialized services when needed.
- 90.4% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School is provided with resources and access to help so that they know what they need to do to receive a senior high school diploma or certificate.
- 87.7% agreed that their child has access to supports and specialized services to meet their non-academic, social-emotional, and mental health needs.
- 87.0% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has access to help in selecting courses to prepare for life after Grade 12.
- 86.6% indicated that their child in Grade 9, 10, 11, 12, or 4th or 5th Year High School has resources available to help them make career decisions.
- 86.1% agreed that their child's school has a variety of extra-curricular activities, clubs, and/or teams.

In considering the certificated teachers, results indicated that:

- 96.3% agreed that their school has a variety of extra-curricular activities, clubs, and/or teams.
- 90.6% agreed that their school offers supports and specialized services to meet the non-academic, social-emotional, and mental health needs of students.
- 89.6% agreed that their school provides academic supports and specialized services when students need them.
- 84.7% agreed that students with special needs at their school have access to appropriate supports and specialized services.

## Key Strategies

The maintenance of a welcoming, caring, safe, respectful, and inclusive learning environment in our schools is the result of a concerted effort between the Division and our schools to put appropriate expectations and supports in place to meet diverse student needs.

## Creating Communities of Belonging

As an organization, Edmonton Catholic Schools embraces the values of equity, diversity, inclusion and anti-racism as is evident through the implementation of the priorities, key strategies and actions within the [Creating Communities of Belonging Strategic Plan 2025-2028](#). Rooted in centuries-old traditions and teachings, Catholicism espouses principles of justice, compassion, and respect for the dignity of every human being, regardless of race, ethnicity, gender, or any other characteristic. At its core, Catholic social teaching emphasizes the importance of solidarity, subsidiarity, and the

common good; principles that inherently intersect with equity, diversity, inclusion and anti-racism. Section 35.1 of the Education Act mandates that school principals support the establishment of student organizations aimed at promoting a welcoming, caring, respectful, and safe learning environment. At Edmonton Catholic Schools, we recognize that student-led organizations play a vital role in fostering diversity, inclusion, and a sense of belonging, each supported by a dedicated staff member. Over the 2024-2025 school year, there has been a notable increase in the formation of student clubs and groups, including Black Student Associations, Braided Journeys programs for Indigenous students, LIFE Clubs/GSAs, and Student Creating Communities of Belonging groups, reflecting the growing importance of these spaces for representation and connection. The 2nd annual Black Student Association Conference further demonstrated the success of these collective efforts to embrace diversity, providing a platform for Black students to connect, celebrate their culture, and envision their futures. The Creating Communities of Belonging team continues to provide guidance and mentorship to these groups, helping students engage in meaningful dialogue, share their experiences, and foster understanding across their school communities through announcements, presentations, and cultural celebrations. Through these ongoing commitments to faith, creating communities of belonging, and wellness, Edmonton Catholic Schools continues to cultivate a nurturing environment that supports academic, spiritual, and emotional growth.

In addition to supporting student organizations, Edmonton Catholic Schools prioritizes Creating Communities of Belonging, mental health, and well-being through a range of dedicated programs and student supports. To help create welcoming school communities, the Creating Communities of Belonging and One World One Centre (OWOC) teams partnered to develop a booster video guiding staff in supporting newcomer students and families. Each school has a Mental Health Champion who fosters a supportive environment, while student symposiums provide opportunities for leadership development and wellness training. Professional learning opportunities such as Go-To Educator Sessions, LIFE Clubs/GSA Teacher Lead callbacks, and Teacher Counsellor callbacks ensure that staff are equipped to promote mental health and belonging, contributing to safe and inclusive school communities.

Edmonton Catholic Schools takes a restorative approach to addressing discrimination, racism and conflict management wherever possible. Restorative Practices, grounded in Restorative Justice, prioritize repairing harm and fostering relationships over punitive measures, promoting equity and inclusion. These practices were reinforced during the development of Administrative Procedure 172, emphasizing a shift from disciplinary approaches to trauma-informed, restorative methods. Throughout the 2023-2024 school year, the Creating Communities of Belonging and Communications teams collaborated to help students, staff, and families develop a clearer understanding of Administrative Procedure 172 *Reporting of and Responding to Discrimination and Racism*. Age-appropriate posters were created and distributed to schools, providing accessible information and guidance for both students and parents on how to report incidents of discrimination and racism. During the 2024-2025 school year, schools were encouraged to post these materials in high-visibility areas to promote dialogue, raise awareness, and ensure easy access to reporting tools. While only a few reports were received in 2023-2024, data from 2024-2025 shows an increase in reporting, suggesting that students and parents are now more aware of and able to use these tools as they have become more visible and accessible. The Edmonton Catholic School Division, in partnership with the International Institute for Restorative Practices, has trained a team of certified facilitators to provide instruction to Division staff in Restorative Practices Fundamentals. As a proactive framework, restorative practices focus on building and maintaining strong, respectful relationships throughout the school community while also offering effective approaches for addressing harm when it occurs. Grounded in the principles of relationships, accountability, and community, this approach places the cultivation and restoration of relationships at the heart of a healthy and inclusive school culture. By fostering empathy, self-awareness, and responsible decision-making among students and staff, restorative practices help prevent conflict before it arises. Through ongoing training for teachers, administrators, and support staff, this framework strengthens school climate, reduces incidents of conflict and exclusion, and supports the broader educational goals of equity, dignity, and holistic student development.



## One World...One Centre

Edmonton Catholic Schools has made it a priority to ease this transition and provide a nurturing environment for newcomer families and their children. For the 2024-2025 school year, One World...One Centre began welcoming families at Lumen Christi Catholic Education Centre during the summer, from six continents across the world. One World...One Centre has welcomed over 3,100 students to our centre for the 2024-2025 school year. The initial contact with new families creates the first home-school connection with the families. One World...One Centre staff collect background information and immigration documentation from the families, which allows them to set up an appointment to meet with an Intercultural Worker who, not only speaks their language, but understands their cultural background and their needs as a newcomer to Canada. In addition, to register the families, ECSD staff complete student Language assessments using the Alberta Education 2.0 EAL Proficiency Benchmarks, including listening, speaking, reading, and writing skills to inform programming at the school. Every newcomer stepping through the doors of One World...One Centre receives a backpack with school supplies generously donated by The United Way.

One World...One Centre staff continue to support students and their families through interpretation, communication both at school and outside of school, cultural brokering, creation of resources in multiple languages, referrals to other organizations and agencies, parent sessions, school presentations, cultural events, and forming partnerships with various organizations to provide in and after-school programs with cultural, academic, recreation, and mentorship components. It's not just about succeeding academically; it's about thriving in every aspect of life. Families want to preserve cultural heritage while adapting to a new way of life and maintaining a sense of continuity in their lives as their children transition to Edmonton Catholic Schools.

## Specialized Services (Multi-Disciplinary Teams)

Multi-Disciplinary Teams (MDTs) at Edmonton Catholic Schools continued to be foundational in supporting students with diverse learning needs throughout the 2024-2025 school year. These teams, composed of professionals such as Family School Liaison Workers (FSLWs), Emotional Behavioural Specialists (EBS), Speech-Language Pathologists (SLPs), Occupational Therapists (OTs), Therapeutic Assistants (TAs), Mental Health Therapists (MHTs), and Inclusive Consultants, worked collaboratively with teachers, instructional coaches, and administrators to ensure that every student felt empowered, recognized, and supported regardless of their background, needs or abilities.

MDT staff embraced a holistic and culturally responsive approach to inclusive education. Their work extended beyond direct student support to include instructional coaching, modeling strategies, and professional development for staff. They prioritized cultural sensitivity in therapy and teaching materials, recognizing the importance of representation and validation in fostering a sense of belonging and self-worth among students.

Throughout the year, MDTs played a critical role in early identification and intervention, helping prevent the escalation of mental health challenges by addressing student needs proactively. Their involvement was especially vital in supporting students with complex profiles, including those accessing Jordan's Principle funding, those with trauma backgrounds, and those transitioning between schools or programs. MDTs were instrumental in facilitating referrals to specialized services such as Generations, GIST, and PBS, ensuring that students received appropriate assessments and Individualized Programming Plans (IPPs).

In addition to their clinical and educational roles, inclusive managers of MDT staff contributed to strategic planning and reporting. They were actively involved in the development of the Annual Education Results Report (AERR), where their work was highlighted as central to inclusive programming and student engagement strategies. Their contributions helped shape narratives around early years literacy and numeracy, high school completion, and culturally responsive wellness planning.



MDT staff also supported the implementation of the ECSD Well-Being Framework, collaborating with Indigenous wellness teams, cultural practitioners, and community supports to enhance mental health services and equity initiatives. Their work aligned with the Division's broader goals of fostering safe, caring, and inclusive school environments through trauma-informed practices, restorative approaches, and wraparound support.

### ECSD Well-... Framework

Overall, MDTs are not only service providers but also strategic partners in advancing inclusive education. Their interdisciplinary expertise and collaborative spirit ensured that students received comprehensive, individualized support, and that educators were equipped with the tools and knowledge to create responsive learning environments. Their impact was felt across all grade levels, from 100 Voices through high school, making them indispensable to the Division's mission of nurturing the whole child.

### Instructional Coaches at School Sites

Inclusive education consultants work in close partnership with school teams and instructional coaches to foster learning environments that support the diverse needs of all students. Their efforts are grounded in the principles of Universal Design for Learning (UDL), and they bring expertise in differentiated instruction, accommodations, adapted programming, and the development of Individual Program Plans (IPPs). Through regularly scheduled callbacks, consultants facilitate ongoing professional learning and dialogue, creating opportunities for instructional coaches to explore key themes such as UDL, reframing autism, and approaches to teaching neurodiverse learners. These collaborative sessions ensure that learning remains accessible and engaging for every student.

Consultants and coaches also model practical strategies such as the use of visual supports and personalized schedules to help students build understanding and establish consistent routines. These tools are essential in creating predictable and supportive classroom environments. A significant shift this year was the re-envisioning of the learning coach role into that of an instructional coach. This transformation was guided by the Inclusive Education team, who introduced Jim Knight's *Instructional Coaching* model to the Division. The model emphasizes partnership, reflection, and goal-setting, and will continue to shape professional learning for Division staff in the coming year with a focus on the instructional coach creating a playbook for their school site.

### Programs of Choice

To meet the diverse needs of all students, Inclusive Education consultants work collaboratively with school teams using a variety of approaches such as classroom observations, team discussions, and intake processes to support access to a wide range of Inclusive Education programs. These programs include Pre-Kindergarten 100 Voices, Kindergarten Extensions, Whatever Is Necessary (WIN) Junior/Senior, Personal Pathways, Positive Behaviour Supports (PBS), Guided Intervention Supported Transitions (GIST), CASA Classroom, and Generations.

Each program acts as a vital link between the school and home environments, offering flexible, individualized support tailored to student needs. Consultants partner closely with educators to deliver customized professional development, promoting equitable learning opportunities for all.

Additionally, these programs foster strong connections with external agencies such as the Glenrose Hospital, Family Support for Children with Disabilities (FSCD), CASA Mental Health for Children and Families, ELVES Special Needs Society, Unlimited Potential Community Supports (UPCS), Alberta School for the Deaf, Scott Robertson School, Children's Autism Society of Edmonton (CASE), and other community organizations enhancing the network of support available to students and their families.

## Inclusive Consultants

In the 2024-2025 school year, Inclusive consultants played a pivotal role in shaping inclusive education practices across the Division. Their work was deeply rooted in the principles of Universal Design for Learning (UDL), which served as the central framework guiding their daily interactions with students, teachers, instructional coaches, administrators, and multidisciplinary teams. By embedding UDL into school environments, Inclusive consultants ensured that learning remained flexible, student-centered, and responsive to the diverse needs of all learners.

One of the most significant undertakings this year was their leadership in restorative practices. Ten Inclusive consultants became Certified Trainers through the International Institute for Restorative Practices (IIRP), enabling them to deliver professional development sessions to over 100 staff members. This initiative marked a shift from formal restorative conferences to more relational, day-to-day strategies aimed at repairing harm and fostering stronger relationships within school communities.

Inclusive consultants also played a key role in supporting the implementation of Alberta's new curriculum. They worked closely with instructional coaches and school teams to identify barriers to learning, recommend appropriate assessments, and ensure alignment with Alberta Education's Principles of Inclusion. Their efforts helped ensure that all students had equitable access to the new curriculum, regardless of their learning needs.

Mental health and trauma-informed practices were also central to their work. Inclusive consultants contributed to the Division's Mental Health Strategic Plan and participated in the Mental Health in Schools pilot project. They collaborated with Family School Liaison Workers (FSLWs), Educational Behaviour Specialists (EBS), and other professionals to support referrals, system navigation, and the creation of safe, supportive learning environments.

Professional development remained a cornerstone of their contributions. Inclusive consultants led sessions featured in the Division-wide PD (DWPD) catalogue, participated in mini-conferences themed *Unity in Diversity*, and supported training modules for educational assistants. Their work extended to helping schools build inclusive profiles for funding allocation, ensuring accurate coding in PowerSchool, and collaborating with principals and multidisciplinary teams to secure appropriate supports for students.

Throughout the year, Inclusive consultants demonstrated a commitment to continuous improvement, collaboration, and innovation. Their work not only addressed immediate student needs but also laid the groundwork for sustainable, inclusive practices that will benefit the Division for years to come.

## Integrated School Support Program

The Integrated School Support Program (ISSP) is a mental health project funded by the Ministry of Mental Health and Addiction in collaboration with the Calgary Police Youth Foundation. The program's goal is to provide intensive wraparound services to create an environment in which each student attending an ISSP School can succeed academically and socially. The wraparound services are intended to be universal within an elementary and junior high school setting and provide individualized support that is immediate, located within the school, and aimed at supporting the child from a holistic perspective. Edmonton Catholic Schools has two elementary (St. Bernadette Catholic Elementary School and St. Elizabeth Seton Catholic Elementary/Junior High School) and two junior high schools (St. Elizabeth Seton Catholic Elementary/Junior High School and St. Nicholas Catholic Junior High School) participating in the second year of a three-year project. The schools' support includes a full-time mental health professional, a focus on Physical Education/physical activity opportunities, nutrition support, after-school programs, family and community engagement, and a positive police presence. The project believes that connecting students to trusted adults broadens their support network, enhances students' sense of safety at school and in the community, and breaks down



negative perceptions of police. As an evidence-based approach, staff, and families may consent to participate in the surveys, focus groups, student literacy assessments, and school statistics. Baseline data is collected in the fall and year-end data is collected in June each year. ISSPs approach is based on supporting the whole child and understanding that resiliency can be increased through a wraparound approach, which is a strong indicator of mental health and wellness for students.

### All in for Youth

The All in for Youth (AIFY) model is offered at St. Alphonsus Catholic Elementary/Junior High School and supports a Mentoring Program, Success Coaching, Before and After School programs, Family Support, Mental Health Support, and a Nutrition program. All in for Youth brings together local services to help address the complex needs of children and families in vulnerable communities. The goal is high school graduation, which can be out of reach for children because of personal or family-related challenges. AIFYs wraparound model is evidence-based and provides schools and practitioners with a way to work together more effectively as they support the complex needs of students and families. Support is offered at the school, through a collaboration with ten local partners, including Boys & Girls Clubs Big Brothers Big Sisters of Edmonton & Area, City of Edmonton (FCSS), e4c, Edmonton Catholic Schools, Edmonton Community Foundation, Edmonton Public Schools, The Family Centre, REACH Edmonton, Mental Health Foundation and United Way Alberta Capital Region. AIFY offers multiple supports both in and out of school that help improve academic achievement, increase school and community engagement, and develop resilience to handle life's challenges. AIFY removes barriers to service access because students and families are more easily able to access needed support in school, which otherwise can be difficult to navigate outside of school. The program fosters a positive, supportive, and caring environment. For the 2024-2025 school year, in collaboration with United Way and funding from Alberta Education, we supported the Mental Health in Schools Project which is built upon the work of All in for Youth. The mental health supports provided consist of two main elements: building a culture of resilience in schools to provide a universal response that is inclusive to supporting all learners and offering a half-time mental health therapist to our two schools (St. Catherine Catholic Elementary/Junior High School and St. Teresa of Calcutta Catholic Elementary School) to provide individualized interventions for students who are in highest need of 1-1 or family counseling.

### APPLE Schools

Since 2008, APPLE schools has been embedded within Edmonton Catholic Schools, transforming our school environments where healthy choices are abundant in everything students and staff do, and lifelong health behaviours improve over time. This evidence-based approach collaborates with educating our students, families, and school staff about how healthy kids are happy kids, and happy kids are ready to learn. ECSD has six APPLE schools (Annunciation Catholic Elementary, Holy Cross Catholic Elementary/Junior High, Our Lady of Peace Catholic Elementary, St. Benedict Catholic Elementary, St. Kateri Catholic Elementary, and St. Francis of Assisi Catholic Elementary schools) and seven APPLE School allies (Good Shepherd Catholic Elementary, Blessed John Paul Catholic Elementary, Our Lady of the Prairies Catholic Elementary, St. Elizabeth Seton Catholic Elementary/Junior High, St. Gerard Catholic Elementary, St. Pius X Catholic Elementary and St. Rose Catholic Junior High schools), which are provided financial support, resources, and professional learning opportunities under the program. Our APPLE schools involved in the program have focused on providing healthy snack options, growing outdoor and indoor gardens, physical activity initiatives, outdoor play to promote physical literacy, and social-emotional support for student mental health.



## Nutrition

The Division is committed to providing school environments that promote children's health, well-being, and the ability to learn by supporting healthy eating. Edmonton Catholic School's Administrative Procedure 164 guides the work of nutrition support in our schools. Providing students with positive food experiences supports their physical and mental health. Schools play a critical role in shaping eating attitudes and behaviours for their students, which lays the foundation for a healthy relationship with food. Schools support nutrition through a multi-pronged approach, which includes providing resources on SharePoint and the Edmonton Catholic School website, nutrition education, food handling information through Alberta Health Services, Parent Handbook, and collaborating with various partners to support nutrition in schools.

Twenty schools are providing universal breakfast and/or lunch programs in their schools, along with funding and food support accessed by an additional 38 schools through the Division level. Funding and food support are supported through Alberta Education, The Edmonton Catholic School Foundation, e4C, Hope Mission, Breakfast Clubs of Canada, PC Powerful Kids, the Rotary Club of Edmonton, and various other private donations. We work in close collaboration with The Edmonton Food Bank on how to best serve the needs of our students. In collaboration with the University of Alberta School of Public Health Department of Agricultural, Food, and Nutritional Science, nutrition students complete a six-week practicum experience in which they apply nutrition knowledge and skills within a school setting by leading class discussions and preparing class activities and presentations for students. By providing a holistic approach to nutrition with universal access to healthy food choices in our schools, we are supporting our students' physical development and social-emotional well-being, so they can thrive academically in the classroom.

## Enhanced Academic Program

The junior high Enhanced Academic Program (EAP) is offered at nine junior high schools and prepares students for high intellectual engagement through the development of skills and acquisition of knowledge to engage in higher levels of learning. EAP courses are designed to extend and enrich the Alberta Education curriculum in Language Arts, Mathematics, Social Studies, and Science, and deepen their learning through the Alberta Education Competencies. Each Grade 7, 8, and 9 students enriches their learning through a second language and/or music. Students engage in learning opportunities that challenge them to think critically, understand different perspectives, respond creatively to universal questions, and acquire knowledge from multiple sources. This program prepares students for Advanced Placement courses in high school. The year began with over 300 students participating in the EAP Grade 7 Student Leadership Symposium at Lumen Christi Catholic Education Centre. Students attended different breakout sessions throughout the day, in which they were able to further develop their knowledge, character, and community engagement. Sessions were presented by our partners, Junior Achievement, Action for Healthy Communities, Centre for Global Education, City of Edmonton, Poetry in Voice and GreenLearning. Edmonton Catholic School consultants collaborated with the Language Arts, Science, Math, Social Studies, and French Language Arts teachers through a Community of Practice to share promising practices and co-plan EAP resources within a UDL framework to support teaching and learning. Consultants created a SharePoint site, which teachers access to support their pedagogical practices. Parents can learn more about the program, along with a video that highlights the voices of students, teachers, and administrators sharing their personal experiences with EAP on the ECSD website.

## Centre for Global Education

The Centre for Global Education (CGE) is dedicated to fostering collaborative and impactful educational experiences that connect students, educators, and community partners globally. To support this initiative, CGE organizes high-quality student virtual conferences, showcasing student projects and featuring expert panel discussions, thereby

facilitating a platform for knowledge exchange and innovative thinking. In 2024-2025 CGE continued to run regular national and global virtual conferences and hybrid exhibitions, alongside eight high-quality in-person student leadership conferences and national/global showcases in the school year cycle.

Elementary, junior high and high schools in the Edmonton Catholic School Division (ECSD) participated in rich, curriculum-linked learning engagements during 2024-2025 through Global Encounters programming: 21 live events, 28 hours of live sharing and discussion, >200 educator guides downloaded, and approximately 20,000 youth engaged across Canada (>50,000 globally). Students rated the live events 4.8/5 on average, and 93% of participants said they would make immediate changes based on what they learned. 2024-2025 programming highlights included live convenings such as *Live from COP28 — Dubai*, *International Women's Day*, *Changing Oceans*, *Fast Fashion*, and *Journey to Reconciliation - TRC in our Schools and Classrooms*. The most engaged countries outside Canada were Trinidad & Tobago, Indonesia, Argentina, Brazil, UAE, Kenya, USA, Spain, and Australia. These engagements continued to strengthen CGE's curriculum-linked global learning and supported our ongoing collaborations with ECSD and other partners.

## Foundational Knowledge About First Nations, Métis, and Inuit Students

Performance Measures: Percentage of students, parents/guardians and teachers who agree that students learn about First Nations, Métis, and Inuit culture, history, perspectives, and experiences in their school.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/guardians	96.9	97.0	97.5
Students	93.3	93.5	93.1
Certificated Teachers	96.5	96.6	97.0

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

### Commentary on Results

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

- 96.5% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

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

- 93.0% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

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

- 88.9% indicated that they learn about First Nations, Metis, and Inuit culture, history, perspectives, and experiences at their school.

In considering the parents/guardians, results indicated that:

- 97.5% indicated that their child's school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.

In considering the certificated teachers, results indicated that:

- 97.3% indicated that their school teaches about First Nations, Metis, and Inuit culture, history, perspectives, and experiences; and



- 96.6% indicated that their school is working to advance the Truth and Reconciliation Calls to Action in the school and community.

The Edmonton Catholic School Division, Student Support Services and Indigenous Learning Services are extremely proud of these exemplary results. The programs outlined on page 46 of this report that detail the work being done to support First Nation, Métis and Inuit students towards high school completion, as well as the initiatives detailed below, demonstrate the effective use of the grant funding of \$5,484,457 received for the 2024-2025 school year. We have met the responsibility of:

- Improving education outcomes for First Nation, Métis and Inuit students through system, program and instructional supports.
- Addressing the systemic education gap for self-identified First Nation, Métis and Inuit students; and
- Supporting the implementation of the Truth and Reconciliation Commission recommendations.

### Key Strategies

Student Services, through Indigenous Learning Services, continued to work with all Division students, staff and parents to build foundational knowledge of First Nations, Métis, and Inuit experiences. This important work is fundamental to the:

- Truth and Reconciliation Commission's (TRC) Call to Action #63 which calls upon the public education system to develop and implement curriculum, share best practices, build student capacity, and identify related teacher training needs.
- Alberta's Teaching Quality Standard (TQS), Leadership Quality Standard (LQS) and Superintendent Quality Standard (SQS) focus on building foundational knowledge, creating and sustaining relationships, and career long learning relating to Truth & Reconciliation and Indigenous Education.
- Goal of the Edmonton Catholic School Division (ECSD) to build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in school and beyond by building foundational knowledge of First Nations, Métis, and Inuit experiences.

Professional Development played a significant role in creating an environment where each student was provided with a welcoming, caring, respectful and safe learning environment that respected diversity and fostered a sense of belonging. Indigenous Learning Services created these learning opportunities for all staff in the Edmonton Catholic School Division whether through site based professional learning, Division wide professional learning, honouring of Division wide Truth and Reconciliation events, or through the very successful Truth and Reconciliation Lead Teacher initiative.

During the 2024-2025 school year, every school in the Edmonton Catholic School Division had at least one designated Truth & Reconciliation Lead Teacher which ensured that each school site had a staff member who was a resource for students and staff. To have this resource in every school, the Truth & Reconciliation Lead Teachers were offered monthly professional development opportunities, on-going communication with Indigenous Learning Services and curriculum support. Truth and Reconciliation Lead Teachers received weekly updates regarding educational resources, community supports and professional learning, as well as access to the Indigenous Learning Services Library, of which over 90% come from Indigenous authorship. The Truth and Reconciliation Consultant delivered opportunities to build foundational knowledge of Indigenous ways of knowing and doing as well as facilitated collaboration opportunities for the school sites and guidance on the implementation of whole-school initiatives.



Indigenous Education Consultants collaborated with other Division leaders to ensure the Indigenous perspective, based upon foundational knowledge, was given a voice in Equity, Diversity, Inclusion and Anti-Racism, subject specific areas and even Artificial Intelligence discussions.

## GOVERNANCE

**ALBERTA EDUCATION** Assurance Survey Measures & Results

## ECSD Parent Involvement

Performance Measures – Percentage of parents and teachers satisfied with parental involvement in decisions about their child’s education.	Results %					Evaluation		
	2020-21	2021-22	2022-23	2023-24	2024-25	Achievement	Improvement	Overall
Parents	76.5	78.3	80.9	80.4	82.5	Very High	Improved Significantly	Excellent
Teachers	86.1	85.6	86.2	84.6	84.8	Low	Maintained	Issue
Overall	81.3	81.9	83.6	82.5	83.6	Very High	Improved	Excellent

*Note: The AEA survey was introduced as a pilot in 2020-21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.*

**ECSD** Annual Survey Measures & Results

## Parent and Guardian Engagement

Performance Measures – Percentage of students, parents/guardians and teachers who agree that parents/guardians ask students questions about their learning and that parents/guardians have the opportunity to provide feedback on important matters.	Results % 2022-23*	Results % 2023-24	Results % 2024-25
Parents/guardians	93.6	96.3	96.8
Students	89.3	88.9	88.6
Certificated Teachers	96.2	96.5	97.4

*\*Results for 2022-23 cannot be compared to subsequent years as the questions and themes were changed to reflect the new Division Plan for Continuous Growth 2023-2026. Additionally, the 2022-23 results included all staff responses, while subsequent years included Certificated Teacher responses only.*

## Commentary on Results

Parent and guardian engagement is a critical component of student success and overall school improvement. This report analyzes survey data collected from students (Grades 4 to 12), parents/guardians, and certificated teachers regarding the extent to which parents and guardians are involved in their child’s learning and have opportunities to provide input into school decisions.

The data demonstrates a strong culture of parent and guardian engagement across all grade levels, supported by both parents and teachers. While engagement remains high overall, attention should be given to sustaining involvement during secondary years and addressing perception gaps between parents and students. These efforts will further strengthen the partnership between home and school, contributing to improved student outcomes and overall school success.

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

- 91.2% agreed that their parent/guardian asks them about their learning.

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

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

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

- 86.6% agreed that their parent/guardian asks them about their learning.

In considering the parents/guardians, results indicated that:

- 98.7% agreed that they ask their child about their learning.
- 94.9% agreed that they have the opportunity to provide feedback to their child's school on matters that are important to them.

In considering the certificated teachers, results indicated that:

- 97.5% agreed that parents/guardians at their school have the opportunity for a voice in their child's education.
- 97.4% agreed that their school encourages their parents/guardians to ask their child about their learning.

### Key Strategies

## Engagements 2024-2025

Engagement	Purpose	Outcome
French Immersion (FI) Engagement	<ul style="list-style-type: none"> <li>• Address high attrition (80%) and strengthen the K to 12 French Immersion pathway. Gather feedback from students, families, and educators to improve retention and program quality.</li> <li>• Broader community engagement was completed in 2023-2024. The 2024-2025 academic year saw Educational Planning and Learning Services engage with French Immersion (FI) principals, and other ECSD departments to implement the recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation began in 2024-2025 with targeted funding, school-level actions, and ongoing monitoring. ECSD offered transportation from three FI junior highs to J.H. Picard Catholic School, but low registration paused service for 2025-2026. ECSD committed to continue offering buses for two more years. FI schools collaborated to promote program pathways within the French Immersion continuum. J.H. Picard Catholic School received funding to enhance student experience due to low enrolment.</li> </ul>
Spanish Bilingual Engagement	<ul style="list-style-type: none"> <li>• Strengthen bilingual education from K to 12 by gathering feedback on program strengths, retention challenges, and cultural connections.</li> </ul>	<ul style="list-style-type: none"> <li>• 408 participants responded to the questionnaire.</li> <li>• A summary of key themes and stakeholder perspectives was compiled to inform program planning and decision-making, helping to strengthen Spanish bilingual education through responsive, community-driven strategies that supported engagement, achievement, and belonging.</li> <li>• The four themes that emerged were: Program Pathways and Locations,</li> </ul>



Engagement	Purpose	Outcome
		Transportation, Program Experience, and Cultural Experiences.
Enhanced Academic Program (EAP) Engagement	<ul style="list-style-type: none"> <li>To engage families, staff, and community members in dialogue about the future direction of the Enhanced Academic Program (EAP), ensuring the program reflects community priorities, supports academic excellence, and aligns with Division goals for equity, access, and student success.</li> </ul>	<ul style="list-style-type: none"> <li>1049 participants responded to the questionnaire.</li> <li>Stakeholder feedback informed future planning for the EAP, supporting program development aligned with Division priorities.</li> <li>Strengths identified included academic growth, passionate teachers, enriched learning, positive peer environments, and project-based opportunities.</li> <li>Opportunities for improvement included program promotion, application and acceptance processes, pathways and locations, EAP resources, professional development, and cross-school collaboration.</li> </ul>
St. Josephine Bakhita Catholic School Attendance Boundary Engagement	<ul style="list-style-type: none"> <li>Gather family input on proposed attendance boundaries, transportation, and grade configuration for the new K to 9 school opening in September 2025.</li> </ul>	<ul style="list-style-type: none"> <li>322 survey responses led to key decisions: school will open as K to 9; Grade 5 to 9 students from Rosenthal/Secord may remain at Bishop David Motiuk Catholic School (no bus service); yellow bus transportation confirmed for eligible students. Engagement improved transparency and community trust.</li> </ul>
River's Edge Design Engagement "What We Heard"	<ul style="list-style-type: none"> <li>To engage students, staff, families, and community members in a collaborative design process that explores the future learning environment at "What We Heard" Rivers Edge, ensuring it reflects community values, supports inclusive and land-based learning, and aligns with Division priorities for student success and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>A set of design principles and spatial concepts rooted in community input and Indigenous perspectives, which will guide future planning and implementation to foster belonging, connection to land, and alignment with the Division's goals for equity and continuous improvement.</li> </ul>
Laurel Design Engagement "What We Heard"	<ul style="list-style-type: none"> <li>To engage students, staff, families, and community members in a collaborative design process that informs the future learning environment at "What We Heard" Laurel, ensuring it reflects local context, supports inclusive education, and aligns with Division priorities for student well-being and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>A set of community-informed design principles and spatial concepts that will guide planning and implementation, fostering environments that enhance belonging, engagement, and alignment with the Division's goals for continuous improvement.</li> </ul>

## ECSD Accountability/Assurance System

Principals are responsible for the annual preparation of a three-year School Plan for Continuous Growth to provide assurance to their community that the school is addressing needs identified through data analysis and engagement of students, staff, and families. Principals are also responsible for providing an annual report to their school community to demonstrate results in those identified areas of accountability. Procedures involving our Division's assurance and accountability can be found in [AP 102](#).

To align with the Alberta Education Assurance Framework as well as the Division Plan for Continuous Growth (2023-2026), Edmonton Catholic Schools administers the ECSD Annual Survey annually. The ECSD Annual Survey was conducted from November 25, 2024, to January 10, 2025, and was conducted in paper format to improve response rates. All students in Grades 4 to 12, parents/guardians of all students, and teachers at all schools/sites in the Division were invited to participate in the survey. The ECSD Annual Survey items were grouped into themes that aligned with the Division Plan for Continuous Growth priorities as well as the Alberta Education Assurance Framework domains.

With respect to both the Alberta Education Assurance Framework as well as the ECSD Annual Survey, in addition to the Division reports, schools receive school reports that are evaluated in their School Plan for Continuous Growth. Division results are also provided on the Division Assurance Dashboard and individual school results are provided on the School Assurance Dashboards. The dashboards are located on the Division and schools' public websites: [Assurance Dashboard](#). Dashboard data is updated over the weeks following the release of each set of results. The results are labelled by school year within each priority in the dashboards.

## ECSD Budget – Actual Comparison

### The Edmonton Catholic Separate School Division

#### Financial Statement for the Year Ended August 31, 2025

	Budget	Actual	Actual	Actual to Budget Variance Amount	Actual to Budget Variance %
	2025	2025	2024	2025	2025
<b>Revenues</b>					
Government of Alberta	\$ 473,037,000	\$ 489,413,096	\$ 450,762,658	\$ 16,376,096	3%
Federal Government and other government grants	\$ 19,030,000	\$ 20,536,961	\$ 22,544,144	\$ 1,506,961	8%
Property taxes	\$ 67,840,000	\$ 65,190,907	\$ 62,553,836	\$ (2,649,093)	(4%)
Fees	\$ 18,631,000	\$ 19,772,216	\$ 17,782,155	\$ 1,141,216	6%
Sales of services and products	\$ 4,836,000	\$ 6,499,031	\$ 6,900,796	\$ 1,663,031	34%
Investment income	\$ 4,100,000	\$ 2,995,440	\$ 4,320,709	\$ (1,104,560)	-27%
Donations and other contributions	\$ 5,742,000	\$ 5,677,052	\$ 6,750,280	\$ (64,948)	-1%
Other revenue	\$ 1,513,000	\$ 2,290,903	\$ 12,797,870	\$ 777,903	51%
<b>Total Revenues</b>	<b>\$ 594,729,000</b>	<b>\$ 612,375,606</b>	<b>\$ 584,412,448</b>	<b>\$ 17,646,606</b>	<b>3%</b>
<b>Expenses</b>					
Instruction - ECS	\$ 23,213,000	\$ 25,898,352	\$ 25,181,103	\$ 2,685,352	12%
Instruction - Grades 1 to 12	\$ 458,153,000	\$ 455,524,755	\$ 431,855,729	\$ (2,628,245)	(1%)
Operations and maintenance	\$ 77,974,000	\$ 74,739,687	\$ 73,604,440	\$ (3,234,313)	(4%)
Transportation	\$ 25,604,000	\$ 30,726,368	\$ 25,609,520	\$ 5,122,368	20%
System administration	\$ 15,638,000	\$ 17,459,990	\$ 16,949,798	\$ 1,821,990	12%
External services	\$ 8,360,000	\$ 7,234,156	\$ 7,493,081	\$ (1,125,844)	(13%)
<b>Total Expenses</b>	<b>\$ 608,942,000</b>	<b>\$ 611,583,308</b>	<b>\$ 580,693,671</b>	<b>\$ (2,641,308)</b>	<b>0%</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (14,213,000)</b>	<b>\$ 792,298</b>	<b>\$ 3,718,777</b>	<b>\$ 15,005,298</b>	



## Summary of Financial Results

- Government of Alberta increased by \$16.4M - Increase is due mainly to the Supplemental Enrolment Growth funding (\$2.8M), Service & Support funding (\$1.0M), Base Instruction funding (\$3.4M), Learning Disruption Support funding (\$0.9M), Transportation funding (\$0.4M), Retroactive Teachers' salaries and benefits funding (\$8.9M) and the lower offset of reduced property tax revenue (\$2.6M). This increase was partially offset by lower actual enrolment compared to budget (\$2.4M) and a decrease in estimated Alberta Teachers Retirement Fund contributions paid (\$1.9M) compared to budget.
- Federal Government and Other Government Grant increased by \$1.5M - The increase is due mainly due to increased funding for the Jordan's Principle program.
- Property Taxes decreased by \$2.6M - The decrease is due to net changes in municipal property assessment values and mill rates.
- Fees increased by \$1.1M - The increase in fees is mainly due to an increase in school activities related to increased enrolment and increased bus ridership.
- Sales of Services and Products increased by \$1.7M - The increase is mainly due to enrolment increases and the City's Home Buyers Program.
- Investment Income decreased by \$1.1M - The decrease is mainly due to lower interest rates.
- Instruction ECS increased by \$2.7M - The increase is mainly due to additional inclusive supports for ECS students.
- Instruction (Grades 1 to 12) decreased by \$2.7M - Decrease is mainly due to lower payroll costs from lower than expected enrolment growth. This decrease was partly offset by an increase in certificated payroll costs based on the legislated 3% retroactive teachers' compensation adjustment.
- Operations and Maintenance decreased by \$3.2M - Decrease is due mainly to lower utility expenses from a lower average electricity commodity rate and lower amortization due to timing of completion of various projects.
- Transportation increased by \$5.1M - The increase is due mainly to increased rates paid to carriers, increase in number of routes and increased ETS ridership from increased enrolment. The 2024-2025 budget was based on carrier rates before the new agreements were finalized, contributing to the noted increase in transportation costs.
- System Administration increased by \$1.8M - The increase is due mainly to salary grid movements, payroll rates, increase in number of employees, as well as increased operating costs.
- External Services decreased by \$1.1M - The decrease is due to lower Federal funding for the LINC program.

## Budget Process

The 2025-2026 school year marks the third and final year of the Division's current three-year cycle of the Division Plan for Continuous Growth. The process for Budget 2025-2026, a budget that supports this continuous growth plan, began in the fall of 2024 with engagement sessions with principals as well as other Division leadership staff. The multi-month engagement process was critical in allowing for an exchange of the latest available information, sharing of challenges, and developing ideas on how best to move forward. Administration's recommendations regarding Budget 2025-2026 were brought to the Board of Trustees Audit and Finance Committee. This committee includes all the members of the Board of Trustees, as well as two external professional accountants, and it recommends approval of the budget to the

Board before final approval at a public meeting. There are many processes that precede the completion of our final budget. These are highlighted as follows:

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

### Key Strategies

The key strategies that guide the Division in the development and implementation of the budget include:

- Ensure the effective and efficient use of Divisional resources while allowing schools and departments flexibility to meet their unique needs.
- Strategically allocating resources to classrooms and core educational support areas ensuring the enhancement of the learning experience for staff and students.
- Engage and inform the government and other relevant parties to advocate for equitable access to excellent Catholic education.

### Audited Financial Statements for the Year Ended August 31, 2025

Further information regarding the financial standing of the Division, including copies of audited financial statements, is available by contacting:

Chad Schulz, CPA CA - Chief Financial Officer  
The Edmonton Catholic Separate School Division  
9405 50 Street NW, Edmonton, Alberta T6B 2T4

### Audited Financial Statement Links

ECSD Audited Financial Statements: [ECSD Audited Financial Statements](#)

Provincial Audited Financial Statements: [K to 12 Education Financial Statements](#)

## Annual Report of Disclosures

As per *Safe Disclosure Administrative Procedure 403 (#23)*, the Edmonton Catholic Separate School Division reported no disclosures for 2024-2025.

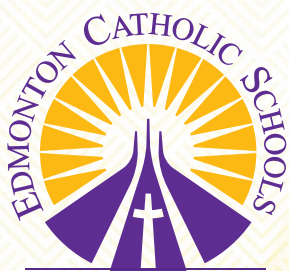
## ECSD Annual Education Results Report Link

[Edmonton Catholic School Division's Annual Education Results Report](#)



# LUMEN CHRISTI CATHOLIC EDUCATION CENTRE

9405 50 Street NW | Edmonton AB T6B 2T4 | T:780 441-6000 | [ecsd.net](http://ecsd.net)



December • 2025





## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

December 17, 2025 Public Board Meeting

2.4

Date: December 17, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originators: Chad Schulz, Chief Financial Officer  
Carole Karbonik, General Counsel

Re: **Opting Out of Alberta School Foundation Fund (ASFF)**

#### Issue:

The Alberta Catholic School Trustees Association (ACSTA) has asked the Division to remind the Minister of Education that Catholic Separate School Boards in Alberta have the right to opt out of the Alberta School Foundation Fund (ASFF) under the Education Act. By acting on this issue, Catholic Boards are making a statement to the government that 'we retain the right to tax our residents' as guaranteed in our constitutional rights.

#### Background:

Section 164(1) of *Education Act*, S.A. 2012, c. E-0.3 provides that all sections within Division 4 of the *Education Act* and more specifically, all provisions involving the administration of the Alberta School Foundation Fund, apply to all boards governed by the *Education Act*, including Edmonton Catholic Separate School Division. Section 162(2) further provides that a board of a separate school division may, pursuant to a resolution, certify to the Minister under the seal of the separate school division that any provisions included under Division 4 of the *Education Act* do not apply to the separate school division.

In the event that a separate school division wishes to pass such a resolution, section 164(4) states that a board may make or rescind a resolution referred to in section 164(2) only after the date of a general election under the *Local Authorities Election Act* and before December 31 of the same year. In our present circumstances, if the Board wishes to pass a resolution regarding the application of the Alberta School Foundation Fund, the Board must do so prior to December 31, 2025.

By passing the motion referenced in section 164(4), the Board would be legally taking the position that it could, if required, opt out of the provisions contained within the *Education Act* that govern the management of Alberta School Foundation Fund. Historically, the Division has aligned its operations with the funding practices of the Province and recognizes that this may include funding allocations practices that align with these *Education Act* provisions. That said, by passing a resolution to opt out of the Alberta School Foundation Fund, this serves as a political statement to government that as a separate school division, our constitutional right to collect taxes from Catholic ratepayers remains unaffected by legislation in this regard.

#### Recommendation:

That the Board of Trustees of the Edmonton Catholic Separate School Division hereby certifies that Division 4 of Part 6 of the Education Act, S.A. 2012, c.E-0.3 does not apply to the Board.



## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

December 17, 2025 Public Board Meeting **3.1**

Date: December 17, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent of Learning Services

Resource Staff: Nicole Lafreniere, Director of Curriculum and Assessment  
Trish Roffey, Manager of Elementary Curriculum  
Sarah Fedoration, Manager of EAL and Language Programs

Re: **Using Screener Data to Improve Student Growth and Achievement**

#### **Background:**

Division-wide screener data in both ELAL (English Language Arts & Literature) and Mathematics show steady progress from fall to spring, reflecting the collective impact of evidence-based teaching, consultant support, and a system-wide commitment to ensuring every student experiences early success. The following report outlines Division results alongside the structures, strategies, and professional learning that shaped instructional growth across the 2024–2025 school year.

#### **Recommendation:**

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

- QI2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.*
- QI2.2 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.*
- QI2.3 Ensures there is measurable improved student achievement over time.*
- QI3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.*
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).*
- QI5.5 Ensures all staff have access to appropriate professional learning and/or training.*

#### **Attachment:**

- Elementary Literacy and Numeracy Response Report December 2025



# Using Screener Data to Improve Student Growth and Achievement

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2024–2025



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French Immersion/French Immersion Language Arts and Literature (FILAL)	8

# INTRODUCTION

Edmonton Catholic Schools (ECSD) continues to prioritize strong foundations in literacy and numeracy through high-quality Tier 1 instruction, targeted intervention, and responsive professional learning. Tier 1 instruction refers to universal strategies that are delivered by the classroom teacher. As students require more intensive instruction, the teacher may engage in classroom-based intervention. Should this not prove successful, interventions become increasingly targeted to individual student needs. Our responsive professional learning model seeks to provide similar supports to teachers. As Learning Services staff notice trends within the data provided through screening and other assurance measures, we provide large-scale and targeted supports.

Division-wide screener data in both ELAL and Mathematics show steady progress from fall to spring, reflecting the collective impact of evidence-based teaching, consultant support, and a system-wide commitment to ensuring every student experiences early success. The following report outlines Division results alongside the structures, strategies, and professional learning that shaped instructional growth across the 2024–2025 school year.

Literacy Screeners are completed in K - 3. Kindergarten screeners are only completed in January. Other screeners are completed three times over the course of the year.

While there are several screeners completed to gain a whole picture of student literacy and numeracy, the screener data provided within this report focuses on three particular screeners: LeNS, CC3, and Numeracy.

The LeNS provides Kindergarten, grade 1 and grade 2 teachers with an understanding of whether students know phonetic skills (letters and the sounds they make). By the time a student is in Grade 3, we expect that they are able to read full words. Thus, the CC3 is a measure of a student's word reading skills.

Numeracy screeners identify knowledge of the number system, number operations, and proportional reasoning skills.



# ENGLISH LANGUAGE ARTS AND LITERATURE

## OVERALL RESULTS

### Analysis

Division-wide literacy data from the 2024–2025 school year indicate growth in early reading skills across Grades 1-3, based on results from the LeNS and CC3 government screeners. In Kindergarten, early administration of the PAST and RAN helped identify phonological awareness and rapid automatized naming skills (potential indicators of double-deficit profiles) to support timely, targeted instruction. Across all grades, the proportion of students identified as at risk in foundational literacy skills decreased from fall to spring, demonstrating steady progress in areas such as letter-sound knowledge, and word recognition. These positive trends reflect the collective impact of high-quality Tier 1 instruction, targeted interventions, and a division-wide commitment to evidence-based literacy practices through professional learning and consultant support.

Alberta Education and Childcare Approved Screening Assessments (LeNS & CC3) by Grade Level:

		# STUDENTS ASSESSED, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, END OF YEAR
Kindergarten	PAST	2933 (January)	31.3 % (January)	N/A
	RAN	2826 (January)	31.9 % (January)	N/A
	LeNS	2830 (January)	35.4 % (January)	N/A
Grade 1	LeNS	2959	28.2 %	19.7 %
	CC3	3004 (January)	26.9 % (January)	16.7 %
Grade 2	LeNS	3040	28.7 %	19.7 %
	CC3	3031	21.7 %	17.7 %
Grade 3	CC3	3299	21.4 %	16.9 %

### Response to Data

#### Advancing Tier 1 Instruction Through the Reading Research Project

In the 2024–2025 school year, 27 schools participated in the *Reading Research Project*—a comprehensive initiative designed to improve early word reading instruction and reduce the need for future intervention. The project began with a keynote session led by Dr. George Georgiou and continued through a five-part PD series focused on reading acquisition skills, phonics instruction, data interpretation, fluency, spelling analysis and instructional planning.

Consultants supported Grade 1 teachers at-the-elbow through modeling, co-planning, and resource alignment. The goal was to significantly improve Tier 1 classroom instruction in Grade 1 and, by extension, lessen the need for reading intervention as these students move into Grade 2. One pilot school saw a reduction in “at-risk” students from 36% in March to just 9% by June, validating this approach.

### Ongoing Vocabulary and Comprehension Support in Grades 3–6

To extend foundational reading skills into the upper-elementary years, ECSD supports Bug Club Morphology (Grades 3-6). This research-based resource builds morphological awareness, teaching students to recognize roots, prefixes, and suffixes, which strengthens vocabulary development, reading comprehension, and spelling. Because the lessons come with structured, scaffolded instruction and engaging cross-curricular texts, teachers across the division can consistently deliver high-impact word study. As a result, students deepen their reading and comprehension skills and build a stronger foundation for the more sophisticated writing demanded in later grades.

### Structuring Division PD to Strengthen Reading Instruction (DFPD)

We are launching our *Division-Focused Professional Development* (DFPD) series for Grade 2 teachers and will provide a systemwide structure for supporting foundational reading development. We began at the grade 2 level as many grade one teachers were part of the two-year research project; therefore, this professional learning will advance teacher knowledge and experience with cohorts of students. Over three years, all grades will be addressed. These grade-specific sessions will guide teachers through aligning early reading instruction with the K-6 curriculum, deepening understanding of foundational literacy components, integrating inclusive design into Tier 1 (classroom-based) instruction, and planning for data-informed instruction that adapts to student needs. This four-part series positions teachers to build consistent, research-aligned routines in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### Aligning Literacy Routines and Tools to the Curriculum

Throughout the year, consultants support teachers through targeted PD offerings designed to help them structure daily literacy blocks, deliver explicit high-impact routines, and use Division-supported resources effectively. These sessions include *Foundations in Phonics (UFLI/TPC)* to strengthen decoding instruction, *Fluency Foundations & Microsoft Reading Progress* to improve oral reading fluency and track growth, *Structuring Your ELAL Block* to build purposeful literacy schedules and routines across K-6, *Writing Instruction & Workshop Routines* to support the development of confident, independent writers, and *Early Handwriting and Reading Instruction Using Literacy LIFTER in K–2*. These sessions are delivered through Teams, in person, and in classrooms to ensure that educators have the tools, routines, and models needed to deliver consistent, high-quality reading and writing instruction.

### Using Screener Data to Drive Responsive Instructional Planning

In addition to teaching practices, consultants support schools with interpreting literacy screener data at multiple points in the year. Through sessions such as *Interpreting Your Literacy Screener Data* and *Instructional Next Steps*, teachers learn how to analyze trends in LeNS and CC3 results, identify targeted next steps for individuals and groups, build flexible literacy groupings, and select high-impact routines aligned to identified needs. These data-driven conversations contribute to the reduction in at-risk students from fall to spring and strengthen teachers' confidence in using assessment to guide instruction.

# MATHEMATICS

## OVERALL RESULTS

### Analysis

According to the 2024–2025 Alberta Provincial numeracy screening results, ECSD students demonstrated a decline in the number of students requiring additional support from the September screening. However, when compared to the 2023–2024 results, the percentage of students that remain as requiring additional supports at the end of the school year has increased.

Alberta Education and Childcare Approved Screening Assessments (Alberta Provincial Numeracy Screener) by Grade Level:

	# STUDENTS ASSESSED, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, END OF YEAR
Kindergarten	English - 2859 (January)	English – 29.7 % (January)	N/A
	French - 274 (January)	French – 32.1 % (January)	N/A
Grade 1	English - 2992	English – 25.0 %	English - 21.1 %
	French - 404	French – 33.2 %	French – 22.8 %
Grade 2	English - 3155	English – 29.5 %	English – 24.2 %
	French - 382	French – 29.6 %	French – 21.2 %
Grade 3	English - 3443	English – 21.8 %	English – 20.0 %
	French - 362	French – 16.6 %	French – 13.3 %

### Response to Data

#### Anchoring Instruction in a Shared Mathematics Framework

To support a collective vision for effective math instruction, we developed the *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 are focused on aligning comprehensive classroom resources (e.g., MathUP and Edwin) to the progression of outcomes. Correlation documents have been developed to support fidelity to the curriculum. Intervention tools such as *Leaps and Bounds* and *Do the Math* have been purchased for every school to help close foundational learning gaps. As consultants visit schools, they are supporting teachers in the use of these materials to support early literacy and numeracy.



### Launching an Ambitious Division-Wide Mathematics Intervention Plan

Informed by screener data, we have developed a three-year *Mathematics Intervention Educator* (MIE) initiative, starting in the 2025-26 school year. Through this initiative, targeted sites receive intensive intervention support from dedicated staff using fluid groupings, student data cards, and goal setting on fluency and place value continuums. This approach is designed to vertically accelerate students toward grade-level proficiency with regular progress monitoring and collaborative data review cycles.

This initiative is funded through the Literacy and Numeracy Support Grant. Following a deep dive into our data, ten schools have been identified to participate in this project. Each of the ten schools identified a 1.0 FTE teacher who would be responsible for delivering the intervention. Schools were identified by the number of students requiring supports, consistent attendance on the part of the students, and commitment on the part of administrators to adhere to the program with fidelity. Through intensive, ongoing support of both their intervention math consultant and classroom math consultant, teachers and administrators are using an ongoing improvement cycle, based on student data, to target student learning and regularly target instruction. All of the professional learning is grounded in ECSD's *Mathematics Framework*.

Through this model, our goals include:

- Implementing a rigorous intervention process;
- Engaging in the process of collaborative response with staff;
- Planning with inclusion, accessibility, and engagement for all students;
- Gathering and analyzing evidence of learning;
- Deepening teachers' pedagogical knowledge through job-embedded structures; and
- Building site-based instructional leadership in mathematics.

Although very early in the process, teachers are already seeing measurable improvement in student understanding of key math concepts. There has been excitement around this progress, which always incentivizes engagement and continuity for improvement.

### Structuring Professional Learning Around Impact and Progression

We developed 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. 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.

Using the ECSD's *Mathematics Framework*, teachers will build their comfort with high impact instructional practices in mathematics. It is critical that all teachers move from a place of curriculum implementation to curriculum *optimization*, understanding the new K-6 program and being able to plan, teach, and assess with curricular outcomes in mind. All professional learning will be crafted using the principles of Universal Design for Learning, ensuring that teachers understand that all students are capable of developing mathematical confidence, joy, and mastery.

Promoting Effective Teacher Planning with Embedded Supports

Using data from provincial screeners and classroom assessments, we continue to emphasize co-planning with consultants and instructional coaches. Teachers are supported to use consistent resources and strategies across classrooms and grade levels.

Moving forward, we will continue to refine our use of data to inform instruction, embed consistent, progression-aligned resources, and build teacher capability in math pedagogy to ensure every student is positioned for success. The *Mathematics Framework* will serve as a key cornerstone for teachers, identifying the planning, teaching, and assessment strategies required for robust, equitable, and rigorous math instruction.

# FRENCH IMMERSION LANGUAGE ARTS AND LITERATURE

## OVERALL RESULTS

### Analysis

Division-wide literacy data from the 2024–2025 school year indicate growth in early reading skills from Kindergarten to Grade 3, based on results from the LeNS and CC3 government screeners. The positive trends are directly related to the explicit and systematic approach taken to Tier 1 instruction in the target language.

Using data from provincial screeners and classroom assessments, we continue to emphasize co-planning with consultants and instructional coaches. Teachers are supported to use consistent resources and strategies across classrooms and grade levels.

Moving forward, we will continue to refine our use of data to inform instruction, embed consistent, progression-aligned resources, and build teacher capability in math pedagogy to ensure every student is positioned for success. The *Mathematics Framework* will serve as a key cornerstone for teachers, identifying the planning, teaching, and assessment strategies required for robust, equitable, and rigorous math instruction.

Alberta Education and Childcare Approved Screening Assessments (LeNS & CC3) by Grade Level:

		# STUDENTS ASSESSED, START OF YEAR	% STUDENTS AT RISK, START OF YEAR	% STUDENTS AT RISK, END OF YEAR
Kindergarten	LeNS	370 (January)	25 (January)	N/A
	NSLe	420	26	15
Grade 1	CC3 (French)	420	19	8
	NSLe	396	30	23
Grade 2	CC3 (French)	396	27	18
	CC3 (French)	376	18	15
Grade 3				

### Response to Data

#### Refinement of Tier 1 Reading Instruction

Teachers participated in three grade-level working groups to unpack reading instruction strategies that are systematic and explicit. Planning templates were used to support teachers in using the shared reading approach tailored to this Tier 1 reading instruction. Moving forward, teachers will participate in consultant-guided observations in classrooms to reflect on their practice and plan collaboratively.



### Bridging Vocabulary and Comprehension in Grade 4

Based on the Grade 3 data from the previous year, as well as Grade 6 reading comprehension PAT results from previous years, we have purchased the resource *Stratégia* for Grade 4 teachers. This resource provides an explicit and systematic approach designed to help students use a variety of meta-cognitive strategies when reading new words and more complex texts. This is an important step to take in order to bridge decoding and comprehension in the upper elementary years.

### Integrating Division PD to Strengthen Instruction (DFPD)

Grade 2 French immersion teachers will participate in our Division-Focused Professional Development (DFPD) series to support foundational reading development. Our ten French immersion schools will be grouped so that sessions are tailored to the needs of immersion students.

Foundations of strong oral and print language will be emphasized, with emphasis placed on the ongoing need for strong active learning strategies in the classroom. A student-centered approach guides our professional learning.

### Tools to Support Literacy Integration

Throughout the year, consultants will support teachers at-the-elbow to help them structure their daily literacy blocks in the target language. In the language programs, it is important to maximize the instructional minutes in the target language. As such, teachers need support in order to establish the foundational building blocks, such as oral language routines, explicit reading instruction and other curriculum outcomes. Bridging documents were also created to support teachers with aligning outcomes found in both FILAL and ELAL curriculums. It is important that teachers make intentional connections in both languages to build on basic literacy skills.

### Using Screener Data to Drive Instruction

Consultants co-planned with school administrators to offer site-based data analysis as well as further at-the-elbow support to individual teachers. Through this process, teachers were able to intentionally adjust their planning to meet the needs of their students. Tier 1 and Tier 2 supports were modelled and reinforced in further planning using Division-approved resources.

## Conclusion

Overall, we have must be hopeful in terms of our students' learning of literacy and numeracy. Some systemic issues, such as language development during the pandemic or rapid implementation of new curriculum, have necessitated creative approaches to student and teacher support. Universal Design for Learning, underpinning all our work, reminds us that good design of programs will reach a maximum number of students. We are confident that our multipronged approach will yield positive results in student learning.



## EDMONTON CATHOLIC SCHOOLS

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

### BOARD OF TRUSTEES MEMO

*December 17, 2025 Public Board Meeting 4.1*

Date: December 17, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Board Chair Report on #ECSDfaithinspires – November 21 – December 19, 2025**

As we enter Advent, our hearts turn toward the promise of Christ's coming. Advent is a season that calls us to pause, prepare, and make room for hope. Each candle reminds us that even in the busiest moments of our year, Christ's light continues to guide us, renewing our spirit and grounding our community in faith.

Across our division, this hope has been made visible in the most beautiful ways. Schools have opened their doors—and their hearts—to celebrations that bring students, staff, and families together in faith and joy. From liturgies to concerts to moments of quiet reflection, these experiences remind us why Catholic education is such a profound gift. We are deeply grateful to our staff, who have poured exceptional time, creativity, and energy into creating these meaningful celebrations for our students. Their commitment shines through in every gathering and every joyful moment our school communities share.

We also extend our heartfelt thanks to parents and families whose encouragement and support make these celebrations possible. Your partnership strengthens the faith life of our schools and helps ensure students experience the fullness of the Advent and Christmas season.

This year, our Division continues to advance important work that supports student well-being. The Mental Health and Well-being Grant provides an opportunity to enhance our Integrated Health and Well-being Framework, an approach that serves students through a continuum of supports, from proactive programming to more responsive services. While no single initiative can fully address classroom complexity, we know that strong mental-health supports help students engage more successfully in learning, reduce negative behaviours, and foster positive outcomes.

As Trustees, we remain steadfast in advocating for the needs of our students, staff, and families. Our work continues to focus on securing the resources and supports necessary to address the increasing complexity in our classrooms, strengthening cross-ministry collaboration, and ensuring both students and staff have access to timely, meaningful supports.

As we look toward the joy of Christmas and the promise of a new year, may the peace of Christ fill your homes, your families, and your hearts. On behalf of the Board of Trustees, I wish you a blessed Advent and a joyful, hope-filled Christmas season.

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 – **November 21 – December 19, 2025** for information purposes.



**Board Chair Report on #ECSDfaithinspires – November 21 – December 19, 2025****Summary of Meetings, Events, and Activities****Meetings and Events:**

- Holy Family Catholic Elementary/Junior High School Pancake Breakfast
- St. Francis of Assisi Catholic Elementary School Christmas Luncheon
- Attended St. Joseph Catholic High School Sacred Pipe Ceremony
- Attended Our Lady of Mount Carmel Catholic Elementary School Hockey Classic with Board of Trustees
- Attended Careers The Next Generation Luncheon with Chief Superintendent
- Attended Spanish Bilingual Mass with Board of Trustees and Chief Superintendent
- Attended TEBA Monthly Engagement session
- Attended Voices of Lumen Christi Concert Series with Chief Superintendent and Board of Trustees
- Attended gathering with members of Archdiocese Assurance team
- Attended the Budget 2026 Treasury Board Town Hall
- Attended the EDC Curriculum implementation Briefing with Ministry
- Attended the All-City Choir Christmas Concert with Chief Superintendent and Board of Trustees
- Attended the Bishop's Gala with Chief Superintendent and Board of Trustees
- Attended the President's Holiday Reception with Chief Superintendent
- Attended tour of Casa Classrooms with Minister of Mental Health and Addictions Rick Wilson and Chief Superintendent
- Attended tour of Edmonton Catholic Schools' Facility Services with Board of Trustees and Chief Superintendent
- Attended ECSD Career and Bridging Fairs with Board of Trustees
- Attended All-City Bands' Christmas Concert with Chief Superintendent and Board of Trustees
- Attended Student Voice with Chief Superintendent and Board of Trustees
- 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:**

- Filmed Christmas Message
- Participated in announcement for Mental Health and Well-being Grant with Minister of Education Demetrios Nicolaides
- Participated in a roundtable of Ukrainian Stakeholders with Premier of Alberta Danielle Smith and MLA Jackie Armstrong-Homeniuk
- Addressed numerous media requests
- Attended to correspondence and emails





## EDMONTON CATHOLIC SCHOOLS

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### BOARD OF TRUSTEES MEMO

December 17, 2025 Public Board Meeting **4.2**

Date: December 17, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Chief Superintendent's Report on #ECSDfaithinspires –December 2025**

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#### **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. Although the month of December is shortened by the Christmas Break, there is still much going on in Edmonton Catholic Schools. 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](https://ecsd.net) under our Division Plan For Continuous Growth 2023-2026 (Year 3).

#### **Living Our Faith**

- Throughout the Advent season, our schools will be preparing for the coming of Messiah in many ways. In addition to learning about Advent through religion class, students will experience the lighting of the candles of the Advent wreath. Schools will host Advent liturgies, and there will be many ways for families to engage in their school communities through concerts, Family Nights, and celebrations.
- Our Indigenous Learning Services held their annual Candlelight Vigil for Indigenous families and staff. The evening is designed to support those who are grieving over the holidays. The gathering is a blend of Catholic tradition and Indigenous spirituality that includes a meal, smudge ceremony, prayer, scripture reading, a testimonial, and gospel music.

#### **Learning Excellence**

- Our All-City Choir held their annual Christmas Concert. The All-City Program is an excellent example of the intersection of joy and rigour in the area of fine arts education.
- There are many collaborative professional learning opportunities that occur throughout the year. Examples from this month include the Collaborative Response Cohort Meeting; the Gender-Based Analysis + (GBA+) Community of Practice Meeting; Callbacks for staff from 100 Voices and Occupational Therapy/ Speech-Language Pathology/Mental Health; Training sessions for Second Year Assistant Principals, Educational Assistants; and training for all principals on the Digital Assessment Platform that will be used for all provincial assessments moving forward.

### **Organizational Excellence**

- The Superintendents and I continue to visit schools to review their School Plans for Continuous Growth and to experience the wonderful things that sites are doing to bring their plans to life.

### **Embracing Diversity**

- St. Joseph Catholic High School will host the last Pipe Ceremony of the Year. The Pipe Ceremonies are an important component of the Nehiyaw Pimatisiwin program in our Division.

### **Recommendation:**

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

