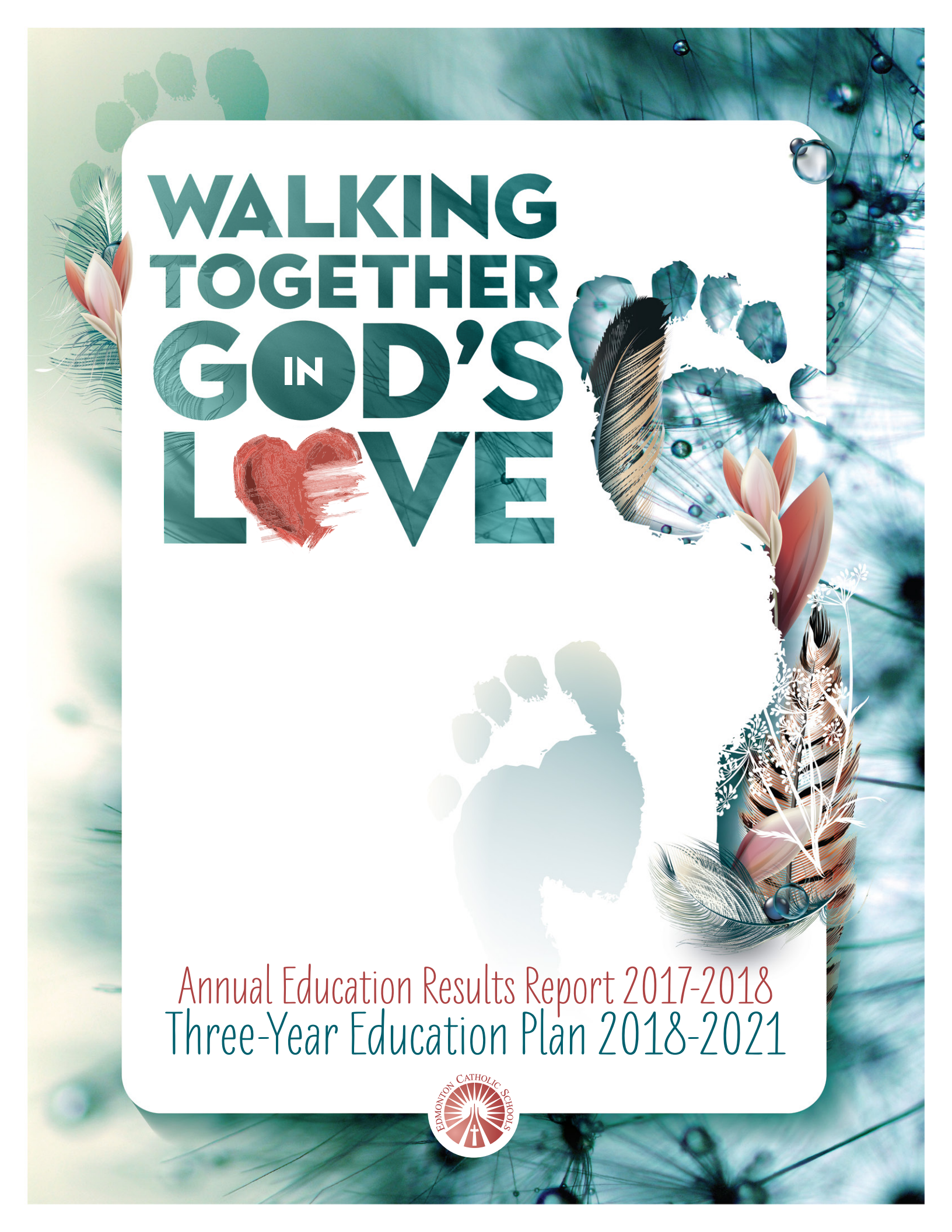




WALKING TOGETHER GOD'S LOVE

Annual Education Results Report 2017-2018
Three-Year Education Plan 2018-2021



Walking Together in God's Love

Edmonton Catholic School District's Annual Education Results Report 2017–2018 celebrates the good that happens each and every day in Catholic education. With lives rooted in Jesus, we seek to continually journey with him and have therefore set our Three-Year Strategic Education Plan 2018-2021 to identify the priorities we will engage in to do so. Our District is called to fulfill its mandate of Catholic education.

The heart and soul of Catholic education is Jesus Christ who proclaims the good news that God wills for the fullness of life. At Edmonton Catholic Schools, we will continue to inspire our students and ensure their success by giving them the tools they need to succeed to the best of their ability. These students will be our future community leaders and with this leadership, they have been called to a faith-filled life of service.

Our District continues to grow in the light of God and in developing our strategies and priorities for 2018-2021, we will endeavour to guide and inspire our students to achieve to the best of their abilities and share in their successes.



Table of Contents

	PAGE #
Message from the Board Chair	3
Message from the Superintendent	4
Accountability Statement	5
Our Foundation	
* Mission Statement, Vision, Eight Characters of Catholic Education, Core Values	6-7
* A Statement of 21st Century Learning in Edmonton Catholic Schools	
* A Defining Statement of Inclusive Education in Edmonton Catholic Schools	
District Profile	8-9
District Plan for Continuous Growth—District Goals and Priorities for 2018-2021	10-13
* Provincial Goals, Related Outcomes, Performance	16-27
Accountability Pillar Overall Summary	14
Accountability Pillar First Nations, Métis, Inuit (FNMI) Summary	15
District Priorities	28-32
Parental Involvement and Community Engagement	33-35
Summary of Capital and Facilities Plan	36-37
Class Size Jurisdiction Report	38-39
Budget Summary	40-41
Safe Disclosure	41

Message from the Board Chair

The combined Annual Education Results Report (AERR) 2017-2018 and the Three-Year Plan for 2018-2021, looks back at the many accomplishments that were achieved in 2017-2018, and looks forward to on-going academic growth in Edmonton Catholic Schools!

Every year is approached with an overarching theme based on our Foundation Statements. https://www.ecsd.net/AboutUs/The-District/mission_vision/Pages/default.aspx. The 2017-2018 theme, ***Rooted in Jesus, Hearts to Love, Hands to Serve***, showed how we, as servants reach out to our students and their families through the hearts, and hands of the staff at Edmonton Catholic Schools to prepare our students to become engaged thinkers who are ethical citizens with an entrepreneurial spirit. At every opportunity the theme permeated through all that we did during the 2017 and 2018 school year.

Edmonton Catholic Schools is a District where humble leadership has been the foundation for the exemplary schools and programs that we offer. The District's Superintendent, Joan Carr, continued to lead the way implementing innovative and unique programs to serve our students. Under this excellent leadership and an incredible gift of creativity and sensitivity to the needs of our students, Edmonton Catholic Schools, was named one of Alberta's Top 70 Employers for the third year in a row.

Highlights of 2017-2018 included the work that Edmonton Catholic Schools has done to honour the Truth and Reconciliation Commission of Canada Calls to Action *Journey of Truth and Reconciliation*. Another highlight was the announcement of an incredible partnership with Mount Royal University and WestJet. The District has over 200 partnerships with a diverse and broad group of community organizations who help us provide excellent education and experiences to our students. In partnership with WestJet, students will be able to experience flight simulation and in-flight experiences with trained pilots. WestJet will support this opportunity through personnel, simulator experiences, and site visitations at YEG.

Parent and community engagement is an extremely important role of the Board and Superintendent. During the 2017-2018 year, the Parent Engagement Series included a Celebration of Catholic Education, where parents learned and dialogued about the philosophy and topics from the Religious Education Programs of Study across the grades. It also included an evening with Father Richard Leonard, a master story teller whose ability to hold audience's attention through a combination of vivid work portraits, humour and song make him a much sought-after speaker. The topic was *What Catholic education can do for your child, and what you can do for Catholic education*.

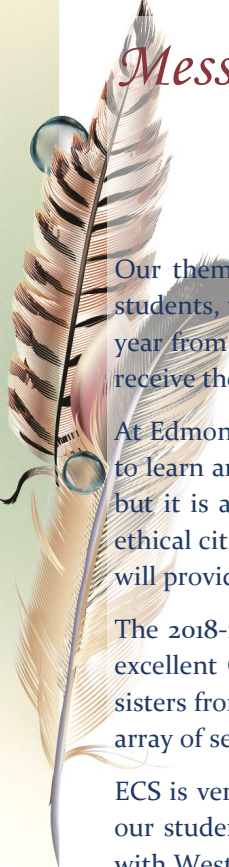
We have so much to celebrate!

- Our enrolment continues to increase yearly. Over 41,000 students registered in Edmonton Catholic Schools for the 2017-2018 school year. The Three-Year High School completion rate climbed to 85.6% and our 5-year high school completion rate is even higher at 89.1%. In addition, our District's drop-out rate of 1.2% is almost half of the provincial drop-out rate of 2.3! The District Satisfaction Survey Results showed that the overall satisfaction with the District remains high among students, parents and staff ranging from 98.9% to 96%.
- In September of 2017, five new state-of-the-art schools opened their doors! *Rooted in Jesus, Hearts to Love, Hands to Serve*, we welcomed students and their families to Christ the King K-9; Father Michael Mireau K-9, Bishop David Motiuk K-9, Corpus Christi K-9, and St. Thomas Aquinas K-9. We were pleased to learn that a Catholic elementary school in the Orchards at Ellerslie was approved by the Government. The name of the school is Divine Mercy and it will serve students from Grades K – 6.

We are thankful for the support we receive from the Provincial Government, the Archdiocese, the Eparchy, our parents, our administration and staff, our students and the Catholic Community in Edmonton. On behalf of the Board I invite you to review the Annual Education Results Report for 2017-2018, and step into the future as you read through the Three-Year Education Plan for 2018-2021!

Laura Thibert

Board Chair



Message from the Superintendent

Walking Together in God's Love

Act Justly, Love Tenderly, Walk Humbly with Your God.

~ Micah 6:8 ~

Our theme for this year, *Walking Together in God's Love*, provides us with a beautiful image of the journey that our students, their families, and our staff experience daily as they learn and grow in Christ. Our guiding scripture passage this year from Micah tells us what God asks of us: to act justly, to love tenderly, and to walk humbly with Him. In return, we receive the comfort and joy that comes from knowing that He is with us always!

At Edmonton Catholic Schools (ECS), we have a very vital mission: to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. This mission is important for their futures, but it is also important for the future of our world. We are called to help students become engaged thinkers who are ethical citizens with an entrepreneurial spirit. As part of the threefold partnership between family, Church, and school, we will provide the best possible Catholic education for our youth and achieve this goal.

The 2018-19 school year is a very special one for Edmonton Catholic Schools; it marks our 130th anniversary of providing excellent Catholic education to the City of Edmonton! We have grown from one school with 23 students, run by three sisters from the Faithful Companions of Jesus, to 96 schools with over 43,000 students and over 5,900 staff who offer a vast array of services to help our children and youth to flourish.

ECS is very proud of the many innovative programs and partnerships that we have to provide amazing opportunities for our students. There are many examples. We have officially launched our Dual Credit Aviation Program in partnership with WestJet and Mount Royal University. The City of Edmonton is a tremendous partner, and we offer programs ranging from Personal Pathways to 100 Voices in 13 of their facilities.

We were delighted by the announcement from Alberta Education that the scheduled modernization for our Ben Calf Robe K-9 School will now be a replacement school instead. Plans for this new facility will increase the capacity to 700 students and will include a cultural learning space. We also had the site blessing and ceremonial ground breaking for Divine Mercy Catholic Elementary School in the Orchards. Our target is to have that facility open to serve students and families in September 2020.

We are very proud of our student achievement over the past year. We continue to outperform the provincial average in many areas in the grade 6 Provincial Achievement Tests and the Diploma Examinations.

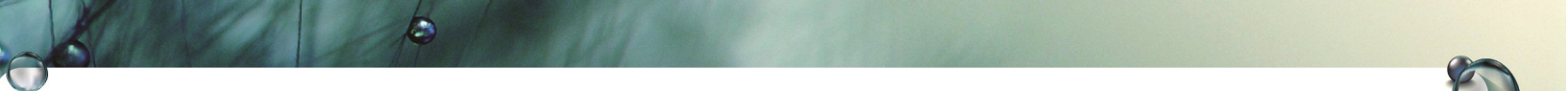
The Accountability Pillar, October 2018, our overall report card from the Province, brought great news! Edmonton Catholic Schools had better results than the Province in 12 of 16 measures and no areas were identified as needing improvement. The high school completion 3-year (85.6%) and 5-year (89.1%) rates are 7.6 % and 5.7% above the Province respectively. Our drop-out rate (1.2%) is almost half that of the Province. Parental involvement and Diploma excellence in our District 'improved significantly' according to the Accountability Pillar.

Our First Nations, Metis and Inuit (FNMI) and English Language Learners (ELL) students also continue to excel. A total of 57.8% of District FNMI students complete high school which is above the provincial average of 53.3%. The drop-out rate for our FNMI students has decreased to 3.6% and is lower than the provincial dropout rate of 4.8%. The 3-year high school completion rate for English Language Learners in our District is 74.7% compared to the provincial rate of 74.2% and the drop-out rate for our ELL students is 1.3% compared to 2.2% for the province. You will find many other successes as you read this report.

On an organizational level, Edmonton Catholic Schools was proud to be named one of Alberta's Top 70 Employers for 2018, our third year in a row. When we can create great working conditions and opportunities for our staff, they can focus on creating excellent learning and growth opportunities for students.

This report is the wonderful story of how we bring to life our vision that our students will learn together, work together and pray together in answering the call to a faith-filled life of service!

Joan Carr
Superintendent



Accountability Statement

for the combined

Annual Education Results Report

and

Three-Year Education Plan

The Annual Education Results Report for the 2017-2018 school year and the Three-Year Education Plan commencing September 1, 2018 for Edmonton Catholic Schools were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017/2018 school year and the Three-Year Education Plan for 2018/2021 on November 27, 2018.

Laura Thibert
Board Chair

Our Foundation

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

Inspired By

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

Vision

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

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.

Core Values

Dignity & Respect	Loyalty	Honesty	Fairness	Personal & Communal Growth
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Eight Characters of Catholic Education

Community	Humanness	Rationality	Spirituality
Hospitality	Justice	Sacramentality	Tradition

Our Foundation

A Statement of 21st Century Learning

Preparing our students for a world not yet realized

In keeping with our *Foundation Statement*, the students and staff of Edmonton Catholic Schools commit to 21st Century Learning. In support of hopeful Christ-centered living, in a society transformed by globalization, technological innovation and human ingenuity, 21st Century Learning complements our commitment as a Catholic community of learners, leaders and educators.

Edmonton Catholic Schools fosters faith-based learning that deeply engages all staff and students in 21st Century Learning opportunities. All facets of the learning system - curriculum, instruction, assessment, professional learning, accountability and resource allocation - are in support of 21st Century Learning. Students will be creative, digitally aware, critical-thinking global citizens, analysts, communicators and producers engaged in learning that is conceptual and authentic within a faith-based environment.

Guided by our moral compass and focused on the common good, students and staff will be self-directed, adaptable, discerning and curious, as they engage individually and collaboratively in 21st Century Learning.

A Defining Statement of Inclusive Education in our District - Katholos: Education for Life for All

In accordance with our District 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 School Act*



District Profile

The Edmonton Catholic School District (ECSD) has a total of 96 schools.

<i>School</i>	<i>Grade Level</i>
Alternative Education	K-12
Anne Fitzgerald	PreK-6
Annunciation	K-6
Archbishop J. MacNeil	K-9
Archbishop MacDonald	Gr 10-12
Archbishop O'Leary	Gr 10-12
Austin O'Brien	Gr 10-12
Ben Calf Robe - St. Clare	PreK-9
Bishop David Motiuk	PreK-9
Bishop Greschuk	K-6
Bishop Savaryn	PreK-6
Blessed Oscar Romero	Gr 10-12
Cardinal Collins HS Academic Centre	Gr 10-12
Cardinal Leger	Gr 7-9
Christ the King	PreK-9
Corpus Christi	PreK-9
Father Leo Green	K-6
Father Michael Mireau	PreK-9
Father Michael Troy	Gr 7-9
Frère Antoine	K-6
Genesis School	PreK-9
Good Shepherd	PreK-6
Grandin	PreK-6
H. E. Beriault	Gr 7-9
Holy Cross	PreK-9
Holy Family	PreK-9
Holy Trinity	Gr 10-12
J. H. Picard	K-12
J.J. Bowlen	Gr 7-9
John Paul I	PreK-6
Katherine Therrien	PreK-6
Kisiko Awasis Kiskinhamawin	K-12
Louis St. Laurent	Gr 7-12
Mary Hanley	K-6
Monsignor Fee Otterson	K-9
Monsignor William Irwin	K-6
Mother Margaret Mary	Gr 10-12
Our Lady of Mount Carmel	K-9
Our Lady of Peace	PreK-6
Our Lady of the Prairies	PreK-6
Our Lady of Victories	PreK-6
St. Alphonsus	PreK-9
St. Angela	PreK-6
St. Anne	K-6
St. Augustine	PreK-6
St. Basil	K-9
St. Benedict	K-6

<i>School</i>	<i>Grade Level</i>
St. Bernadette	PreK-6
St. Bonaventure	K-6
St. Boniface	K-6
St. Brendan	PreK-9
St. Catherine	PreK-9
St. Cecilia	Gr 7-9
St. Charles	K-6
St. Clement	K-9
St. Dominic	PreK-6
St. Edmund	PreK-9
St. Elizabeth	PreK-6
St. Elizabeth Seton	K-9
St. Francis of Assisi	PreK-6
St. Francis Xavier	Gr 10-12
St. Gabriel	PreK-6
St. Gerard	PreK-6
St. Hilda	Gr 7-9
St. Jerome	PreK-6
St. John Bosco	K-6
St. John XXIII	K-9
St. Joseph	Gr 10-12
St. Justin	PreK-6
St. Kateri	PreK-6
St. Leo	PreK-6
St. Lucy	K-6
St. Margaret	K-12
St. Maria Goretti	K-6
St. Mark	Gr 7-9
St. Martha	PreK-6
St. Martin	K-6
St. Mary	Gr 2-6
St. Matthew	PreK-6
St. Monica	PreK-1
St. Nicholas	Gr 7-9
St. Paul	K-6
St. Philip	K-6
St. Pius X	PreK-6
St. Richard	PreK-6
St. Rose	Gr 7-9
St. Stanislaus	K-6
St. Teresa	K-6
St. Teresa of Calcutta	PreK-6
St. Thomas Aquinas	PreK-9
St. Thomas More	Gr 7-9
St. Timothy	K-6
St. Vincent	PreK-6
St. Vladimir	PreK-6
Sir John Thompson	Gr 7-9
Sister Annata Brockman	K-9

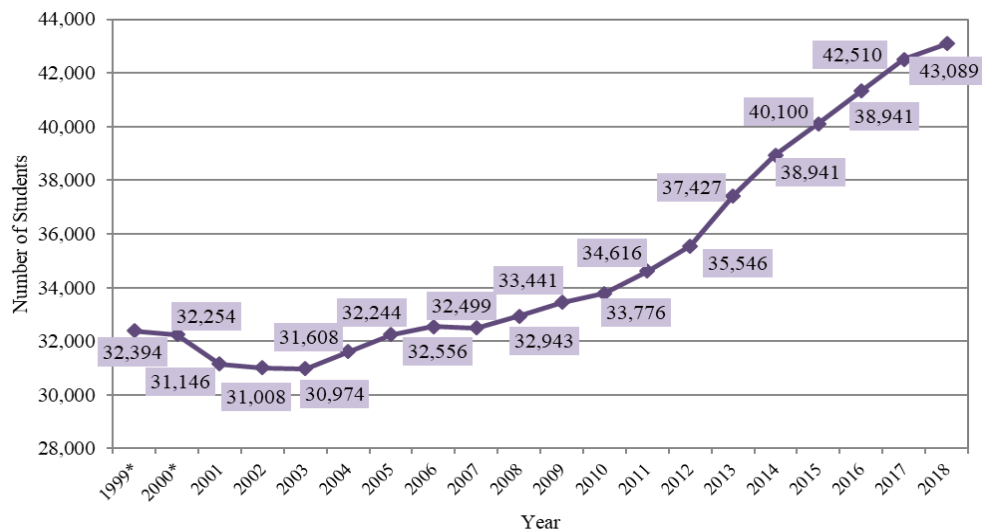
Number of Schools for 2018-19

Elementary	50
Elementary/Junior High	21
Junior High	11
Elementary/Junior/Senior High	*3
Junior/Senior High	1
Senior High	9
Alternative Education Services	1
Total Schools	96

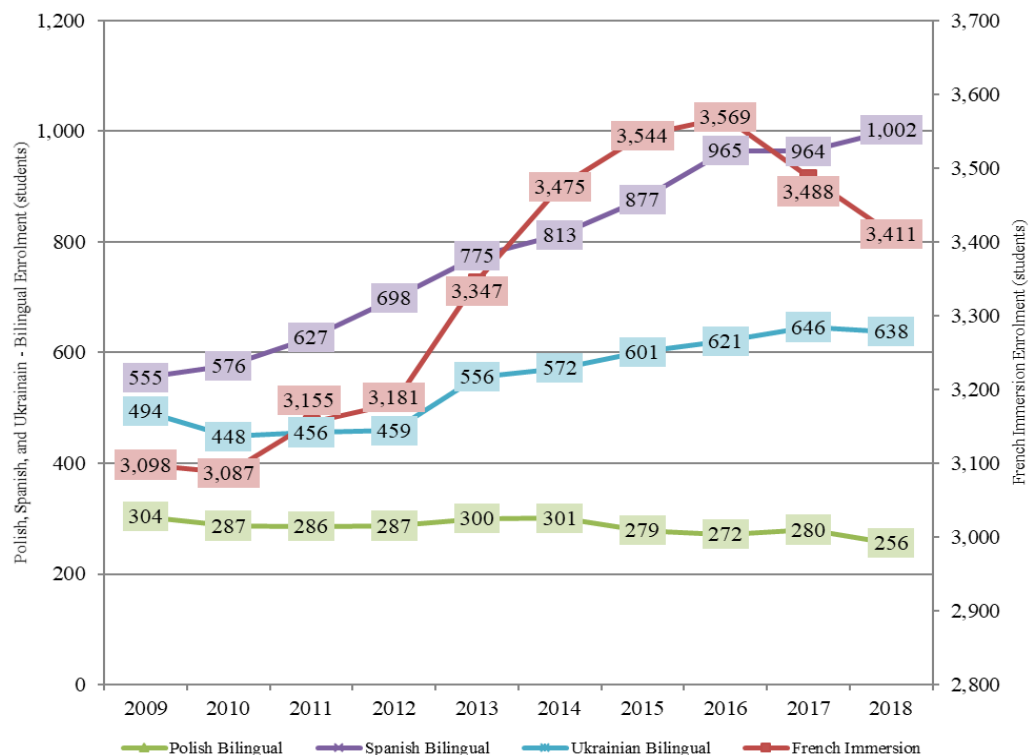
*Includes Kisiko Awasis Kiskinhamawin (Mountain Cree) School which is located in the Muskiki Lake area midway between Robb and Nordegg. ECSD provides educational support to the Mountain Cree Camp School.

Enrolment Trends

District Enrolment History - 1999 to 2018
(September 30th Counts)



Enrolment in Bilingual and Immersion Language Programs 2009-2018



District Plan for Continuous Growth 2018-2021

Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education

Objective: This goal is central to our mission and fundamental to our being. We are called to live the Word of God through worship, witness, and service.

- 1.1 Demonstrate the distinctiveness and advantages of Catholic education.
 - a) Continue to enhance the home – school – parish relationships.
 - b) Cultivate and support a Catholic ethos/environment within each site.
 - c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
 - d) Ensure that permeation of faith remains central in all our day to day practices.
- 1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.
 - a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton.
 - b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
 - c) Support and promote the work of the Edmonton Catholic Schools Foundation.
 - d) Create opportunities to engage the Catholic community in discussion on Catholic education.
 - e) Provide opportunities for relevant and authentic student engagement.
- 1.3 Demonstrate commitment to and excellence in Catholic education.
 - a) Deliver and support our Religious Education programs to all students as a spirit-filled lived experience.
 - b) Continue a focus on faith formation learning opportunities for all staff.
 - c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
 - d) Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
 - e) Review our District Foundation Statement and its implications at each site at least twice annually.
 - f) Identify, honour and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections for each site.
 - g) Continue to enhance and strengthen our Catholic identity through revisioning the Five Marks of Catholic School Identity Implementation Plan (2015-2018) ([Five Marks of Catholic Education](#)) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher ([The Excellent Catholic Teacher](#)).

ECSD Goal One: ECSD students are successful

Objective: To develop students to their fullest potential, through multiple pathways, so that they can nurture their gifts and talents in service to others and pursue their passions and interests as contributing members of community... academically, spiritually, physically, mentally and socially.

Key Strategies:

- 1.1 Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.
- 1.2 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon

developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.

- 1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.4 Continue to further develop career pathways for students.
- 1.5 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.
- 1.6 Continue to pilot and evaluate the provincially funded school nutrition programs and report success.

Two: ECSD supports First Nations, Métis and Inuit students' success

Objective: In collaboration with our Indigenous communities, we will continue to be at the forefront of developing best practices to ensure success of First Nations, Métis and Inuit students.

Key Strategies:

- 2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.
 - a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
 - b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards.
 - c) Support the provincial PreK–12 Cree language and culture programming.
 - d) Recruit, retain and support First Nations, Métis and Inuit staff in education.
 - e) Continue to develop the collaborative plans between provincial school authorities and Indigenous communities.
 - f) Continue to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.
- 2.2 Provide and promote cultural diversity.
 - a) Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
 - b) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
 - c) Provide opportunities for on-going professional development for all District staff in cultural awareness.
- 2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.
 - a) Redesign the allocation model of targeted funding to continue to support existing successful programs and to provide proactive interventions to all schools with demonstrated need.
- 2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

ECSD Goal Three: ECSD respects diversity and promotes inclusion

Objective: Establishing inclusive learning environments where diversity is embraced, so that all students and staff within ECSD are respected, supported, and celebrated.

Key Strategies:

- 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.
- 3.2 Continue to support the provincial Inclusive Education Policy Framework.

- 
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.
 - 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
 - 3.5 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
 - 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.
 - 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://education.alberta.ca/inclusive-education/what-is-inclusion/>).
 - 3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.
 - 3.9 Ensure that assistive technology is available to students identified with needs.

ECSD Goal Four: ECSD has excellent teachers, and school and school authority leaders

Objective: We will provide an optimal learning and working environment that fosters a culture of faith, trust, unity, inclusivity, confidence, respect, value and appreciation for one another.

Key Strategies:

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.3 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
- 4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders.
- 4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.
 - a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education's key competencies.
 - b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.
 - c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.
- 4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.
- 4.8 Develop further leadership pathways for staff.
 - a) Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans; invest in formal professional development and courses to support leadership.
 - b) Implement intentional recruitment to identify and nurture leadership opportunities for staff, the model of

community ownership together with peers, with the responsibility of the principal and follow up from the Superintendent.

- c) Develop partnerships with post-secondary institutions to nurture leadership in administration.
- d) Create health and wellness opportunities for staff – including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.
- e) Position ECSD as the employer of choice and continue to strive for Alberta's Top 70 Employers designation.
- f) Develop faith in diverse ways for staff and students.

ECSD Goal Five: ECSD is well governed and managed

Objective: We will engage in good stewardship of all resources: human, financial, and physical through principled governance.

Key Strategies:

- 5.1 To continue to develop relationships with key stakeholders to advocate for Catholic education.
- 5.2 Advocate for predictable and sustainable infrastructure funding to meet the needs of the District high utilization rate and fast-growing student population.
- 5.3 Ensure decisions are data-driven – enable best practice indicators and transparency to ensure continuous improvement.
- 5.4 Integrate health and safety into all District operations, maintain our Certificate of Recognition and continuously enhance and improve our safety management system.
- 5.5 Seek, promote and engage in responsive and responsible community partnerships that are mutually beneficial and respect our Catholic identity.
 - a) Build, maintain and foster relationships and partnerships that promote the development and enhancement of programs and services within our District.
 - b) Collaborate with government ministries and community partnerships to meet the needs of a variety of learners.
 - c) Collaborate with the Catholic Archdiocese of Edmonton, Covenant Health, and Alberta Health Services for future multi-use facility programming.
- 5.6 Continue collaboration with partners on high school programming.
 - a) Continue collaboration with the Government of Alberta, the City of Edmonton, Edmonton Public Library for the Lewis Farms High School Academic Centre.
 - b) Continue to work with the Association of Plumbers and Pipefitters Union Local 488 and the Alberta Pipe Trades College to ensure success of the Plumber Apprenticeship Program at Archbishop O'Leary High School.
 - c) Continue to explore new opportunities and deepen existing partnerships for high school dual credentialing. (e.g. Plumbing Local 488, Kings, McEwan, Mount Royal, NAIT, and NorQuest)
- 5.7 Continue collaboration with partners in early learning and care including the City of Edmonton, Genesis School, YMCA preschool outreach and wrap around childcare, and the City of Edmonton's End Poverty Initiative.
- 5.8 Continue collaboration with partners that support our Mental Health Strategic Plan (i.e. Alberta Health Services).

Accountability Pillar Overall Summary

October 2018

Measure Category	Measure	Edmonton CSS District No. 7			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.7	89.1	89.1	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	83.1	84.1	83.5	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	90.3	90.9	90.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	1.2	1.5	1.9	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	85.6	84.5	83.3	78.0	78.0	77.0	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.6	79.0	77.9	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	19.5	18.9	19.0	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	83.8	83.0	83.7	83.0	83.0	Intermediate	Improved	Good
	Diploma: Excellence	22.0	21.0	19.8	24.2	22.2	21.7	High	Improved Significantly	Good
	Diploma Exam Participation Rate (4+ Exams)	61.7	60.9	60.0	55.7	54.9	54.7	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	64.9	64.7	64.3	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	69.3	65.9	66.9	58.7	57.9	59.0	Very High	Improved	Excellent
	Work Preparation	84.1	84.7	83.4	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	84.3	85.1	85.2	83.0	83.7	83.7	Very High	Declined Significantly	Acceptable
Parental Involvement	Parental Involvement	82.2	81.2	80.2	81.2	81.2	81.0	High	Improved Significantly	Good
Continuous Improvement	School Improvement	79.9	80.3	79.5	80.3	81.4	80.7	High	Improved	Good

Accountability Pillar

First Nations, Métis and Inuit (FNMI) Summary

October 2018

Measure Category	Measure	Edmonton CSS District No. 7 (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 Learning Opportunities	Drop Out Rate	3.6	4.9	5.0	4.8	5.8	6.3	High	Improved	Good
	High School Completion Rate (3 yr)	57.8	58.7	51.3	53.3	53.7	50.5	Low	Improved	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	58.8	55.0	54.1	51.7	51.7	52.0	Very Low	Improved	Issue
	PAT: Excellence	8.0	5.9	6.2	6.6	6.7	6.5	Very Low	Improved	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.1	82.3	82.6	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.2	10.6	11.6	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	20.0	21.6	17.9	24.4	21.8	21.2	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	29.0	29.2	27.4	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.7	32.8	30.3	33.0	31.8	32.8	Very Low	Maintained	Concern

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.9	77.3	77.4	79.0	78.6	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.6	19.3	18.7	18.9	19.5	Intermediate	Maintained	Acceptable

ECSD PAT Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 6	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
	A	E	A	E	A	E	A	E
Percentage of students who achieved standards on grade 6 provincial achievement tests								
English Language Arts	88.6	21.5	88.7	21.6	89.4	18.7	0.7	-2.9
French Language Arts	89.3	18.9	89.4	19.0	91.6	14.0	2.2	-5.0
Mathematics	72	10.9	72.1	11.0	76.9	11.5	4.8	0.5
Science	81.5	26.5	81.6	26.6	82.4	26.8	0.8	0.2
Social Studies	79	21.4	79.1	21.5	80.2	20.2	1.1	-1.3

Grade 9	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
	A	E	A	E	A	E	A	E
Percentage of students who achieved standards on grade 9 provincial achievement tests								
English Language Arts	83.9	14.9	84.0	15.0	82.4	15.8	-1.6	0.8
English Language Arts K&E	68.7	7.5	68.8	7.6	60.0	10.0	-8.8	2.4
French Language Arts	89.8	11.8	89.9	11.9	89.0	12.1	-0.9	0.2
Mathematics	73.2	17.5	73.3	17.6	61.5	13.2	-11.8	-4.4
Mathematics K&E	48.7	9.2	48.8	9.3	54.7	10.3	5.9	1.0
Science	79.3	20.1	79.4	20.2	82.5	28.2	3.1	8.0
Science K&E	58.6	5.7	60.0	5.8	67.0	10.7	7.0	4.9
Social Studies	74.7	19.9	74.8	20.0	73.8	23.8	-1.0	3.8
Social Studies K&E	60	10	60.1	10.1	55.1	14.3	-5.0	4.2

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.3	82.8	82.3	83.8	84.5	Intermediate	Improved	Good
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.8	20.2	18.3	21.0	22.0	High	Improved Significantly	Good

ECSD Diploma Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 10-12	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
Percentage of students who achieved standards on diploma examinations	A	E	A	E	A	E	A	E
English Language Arts 30-1	88.5	12.1	88.6	12.2	90.7	14.0	2.1	1.8
English Language Arts 30-2	91.8	12.5	91.9	12.6	89.1	14.7	-2.8	2.1
French Language Arts 30-1	95.3	4.7	95.4	4.8	90.9	9.1	-4.5	4.3
Mathematics 30-1	74.4	28.8	74.5	28.9	78.1	31.7	3.6	2.8
Mathematics 30-2	74.5	18.1	74.6	18.2	76.7	19.3	2.1	1.1
Social Studies 30-1	90.3	14.9	90.4	15.0	88.4	16.3	-2.0	1.3
Social Studies 30-2	81.4	11	81.5	11.1	77.9	10.2	-3.6	-0.9
Biology 30	80.1	29.1	80.2	29.2	86.9	31.7	6.7	2.5
Chemistry 30	82.3	33.7	82.4	33.8	80.6	27.1	-1.8	-6.7
Physics 30	85.5	39.5	85.6	39.6	88.0	43.6	2.4	4
Science 30	87	28.8	87.1	28.9	87.4	31.7	0.3	2.8

Comments on Results:

Learning Services Innovation (LSI) provides various supports and initiatives, including the District professional learning plan, to assist schools with areas of need.

The Ministerial Order on Student Learning (#001/2013) set forth the vision of the competencies that Alberta students could expect to develop over the course of their education. Knowing that a Catholic education is more than the Religious Education curriculum, we looked at these curricular competencies through the lens of a Catholic worldview, in conjunction with the *Ontario Catholic School Graduate Expectations*, and developed *Learner Competencies Formed Through Catholic Education*. These *Learner Competencies* articulate the unique way in which students who experience the richness of Catholic education approach all subject matter, thus permeating faith into their learning. We will examine the *Learner Competencies* themselves, how our staff has experienced them as part of our last three Permeation afternoons, and how our curricular consultants are working with staff to unfold the *Provincial Cross-Curricular Competencies* across the disciplines. Our considerations in this work considers the following:

- Professional learning is integral to fostering growth, building capacity, and modelling a passion for life-long Learning. This is achieved through collective leadership in developing and providing an array of professional learning opportunities for staff.

- Changing practice and developing the skills of professional inquiry require in-depth understanding. For this reason, teachers and staff need multiple opportunities to absorb new information about competencies and translate it into practice. (Timperley, 2008)
- Professional learning extends far beyond sessions and in-servicing. It is a commitment to: refinement of practice, collegial conversation, ongoing research, and implementation of promising practices.
- Staff are diverse in their understanding and assumptions about learning, what counts as valued knowledge, and how best to embrace it. Thus, multiple formats are used to engage staff and support their contexts. We seek to personalize the learning for each staff member.
- Learning is cyclical rather than linear, so teachers and staff, through an ongoing, job-imbedded methodology, can embrace and engage with new ideas as they try them out in their everyday contexts (Timperley, 2008)
- Our professional learning always seeks to place students at the forefront of our service. As communities of professional practice, we believe that the “lasting change depends on an entire staff working together to develop shared beliefs and to align them with research-based practices that move a whole school of learners forward” (Routman, 2017).

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.4	81.6	83.7	84.5	85.6	Very High	Improved Significantly	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.4	2.1	2.1	1.5	1.2	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.2	68.1	66.6	65.9	69.3	Very High	Improved	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	63.8	64.7	64.9	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.5	59.1	59.9	60.9	61.7	High	Improved	Good

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.8	85.1	85.3	85.1	84.3	Very High	Declined Significantly	Acceptable
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.7	82.4	83.0	84.7	84.1	High	Maintained	Good

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.7	68.8	68.4	70.6	70.9	n/a	n/a	n/a

Outcome One Key Strategies:

- 1.1 Focus on strategies to support seamless transitions from K to 1, grades 6 to 7, grades 9 to 10, and 12 and beyond.
- 1.2 Identify and implement best practices that align with excellent early learning pedagogy and learning environments while developing a strong foundation in literacy and numeracy. A strong start to learning necessitates a focus upon developing competencies, i.e. communication, growth and well-being, creativity and innovation, critical thinking, problem solving and management of information.
- 1.3 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.4 Continue to further develop career pathways for students.
- 1.5 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.
- 1.6 Continue to pilot and evaluate the provincially funded school nutrition programs and report success.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

ECSD FNMI Provincial Achievement Test Results:

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	56.3	52.4	54.7	55.0	58.8	60.0	Very Low	Improved	Issue
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.5	6.7	5.9	5.9	8.0	8.2	Very Low	Improved	Issue

FNMI PAT Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 6 FNMI	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
Percentages of self-identified First Nation, Métis and Inuit students who achieved standards on grade 6 provincial achievement tests	A	E	A	E	A	E	A	E
English Language Arts	72.4	5.6	73.0	6.0	77.0	7.1	4.0	1.1
Mathematics	45.2	2	50.0	3.0	58.1	2.2	8.1	-0.8
Science	62.8	9.2	55.0	8.0	67.4	11.6	12.4	3.6
Social Studies	54.4	7.2	63.0	10.0	63.3	9.0	0.3	-1.0

Grade 9 FNMI	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
Percentages of self-identified First Nation, Métis and Inuit students who achieved standards on grade 9 provincial achievement tests	A	E	A	E	A	E	A	E
English Language Arts	63.2	5.3	64.0	6.0	62.7	5.9	-1.3	-0.1
Mathematics	38.1	4.2	50.0	5.0	27.4	3.4	-22.6	-1.6
Science	51.9	7.4	53.0	8.0	55.3	11.2	2.3	3.2
Social Studies	46.8	6.8	50.0	7.0	45.4	8.8	-4.6	1.8

ECSD FNMI Diploma Examination Results:

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	85.8	84.0	81.5	82.3	81.1	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	16.2	14.5	9.7	10.6	13.2	Intermediate	Maintained	Acceptable

FNMI Diploma Subject Area Targets and Results
A - Acceptable | E - Excellence

Grade 10-12 FNMI	Previous ECSD 2016-2017 Results		ECSD 2017-2018 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
Percentages of self-identified First Nation, Métis and Inuit students who achieved standards on grades 10-12 diploma examinations	A	E	A	E	A	E	A	E
English Language Arts 30-1	87	10.9	87.0	11.0	84.5	13.8	-2.5	2.8
English Language Arts 30-2	93	10.5	93.0	11.0	92.3	14.1	-0.7	3.1
Mathematics 30-1	73.9	8.7	74.0	10.0	68.2	13.6	-5.8	3.6
Mathematics 30-2	65.6	3.1	67.0	10.0	70.8	12.5	3.8	2.5
Social Studies 30-1	90.5	7.1	90.0	8.0	77.8	8.9	-12.2	0.9
Social Studies 30-2	78.9	5.6	79.0	6.0	80.0	7.1	1.0	1.1
Biology 30	71.8	17.9	73.0	18.0	78.4	16.2	5.4	-1.8
Chemistry 30	70.6	17.6	72.0	18.0	81.3	25.0	9.3	7.0
Science 30	80	15	80.0	16.0	73.9	26.1	-6.1	10.1

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	56.5	44.4	50.9	58.7	57.8	n/a	Low	Improved	Acceptable
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.5	2.9	7.2	4.9	3.6	n/a	High	Improved	Good
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	20.3	26.0	32.1	32.8	32.7	33.5	Very Low	Maintained	Concern
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	25.7	29.2	29.0	n/a	n/a	Maintained	n/a
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	22.1	17.5	14.5	21.6	20.0	21.0	Very Low	Maintained	Concern

Outcome Two Key Strategies:

- 2.1 Increase academic success and cultural knowledge by promoting successful practices to support First Nations, Métis and Inuit students.
 - a) Continue programs and enhanced academic and cultural supports for all students that lead to successful transitions between all levels, increased high school completion rates, improved successful transitioning to post-secondary, career development and encourage life-long learning.
 - b) Ensure that all teachers and leaders have the acquired skills to meet and exceed the foundational knowledge of First Nations, Métis and Inuit standard as outlined in Alberta Education Teaching Quality Standards.
 - c) Support the provincial PreK–12 Cree language and culture programming.
 - d) Recruit, retain and support First Nations, Métis and Inuit staff in education.
 - e) Continue to develop the collaborative plans between provincial school authorities and Indigenous communities.
 - f) Continue to develop and advance agreements to enhance supports and services for First Nations students residing on reserve.
- 2.2 Provide and promote cultural diversity.
 - a) Engage Elders in a collaborative approach to meet the cultural needs of Indigenous students through the Indigenous ways of knowing.
 - b) Recognize the Council of Elders as the authentic, active participants in spiritual ceremonies, traditional events and cultural protocols.
 - c) Provide opportunities for on-going professional development for all District staff in cultural awareness.
- 2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.
 - a) Redesign the allocation model of targeted funding to continue to support existing successful programs and to provide proactive interventions to all schools with demonstrated need.
- 2.4 Continue to walk together recognizing the calls to action from the Truth and Reconciliation Commission.

Strategies to Support the Achievement of K – 12 First Nations, Métis and Inuit Student Learners within Edmonton Catholic Schools

PAT Acceptable/PAT Excellence

- Tutor core subject support for First Nations, Métis and Inuit students.
- School site attendance support for First Nations, Métis and Inuit students.
- Professional Development for teachers – exam support for First Nations, Métis and Inuit learners.
- One-on-one support for First Nations, Métis and Inuit students.
- Mentorship provided to First Nations, Métis and Inuit students - peer tutoring.
- Literacy Intervention training for First Nations, Métis and Inuit mentor staff with on-going First Nations, Métis and Inuit literacy consultant support.
- Learning Strategy summer camp for First Nations, Métis and Inuit students.
- Individual student supports provided by First Nations, Métis and Inuit literacy consultants for struggling readers.
- First Nations, Métis and Inuit parent support.
- First Nations, Métis and Inuit high school reading buddies matched with First Nations, Métis and Inuit elementary students.
- First Nations, Métis and Inuit curriculum consultant providing direct support for all First Nations, Métis and Inuit lead teachers at all school sites, along with supporting all classroom teachers.
- Exam practice and preparation.
- Elementary students in Braided Journeys program supported by University of Alberta volunteer tutors.
- Development of Edu-kits to support First Nations, Métis and Inuit learners and to support teachers.
- Curriculum outcome support for all new teachers.

Diploma Exam Acceptable/PAT Excellence

- Weekly Science, Technology, Engineering and Math (STEM) tutoring sessions at the University of Alberta for First Nations, Métis and Inuit students.
- University of Alberta tutor support for high school students in Braided Journeys program.
- Tutor core subject supports in place for First Nations, Métis and Inuit students.
- Providing resources to support teachers in diploma subject areas: Math, English, Social Studies and Aboriginal Studies.
- On-line Diploma exam preparation.
- On-going resource development to support teachers with Treaty and Reconciliation exam questions.
- First Nations, Métis and Inuit professional learning sessions offered to new teachers in English, Math and Social Studies.
- First Nations, Métis and Inuit Lead teacher support at high schools that do not have a First Nations, Métis and Inuit Grad Coach/Facilitator.
- First Nations, Métis and Inuit high school Grad Coach/Facilitator Program (Braided Journeys). Supports in place for diploma exams and preparations.
- First Nations, Métis and Inuit curriculum consultant support to First Nations, Métis and Inuit Transition & High School Grad Coaches/Facilitators.
- Development of High School Edu-kits to support First Nations, Métis and Inuit learners.
- After-school junior high and high school homework club for First Nations, Métis and Inuit students.

Transition Rate

- Transition preparation programs for Grade 7, Grade 10 and post-secondary students.
- Targeted retention programs.
- Summer Transition Program for First Nations, Métis and Inuit students.
- Summer program – Physical Education Grade 10.
- Multi-disciplinary First Nations, Métis and Inuit team to support First Nations, Métis and Inuit students.
- Local scholarships for students support.
- First Nations, Métis and Inuit leadership summer camps at the high school sites.
- Family Nights to support transition of First Nations, Métis and Inuit students.
- Enbridge mentorship for junior high school First Nations, Métis and Inuit students.
- Elders leadership camp for high schools students.
- Cultural support through – Elders, Knowledge Keepers.
- Career and Life Management (CALM) summer school program for First Nations, Métis and Inuit students.

On-going Programs: All on-going programs carried over to 2018-2019

- Weekly smudge and ceremonies at multiple sites.
- Wahkohtowin Family Nights
- Various First Nations, Métis and Inuit Career Days hosted by University of Alberta Faculty of Law; Clark Builders; Stantec; Telus and K- Division.
- Understanding historical trauma for teacher professional learning.
- Teacher Qualifications Service (TQS) & Leadership Quality Standard (LQS) professional learning workshops for teachers and leaders.
- Supporting principals/school sites with First Nations, Métis and Inuit school District goals.
- Support for parents and students through our First Nations, Métis and Inuit Crisis Intervention Program.
- Summer student participation in Oskayak Police Academy program.
- Social justice initiatives to build leadership capacity and awareness.
- School-wide reconciliation activities.
- ReDress Campaigns; Care for Creation Environmental Projects and volunteering at the food bank and seniors centre.

- 
- Reconciliation workshops to engage student relationship building.
 - Reconciliation Week focus for school sites.
 - Rainbow Spirit Dance Troupe
 - Post-secondary shadows for a day program.
 - Professional development for teachers on Treaties and Truth and Reconciliation Commission – Calls to Action.
 - Orange Shirt Day Celebration District wide.
 - On-going capacity building *Blanket Exercise* in the classroom setting – facilitated by teachers.
 - New resources listing available scholarships and bursaries for all First Nations, Métis and Inuit students.
 - National Indigenous People day programming for teachers and students.
 - Inspire First Nations, Métis and Inuit Literacy research program.
 - Indigenous Spirituality Professional Learning for all high school Religion teachers.
 - Indigenous Spirituality and Catholicism workshops for students and Religion teachers.
 - High school and junior high post-secondary programs tours and mentoring program.
 - First Nations, Métis and Inuit Family and Community Resource Nights.
 - First Nations, Métis and Inuit Elementary Literacy Summer Camp.
 - Development of Cree Language and Culture resources.
 - Consultants - Professional development sessions for school staff to increase cultural awareness as well as promising practices in First Nations, Métis and Inuit education.
 - Careers Next Generation Indigenous Health Academy and Norquest Leadership Development Academy.
 - Calls to Action activities during Truth and Reconciliation Commission (TRC) Week.
 - Alberta Education Curriculum focus groups.

Council of Elders: Cultural

The Council of Elders guided by Kehteyak (The Old Ones) serves as our Indigenous voice for authentic language and cultural programming for ECSD. In the 2017-2018 school year the Council of Elders supported and facilitated the following:

- Serve on the Orange Shirt Day planning committee as cultural advisors, led march and prayer for gathering.
- Provide sacred medicines and ceremony teachings.
- Programing of Native Ambassador Program Initiative for students to learn leadership skills with an Indigenous perspective of content.
- Opening prayers for school wide celebrations.
- Ongoing formally developed partnership with the City of Edmonton to discuss joint support of the Annual Ben Calf Robe Traditional Pow-Wow.
- On-going Elders support at Alternative Education sites.
 - ◊ Missing and Murdered Indigenous Men and Women with April Eve Wiberg, a family member, survivor, Founder, Stolen Sisters & Brothers Awareness Movement, Spirituality of Dance, Blanket Exercise and a Sweat Lodge ceremony.
- Medicine Wheel teaching throughout the District.
- Host five Edmonton Catholic School District sacred pipe ceremonies at Nehiyaw Pimatisiwin schools throughout the year: Our Lady of Peace, St. Francis of Assisi, Ben Calf Robe, St. Thomas More and St. Joseph schools. With teachings from elders on the meaning of the pipe.
- Faith Formation Day – Care for Creation, worked with Faith Formation Committee to deliver professional development day for District staff, to provide Indigenous historical perspectives and influences of First Nation Métis & Inuit Education, Indigenous Culture and Spirituality.
- Elders curriculum support to the consultants in delivering First Nations, Métis and Inuit outcomes.
- Elder representation and support at St. Rose unveiling and blessing of Indigenous Art Work; Ben Calf Robe Remembrance Day Ceremony; Father Leo Green story telling week.
- ECSD website and portal updated on a regular basis with current Council of Elders and Indigenous Learning Services information on upcoming pipe ceremonies, protocol and ECSD Treaty 6 Recognition.

- “We Hold the Future” Youth Leadership program hosted at Ben Calf Robe School for current Grade 9 students of Ben Calf Robe and high school students from St. Joseph, Archbishop O’Leary and Austin O’Brien high schools.
- “Rites of Passage” Culture Camp for Grade 9 students transitioning into high school with attendance from alumni student from St. Joseph, Archbishop O’Leary and Austin O’Brien high schools.
- Eagle Staff for Indigenous Learning Services, honoured with a welcome pipe ceremony at Indigenous Learning Services-Sacred Heart Centre.
- Drum teachings shared with ECSD staff on the importance of the drum.
- Cree language evening classes offered to parents.
- Continue to work collaboratively with the Nehiyaw Pimatisiwin teachers and administrators to provide support and guidance towards successful Indigenous programming, sharing of cultural knowledge and ceremonies.
- Continue to develop recommendations with Indigenous Learning Services in response to Grade 9 transition, high school completion rates and providing markers of achievement.
- Classroom visits
- Celebration of the Arts -Welcome Blessing and opening with the Sign of the Cross in Cree.
- Bishop breakfast in collaboration with St. Clare-Ben Calf Robe School drummers and dancers.
- Attend and support school opening administrators meeting.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.6	89.4	88.8	89.1	88.7	Very High	Declined	Good

Outcome Three: Alberta’s education system is inclusive

Outcome Three Key Strategies:

- 3.1 Implement the Inclusive Education Policy Framework by ensuring that schools focus on the creation of welcoming, inclusive, caring, respectful and safe learning environments for all students and staff.
- 3.2 Continue to support the provincial Inclusive Education Policy Framework.
- 3.3 Continue to develop partnerships supporting and advancing inclusive communities.
- 3.4 Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
- 3.5 Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
- 3.6 Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan.
- 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://education.alberta.ca/inclusive-education/what-is-inclusion/>).
- 3.8 Further develop a Collaborative Response Model with school multi-disciplinary teams.
- 3.9 Ensure that assistive technology is available to students identified with needs.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.5	83.0	83.4	84.1	83.1	Very High	Maintained	Excellent

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Outcome Four Key Strategies:

- 4.1 Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
- 4.2 Ensure that teachers, principals and other administrative leaders have the capacity to meet the new Quality Standards, in collaboration with stakeholders and school authorities.
- 4.3 Continue to use the 8 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
- 4.4 Promote excellent teaching practices consistent with the Teaching Quality Standard, which guides student achievement.
- 4.5 Develop and oversee the application of standards that promote excellence for school and school authority leaders.
- 4.6 Ensure that every school and department create the conditions for optimal student learning and achievement within the context of a Catholic learning community.
 - a) Engage in professional learning aligned with the provincial focus on the learner competencies, literacy and numeracy, conceptual and procedural knowledge as per the Ministerial Order on Student Learning (May 6, 2013), and continue to focus on the foundations of literacy and numeracy and Alberta Education's key competencies.
 - b) Ensure that assessment practices focus on improved student learning. Assessment data gathered into a student profile leads the learning team, including the student, to a deeper understanding and greater ability to target teaching and improve learning. Multiple sources of assessment data, including district and provincial exam results, inform instruction for school improvement in identified areas.
 - c) Ensure that schools and departments are given flexibility in allocating resources to meet their unique needs.
- 4.7 Support teachers and system leaders to implement technology effectively and equitably into the learning environment, identify indicators of progress, and be accountable for enacting policies, procedures and standards, as outlined in the Learning and Technology Policy Framework.
- 4.8 Develop further leadership pathways for staff.
 - a) Develop leadership attributes and teacher interest and create opportunities for multiple robust succession plans; invest in formal professional development and courses to support leadership.
 - b) Implement intentional recruitment to identify and nurture leadership opportunities for staff, the model of community ownership together with peers, with the responsibility of the principal and follow up from the Superintendent.
 - c) Develop partnerships with post-secondary institutions to nurture leadership in administration.
 - d) Create health and wellness opportunities for staff – including mental health sessions, physical literacy that encourages an active lifestyle and healthy environments.
 - e) Position ECSD as the employer of choice and continue to strive for Alberta's Top 70 Employers designation.
 - f) Develop faith in diverse ways for staff and students.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.3	79.2	79.0	80.3	79.9	High	Improved	Good
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.7	79.5	80.0	81.2	82.2	High	Improved Significantly	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	89.6	90.3	90.9	90.3	Very High	Maintained	Excellent

Outcome Five: Alberta's education system is well governed and managed

Outcome Five Key Strategies:

- 5.1 To continue to develop relationships with key stakeholders to advocate for Catholic education.
- 5.2 Advocate for predictable and sustainable infrastructure funding to meet the needs of the District high utilization rate and fast-growing student population.
- 5.3 Ensure decisions are data-driven – enable best practice indicators and transparency to ensure continuous improvement.
- 5.4 Integrate health and safety into all District operations, maintain our Certificate of Recognition and continuously enhance and improve our safety management system.
- 5.5 Seek, promote and engage in responsive and responsible community partnerships that are mutually beneficial and respect our Catholic identity.
 - a) Build, maintain and foster relationships and partnerships that promote the development and enhancement of programs and services within our District.
 - b) Collaborate with government ministries and community partnerships to meet the needs of a variety of learners.
 - c) Collaborate with the Catholic Archdiocese of Edmonton, Covenant Health, and Alberta Health Services for future multi-use facility programming.
- 5.6 Continue collaboration with partners on high school programming.
 - a) Continue collaboration with the Government of Alberta, the City of Edmonton, Edmonton Public Library for the Lewis Farms High School Academic Centre.
 - b) Continue to work with the Association of Plumbers and Pipefitters Union Local 488 and the Alberta Pipe Trades College to ensure success of the Plumber Apprenticeship Program at Archbishop O'Leary High School.
 - c) Continue to explore new opportunities and deepen existing partnerships for high school dual credentialing (e.g. Plumbing Local 488, Kings, McEwan, Mount Royal, NAIT, and NorQuest)
- 5.7 Continue collaboration with partners in early learning and care including the City of Edmonton, Genesis School, YMCA preschool outreach and wrap around childcare, and the City of Edmonton's End Poverty Initiative.
- 5.8 Continue collaboration with partners that support our Mental Health Strategic Plan (i.e. Alberta Health Services).

District Priorities

Transportation Efficiencies

The Edmonton Catholic School District has been working to find cost efficiencies for student transportation for the 2018/19 school year. A strategic plan was developed and changes for September 2018 included:

- Sharing additional bus routes with Edmonton Public Schools. Currently we share nine bus routes and another 11 to 12 shared bus routes have been identified for next year.
- Using fewer buses by incorporating shared bussing.
- Introducing tiered bussing so that one bus can be used on two trips.
- Creating consistent four-day Kindergarten programs throughout the District by no longer offering Thursday morning Kindergarten at 14 schools. This will eliminate the need for noon hour Thursday Kindergarten bussing.
- Adjusting start and dismissal times at 30 Edmonton Catholic Schools to allow for the school transportation changes.

The Creating Efficiencies in Student Transportation Initiative was implemented as follows:

- 14 school pairings for tiered bussing
- 6 schools with shared bussing
- 1 school with a combined route
- 1 school with double run within a run
- 1 high school where yellow bus was discontinued
- 13 schools where Thursday kindergarten bussing was eliminated
- 10 schools with tiered or shared bussing (did not implement Frere Antoine/John Paul I schools shared bussing as John Paul I School did not have a PM Kindergarten class)
- 11 schools and 25 shared bus routes (double runs) with Edmonton Public Schools

Through the efficiencies initiative, the number of regular bus routes decreased by 27 routes which reduced operating costs by 16.8%. In addition to this measure, the operating costs for kindergarten transportation was reduced by 13.6% for an overall cost savings to the District of approximately \$1.8 million dollars.

Grad Coach Model

The ECSD Graduation Coach Model has been in place for many years. During this time its success has been evident by a continual increase in our District's High School Completion Rate which has risen from 61.7% to 85.6%, a 23.9% increase highlighting the need, and continuing success of this program in our District. For the past several years, each high school has received an equivalent of approximately 0.375 FTE to support a designated Grad Coach within each of our District high schools. Also, an administrator continues to be assigned to oversee the continual evolution of a best practices model throughout our high schools. The ongoing goal is to maintain the continued success of our completion rates through an emphasis on transitioning students to high school, supporting them in high school and focusing on the various interventions necessary to stimulate the path of achieving a credential for non-completing students.

The Grad Coach in each of our high schools continue to use the effective strategies established in the past which include: the "High School Completion Manual", the "Program Transfer Protocol", maintaining a high level of skill with the "PASI" database, and research and review of high school completion strategies from around the province. The District Grad Coach team continues to update the High School Completion Manual each year to be ready for publishing for District high schools in September. In addition, the practice of successfully transitioning some of our high school students (Program Transfer Protocol) has become a District best practice model. All high school administration teams have been briefed and specific training provided for all new high school administrators. This ensures the efficient transitioning of students from high school to our Fresh Start programs and back again.

The high school Grad Coaches continue to identify the use of the high school and career transitioning software program called 'My Blueprint' as a successful tool to assist with high school completion and transitioning. This program allows students upon entry into grade ten to begin to plan their high school educational pathway while exploring the post high school world of post-secondary training. District usage statistics have shown a steady increase in growth year over year by

our students using this program. We continue to see increases in the District's high school to post-secondary transition rate with a 4.9% increase over the previous year, which we believe is a result in part of students using this program.

The key component in these initiatives is the building of relationships between educational staff and all students in their quest for achieving their high school credential and being ready for the world beyond our District.

Our redesigned Fresh Start Centres, along with our Cardinal Collins High School Academic Centre, continue to provide completion options for all students. We believe that this plays a major role in keeping students in school and ultimately to become a high school completer.

In conclusion, the implementation of the Graduation Coach program is designed to keep students in school and support them through high school and beyond. The focus on maintaining and developing a best practices model will continue to have an impact on student success.

Professional Learning Model - Community Of Practice

ECSD continues its intentional work with a Community of Practice Model (CoP) which purpose is to deepen teacher professional practice. According to Wenger (2014), communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. The notion of a community creates the social fabric for that learning. A strong community fosters interaction and encourages a willingness to share ideas. This concept is often referred to as socially constructed learning or situated learning. This year, our District is entering its third year of a CoP model which includes the following formal offerings:

- Elementary Principals: Assessment Practices
- Elementary and Junior High Principals: New Curriculum Implementation
- Language Arts 1-3: Let's Go Deeper with Literacy
- Language Arts 4-6: Nurturing Readers and Writers
- Language Arts 7-9: Creating Independent Readers & Writers
- French Immersion K-12: A Comprehensive Introduction to French Immersion
- French Immersion 7-9: Reading in French
- French Immersion 7-9: Learning Coaches in French Immersion – Meeting the Needs of our Learners!
- English 10-12: Engaging and Empowering Independent Readers & Writers
- Mathematics 1-4: Going Deeper with Guided Math
- Mathematics 5-8: Making Math Meaningful
- Mathematics 6 & 7: Fractions and Proportions
- Mathematiques 7-8: French Immersion Support in Math
- Math 10-12: Assessment Practice & Exam Writing
- Science 1-6: Picture Perfect STEM Lessons
- Social Studies 4-6: Developing Critical Thinking Skills
- Social 10-12: Item Writing in High School
- Social 10-12: Writing Standards in High School
- Music 1-6: Choral Techniques and Conducting
- Music 1-6: Kodaly Pedagogy
- Physical Education 7-9: Building Physical Literacy in Junior High
- Art 1-9: Teaching Artistic Behaviour
- Art 1-9: Visual Journaling
- Religion 1-12: Deeping Religious Education
- Second Languages: Spanish Bilingual Collaboration
- CTS & Inclusive: K & E Occupations

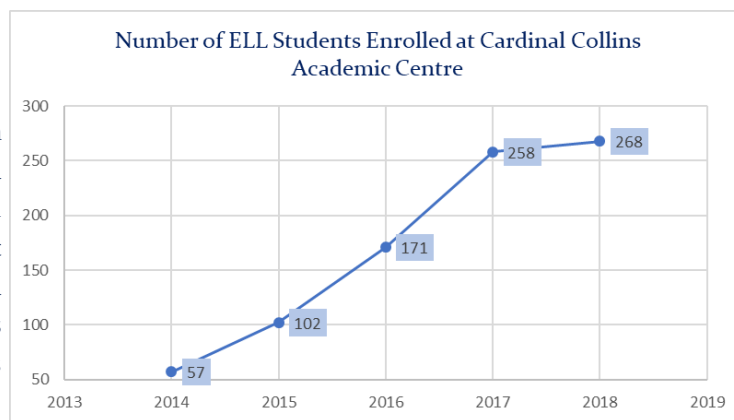
In addition to our CoP model, the District also continues with a series of four District-wide Professional Learning (DWPL) Thursday afternoons whereby teachers have voice and choice in determining and selecting relevant sessions that best meet their classroom context. During DWPL teachers may register for a specific session, choose to collaborate with other colleagues, or work on other instructionally related topics.

ELL, One World...One Centre and Alternative Delivery Models

Support for our 4th and 5th year English Language Learners by Learning Services Enhancement

Source: PowerSchool September 30th Counts

As the line graph demonstrates, the 4th and 5th year English Language Learner (ELL) population has experienced a significant increase in the District over the past several years. These 18 to 20-year-old students have the difficult challenge of learning the English language within a content driven curriculum. Learning Services Enhancement has provided a system of support that allows these students to experience success.



- Students newly arrived in Canada, between the ages of 18 to 20, come to One World...One Centre and are informed of the opportunities that Cardinal Collins High School Academic Centre offer. Based on their address, one of the four campuses are selected. While at One World...One Centre, District staff complete the Alberta English as a Second Language (ESL) Proficiency Benchmarks and provide more detailed information about the programming available at Cardinal Collins High School Academic Centre. This information and the completed registration forms are then shared with Cardinal Collins High School Academic Centre staff.
- The ESL designate, Learning Coach, and Grad Coach from Cardinal Collins High School Academic Centre and the ESL consultants from One World...One Centre collaborate on an ongoing basis, to review ESL benchmarks, developing grad plans, and completing Out-of-Province Evaluations.
- Recognizing that there will be 4th and 5th year ELLs in our high schools, the ELL Designate, Learning Coach and Grad Coach from Cardinal Collins High School Academic Centre visit ECSD high schools to identify and register potential 4th and 5th year ELL students for the next school year.
- The ESL consultants host a transition session where all high school ESL designates meet with the ESL designate from Cardinal Collins High School Academic Centre to discuss students who will be transitioning to the Cardinal Collins High School Academic Centre ELL Ascension program. Every high school completes the ESL benchmark at the end of June in order to facilitate a smooth transition to the 4th and 5th year program and to ensure that ESL funding continues.
- Students are assigned to an advisor to create an educational grad plan to support credentialing or next steps in their educational journey. The advisor meets regularly with the ELL to track the grad plan throughout the year.
- ELLs are given the first opportunity to select their courses, and schedules are created based on the grad plan that was developed.
- 4th and 5th year ELL students are identified for either the Sheltered Instruction Observation Protocol (SIOP) program, or the 10, 20 or 30 level courses based on their ESL benchmarks and their Out-of-Province Evaluations.

Once the grad plan has been established with the student, Cardinal Collins High School Academic Centre staff access the programs below in order to bring that plan to fruition.

ASCENSION CLASSROOM BASED INSTRUCTION

Ascension is Edmonton Catholic School's High School Completion and Post-secondary Preparation program that specializes in meeting the unique education needs of 4th and 5th year ELL students who wish to upgrade or complete Grade 12 Diploma courses or complete their High School Diploma. Ascension offers a quarterly timetable of eight weeks per quarter based on the November, January, April and June Diploma writes. English Language Learners (ELL) assessed at One World...One Centre can access ESL programming at one of these four campuses: Cardinal Collins High School Academic Centre, Corpus Christi Catholic Parish, St. Joseph High School and Fresh Start Mill Woods. Bridging course programs such as: Math, Science, English and Social preparation, provide the support students need to be successful in Diploma level courses.

CARDINAL COLLINS FRESH START

Fresh Start High School Academic Centre is a student-centered program that may be accessed by our 4th and 5th year ELL students. One-on-one support is available from teacher advisors; all levels of high school courses are offered in a flexible and self-directed learning environment.

PART-TIME ALTERNATIVE SELF-PACED SCHOOL (P.A.S.S.)

Alternative part-time high school program for students who want a self-paced, individualized approach to completing their high school education. On site teachers are available on Monday and Wednesday evenings from 4-7 pm each semester.

REVELATION ONLINE

Revelation Online offers a unique approach to online learning in that students can participate in a “virtual classroom” where they, their fellow students and their teachers collaborate during the scheduled delivery of their courses.

SUMMER SCHOOL

Students requiring further instruction or those wishing to improve their grades can choose from a wide range of learning options. School of Alternative Education Summer School at several school sites offers three different methods of learning opportunities: classroom-based programming, self-directed programming and online. In collaboration with Action for Healthy Communities, new ELL students are given the opportunity to take a 5 credit summer school course that allows them to improve their English language skills, as well as explore the Edmonton area and attractions.

DIPLOMA PREPARATION CLASSES

Classroom based, teacher directed classes designed to prepare students for Alberta Education Diploma Examinations. Classes are offered in January and June.

OUR LADY OF GRACE

Our Lady of Grace provides mobile and individualized services for pregnant or parenting teens. Weekly parent support groups, pre-natal and post-natal courses offered and referrals available to community agencies. Educational alternatives are available for students experiencing difficulty in a regular school setting. Personalized counselling for students and their families is available.

STUDENT SUPPORT

Students have access to a Learning Coach, Graduation Coach, Academic Counselors, Social Worker, Psychologist and School Team Advisor for Youth (STAY) Officers.

ECSD – CAREER SKILLS CENTRE

Cardinal Collins students have access to the St. Joseph Career Skills Centre (located at St. Joseph High School). Programs offered are: Auto Body, Automotive Service, Baking, Building Construction (Cabinetry), Communication Technology, Cosmetology, Culinary Arts, Fashion and Design, Health Care Aide and Welding.

POST-SECONDARY DUAL CREDIT PROGRAMS

Opportunities for students to acquire dual credits for apprenticeship training or post-secondary, college or university courses.

PARTNERSHIPS

Through One World...One Centre, staff and students have the opportunity to build strong relationships with all levels of government and community partners such as Catholic Social Services, Edmonton Immigrant Services Association, Boys and Girls Club Big Brother, Big Sister (BGCBig), Reach Edmonton, Edmonton Public Libraries, United Way, Action for Healthy Communities, Mennonite Centre for Newcomers, and many others. As many of the ELLs are new to Canada, these connections provide support as they settle in Canada.

DISTRICT SUPPORT

Enhanced ELL funding from the District is provided to each high school that has an ELL population of higher than 20%, including Cardinal Collins High School Academic Centre, in order to offer Expository English and ESL Canadian Studies.

Through the support of our District priorities, Learning Services Enhancement is able to provide these specific supports for our 4th and 5th year ELLS. The focus on maintaining and supporting these best practice models will continue to have an impact on the success of our ELLs.

New Schools

The preliminary design for the new Divine Mercy K-6 School in the Orchards has been completed. This new school is scheduled to open in 2020. An additional new school has been approved to replace Ben Calf Robe / St. Clare K-9

School which is on Treaty 6 land. The unique Nehiyaw Pimatisiwin Cree Language and Culture Program offered at Ben Calf Robe / St. Clare School successfully serves Edmonton's growing urban Indigenous population. Construction is scheduled to start in 2020.

St. Margaret School - Centre for Diverse Learning

Positive Behaviour Supports (PBS) | Genesis Inclusive Support Transition (GIST)

	PBS	GIST	Combined
Total number of referrals meeting program criteria from this year (2017-2018)	51	35	85
Total number of students attended/attending (2017-2018)	49	31	80
Number of students still on waitlist from this year (2017-2018)	2	4	6
Total number of students who transitioned back to community schools (prior to June 28, 2018)	18	21	39
Total number of EAs/TA-BTs who received training (not including substitutes/replacements)	31	30	61
Total number of PD's delivered	18	14	32
Number of new referrals for next referral year (2018-2019)	15	38	53

- 1st year of operation – supporting the diverse learning needs of students with autism and severe emotional behavioural needs, and supporting school staffs to increase capacity in meeting these student's needs.

Mental Health

- In collaboration with Alberta Health Services, created a series of 10 videos with discussion guides on supporting child's positive mental health for parents/caregivers.
- Over 470 student leaders from all three divisions gathered together for Student Leadership Symposia.
- Evergreened new elementary teachers to receive training for PATHS (Promoting Alternative Thinking Strategies) – a social emotional learning program for children Pre-K to Grade 6.
- Continued training for junior high teachers re: Fourth R and high school teachers re: Healthy Relationship Plus, which supported the social emotional development of students Grades 7 to 12.
- Mental Health Champions (1 teacher/school) attended 3 half day PD sessions throughout the year.
- Continued Go To Educator training to new certificated staff in the District to support further developing their mental health literacy.
- Go to Educator Booster Videos & Conversation Guides were created for schools to continue their conversation on how to support student mental health in their school.
- Two physical literacy sessions provided to support connection to mental health literacy.
- Psychology department grew to further support increasing needs for therapy intervention in schools.
- The Suicide Risk Protocol was updated in partnership with Alberta Health Services to support schools.
- Mental health therapist support (in partnership with Alberta Health Services) was increased.
- In partnership with Alberta Health Services Children Youth and Families Addiction and Mental Health Education team, offered a series of professional learning opportunities for all staff.

Early Learning & Care

- In partnership with the YMCA, Genesis School continues to provide Pre-Kindergarten programming within select YMCA child care centres. In 2017-2018, 50 children received individualized programming from a teacher, Early Learning Facilitator and Multi-disciplinary team in 5 YMCA child care sites.
- ECSD is represented on the City of Edmonton's Early Learning and Care Steering Committee. The Steering Committee reviews evidence about the importance of high-quality early learning and care and about the current state of early learning and care in Edmonton.

Parental Involvement

School Plan for Continuous Growth

School principals work collaboratively with their communities (staff and school council) to develop a three-year plan for continuous growth. There are many sources of information that are analyzed to develop the goals and strategies that meet each school's specific needs. This process includes:

- An assessment of the school's Catholic identity, including mission, vision, and charism.
- An examination of the contextual factors that impact the programming in the school.
- A review of the previous three year plan to determine what was completed and which goals need to be continued.
- An analysis of multiple qualitative and quantitative data sets that measure both student achievement and community satisfaction.
- An examination of the requirements of a school-wide focus.

Parent Online Budget Survey

The Parent Online Budget Survey was conducted from November 14 to 28, 2017. Parents of children in Pre-Kindergarten through to Grade 12 were invited to participate; 1,731 responses were received by the District. Overall, parents considered the following areas as equally essential to the education of their child: Class Size / More teachers, Learning Resources, Meeting All Student Learning Needs, Safe and Caring Schools and Literacy / Numeracy.

Family Programming

- Programming such as Triple P were offered at Genesis Centre. Most family programming in early learning occurs in the community school together with the multi-disciplinary team. Skills developed support the child in better accessing educational programming/skill development at home and school.
- A Pilot was created entitled: Social and Emotional Learning for Families program (SELF) that targeted children and their families that would benefit from social and emotional learning and strategies that supported positive behaviour. Three different series rounds were offered throughout the year with a total of 19 sessions overall. This pilot program was offered to ten families for each round.
- Created a summer Augmentative and Alternative Communication (AAC) day camps for students and their parents at Genesis Centre. Data collected included Pre/Post Survey information and journal entries from parents and staff. Families reported an increase in daily use of their child's system by the end of the 4 days.

Report on Programs, Services and Results for Students with Special Needs

- In the spring, all 96 school administration teams meet individually with Inclusive Education to review, discuss, and plan the multi-disciplinary approach to meet the needs of their students.
- During these meetings, \$25 million was allocated to schools to support schools in programming for their students (this included contingency for new students).
- In addition to the individual spring meetings with Inclusive Education and School Administration teams, sessions by division levels for School Administration teams were offered in March to further develop the use of Inclusive Profiles as a tool in collaborating with their school learning team to meet programming needs of their students.
- 126 Learning Coaches participated in 4 call-backs to further develop their skills, strategies and knowledge in supporting programming for students.
- Educational Assistant Professional Learning continued for Educational Assistants with a total of 255 registrations for the 12 series of sessions created for them. A total of 616 sessions attended by EA's.
- 343 ECSD staff received Non-violent Crisis Intervention training that focuses on pro-active strategies to defuse escalating behaviours through the 18 sessions that were offered.

- The ECSD Inclusive Education Multi-Disciplinary team continues to grow.
- The need for Assistive Technology in our District for students who, without the assistive technology would not be able to access curriculum and communicate with others continued to grow (referrals doubled from year prior).
- 444 ECSD staff attended 18 Professional Development Sessions offered by Inclusive Education Team members during District Wide Professional Development afternoons.
- A total of 255 parents attended a series of 3 evenings on Inclusive Education for parents.
- Personal Pathways Programs were expanded to include a program for students in Grades 4 to 7 at Rogers Place (Downtown Community Arena).
- WIN Junior Programs for students identified with mild to severe cognitive needs expanded.
- Knowledge and Employability as a Program of Choice for Grade 7 – 9 students opened at J. J. Bowlen and H. E. Beriault schools offering students enriched K&E programming at congregated sites. District results on Grade 9 K&E Provincial Achievement Tests improved significantly.
- Empower Reading™ supports students with learning disabilities who are struggling with reading through a structured comprehensive approach. Nine schools offered the program and students improved by an average of 5 Fountas and Pinnell reading levels.
- Speech Language Pathologists supported 15 Therapeutic Assistants with Speech and Language (TASL) students for practicum placements from MacEwan University and Medicine Hat College.
- 8 Multi-Cultural Animators (MCAs) representing 16 languages supported 72 schools.
- To respond to complex needs in the District the Enhanced Mobile Team serving Early Learning and Inclusive was formed. These teams tackled 80 of the most challenging cases in the District from Pre-K to Grade 12. Summary data shows a significant and positive impact with behavior.
- The Psychology team continued developed partnerships with Concordia University, Glenrose Rehabilitation Hospital and MacEwan University.
- A small group of the Psychology Team trained in the ADOS-2 and the ADI-R in preparation for launching our internal ASD Diagnostic Team in collaboration with the Glenrose.
- Were approved for an Alberta Education Research partnership grant regarding autism.
- Family School Liaison Workers (FSLW) provided over 12,000 one on one sessions with students were provided on a variety of topics: mental health, anxiety, grief and loss, social skills, navigating parents, social and emotional wellness, dealing with behaviours, goal setting, attendance.
- FSLW staff supported school attendance through leadership groups, home visits, walking with students from home to school, helping families get basic needs met (e.g. housing, food, transportation).
- A FSLW community early learning role was created. This FSLW attended monthly coalition meetings and attended other interagency meetings, community events, preschool fairs, etc.
- Occupational Therapy Team members completed *FOCUS on Self-Regulation*, a new District resource targeting Pre-Kindergarten to Grade 3. Development is continuing to expand the resource to Grade 12.

Report on: Children are Reaching Emotional, Social, Intellectual and Physical Development Milestones and are Ready for School

EARLY INTERVENTION/PROGRAMMING

- 1 new 100 Voices program opened at St. Anne School.
- 3 new full day Kindergarten programs opened at Our Lady of the Prairies, St. Anne and St. Matthew schools.
- Each year all children in Kindergarten are assessed with the standardized Early Years Evaluation assessment tool (EYE-TA).
- Of 1,948 Pre-Kindergarten children, 796 were identified with severe needs (41%).
- Of 3,258 Kindergarten children, 523 were identified (16%).
- Utilizing a grant from Alberta Education Research Partnerships, research continued with the Early Numeracy Research Project with the University of Alberta. Preliminary findings of this project were presented at the 2017 Partner Research Schools Conference in Calgary as well as at the National Council of Teachers of Mathematics Conference in Washington DC.
- Early Learning, in partnership with Fr. Michael Mireau School, piloted a professional learning series for Grade 1 teachers focusing on the transitions between Kindergarten and Grade 1 called *Discoveries*.

Parent/Community Engagement Sessions

Mental Health Parent Evening Series at St. Anthony's Meeting Centre:

- Keeping Scattered Kids on Track: A Review of ADHD & Practical Strategies (Pre-K to Grade 12) - November 8, 2017
- Breaking The Cycle of Anxiety: A Step by Step Approach (Pre-K to Grade 12) - February 21, 2018
- Supporting Your Child's Mental Health Go-To Educator/Program Transition - April 18, 2018

Celebration of Catholic Education Series: To learn and dialogue about the philosophy and topics from the Religious Education Programs of Study across the grades.

- St. Charles Parish - November 1, 2017
- Corpus Christi Parish - November 2, 2017

Curriculum Redesign: Discussion on Alberta Education's Curriculum Redesign Initiative.

- Archbishop MacDonald High School - January 26, 2017

Board Parent Engagement Evening

School councils and parents throughout the District attended a parent engagement evening at Archbishop MacDonald High School on April 24, 2018, that was hosted by the Board of Trustees. The guest speaker was Father Richard Leonard, a Jesuit from Australia, and a much sought-after international speaker who was in Edmonton for another engagement. He is a master storyteller who holds audiences' attention through a combination of vivid work portraits, humour and song. The topic was *What Catholic education can do for your child, and what parents can do for Catholic education*. Father Richard touched on many issues facing the Church today and gave wonderful examples of the message of love that Jesus wants us to know and live by. Parents were fully engaged and indicated strongly that they would like to have more of these types of conversations.

Summary of Capital and Facilities Projects

Modular Installation/Relocations

Our annual modular installation program is a large-scale, coordinated endeavor that begins with a detailed analysis of our student accommodation requirements. Once we have identified the number of students registered in each of our schools, Educational Planning works collaboratively with Capital Projects and Facility Services to make recommendations on the number of units that will be needed. Based on enrolment changes, some schools require additional units while others may no longer need the units they have. This list is further analyzed by the field staff at Facility Services. The field staff determines the viability, placement and configuration of units based on site conditions and topography.

Following approval from Alberta Education, technical staff from Facility Services submit permit applications to the City of Edmonton for each of the identified schools either receiving or moving modular units. In the meantime, field staff begin site preparation including utility locations, helical pile installations and ground contouring. Once units arrive onsite, they are connected to both gas and power. Where possible, links to the school are constructed for ease of access. Electronics staff then complete the final fit-up of each classroom including the installation of interactive displays, white boards, Extranet cables, wireless internet hubs and telephone lines.

There were no relocations of modular units within the District for the 2017-2018 year.

Installation of New Modular Units		
School	Location	Qty
Anne Fitzgerald	699 Clareview Road	1
Bishop David Motiuk	855 Lewis Greens Drive	3
Father Michael Troy	3630 – 23 Street	1
Father Michael Mireau	3010 Spence Wynd	3
St. John XXIII	365 Windermere Road	2
Total		10

Infrastructure Maintenance and Renewal (IMR)

During the 2017-2018 school year, Facility Services managed over 180 individual projects involving building upgrades, infrastructure system repairs and component replacements. The IMR program is an important aspect of our District's overall facility plan. Work conducted under this program ensures that our buildings remain safe, secure and optimized for student learning. The following list is a breakdown of some of those projects in the various areas:

2017-18 IMR			
Roof Replacements	10	Washroom Renovations	5
Heating Cooling Plants	25	Interiors (doors, windows ceilings)	14
Flooring	7	Miscellaneous	23
Parking lots	1	Lighting Retrofits	11
Gym Floors	1	Entrances	4
Acoustics	2	Barrier Free	5
Bus Drop Off	1	Asbestos Abatement	10
Clocks	4	BMS	4
Safety / Security	21	Ceiling	4
Replace/Upgrade Fire Panels	8	Minor Modernization	7
Store Front	5	Server Room	7
Replace Door Locks/Rekey Doors	8		

School Modernization Projects

School modernizations are conducted in school facilities that require significant upgrades to address age related deficiencies and/or to improve the functionality and suitability for present and future educational programs. Major Modernization projects exceed \$10,000,000 in scope and are evaluated in terms of their impact on the following key areas: health and safety of staff and students, current and projected enrolments, utilization rates, strategic locations, energy savings, functionality and the condition of the building as determined by a facility audit. The following projects are currently underway or completed:

- Archbishop O’Leary – substantially completed in 2018
- St. Edmund – scheduled for completion 2020
- Holy Trinity – scheduled for completion 2020
- Ben Calf Robe – scheduled for construction to start in 2020.

Capital Plan Highlights

2018 has been a busy year for planning and development of both minor and major modernizations, as well as new school facilities. Minor Modernizations are those projects with a value greater than \$250,000 which include Our Lady of Victories, HE Beriault, St. Elizabeth Seton, Grandin, St. Angela, St. Joseph and St. Mark schools. Future new construction sites in planning and/or design currently include Divine Mercy K-6, Lewis Estates High School Academic Centre and Ben Calf Robe K-9 schools.

Capital Plan Web Links

ECSD CAPITAL PLAN:

https://www.ecsd.net/AboutUs/annual_reports/Pages/Capital-Plan-Archive.aspx

ECSD 2019-2022 CAPITAL PLAN BROCHURE:

https://www.ecsd.net/AboutUs/annual_reports/Documents/sbfile/180404/ECSCAPITALPLAN18W.pdf

Class Size Jurisdiction Report

All Subjects

Jurisdiction: Edmonton Catholic Separate School District No. 7 [A. 0110]

Number of Schools Reported: 92

Total Number of Schools: 92

SCHOOLS	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Anne Fitzgerald	18.0	20.8	18.9	20.3	23.7	22.5						
Annunciation	23.1	22.7	21.3	21.8	24.0	22.0						
Archbishop Joseph MacNeil	18.7	16.8	16.9	24.5	20.0	21.2	27.3	25.3	27.7			
Archbishop MacDonald										27.7	25.5	25.3
Archbishop O'Leary										24.0	23.0	23.8
Austin O'Brien										23.7	25.3	25.2
Ben Calf Robe - St. Clare	23.3	23.8	23.0	28.5	25.0	27.2	22.5	20.4	20.1			
Bishop David Motiuk			23.4			27.6			23.6			
Bishop Greschuk	20.1	20.4	21.4	23.0	23.6	21.5						
Bishop Savaryn	19.1	18.8	21.1	22.0	25.7	24.3						
Blessed Oscar Romero										25.9	24.4	25.1
Cardinal Collins HS Academic Ctr										22.9	18.0	30.7
Cardinal Leger							27.1	26.4	26.0			
Christ the King			25.5			26.5			26.5			
Corpus Christi			22.0			26.7			24.5			
Father Leo Green	22.1	20.4	23.9	24.3	24.0	24.8						
Father Michael Mireau			24.9			26.1			26.5			
Father Michael Troy							28.5	26.7	27.2			
Frere Antoine	24.7	25.8	22.4	26.2	28.7	22.6						
Good Shepherd	21.4	21.9	23.4	23.7	26.3	25.1						
Grandin	21.1	19.9	22.6	19.8	20.3	19.0						
H. E. Beriault							28.5	29.3	24.7			
Holy Cross	23.0	23.7	24.5	21.0	21.5	26.6	23.9	25.6	25.1			
Holy Family	21.9	22.1	20.4	21.0	24.3	26.2	26.0	25.1	26.3			
Holy Trinity										25.5	25.3	21.9
J. H. Picard	23.5	22.0	21.2	26.3	28.3	25.8	31.1	21.2	21.7	21.8	18.0	17.6
J. J. Bowlen							25.4	27.7	24.3			
John Paul I	20.0	21.9	23.2	23.7	24.7	24.4						
Katherine Therrien	20.8	24.1	21.5	20.7	20.7	24.7						
Louis St. Laurent							28.5	27.3	25.0	24.6	23.3	22.9
Mary Hanley	20.8	21.2	21.0	25.1	23.2	23.4						
Monsignor Fee Otterson	24.8	24.2	24.4	29.5	27.3	27.9	22.0	25.5	25.1			
Monsignor William Irwin	21.0	18.9	20.2	25.3	23.5	28.0						
Mother Margaret Mary							26.5	21.0	25.7	25.2	21.1	20.6
Our Lady of Mount Carmel	20.8	24.9	23.3	27.9	24.3	25.2	26.1	24.9	21.8			
Our Lady of Peace	20.8	21.9	22.6	25.7	23.1	19.3						
Our Lady of The Prairies	19.9	20.9	23.2	22.6	20.0	24.5						
Our Lady of Victories	22.1	19.9	20.1	20.3	19.0	18.4						
Sir John Thompson							28.3	28.9	29.1			
Sister Annata Brockman	23.0	21.9	22.5	22.5	27	24.5	22.5	26.5	24.9			
St. Alphonsus	18.7	18.1	16.7	24.3	31.7	24.2	23.1	25.9	17.0			
St. Angela	21.1	20.1	18.4	21.1	24.9	28.0						

SCHOOLS	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017-18	2015/16	2016/17	2017-18	2015/16	2016/17	2017-18	2015/16	2016/17	2017-18
St. Anne	17.5	19.4	19.2	29.0	24.1	21.8						
St. Augustine	19.6	18.6	21.0	23.4	21.0	19.8						
St. Basil	18.9	17.2	19.9	23.3	24.7	27.0	16.6	18.8	17.3			
St. Benedict	21.1	21.9	19.1	24.7	23.0	25.6						
St. Bernadette	20.4	18.7	19.8	22.3	26.0	22.4						
St. Bonaventure	21.5	21.8	23.7	23.5	21.3	23.7						
St. Boniface	19.9	20.0	18.6	22.1	25.8	25.5						
St. Brendan		22.5	21.6		26.3	23.7		22.7	22.4			
St. Catherine	24.1	24.0	19.7	18.4	20.3	20.3	18.1	18.5	15.8			
St. Cecilia							23.5	24.1	24.2			
St. Charles	20.1	21.7	21.8	24.3	24.6	26.2						
St. Clement	24.2	22.2	19.7	26.7	25.7	21.2	27.3	27.2	27.0			
St. Dominic	19.4	20.0	21.9	25.6	26.2	23.0						
St. Edmund	17.7	19.0	17.9	18.8	24.1	24.7	23.3	24.3	25.8			
St. Elizabeth	20.5	22.6	22.9	25.5	25.7	23.7						
St. Elizabeth Seton	19.1	21.3	23.7	24.3	22.4	24.4	25.4	27.1	25.5			
St. Francis of Assisi	21.9	20.4	19.1	17.7	18.3	19.7						
St. Francis Xavier										26.6	25.3	25.7
St. Gabriel	22.1	22.6	18.0	22.3	21.3	22.4						
St. Gerard	21.9	20.9	22.3	25.7	28.6	24.0						
St. Hilda							24.8	27.1	25.6			
St. Jerome	20.1	17.3	21.5	20.0	24.8	21.4						
St. John Bosco	21.1	21.2	21.4	25.9	27.2	21.9						
St. John XXIII		22.6	24.5		25.3	26.3		30.0	22.8			
St. Joseph										15.1	16.3	15.3
St. Justin	21.6	21.3	21.4	31.0	23.0	25.0						
St. Kateri	22.4	21.4	21.8	24.5	26.3	25.0						
St. Leo	17.0	16.1	20.9	22.7	20.7	20.6						
St. Lucy	22.7	23.5	24.1	22.2	23.7	24.2						
St. Maria Goretti	21.0	21.6	21.2	26.5	23.4	25.6						
St. Mark							21.9	23.1	24.4			
St. Martha	20.5	22.1	23.7	24.6	21.5	23.4						
St. Martin	20.9	20.5	21.2	25.8	23.6	26.1						
St. Mary	20.9	21.7	22.8	24.6	22.9	23.2						
St. Matthew	22.3	23.7	21.9	22.7	25.5	28.3						
St. Monica	22.3	21.1	20.4									
St. Nicholas							26.7	27.3	20.2			
St. Paul	20.4	20.0	20.3	21.1	22.4	26.3						
St. Philip	21.3	22.6	21.3	22.8	24.6	24.5						
St. Pius X	21.6	19.4	18.6	20.5	21.3	27.4						
St. Richard	21.6	21.3	17.8	23.6	22.2	17.6						
St. Rose							28.5	27.9	27.7			
St. Stanislaus	21.0	19.9	21.1	23.7	23.3	20.2						
St. Teresa	20.9	19.2	21.4	20.7	20.8	21.5						
St. Teresa of Calcutta	24.4	23.3	25.1	18.2	21.2	21.5						
St. Thomas Aquinas			21.7			22.2			19.6			
St. Thomas More							28.2	26.5	19.6			
St. Timothy	19.5	17.3	20.6	23.4	24.8	25.3						
St. Vincent	16.5	21.4	25.8	23.7	20.9	19.7						
St. Vladimir	22.0	21.8	22.1	26.7	28.7	27.0						
Total for Jurisdiction 0110	21.2	21.1	21.7	23.5	23.9	24.1	25.6	25.6	23.9	24.8	23.4	22.9

Budget Summary

Edmonton Catholic Separate School District No. 7

Financial Statement for the year ended August 31, 2018

	Budget 2018	Actual 2018	Actual 2017
REVENUES			
Alberta Education	472,994,000	475,748,901	451,589,429
Other - Government of Alberta	400,000	1,293,332	578,528
Federal Government and First Nations	6,804,000	8,160,773	7,488,932
Other Alberta School Authorities	110,000	110,000	110,000
Out of Province Authorities	-	-	-
Alberta Municipalities - special tax levies	-	-	-
Property Taxes	-	-	-
Fees	12,525,000	14,647,147	15,180,779
Other Sales and Services	5,154,000	5,936,859	5,279,029
Investment Income	580,000	975,668	558,766
Gifts and Donations	5,500,000	4,783,438	5,210,047
Rentals of Facilities	2,585,000	2,643,010	2,051,270
Fundraising	500,000	396,589	447,821
Gains on Disposals of Capital Assets	20,000	-	-
Other Revenue	-	-	-
Total Revenues	507,172,000	514,695,717	488,494,601
EXPENSES			
Instruction - ECS	41,979,000	50,404,624	44,097,052
Instruction - Grades 1 to 12	358,118,000	357,334,657	353,682,369
Plant Operations and Maintenance	65,357,000	65,784,412	54,949,616
Transportation	20,276,000	22,291,628	21,053,533
Board & System Administration	14,424,000	14,985,377	14,854,167
External Services	7,018,000	7,870,229	7,644,024
Total Expenses	507,172,000	518,670,927	496,280,761
OPERATING SURPLUS (DEFICIT)	-	(3,975,210)	(7,786,160)

Budget Summary Notes:

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

James Grattan, CPA CA – Chief Financial Officer
Edmonton Catholic Schools
9807 106 Street NW
Edmonton, Alberta, T5K 1C2

Or on the District's website: https://www.ecsd.net/AboutUs/annual_reports/Pages/Audited-Financial-Statements.aspx

Website link to the provincial roll up of AFS information: <https://education.alberta.ca/financial-statements/combined-statements>

1. The increase in revenue from Alberta Education is mainly due to increased funding for Basic Instruction that is tied to number of students and enrolment growth, increased school and transportation fees funding to compensate the District for lower revenues from basic instruction and transportation fees, increased Program Unit Funding (PUF) for children with severe disabilities, the Classroom Improvement Fund and increased funding to cover the amortization cost of new schools and major school renewals. An increase in instruction funding from Alberta Education results in increased allocations to schools and allows for more resources to be made available to the classroom. The District is also required to record payments by the Province for the Teachers' Retirement Fund. The total pension payments for 2018 was \$25.5 million compared to \$24.9 million in 2017.
2. The increase in Instruction – ECS is mainly due to increased children with severe disabilities as well as enrolment growth.
3. The increase in plant operations and maintenance is mainly due to higher amortization on new or renewed school buildings, additional operating costs associated with the opening of five new schools in September 2017 and higher Infrastructure Maintenance Renewal (IMR) and modular relocation costs.
4. The Operating Deficit of \$4.0 million represents 0.8% of total revenue. The District's Accumulated Surplus from Operations (ASO) now stands at \$19.7 million or 3.8% of total expenditures (2016-17 - \$19.9 million and 4%). This Accumulated Surplus from Operations can be used by schools and the District to cushion significant fluctuations in subsequent years resulting from either funding or expense changes.
5. Details of school fees are available by accessing the District's financial statements on its website and referring to Schedule 8 – Unaudited Schedule of Fees.

Safe Disclosure

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Annual Education Results Report or combined Three-Year Education Plan/Annual Education Results Report.

As per *Safe Disclosure Administrative Procedure 403* (#23), Edmonton Catholic School District reported no disclosures for 2017-2018.

Website for the Edmonton Catholic School District's Annual Education Results Report:

https://www.ecsd.net/AboutUs/annual_reports/Pages/default.aspx



Please visit our website for more information

WWW.ECSD.NET

9807-106 Street nw | Edmonton AB, T5K 1C2 | Tel: 780 441-6000

Act Justly, Love Tenderly, Walk Humbly with Your God. (Micah 6:8)



November 2018