

Walking **TOGETHER** *in the* **Light** *of Christ*



2018 *Annual Education Results Report* **2019**
2019 *Three-Year Education Plan* **2022**





Walking Together in the Light of Christ

Edmonton Catholic School Division's Annual Education Results Report 2018-2019 (AERR) and Three-Year Strategic Education Plan 2019-2022 (3YEP) provide the results of the previous school year, presents the Division's accomplishments and sets forth the Division's strategic plan to advance its priorities over the next three years.

Central to the AERR and 3YEP are the Division's mission and vision: to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. We continue to walk in the light of Christ and in developing our strategies and priorities, we will inspire our students and ensure their success by giving them the tools they need to succeed.

As we journey forward in developing our strategies and priorities for 2019-2022, we will endeavour to guide our students to achieve to the best of their abilities and inspire them to a faith-filled life of service.

Table of Contents

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
Christ-Centred, Competency-Based Learning in Edmonton Catholic Schools	7
A Defining Statement of Inclusive Education in Our Division – Katholos: Education for Life for All	7
Division Profile	8-9
Division Plan for Continuous Growth - Division Goals and Priorities for 2019-2022	11-15
Edmonton Catholic Schools - Catholic Identity Plan 2019-2020.....	16
Accountability Pillar Overall Summary.....	17
Accountability Pillar First Nations, Métis, Inuit (FNMI) Summary	18
Provincial Goals, Related Outcomes, Performances.....	19-32
Division Priorities.....	33-41
Parental Involvement and Community Engagements	42-49
Summary of Capital and Facilities Plan	50-51
Class Size Jurisdiction Report	52-53
Budget Summary	54-55
Safe Disclosures.....	55



Message from the Board Chair

The Annual Education Results Report (AERR) 2018-2019 looks back at the many accomplishments that were achieved in 2018-2019. The Three-Year Education Plan 2019-2022 looks forward and provides a roadmap for on-going academic growth in Edmonton Catholic Schools. The 2018-2019 school year was a very special one for Edmonton Catholic Schools as it marked our 130th anniversary of providing excellent Catholic education to the City of Edmonton.

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. Every facet of our learning system is aligned to offer an excellent Catholic education that inspires students to develop the conceptual and procedural understanding needed for successful learning, living, and working in Alberta and beyond.

Every year is approached with an overarching theme based on our Foundation Statements. The 2018-2019 theme, *Walking Together in God's Love*, provided us with a beautiful image that through our journey together we can achieve great things. The AERR report exemplifies that through the dedication and commitment of all our parents and guardians, students, teachers, administrative staff and stakeholders we have a lot to celebrate. Those celebrations are highlighted in the pages that follow.

The Three-Year Education Plan 2019-2022, District Plan for Continuous Growth, focuses the attention towards a future desired state. We continue to live and enhance the distinctiveness of Catholic Education; We promote and foster the presence of Edmonton Catholic Schools in the education, church, civic, business and government communities; and We will continue to demonstrate commitment to excellence in Catholic Education. Below are the five goals that will serve as a road map for the Edmonton Catholic School Division for the next three years.

- Goal One: ECSD students are successful
- Goal Two: ECSD supports First Nations, Métis and Inuit students' success
- Goal Three: ECSD respects diversity and promotes inclusion
- Goal Four: ECSD has excellent teachers, and school and school authority leaders
- Goal Five: ECSD is well governed and managed

I am happy to report that the Board of Trustees supports the Three-Year Education Plan and will continue to be strong advocates for Catholic Education. We have so much to celebrate! The success of our Students, our Schools and our Division. We wish to acknowledge and thank Superintendent Joan Carr for her excellent leadership, an incredible gift of creativity and sensitivity to the needs of our students and staff. Edmonton Catholic Schools was named again as one of Alberta's Top 75 Employers.

We are also very thankful for the support we receive from the Provincial Government, the Archdiocese, the Eparchy, our parents and guardians, our administration and staff, our students and the Catholic Community in Edmonton. By *Walking Together in God's Love* we will continue to achieve great things. On behalf of the Board I invite you to review the Annual Education Results Report for 2018-2019, and step into the future as you read through the Three-Year Education Plan for 2019-2022.

Laura Thibert
Board Chair

Message from the Superintendent

Walking Together in the Light of Christ

...let your light shine before others, so that they may see your good works... (Matthew 5:16)

Our theme for this year, *Walking Together in the Light of Christ*, provides us with a beautiful image of the learning and relationships that our children experience daily as part of their Catholic educational journey. The verse of scripture shared above, which will guide us throughout the year, comes from a passage in the gospel of Matthew where Jesus is telling his disciples what the role of his followers is to be. He tells them, "You are the salt of the earth...You are the light of the world" (Matthew 5:13-14). In Jesus' time, salt was vital not only to improve the taste of food, but also to preserve it. He is telling his disciples that they are, through their actions, to enhance and preserve the lives of others. Those actions should serve as an example for others, as a light to guide their way in this world. In turn, when we let our light shine before others so that they can see and emulate our good works, we give glory to God. Our wonderful journey this year will help lead our students to become salt and light for the world.

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.

On September 1, the new Education Act reformatted the names of school jurisdictions in Alberta. Our legal name is now Edmonton Catholic Separate School Division, but we will continue to also use our familiar names of Edmonton Catholic Schools and ECSD. You can rest assured that our commitment to excellent Catholic education remains as our foundation.

Our promise to provide innovative ways to meet the needs of students is creating exciting new opportunities. We are pleased to announce that we opened up a Millwoods Campus for our Cardinal Collins High School Academic Centre. This classroom-based learning model is designed for students who are in their fourth and fifth year of high school and require an alternative way of finishing high school or need to upgrade Grade 12 diploma courses. The end result of this model is that our Division has outstanding high school completion rates, excellent transition rates, and a very low drop out rate. We are so pleased to be able to now offer this educational option in the south side of the city.

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 2019, our overall report card from the Province, brought great news! Edmonton Catholic Schools had better results than the Province in 10 of 16 measures and no areas were identified as needing improvement. The high school completion 3-year (87.9%), 4-year (89.3) and 5-year (90.0%) rates are 8.8%, 6.6%, and 4.3% above the Province respectively. Our drop-out rate (1.2%) is less than half that of the Province. Our measures in Drop Out Rate, High School Completion Rate, Transition to Post-Secondary Rate, and School Improvement in our Division 'improved significantly' according to the Accountability Pillar.

On an organizational level, Edmonton Catholic Schools was proud to be named one of Alberta's Top 75 Employers for 2019, our fourth 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 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Edmonton Catholic Schools were prepared under the direction of the Board in accordance with its responsibilities under the *Education 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 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on November 27, 2019.

Laura Thibert
Board Chair

Our Foundation | Mission and Vision

Inspired By:

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

We believe in God and we believe:

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

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.

Vision

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

Core Values

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

Eight Characters of Catholic Education

- | | |
|------------------|----------------|
| • Community | • Rationality |
| • Tradition | • Spirituality |
| • Humanness | • Justice |
| • Sacramentality | • Hospitality |



Our Foundation

Christ-Centred, Competency-Based Learning in Edmonton Catholic Schools

Preparing our students for this world and the next

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

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

A Defining Statement of Inclusive Education in Our Division – Katholos: Education for Life for All

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

*resident student as defined by the School Act

Division Profile

The Edmonton Catholic School Division (ECSD) has a total of 95 schools.

School	Grade Level
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
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
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

School	Grade Level
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	PreK-6
St. Augustine	PreK-6
St. Basil	K-9
St. Benedict	K-6
St. Bernadette	PreK-6
St. Bonaventure	K-6
St. Boniface	K-6
St. Brendan	K-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 (Centre for Diverse Learning)	PreK-12
St. Gerard	PreK-6
St. Hilda	Gr 7-9

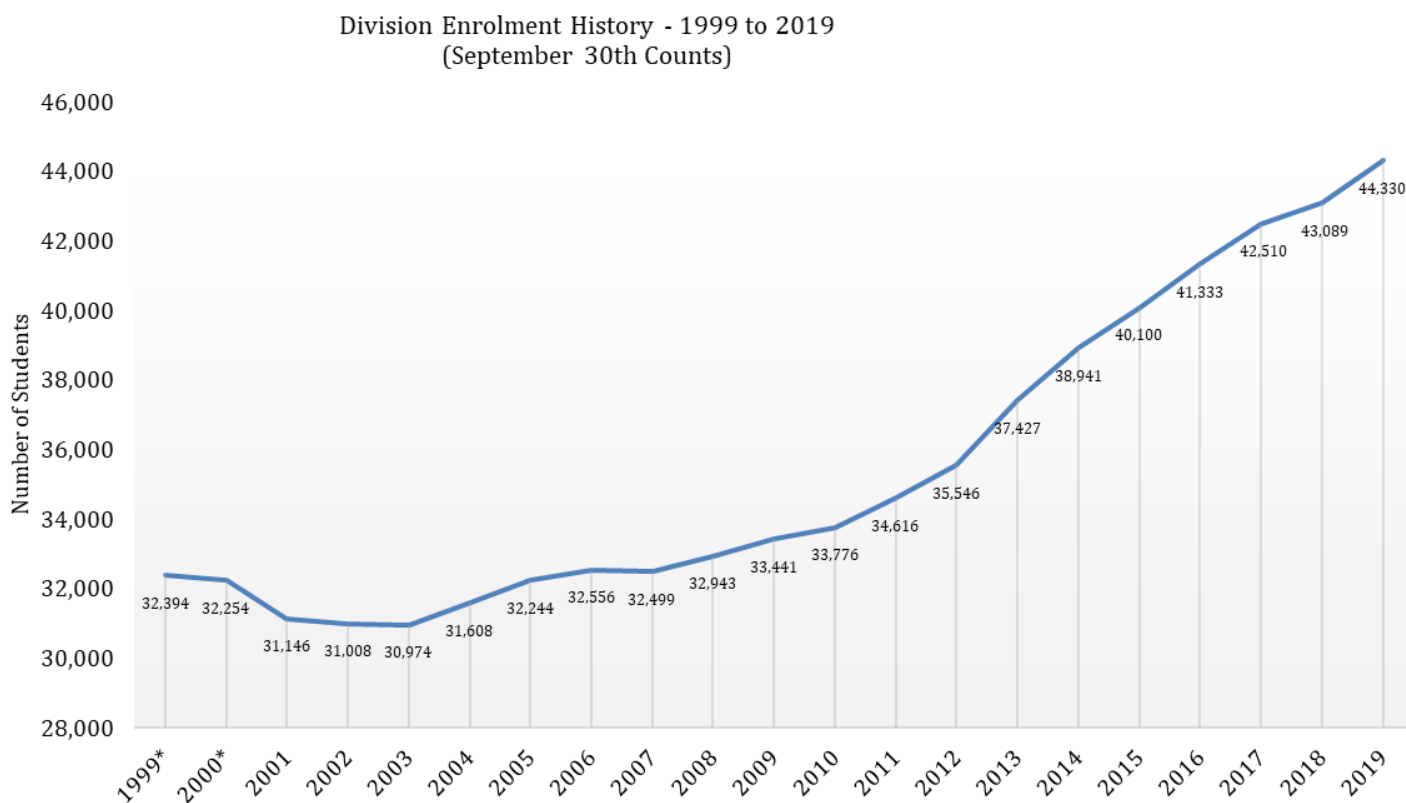
School	Grade Level
St. Jerome	PreK-6
St. John Bosco	K-6
St. John XXIII	K-9
St. Joseph	Gr 10-12
St. Justin	PreK-6
St. Kateri	PreK-6
St. Leo	PreK-6
St. Lucy	K-6
St. Maria Goretti	K-6
St. Mark	Gr 7-9
St. Martha	PreK-6
St. Martin	K-6
St. Mary	K-6
St. Matthew	PreK-6
St. Monica	PreK
St. Nicholas	Gr 7-9
St. Oscar Romero	Gr 10-12
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 2019-2020

Elementary.....	50
Elementary/Junior High.....	20
Junior High.....	11
Elementary/Junior/Senior High	3
Junior/Senior High	1
Senior High.....	9
Alternative Education Services.....	1
TOTAL	95

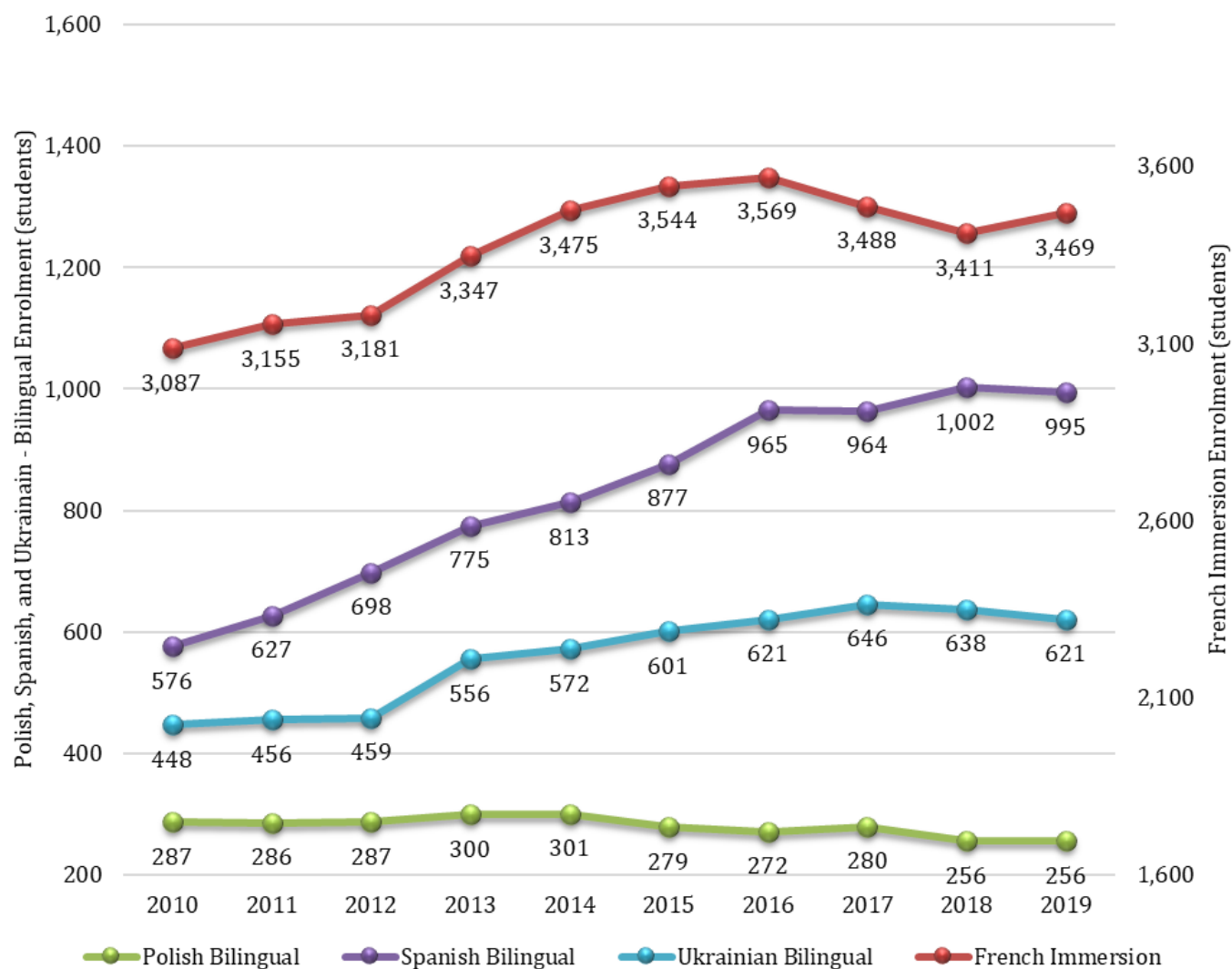
Enrolment Trends

Division Enrolment History 1999 to 2019 (September 30th counts)



Enrolment Trends

Division Enrolment in Bilingual and Immersion Language Programs 2010 to 2019



Division Plan for Continuous Growth 2019-2022

Edmonton Catholic School Division 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 strengths of Catholic education.
 - a. Continue to enhance the home – school – parish relationships.
 - b. Enhance and strengthen our Catholic identity within each site by implementing our Catholic Identity Plan 2019-2022. (See Appendix I)
 - 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 to enhance our mutual work and to evangelize our families and promote a life of faith.
 - b. Celebrate and advance the work of the Edmonton Catholic Schools Foundation within our schools and Division.
 - c. Create opportunities for the community to learn about, celebrate, and advocate for Catholic education.
 - d. Provide opportunities for authentic student expressions and applications of faith as members of many different communities.
- 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 with the same excellence as all other areas of study.
 - b. Provide faith formation opportunities for all staff that further their personal and communal growth as participants in a Catholic educational community.
 - c. Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
 - d. Identify and celebrate how our Division Foundation Statement is lived out daily at each site.
 - e. Continue to build capacity in the permeation of our Catholic faith in all areas of learning through the framework of the Learner Competencies Formed Through Catholic Education.

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.

Edmonton Catholic School Division 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 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 Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections.
- 1.4 Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.
- 1.5 Ensure that flexible and responsive programming meets the diverse needs of all learners.
- 1.6 Continue to review career pathways for students.
- 1.7 Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.
- 1.8 Continue to pilot and evaluate the provincially funded school nutrition programs and report success.

ECSD Goal 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.

Edmonton Catholic School Division 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 Pre-K–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 Division staff in cultural awareness.

2.3 Ensure accountability of targeted funding for First Nations, Métis and Inuit students.

- a. Require all school sites that receive targeted funding to engage in and report on the First Nations, Métis and Inuit model framework for student success.

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.

Edmonton Catholic School Division 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 and staff health through Human Resource Services initiative.
- 3.7 Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://www.alberta.ca/inclusive-education.aspx>).
- 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.
- 3.10 Continue to provide, develop and promote supports for staff through Human Resource Services (i.e. Respect in the Workplace & Employee Family Assistance Program)

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.*

Edmonton Catholic School Division 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 10 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, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
- 4.5 Ensure that ECSD hiring and recruitment practices promote and identify the best Catholic and specialized teacher candidates available to support student learning.
- 4.6 Develop and oversee the application of standards that promote excellence for school and school authority leaders.
- 4.7 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 new curriculum implementation, Alberta Education's learner competencies, literacy and numeracy, conceptual and procedural knowledge (as per the Ministerial Order on Student Learning [May 6, 2013]).
 - 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 Division 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.
- 4.8 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.
- 4.9 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 75 Employers designation.
 - f. Develop knowledge and understanding of 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.

Edmonton Catholic School Division 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 Division high utilization rate and fast-growing student population.
- 5.3 Ensure decisions are data-informed - enable best practice indicators and transparency to ensure continuous improvement.
- 5.4 Integrate health and safety into all Division 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 Division.
 - 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 explore new opportunities and deepen existing partnerships for high school dual credentialing. (e.g. Kings, MacEwan, and Mount Royal universities, NAIT, and NorQuest College).
- 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).



Edmonton Catholic Schools - Catholic Identity Plan 2019-2022

Philosophy: The purpose of this plan is to provide the framework for school communities to understand, articulate and live their Catholic identity as members of the Body of Christ. It is intended to be a 3-year rolling plan where the strategies change and are responsive to the needs of the Division.

Goal 1: My Catholic school belongs to God's family.

Key Strategies:

- A. Understand that our presence in a Catholic school is the result of Christ's call.

John 15:16 - You did not choose me but I chose you. And I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.

- B. Explore and recognize ourselves as members of the Catholic Church.

1 Corinthians 12:12 - For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.

Goal 2: My Catholic school has a charism where our gifts are shared.

Key Strategies:

- A. Explore how our school's charism is permeated throughout school culture and discuss why it is important.

1 Corinthians 14:12 - So with yourselves; since you are eager for spiritual gifts, strive to excel in them for building up the church.

- B. Ensure that every member of the community has a way to express and share their gifts from God.

1 Corinthians 12:4-5 - Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord;

Goal 3: My Catholic school is the place where we learn to live our faith in our contemporary world.

Key Strategies:

- A. Discern current events from a Catholic worldview.

Romans 12:2 - Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect.

- B. Witness to the wider community our identity as people of God.

Mark 16:15 - And he said to them, "Go into all the world and proclaim the good news to the whole creation."

Accountability Pillar Overall Summary

October 2019

Measure Category	Measure	Edmonton Catholic Separate Schools			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.9	88.7	88.9	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.3	83.1	83.6	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	90.8	90.3	90.5	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	1.2	1.2	1.6	2.6	2.3	2.9	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	87.9	85.6	84.6	79.1	78.0	77.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	77.6	78.6	78.3	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.2	19.5	19.0	20.6	19.9	19.6	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.5	84.5	83.5	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	21.6	22.0	20.4	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	60.7	61.7	60.8	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	64.6	64.9	64.5	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.0	69.3	67.3	59.0	58.7	58.7	Very High	Improved Significantly	Excellent
	Work Preparation	85.6	84.1	83.9	83.0	82.4	82.6	High	Improved	Good
	Citizenship	85.1	84.3	84.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	82.6	82.2	81.1	81.3	81.2	81.1	Very High	Improved	Excellent
Continuous Improvement	School Improvement	81.0	79.9	79.7	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Accountability Pillar

First Nations, Métis and Inuit (FNMI) Summary

October 2019

Measure Category	Measure	Edmonton Catholic Separate Schools (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	Drop Out Rate	5.5	3.6	5.2	5.4	4.8	5.6	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	60.6	57.8	55.8	56.6	53.3	52.4	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	52.4	58.8	56.2	54.0	51.7	51.9	Very Low	Declined	Concern
	PAT: Excellence	7.7	8.0	6.6	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.8	81.1	81.6	77.2	77.1	76.7	Low	Declined	Issue
	Diploma: Excellence	11.6	13.2	11.2	11.4	11.0	10.6	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	19.5	20.0	18.7	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	28.3	29.0	28.0	37.1	35.9	34.0	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	29.4	32.7	32.5	34.2	33.0	32.8	Very Low	Maintained	Concern

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.3	77.4	79.0	78.6	77.6	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).	19.3	18.7	18.9	19.5	20.2	High	Improved	Good

ECSD PAT Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 6 Percentage of students who achieved standards on grade 6 provincial achievement tests	Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2018-2019 Results		Current Results Minus Target	
	A	E	A	E	A	E	A	E
English Language Arts	89.4	18.7	88.7	21.6	88.8	22.0	0.1	0.4
French Language Arts	91.6	14.0	89.4	19.0	91.5	20.8	2.1	1.8
Mathematics	76.9	11.5	72.1	11.0	73.2	13.1	1.1	2.1
Science	82.4	26.8	81.6	26.6	79.6	25.7	-2	-0.9
Social Studies	80.2	20.2	79.1	21.5	79.1	23.2	0	1.7

Grade 9 Percentage of students who achieved standards on grade 9 provincial achievement tests	Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2017-2018 Results		Current Results Minus Target	
	A	E	A	E	A	E	A	E
English Language Arts	82.4	15.8	83.5	16.0	82.6	14.9	-0.9	-1.1
English Language Arts K&E	60.0	10.0	70.0	7.5	65.4	3.8	-4.6	-3.7
French Language Arts	89.0	12.1	90	12.5	84.7	12.3	-5.3	-0.2
Mathematics	61.5	13.2	69.0	15.0	60.5	13.8	-8.5	-1.2
Mathematics K&E	54.7	10.3	60.0	9.0	52.7	8.9	-7.3	-0.1
Science	82.5	28.2	80.0	24.0	82.2	30.7	2.2	6.7
Science K&E	67.0	10.7	68.0	8.0	63.6	12.1	-4.4	4.1
Social Studies	73.8	23.8	75.0	21.5	74.5	19.3	-0.5	-2.2
Social Studies K&E	55.1	14.3	64.0	14.5	63.9	18.6	-0.1	4.1

ECSD Diploma Examination Results:

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.8	82.3	83.8	84.5	83.5	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.2	18.3	21.0	22.0	21.6	High	Improved	Good

ECSD Diploma Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 10-12	Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2018-2019 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	90.7	14.0	89.5	13.0	89.2	11.7	-0.3	-1.3
English Language Arts 30-2	89.1	14.7	90.5	13.7	88.5	12.4	-2	-1.3
French Language Arts 30-1	90.9	9.1	94.0	9.8	95.0	5.0	1	-4.8
Mathematics 30-1	78.1	31.7	78.0	32.0	77.9	30.2	-0.1	-1.8
Mathematics 30-2	76.7	19.3	76.0	19.5	75.9	16.5	-0.1	-3
Social Studies 30-1	88.4	16.3	88.5	16.0	91.5	13.8	3	-2.2
Social Studies 30-2	77.9	10.2	80.0	11.0	75.8	10.7	-4.2	-0.3
Biology 30	86.9	31.7	85.0	30.5	82.7	33.4	-2.3	2.9
Chemistry 30	80.6	27.1	81.0	30.0	84.2	38.6	3.2	8.6
Physics 30	88.0	43.6	87.0	40.5	84.1	39.7	-2.9	-0.8
Science 30	87.4	31.7	87.5	30.0	83.6	29.2	-3.9	-0.8

Comments on Results:

ECSD continues to examine ways to improve in the Standard of Excellence. The 2018-19 academic results revealed modest gains in these indicators for both Provincial Achievement Tests (PAT) and Diploma examinations. In terms of meeting the Acceptable Standard, ECSD did not improve in either PAT or Diploma over the previous year. To address the need to improve in the Acceptable Standard, ECSD will be placing a robust, system-wide focus on assessment 'for, of, and as' learning so as to inform and deepen teacher efficacy in assessment literacy and practice. Drawing upon the professional learning offered through Communities of Practice, Division-wide professional learning sessions, and professional learning leveraged through departments and schools, ECSD will create resources (entitled Assessment 360) that support assessment knowledge for key stakeholders including: students, teachers, school leaders, and parents/guardians.

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.6	83.7	84.5	85.6	87.9	Very High	Improved Significantly	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.1	59.9	60.9	61.7	60.7	High	Maintained	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.1	2.1	1.5	1.2	1.2	Very High	Improved Significantly	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	68.1	66.6	65.9	69.3	71.0	Very High	Improved Significantly	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	63.8	64.7	64.9	64.6	Intermediate	Maintained	Acceptable
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	85.1	85.3	85.1	84.3	85.1	Very High	Maintained	Excellent

Outcome One: ECSD Key Strategies

1. Focus on strategies to support seamless transitions from K to 1, Grades 6 to 7, Grades 9 to 10, and 12 and beyond.
2. Identify and implement best practices that align with excellent 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.
3. Implement pedagogical and assessment practices focused on improving students' conceptual and procedural knowledge of subject-area disciplines and cross-curricular connections.
4. Identify and implement best practices in disciplinary literacy from early learning through to graduation to ensure all students have the foundational skills for success.
5. Ensure that flexible and responsive programming meets the diverse needs of all learners.
6. Continue to review career pathways for students.
7. Develop a plan to increase participation in the Advanced Placement and International Baccalaureate high school programs.
8. Continue to pilot and evaluate the provincially funded school nutrition programs and report success.



Outcome Two: First Nations, Métis and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2020	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	52.4	54.7	55.0	58.8	52.4	58.0	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall	6.7	5.9	5.9	8.0	7.7	8.5	Very Low	Maintained	Concern

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

Grade 6 FNMI		Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2018-2019 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		77.0	7.1	75.0	6.5	71.6	8.3	-3.4	1.8
Mathematics		58.1	2.2	56.0	2.5	44.3	4.3	-11.7	1.8
Science		67.4	11.6	65.0	11.0	50.0	9.7	-15	-1.3
Social Studies		63.3	9.0	57.0	8.5	53.0	9.7	-4	1.2

Grade 9 FNMI		Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2018-2019 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		62.7	5.9	63	6	58.8	6.8	-4.2	0.8
Mathematics		27.4	3.4	40	5.5	27.0	3.4	-13	-2.1
Science		55.3	11.2	55	7.5	57.2	12.8	2.2	5.3
Social Studies		45.4	8.8	46	9.5	40.6	3.9	-5.4	-5.6

ECSD FNMI Diploma Examination Results:

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	84.0	81.5	82.3	81.1	75.8	Low	Declined	Issue
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.5	9.7	10.6	13.2	11.6	Low	Maintained	Issue

FNMI Diploma Subject Area Targets and Results

A - Acceptable | E - Excellence

Grade 10-12 FNMI	Previous ECSD 2017-2018 Results		ECSD 2018-2019 Targets		Current ECSD 2018-2019 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	84.5	13.8	87	11	71.9	1.8	-15.1	-9.2
English Language Arts 30-2	92.3	14.1	94	11.5	92.7	13.4	-1.3	1.9
Mathematics 30-1	68.2	13.6	70	15.5	70.6	23.5	0.6	8
Mathematics 30-2	70.8	12.5	74	14	65.8	18.4	-8.2	4.4
Social Studies 30-1	77.8	8.9	82	8.5	79.1	9.3	-2.9	0.8
Social Studies 30-2	80.0	7.1	77.5	7.5	66.3	7.9	-11.2	0.4
Biology 30	78.4	16.2	80	20	68.9	11.1	-11.1	-8.9
Chemistry 30	81.3	25.0	76	18.5	70.8	16.7	-5.2	-1.8
Science 30	73.9	26.1	78	20.5	88	20	10	-0.5

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
High school completion rate of self-identified FNMI students within three years of entering Grade 10.	44.4	50.9	58.7	57.8	60.6	n/a	Low	Maintained	Issue
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	17.5	14.5	21.6	20.0	19.5	21.0	Very Low	Maintained	Concern
Annual dropout rate of self-identified FNMI students aged 14 to 18	2.9	7.2	4.9	3.6	5.5	n/a	Intermediate	Maintained	Acceptable
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	26.0	32.1	32.8	32.7	29.4	32.5	Very Low	Maintained	Concern
Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.	n/a	25.7	29.2	29.0	28.3	29.5	Very Low	Maintained	Concern

Outcome Two: ECSD Key Strategies

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 Pre-K–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. 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 Division staff in cultural awareness.
3. Ensure accountability of targeted funding for First Nations, Métis and Inuit students.
 - a. Require all school sites that receive targeted funding to engage in and report on the First Nations, Métis and Inuit model framework for student success.
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

On-going programming from 2017-2018. We continue to offer:

- Attendance support for First Nations, Métis and Inuit students at the school site.
- Curriculum PAT exam outcome support for all new teachers.
- Elementary students in Braided Journeys program support by University of Alberta volunteer literacy tutors.
- First Nations, Métis and Inuit high school reading buddies matched with First Nations, Métis and Inuit elementary students.
- Individual student supports for struggling readers by First Nations, Métis and Inuit Literacy Consultants.
- Learning Strategy summer camp for First Nations, Métis and Inuit students.
- Literacy Intervention training for First Nations, Métis and Inuit mentor staff and on-going support from the First Nations, Métis and Inuit Literacy Consultant.

- 
- Mentorship and peer tutoring for First Nations, Métis and Inuit students.
 - One to one support for First Nations, Métis and Inuit students.
 - Professional Learning for teachers which includes exam support for First Nations, Métis and Inuit learners.
 - Support for all First Nations, Métis and Inuit lead teachers at all school sites, along with support for all classroom teachers by our First Nations, Métis and Inuit Consultants.

To support our First Nation, Métis and Inuit Students in 2018-2019, we:

- Coordinated University of Alberta student tutoring support in core subjects for First Nations, Métis and Inuit students in Grade 6 and 9.
- Developed Edu-kits to support First Nations, Métis and Inuit learners; Grade 6 Iroquois Confederacy Kit and Grade 9 Treaty Kit.
- Offered after-school exam practice and preparation support.
- Provided in-class student PAT exam preparation support for Grade 6 and 9 students.
- Provided Professional Learning Support for teachers and parents in Understanding Historical Trauma.
- Provided support to teachers, based on Provincial Achievement Test (PAT) data that was provided to the First Nations, Métis and Inuit Consultants. This data was used to focus on specific areas of the Indigenous Social Studies Curriculum.
- Supported First Nations, Métis and Inuit parents on exam procedure and process.

Diploma Exam Acceptable/PAT Excellence

On-going programming from 2017-2018. We continue to offer:

- After-school junior high and high school homework club for First Nations, Métis and Inuit students.
- Development of high school Edu-kits to support First Nations, Métis and Inuit learners.
- First Nations, Métis and Inuit Consultant support to First Nations, Métis and Inuit Transition & high school Grad Coaches/Facilitators.
- First Nations, Métis and Inuit high school Grad Coach/Facilitator Program (Braided Journeys) which includes support for diploma exams and preparations.
- 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 professional learning sessions offered to new teachers in English, Math and Social Studies.
- On-going resource development to support teachers with Treaty and Reconciliation exam questions.
- On-line diploma exam preparation.
- Resources to support teachers in diploma subject areas: Math, English, Social Studies and Aboriginal Studies.
- Tutoring in core subjects for First Nations, Métis and Inuit students.
- University of Alberta tutor support for high school students in Braided Journeys program.
- Weekly STEM tutoring sessions at the University of Alberta for high school students.

To support our First Nation, Métis and Inuit Students in 2018-2019, we:

- Coordinated University of Alberta student tutoring support of core subject for First Nations, Métis and Inuit students in Grade 12.
- Developed exam Edu-Kit designed for teachers to focus on specific subject areas.



- Provided school-wide reconciliation activities with a high school Social Studies focus.
- Supported parents and students through our First Nations, Métis and Inuit Crisis Intervention Program.

Transition Rate

On-going from 2017-2018. We continue to offer:

- A multi-disciplinary First Nations, Métis and Inuit team to support First Nations, Métis and Inuit students.
- Cultural support through our Council of Elders, Knowledge Keepers.
- Elders Leadership camp for high school students.
- Family Nights to support transition of First Nations, Métis and Inuit students.
- Scholarship application workshops.
- Social justice initiatives to build leadership capacity and awareness for all student in:
 - * ReDress Campaigns;
 - * Care for Creation Environmental Projects;
 - * Volunteering at the Foodbank and Seniors Centre.
- Summer student participation in Oskayak Police Academy program.
- Summer Transition Program (CALM 20) for First Nations, Métis and Inuit students which is hosted at 2 sites.
- Support for parents and students through our First Nations, Métis and Inuit Crisis Intervention Program.
- Targeted retention programs.
- The Enbridge partnership that provides STEM mentoring for junior high school First Nations, Métis and Inuit students.
- Transition preparation programs for Grade 7, Grade 10 and post-secondary students.
- Transition shadow days at designated schools.

To support our First Nation, Métis and Inuit Students in 2018-2019, we:

- Assisted Leadership students to deliver an anti-racism campaign.
- Created a resource listing of available scholarships and bursaries for all First Nations, Métis and Inuit students.
- Developed and coordinated Blanket Exercise for families delivered by leadership students.
- Developed Cree Language and Culture resources for all grades.
- Facilitated post-secondary shadows and various First Nations, Métis and Inuit Career Days hosted by University of Alberta Faculty of Law; Clark Builders; Stantec; TELUS and K- Division as well as placements at Clark Builders, Stantec; ATB and the City of Edmonton.
- Facilitated the Elder's Leadership group Grade 9 Transition program.
- Facilitated the First Nations, Métis and Inuit Elementary and Junior High Literacy Summer Camp and Family and Community Resource Nights.
- In partnership with The City of Edmonton, Edmonton Public School Board and other organizations, provided numerous cultural activities throughout the year. These include Orange Shirt Day, Ben Calf Robe Pow Wow, The Reconciliation Walk and National Indigenous Peoples Day Festival. These events help to promote interest and understanding of Indigenous components of the program of studies.
- Increased cultural awareness as well as promising practices in First Nations, Métis and Inuit education when First Nations, Métis and Inuit Consultants provided professional learning sessions for school staffs.
- National Indigenous People Day programming for teachers, students and parents.

- Organized and facilitated a presentation by Senator Murray Sinclair, Professor Kevin Lamoureux and Niigaan Sinclair for ECSD administrators, teachers and students.
- Participated in Alberta Education Curriculum focus groups.
- Participated in high school and junior high post-secondary programs tours and mentoring program.
- Prepared Blanket Exercise Edu-kits for Division II students for classroom delivery by teachers.
- Prepared Community Calls to Action activities during Truth and Reconciliation Week.
- Presented a pre-conference session at College of Alberta School Superintendents.
- Promoted Physical Education 10 and Wildlife 10 summer school course, with an Indigenous focus, to support transitioning and high school success.
- Promoted Rainbow Spirit Dance Troupe leadership program.
- Provided LQS Professional Learning for Principals and Assistant Principals and TQS Professional Learning for teachers, on Treaties and Truth and Reconciliation by our First Nations, Métis and Inuit Consultants.
- Provided strategies to school Principals for their School Growth Plans to meet the First Nations, Métis and Inuit Division goals.
- Recommended Reconciliation Week focus for all school sites to build capacity and bring awareness to this outcome in every grade.
- Shared information at several professional learning sessions, provided by First Nation, Métis and Inuit Consultants, to support students with test taking anxiety. For example, Indigenous Spirituality through a Catholic Lens looks at incorporating smudging and prayer to support students in managing their lives and studies.
- Supplied School Wide Reconciliation workshops to engage student relationship building.
- Supported Careers Next Generation Indigenous Health Academy.
- Supported Wahkohtowin Family Nights at ECSD school site for parents and students.

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.

On-going from 2017-2018. The Council of Elders continue to:

- Bless us with opening prayers for school wide celebrations.
- Coordinate the Annual Ben Calf Robe Traditional Pow-Wow.
- Host five Edmonton Catholic School Division 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 High Schools with teachings from elders on the meaning of the pipe.
- Promote Programing of Native Ambassador Program Initiative for students to learn leadership skills with an Indigenous perspective of content.
- Provide curriculum support to the consultants in delivering First Nations, Métis and Inuit outcomes.
- Provide sacred medicines and ceremony teachings.
- Serve on the Orange Shirt Day planning committee as cultural advisors, lead the march and offer prayer for the gathering.
- Support "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 School.

- Support Alternative Education sites.
- Support the “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.
- Work with the Faith Formation Committee to deliver Professional Learning for the Care for Creation Day for Division staff by providing Indigenous historical perspectives and influences of First Nation Métis & Inuit education, Indigenous Culture and Spirituality.

To support our First Nation, Métis and Inuit students in 2018-2019, the Council of Elders:

- Attended the Ben Calf Robe Remembrance Day Ceremony.
- Became INDSPiRE Mentors. This is a national mentorship program that connects mentors with mentees. Mentors share their wisdom and provide guidance in career planning. Mentors help their mentees ease into that transition of school to teaching in the classroom.
- Blessed us with a prayer at the school opening administrators meeting.
- Built relationships by extending invitations to visit and reciprocate visits to First Nation, Métis and Inuit schools outside the Edmonton Catholic School Division. The Council of Elders worked with Pembina Hills School Division, Elk Island, Alberta Education. Additional schools worked with aside from First Nation, Métis and Inuit designations are; Alberta Education, University of Alberta, University of Calgary, Norquest College, Edmonton Public School Division and Alberta Teacher’s Association.
- Built relationships with local First Nations Community representatives by hosting a joint event to honor partnerships. Working with O’Chiese First Nation Recreation Coordinator to have leadership student meet with the youth and Chief and Council of O’Chiese.
- Celebration of the Arts - Welcome Blessing and opening of the sign of the cross in Cree.
- Continued to build their partnership with the City of Edmonton to discuss joint support of the Annual Ben Calf Robe Traditional Pow-Wow. Oversaw the growth and location change of the Annual Ben Calf Robe Pow Wow from the indoor venue of the Commonwealth Community Recreation Centre to Clarke Stadium. An estimated 8,000 - 10,000 patrons from multiple cultural backgrounds attended the 2019 Pow Wow.
- Developed recommendations with Indigenous Learning Services in response to Grade 9 Transition, High School Completion rates and providing markers of Achievement.
- Endorsed the National Indigenous Day - Reconciliation Education Day hosted at the Expo Centre on June 20, 21, 22nd, 2019.
- Honoured students for the Belcourt Brosseau Métis Awards in partnership with Edmonton Community Foundation.
- International Women’s Day at City Hall.
- Met with Archbishop Richard Smith of the Catholic Archdiocese of Edmonton regarding being an honouring witness to Truth and Reconciliation and land acknowledgment.
- Met with the Minister of Education, Minister of Transportation and Minister of Indigenous Relations, to determine mandates and discuss needs of health and education of students.
- Offered Cree language evening classes to parents, teachers and students.
- Participated in classroom visits as requested.
- Presented on and provided cultural direction for the Truth and Reconciliation in Education Week.
- Presented the foundational cultural knowledge, history, and language of the First Nations, Métis and Inuit peoples of Canada to division staff and senior administration.



- Read in Week at Family Centre for Literacy with the Superintendent and Board of Trustees.
- Reviewed and provided feedback on First Nation, Métis and Inuit Learning Guides for Edmonton Regional Learning Consortium.
- Reviewed Indigenous resources to ensure validity and authenticity of Indigenous content.
- School opening for ECSD Leadership.
- Successfully advocated for major modernization of St. Clare/Ben Calf Robe School as a priority on the Capital Plan with school Division representatives. Identified needs of school and options for community involvement. Met with Minister of Education and Indigenous Relations of Alberta to discuss this plan.
- Supported Human Resource Services and the Superintendent to bring forth strategies towards increasing recruitment and retention of Indigenous teachers/staff through New Staff Indigenous Awareness Orientations.
- Supported the Walking Together Program – collaborated and consulted with the Alberta Teachers Association (ATA) on Education for Reconciliation.
- Were honoured to meet with Senator Murray Sinclair, the Board of Trustees, the Superintendent, Assistant Superintendents, Nehiyaw Pimatisiwin school administrators for an intimate meeting to discuss how ECSD can continue to support Indigenous students enrolled in the Edmonton Catholic School Division. Senator Sinclair was pleased with the Council of Elders in their role as an authentic voice of the Indigenous people.
- Worked collaboratively with the Nehiyaw Pimatisiwin teachers and administrators to provide support and guidance towards successful Indigenous programming, sharing of cultural knowledge and ceremonies.
- Worked with REACH Edmonton's Council for Safe Communities to bring cultural teachings to the Canadian municipality network on crime prevention summer program.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders.

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education.	83.0	83.4	84.1	83.1	84.3	Very High	Improved	Excellent

Outcome Three: ECSD Key Strategies

1. Provide professional learning opportunities that build the capacity and leadership of all staff to improve learner success.
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.
3. Continue to use the 10 Dimensions of Catholic Leadership to support, encourage and invest in the creative and innovative abilities of all staff.
4. Promote excellent teaching practices consistent with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, all which guide and support student achievement.
5. Ensure that ECSD hiring and recruitment practices promote and identify the best Catholic and specialized teacher candidates available to support student learning.
6. Develop and oversee the application of standards that promote excellence for school and school authority leaders.
7. 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 new curriculum implementation, Alberta Education's learner competencies, literacy and numeracy, conceptual and procedural knowledge (as per the Ministerial Order on Student Learning [May 6, 2013]).
 - 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 Division 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.
8. 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.
9. 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 com-

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 75 Employers designation.
- f. Develop knowledge and understanding of faith in diverse ways for staff and students.

Outcome Four: Alberta's K-12 education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.	89.4	88.8	89.1	88.7	88.9	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the overall quality of basic education.	89.6	90.3	90.9	90.3	90.8	Very High	Improved	Excellent
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.4	83.0	84.7	84.1	85.6	High	Improved	Good
Over teacher and parent satisfaction with parental involvement in decisions about their child's education.	79.5	80.0	81.2	82.2	82.6	Very High	Improved	Excellent
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.	79.2	79.0	80.3	79.9	81.0	Very High	Improved Significantly	Excellent

Outcome Four: ECSD Key Strategies

1. To continue to develop relationships with key stakeholders to advocate for Catholic education.
2. Advocate for predictable and sustainable infrastructure funding to meet the needs of the Division high utilization rate and fast-growing student population.
3. Ensure decisions are data-informed – enable best practice indicators and transparency to ensure continuous improvement.
4. Integrate health and safety into all Division operations, maintain our Certificate of Recognition and continuously enhance and improve our safety management system.
5. Seek, promote and engage in responsive and responsible community partnerships that are mutually beneficial and re-



spect our Catholic identity.

- a. Build, maintain and foster relationships and partnerships that promote the development and enhancement of programs and services within our Division.
 - 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.
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 explore new opportunities and deepen existing partnerships for high school dual credentialing. (e.g. Kings, MacEwan, and Mount Royal universities, NAIT, and NorQuest College).
 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.
 8. Continue collaboration with partners that support our Mental Health Strategic Plan (i.e. Alberta Health Services).
 9. 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.
 10. Continue to support the provincial Inclusive Education Policy Framework.
 11. Continue to develop partnerships supporting and advancing inclusive communities.
 12. Provide equitable opportunities for children and students to participate in learning from Pre-Kindergarten to Grade 12.
 13. Create opportunities to engage in collaboration across ministries to guide the development of an integrated early learning approach.
 14. Continue to provide and develop services and model initiatives that promote student health, using the Mental Health Strategic Plan and staff health through Human Resource Services initiative.
 15. Ensure that learner centered decisions are based on the 6 Principles of Inclusive Education (<https://www.alberta.ca/inclusive-education.aspx>).
 16. Further develop a Collaborative Response Model with school multi-disciplinary teams.
 17. Ensure that assistive technology is available to students identified with needs.
 18. Continue to provide, develop and promote supports for staff through Human Resource Services (i.e. Respect in the Workplace & Employee Family Assistance Program)

Division Priorities

Walking Together Towards a Glorious Future

During the 2019/20 school year, the Edmonton Catholic School Division embarked on a three-year project that would involve the consultation of all stakeholders in the development of their Annual School Review. This project aligns well with Goal Five of the Division Plan for Continuous Growth 2019-2022 and Student Accommodation Planning Principles used to guide our Three-Year Capital Plan. The Division will be broken up into 10 study areas and all ten will be reviewed over a three year window. Edmonton Catholic Schools picked the following two study areas to focus on for the 2019/20 school year:

- Castle Downs/Northwest study area
- Beverly/Clareview/Highlands/Norwood study area

The goals of the study are to:

- Balance Utilization Rates
- Enhance Learning Environments
- Improve Operating Costs
- Balance division programming within the study area

Edmonton Catholic Schools plans to consult with the principals and staff of every school within the study area. ECSD will then conduct a parent engagement evening to further collect stakeholder feedback. All feedback will be analyzed and cross referenced with the metrics reported by the Educational Planning department. Recommendations for any further action will be presented at a Public Board meeting for resolution. This process will be repeated each year for three years then cycled through again as we focus on continued improvement.

High School Completion and Graduation Coach Model

The ECSD High School Completion and Graduation Coach model has been in existence for many years. During this time, High School Completion rates have continued to rise. In 2018 the completion rates reached a Division all time high, with the rates as follows: 3rd year rate 87.9%; 4th year rate of 89.3%; and 5th year rate of 90%. These measures highlight the successes and needs of the current Graduation Coach Model within our high schools. The goal of this Division program is to maintain the continued success of completion rates by supporting the bridging of our students from junior high into high school, aiding students while in our high schools and connecting students into the world of post-secondary or work-related fields. Each of our high schools receives funding to the extent of 0.375 FTE, provided by Learning Services Enhancement (LSE), in order to assist with the implementation of a best practice model while maintaining consistencies to the role of the Graduation Coach from school to school. Along with the allocated funding, LSE provides the support of an Assistant Principal to oversee the continual evolution of the program while providing ongoing support required by the Graduation Coaches. Currently, within our high schools, there are 16 Graduation Coaches, varying in FTE, from 0.375 to 1.0; in some schools a team of Graduation Coaches is formed, based on the needs of their student population.

Each Graduation Coach has a diverse leadership role within their school. They continue to oversee the growth of a best practice model created within the Division that encompasses the following: collaboration with Alternative Education (AE) Programs and Services; collaboration with Indigenous Learning Services (ILS) and Programs; collaboration with One World...One Center (OWOC) Programs and Services; working with Alberta Education PASI program; the ongoing evolution of the High School Completion Manual and Completion Tracking Sheets; partnerships with programs such as My Blue Prints; and employing Division standards such as The Program Transfer Protocol.

High School Graduation Coaches are consistently and effectively collaborating with Alternative Education by utilizing programs such as Part-Time Self-Paced School (PASS), Summer School, Alternative Education Resource Center (AERC), Diploma Preparation, Revelation Online, Ascension 4th and 5th year, Dual Credits (partnership with LSI) and many more in order to help facilitate alternative learning opportunities for students concurrent to their traditional high school model. These programs listed aid to support students who may need to repeat a course or take a course that is not offered at their traditional school. Graduation Coaches are working in collaboration with ILS Braided Journeys Graduation Coaches and OWOC ELL Designates in order to help facilitate the completion needs of students who are Indigenous or are new to Canada. The Graduation Coaches are fluid when working within PASI. They have direct connections to individuals within Alberta Education; always finding new ways to help a student credential. They have continued to utilize and adapt the High School Completion Manual and Completion Tracking Sheets, which have become tools to assist in the credentialing of our high school students. The manuals provide support about the changes occurring within Alberta Education and the tracking sheets help facilitate the needs of students who may have missed completion within their traditional school 3-year term. We have become well versed in supporting our students even beyond high school, referencing the buildings of Cardinal Collins High School Academic Centre, and the 4th and 5th year programs within those walls. Various tools are utilized, such as My Blueprints in programming and scheduling students' courses while searching their data bank for potential career paths. And lastly, through The Program Transfer Protocol, ensuring students who are transferred between our high schools are not missed, making certain their needs are identified for completion purposes.

In conclusion, the key components to the High School Completion, Graduation Coach Model are to build relationships with educational staff, students and guardians, to ensure students are on track for achieving their high school credentials. The implementation of this program ensures students remain in school, they feel supported and successful while on the path to achieve their goals in high school and beyond.

Deepening Professional Learning Community of Practice

Learning Services Innovation (LSI) continues to support collective and individual teacher efficacy through offering a targeted selection of communities of practice (CoP). 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. Our CoP stem from data analysis, areas of need suggested by school leaders and teachers, as well as observations from consultants. The resulting problems of practice serve as focal points for deeper professional learning over several sessions throughout the year. This year our offerings in core subject areas include:

Subject and Grade Level: Religious Education Grades 1 to 12

Focus: Assessment Practices in Religious Education

Description: This community of practice is comprised of 3 cross-graded sessions to examine assessment in religion classes. Although the sessions will begin with common assessment practices, there will be time allotted for breakout groups that are Division specific. Some of the topics covered include:

- Assessment practices through the new elementary curriculum
- Meaningful and authentic assessment practices through Project-based Learning and Design Thinking models



Subject and Grade Level: English Language Arts 1-2 & 3-4 (two groups)

Focus: Comprehensive Literacy through a Concept-Based Lens

Description: These sessions will focus on components of comprehensive literacy and good instruction as we create concept-based lessons and units connected to the new curriculum.

Subject and Grade Level: English Language Arts 7-9

Focus: Setting the Standard: Writing Exemplar Project

Description: These sessions will focus on:

- Creating writing tasks suitable for the non-PAT Grades 7 & 8
- Establishing a clear assessment standard for student writing at each level
- Building a Division digital collection of standardized student exemplars accessible to teachers on the portal

Subject and Grade Level: English Language Arts 7-9

Focus: Building a Comprehensive ELA Program

Description: These sessions will focus on:

- Deepening understanding of the curricular outcomes, as well as the 6 ELA strands in the Program of Studies
- Strengthening the connection between planning and assessment
- Scaffolding the comprehensive literacy skills necessary for student success on the PAT and beyond

Subject and Grade Level: English Language Arts 10-12

Focus: Setting the Standard Writing Exemplar Project

Description: These sessions will focus on:

- Creating writing tasks suitable for the non-Diploma courses 10-1/-2 and 20-1/-2
- Establishing a clear assessment standard for student writing at each level
- Building a Division digital collection of standardized student exemplars accessible to teachers on the portal

Subject and Grade Level: Math 1-3

Focus: Creating Authentic Assessments in the Primary Classroom

Description: This collaborative CoP will focus on the creation and exploration of formative and summative assessments to support outcome reporting. These sessions will include:

- Embedding formative assessment strategies into your classroom
- Assessment Planning Document
- Blueprinting of assessments to Program of Studies

Time will be allotted for breakout grade groupings to work on assessment creation.

Subject and Grade Level: Math 4

Focus: Building a Division Exam in Grade 4 - Pilot Project (continued from 2018-2019)

Description: A focus group has been created to develop, field test and build exemplars for a Grade 4 Division exam to be implemented in 2020-2021 school year.

Subject and Grade Level: Math 4-6

Focus: Multiplicative Thinking

Description: This CoP moves students beyond understanding multiplication of whole numbers as repeated addition by focusing on developing the conceptual understanding of multiplicative thinking by examining and developing strategies with the following concepts:

- Commutative Property
- Double & halving
- Distributive Property
- Associative Property
- Area model

The goal of this CoP is not only to cultivate a depth of understanding but also gain access to various strategies to use throughout the year to solidify and maintain their understanding.

Subject and Grade Level: Math 7-9

Focus: Building a Thinking Classroom

Description: Important elements that will be weaved into each session:

- Foundational understandings of chosen Math concepts
- Conceptual vs. procedural delivery
- Mathematical Discourse
- Support of Math instruction/learning with appropriate tech. tools
- Collaborative experiences

Subject and Grade Level: Math 9-12

Focus: Building a Thinking Classroom

Description: The spirit of this CoP is to apply a “backwards by design” approach to teaching high school Math courses.

Who: Those that are teaching high school mathematics for the first time, in transition to a new course assignment, or exploring the connections and scope that exist at the DIP level.

When: This cohort would run over the course of 9 months with approximately 8 half-day sessions in total. The plan is to start this cohort at the end of August/beginning of September.

What: Initial topics of study will focus on the importance of Functions. Participants will have the opportunity to guide the direction of these sessions to create a collaborative spirit of how connections can be made within the levels of our curriculum.



Subject and Grade Level: Science 1-4

Focus: Going Deeper with Picture Perfect STEM lessons

Description: The goal is to go deeper into the 5E inquiry model of lesson planning and assessing while integrating other subject areas.

Subject and Grade Level: Science 5-6

Focus: Why thinking is critical in science.

Description: This CoP uses the field-tested instructional framework of Claim, Evidence and Reasoning to help students:

- Deepen understanding of science concepts
- Participate in authentic science practices
- Think critically by using evidence to communicate convincingly
- Learn about the nature of science
- Experience PAT success

Subject and Grade Level: Science 7-9

Focus: Exam Construction in Junior High Science

Description: Testing for what students know is relatively straightforward, but how do we construct exams that also measure student skills? How do we ensure our tests reflect a good balance of lower and higher-level thinking skills? How do we source appropriate questions and incorporate the disciplinary literacy and numeracy skills that are required? Join this CoP to learn how to construct and blueprint excellent assessment tools and to share excellent pedagogical practices with your colleagues.

Subject and Grade Level: Science 10

Focus: Building teacher Efficacy in teaching Science 10

Description: Science 10 forms the basis for the branch sciences and general science streams but is tricky given the breadth of material and complexity of classrooms. Join this CoP to learn how to maximize your instructional time, address concerns regarding student assessment, and share excellent pedagogical practices with your colleagues.

Subject and Grade Level: Science 30

Focus: Building teacher Efficacy in teaching Science 30

Description: Join your Science 30 colleagues in a Community of Practice to learn high-yield pedagogical and assessment practices to address the unique concerns in teaching this class. A key goal of this CoP will be to address diploma exam results in ECSD. A professional learning roadmap will be co-constructed with participants during the first meeting.

Subject and Grade Level: Biology 20-30

Focus: Building teacher Efficacy in teaching Biology 20 & 30



Description: Building on the work started last year, join this CoP to continue to form networks with other biology teachers, blueprint exams, and ensure fidelity to the program of studies. A professional learning roadmap for the year will be co-constructed with participants during our first meeting.

Subject and Grade Level: Chemistry 20 -30

Focus: Building teacher Efficacy in teaching Chemistry 20 & 30

Description: This CoP to continues to form networks with other chemistry teachers, blueprint exams, and ensure fidelity to the program of studies. A professional learning roadmap for the year will be co-constructed with participants during our first meeting.

Subject and Grade Level: Social Studies 1-4

Focus: Navigating the New Curriculum using Concept Based Instruction

Description: This CoP is intended for teachers who are field testing the new curriculum and will provide guidance and assistance in the implementation of a concept-based curriculum.

Subject and Grade Level: Social Studies 7-9

Focus: Assessment

Description: These sessions will focus on the creation and exploration of rigorous and relevant assessments in social studies classes that promote critical thinking and prepare students for PAT success.

Subject and Grade Level: Social Studies 10-12

Focus: Writing Standards in HS SS

Description: Continuation of our existing community of practice; intention is to create a common approach to writing in SS (using exemplars created from 2018-19 school year).

Subject and Grade Level: Social Studies 10-12

Focus: Multiple Choice Assessment in HS SS:

Description: Continuation of our existing community of practice; intention is to have teachers continue to build m/c questions for SS 10 and SS 20

Early Learning & Care

- ECSD is represented on the City of Edmonton's Early Learning and Care Council. This council is actively working to provide leadership in managing, planning and supporting the development of high-quality early learning and care services.
- A partnership with MacEwan University is further nurtured through the addition of Early Learning and Care field placement students in a variety of 100 Voices programs. This initiative supports the students in growing practical skills with young children as well as supporting the professional staff in the room to grow in leadership and mentoring skills.

- Planning occurred to move Genesis School to St. Monica School and create an integrated early learning and care site (0-4 years) at St. Monica School for the upcoming 2019-20 school year, in partnership with the YMCA.

St. Margaret School - Centre for Diverse Learning

The Centre for Diverse Learning is home to three programs: GIST, PBS, and Personal Pathways. The programs support students with neurological disorders and/or severe emotional behavioural needs who are not currently experiencing success in their community school. The Centre for Diverse Learning is also a Professional Learning Centre for the Division. (Process work also occurred to relocate St. Margaret to St. Gabriel School for the 2019-20 school year.)

2018-2019 Program Information	PBS	GIST	Pathways	Total
Total number of referrals meeting program criteria from this year (2018-2019)	51	49	78	178
Total numbers of students attended/attending (2018-2019)	46	36	79	161
Total number of students who transitioned back to community schools prior to June 28, 2019	29	27	10	66
Total number of students on the waitlist from the previous school year (2017-2018)	12	12	25	49
Total number of EAs/TA-BTs who received training (not including substitutes and replacements)	29	53	4	86
Total number of PD's delivered	7	8	0	15
Number of new referrals for next referral year (2019-2020)	17	11	17	45

Total Number of Schools Served	87
--------------------------------	----

- Research Partnership: GIST in Time - Outcomes of an Integrated Intervention Program for Students with Autism Spectrum Disorder* Proposal was successfully submitted to Alberta Education and received a grant of \$50,000.00 to support the project. This project aims to evaluate the gains made by children receiving intervention through GIST. It is hoped that this project will lead to data-driven decision for our populations of vulnerable children.

Mental Health

- Student Leadership Symposia: 2 elementary; 2 junior high; 1 high school - with over 660 student leaders attending sessions on a Comprehensive School Health Approach to supporting mental health.
- Evergreened new elementary teachers and expanded to include 100 Voices teachers to receive professional development training for PATHS (Promoting Alternative Thinking Strategies) - a Social Emotional Learning program for elementary schools.
- On-going professional development for junior high teachers for the *Fourth R* and high school teachers for *Healthy Relationships Plus*, and PATHs for elementary that support social emotional learning.
- Mental Health Champions (1 teacher per school) attended 3 half day PD sessions.
- On-going support with school nutrition programs.
- Six new *Go to Booster* videos & conversation guides, bringing the total to 14, were created for schools to continue their conversation on how to support student mental health. The videos were posted on the Alberta Regional Professional

Development Consortium website and were their top online resource.

- Continued *Go to Educator* Training to new staff to support the development of their mental health literacy. Over 200 staff attended.
- In collaboration with Alberta Health Services, offered a new series of Parent Education and Reflection groups (P.E.A.R.) to help parents strengthen their foundational parenting skills, address challenges and support their child's healthy social and emotional development.
- 126 Learning Coaches participated in a variety of professional development flex sessions that focused on Trauma Informed Practice.
- The Suicide Risk Protocol was updated in partnership with Alberta Health Services to reflect the addition of the School Risk Therapist who supports schools when they are responding to urgent mental health situations.

Information and Infrastructure Technology Services

Edmonton Catholic Schools continues to be at the forefront of technology services in Alberta. The needs of 44,330 students and 4500 staff are complex and far-reaching and constantly evolving. We have several key areas of focus within the department:

- Software Development Services
- Networking Services
- Infrastructure Services
- Service Desk Services
- School Technical Support Services
- Cloud Productivity and Document Management Services
- Administrative Services

In addition to the numerous projects that we undertake on an on-going basis, we would like to highlight the following new developments:

PowerSchool Education Module

The PowerSchool Special Education Module is an add-on that will help with managing compliance, intervention, and all Inclusive Education services. Among the many advantages, it will allow for:

- parents to electronically sign,
- parents to access to their child's IPP electronically,
- full integration with PowerSchool,
- storage of all assessment and MDT notes associated with the development of a child's IPP
- enhanced security which is connected to PowerSchool security eliminating some additional complexities and risks,
- enhanced reporting capabilities now that all inclusive data is stored in a single centralized location.

Online Registration

PowerSchool Enrollment Solution is a modernized electronic enrollment tool which helps to save staff and parents time when enrolling to ECSD. The enrollment service is a configurable system that allows us to customize our enrollment forms

and workflows. This system will also streamline our returning student verification process by allowing parents to confirm their information and update any stale information quickly and easily.

Online Verification

Alberta Education requires that every student must verify their registration every September. By utilizing the new electronic registration system, we have a new simplified process for verifying returning students. Parents can now review their information online, change any outdated data if required and then submit their new information. The receiving school can then deliver/incorporate this new information directly into PowerSchool with a simple click of a button.

Given that we now have digital student records, we may now allow our parents/guardians to verify their existing information online eliminating the need for more paper forms that used to require someone at the school to manually re-enter the data into PowerSchool.

Student Document Repository (SDR)

Essentially the SDR is a digital storage location within Office 365 SharePoint where we store the digital versions of all our students' files. These files can be synchronized electronically with the Provincial Approach to Student Information (PASI). When there is a school requesting a student record, they can now connect directly to PASI and pull the entire student record, including the digital documents, in the SDR eliminating the need to send or physically transfer paper files.

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, and
- An examination of the requirements of a school-wide focus

Parent Online Budget Survey

The Parent Online Budget Survey was conducted from November 1 to 16, 2018. Parents of children in Pre-Kindergarten through to Grade 12 were invited to participate: 1,778 responses were received by the Division. Overall, parents considered the following areas as equally essential to the education of their child: Class Size/more teachers, Classroom Learning Environment and Funding for Technology.

Parent/Community Engagement Sessions; Calendar

ECSD is continuously looking at ways to improve our learning environments and ways to maximize efficiencies that provide the best opportunities for our students to thrive. ECSD held the following engagement evenings during the 2018-2019 year:

- A community engagement evening was held at St. Gabriel School on January 30, 2019 and at St. Margaret School for Diverse Learning on February 6, 2019. Through the consultation process, the Board of Trustees voted to close St. Margaret School for Diverse Learning and relocate the program to St. Gabriel School. Students from St. Gabriel School are now attending St. Brendan K-9 School for the 2019-2020 school year.
- A community engagement evening was held at St. Jerome School on February 13, 2019 to consider the possible amalgamation of St. Nicholas and St. Jerome schools to a newly constructed K-9 school to be located on the current St. Jerome site. Further consultations will be held with the help from the communities of Beverly and Rundle Heights to explore additional possibilities to reduce costs, increase overall utilization and maximize 21st century learning environments.

Board Parent Engagement Evening

Parents and guardians throughout the Division attended a parent engagement evening at St. Joseph Catholic High School on April 3rd, 2019, hosted by the Board of Trustees. The event combined three relevant topics of interest to families. The theme for the evening "Helping Parents Navigate the Choppy Waters of Raising Children Today" had three exceptional guest



speakers who discussed *Digital Harassment and Safety*, *The Future of Catholic Education* and *Cannabis and our Kids*.

The manager of Emerging Technology at Learning Services-Innovation and former elementary teacher, spoke about the importance of understanding technology, its value in today's classroom and what parents should watch for in monitoring the safety of their children's use of online tools.

The executive director of the Alberta Catholic School Trustees' Association (ACSTA) presented on *The Future of Catholic Education*. The presenter expressed the need for the Catholic community to be advocates and become more involved in socializing the importance of choice for Catholic Education in Alberta.

A registered social worker and Prevention and Health Promotion consultant for Alberta Health Services led a presentation and discussion about *Cannabis and Our Kids*. A relevant and timely topic about best practices related to addictions and mental health.

Following the presentations, speakers and parents had the opportunity to engage in a question period and then network with parents and guardians in the Division.

Family Programming

Family-oriented programming continued to be offered to those children accessing program unit funding at their school site. Sessions were specifically designed for the unique needs of the individual child. The strategies and goals identified on the child's IPP were intentionally communicated to the family and modeled by a school staff to learn and use at home. Sessions offered were planned and facilitated by Early Learning Facilitators and members of the multi-disciplinary team in both 100 Voices and Kindergarten. Overall, a total of over 11,500 invitations were sent to families to participate in these sessions.

In addition, Family-oriented programs also continued in a Division capacity. A program book was also created that included a variety of additional sessions geared to children's identified needs. These included some new family programs such as:

- A pilot program that we created entitled: *Social Emotional Learning for Families* (SELF). The SELF program focused on offering social and emotional learning for families and supported parents in understanding positive behaviour strategies for their child. The program was held at two of our schools and was comprised of 7 sessions (Genesis and St. Vincent schools), 63 families accessing this program.
- *Little Movers* - focused on individual program goals with a physical literacy component. Housed out of Commonwealth Rec Centre, Little Movers offered sessions at various times throughout the day.
- Other Family-oriented programming included the continuation of Augmentative and Alternative Communication (AAC) summer camps and the creation of Facetime Family-oriented programming that utilized technology to connect with families who are unable to attend a school session. These programs supported parents in learning strategies in the home using Skype and other real-time communication applications.

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

- \$28.5 M was allocated to schools to support students (\$17 M primarily for EAs and \$11.5 M for specialized staff).
- Inclusive Education collaborated with two other jurisdictions in the province to develop an Individualized Program Plan - Alberta Model for PowerSchool. The IPP will be piloted in two Division schools in the 2019 - 2020 school year.
- Personal Pathways/Centre for Diverse Learning - were expanded to include programs for students in Grades 10 - 12 at both the Meadows and Clareview Recreation Centres.



- WIN Junior Programs - new program at Cardinal Leger. All WIN Junior classrooms were at capacity, and most had a wait list. All sites have opportunities for students to attend classes inclusively and all sites are working closely with our Assistive Technology Specialist on a pilot literacy program called ReadTopia.
- WIN Senior Programs offered at Austin O'Brien High School continued - several students hired for work based on their performances at their work study site (attendance increased and ability to communicate via assistive technology)
- Knowledge and Employability as a Program of Choice for Grades 10-12 students expanded to include Blessed Oscar Romero High School and Archbishop O'Leary High School.
- Knowledge and Employability as a Program of Choice for Grades 7-9 students expanded to include St. Hilda Junior High School. Division K&E PAT results improved for the 2018-2019 school year.
- Empower Reading™ – for students with learning disabilities struggling with decoding; 9 new schools offered the program for students in Grades 1–6, (17 schools total). F&P scores increased 4-6 levels.

Specialized Services

The Inclusive Education Multi-Disciplinary team continues to grow and schools are building a collaborative response to meeting the diverse and complex needs of their students:

- Family School Liaison Workers (FSLW) - served: 2637 students; number of families served: 1550.
- FSLW's provided supervision for 4 post-secondary practicum students.
- FSLW representation on Attendance Committee and Staff/Employee Wellness Committee.
- Numerous professional developments offered to school staff by FSLW.
- 56 Emotional Behavioural Specialist (EBS) staffed in schools - an increase of 10 positions.
- 114 Therapeutic Assistants in Behavior Therapy (TABT) staffed in schools - Increase of 33 positions.
- Extensive PD was offered to schools by resident behaviour team staff including topics such as: Trauma Informed Schools and Positive Behavior Supports.
- EBS offered several Positive Behaviour Supports series.
- EBS offered 13 Non-Violent Crisis Intervention (NVCi) training: 226 employees received training.
- Completed hundreds of Functional Behaviour Assessments – analyzing behaviours, understanding behaviours and developing effective strategies to mitigate behaviours.
- Psychologists increased number of children served by play therapy by 75% (early learning).
- 4 Early Learning Psychologists obtained credentials as Registered Play Therapists (RPTs).
- Psychologists increased number of children served by 64% in Grades 1-12.
- Psychologists conducted approximately 115 serious risk assessments leading to safety planning etc.
- 45 schools were supported by Board Certified Behaviour Analysts' (BCBA's) and 156 students supported.
- The Psychology Team provided professional development sessions for teachers, parents, administrators, and learning coaches. This included: Onsite Staff PD (topics such as *Self-Injury, Learning Disabilities and the Non-Verbal Learner, Understanding the Relationship Between Mental Health and Mental Illness*), Learning Coach Meetings (WF:AS and KBIT); and parent nights.

- Practicum students from University of Alberta, University of Lethbridge, and Yorkville University.
- The Psychology Team has connected with Autism Edmonton and is currently facilitating the creation of an MOU with Autism Edmonton to enable better support for ECSD families in their communities.
- A partnership has been established with MacEwan University to establish and answer research questions about the autism interventions that are provided within ECSD.
- Occupational Therapists (OT's) developed a resource: *FOCUS on Self-Regulation*. Several school staff PD sessions were offered and a presentation to the Board of Trustees and a parent night. Presentations were also provided to organizations outside of our Division.
- Development of *Moving in the Hallways* - Collaboration with LSI Manager of Programs and Projects, University of Alberta Kinesiology students and Occupational Therapy/Physical Therapy Team, resulted in a framework for promoting Physical Literacy throughout elementary schools in the Division. The collaborators piloted *Moving in the Hallways* in 15 schools.
- ECSD's Forest School Program entitled: *Play-Based Learning in Nature... For All* was featured in Leaders and Learners Magazine (CASSA).
- Therapeutic Assistant for Occupational Therapy provided support to enable students to participate in Unified Sports which was highlighted in an article in Special Olympics Alberta.
- Provided 110 professional development sessions throughout the year which included presentations at: Division Wide PD; Educational Assistant PD; Learning Coaches; Principal PD; staff meetings at individual schools; Division parent evening; and Early Learning Callbacks. Topics included: FOCUS on Self-Regulation, Sensory Processing, Task Analysis, Visual Perception and Printing.
- Provided practicum placements for 13 occupational therapy students, and 2 kinesiology students.
- Speech and Language Pathologists (SLP's) - A combined total of 1,399 students received support at a targeted and/individualized level from our SLPs.
- Universal supports were provided to all PreK and K classrooms by our SLP's.
- SLPs were assigned to our 3 Generations Programs to support language, literacy and communication for our complex communication needs students on a daily intensive level.
- Provided and participated in Family Oriented Programming Sessions (FOPS) as needed; family programming focus over the summer included Tier 4 services such as visual communication support, motor speech services and continuation of speech generating device trials.
- LAMP project: Collaborated with the GIST classroom team to implement and evaluate the use of a predetermined Augmentative & Assistive Communication technology program.
- Therapeutic Assistant - Speech and Language (TASL's) worked in Early Learning programs at 40 sites, 5 Programs of Choice and in Grades 1-12 at 19 schools.
- 7 Multi-Cultural Animators (MCAs) representing the following languages: Spanish, Arabic, Amharic, Tagalog, Hiligaynon, Ilongo, Gujarati, Hindi, Punjabi, Malayalam, Urdu, Marathi, Tamil, and French supported all schools with activities such as interpreting for families and students, building first language, literacy and culture, supporting SLP assessments and screening, helping parents access and use early literacy resources and interpreting for families and students.
- *ABC and Beyond™ Early Learning Project*: SLP's provided training at monthly Early Learning Callbacks with the intention

of building on the collaboration between teacher and SLP to improve literacy knowledge and to support the use of evidence-based strategies to develop literacy skills. Outcomes indicated improved understanding of and confidence in intentionally using early literacy strategies.

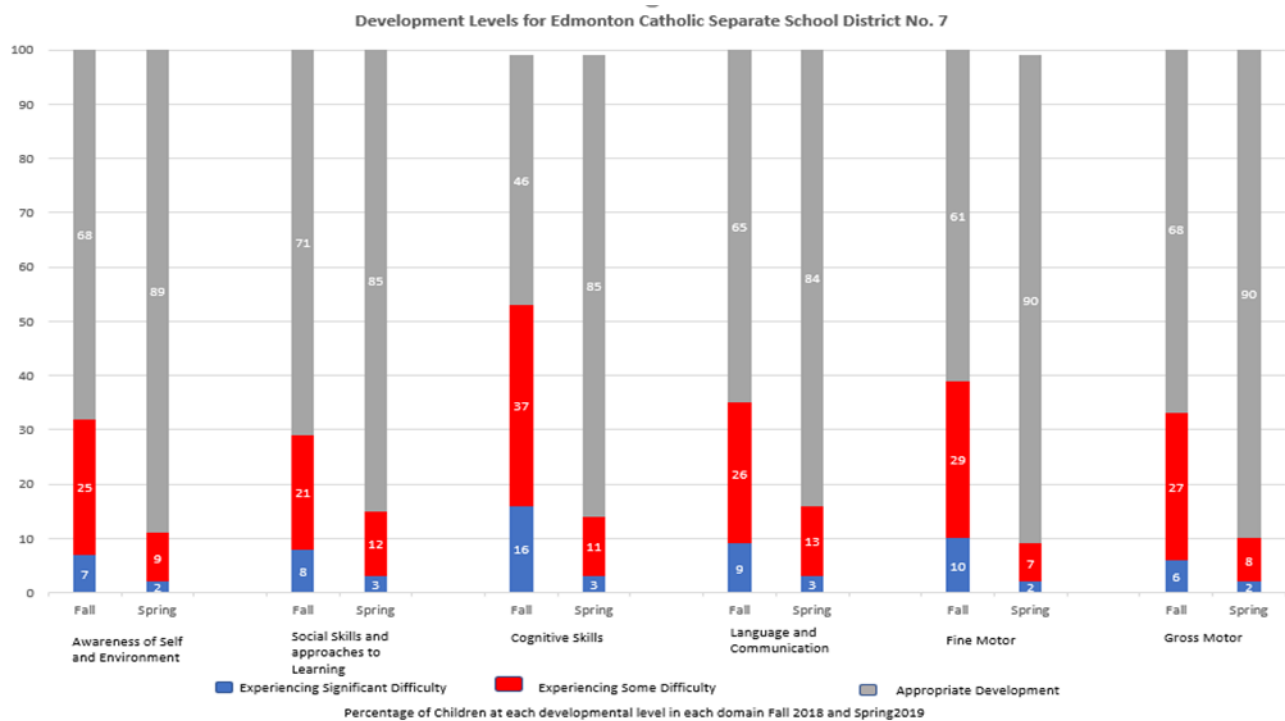
- SLP's provided Division level professional development for teaching teams (10 DWPD and 10 Early Learning Call backs), EAs (14 EA PD Sessions).
- Presented to first year SLP students at U of A re: SLP work in schools: Supported 5 SLP student placements from the University of Alberta; 11 TA-SL students for practicum placements from MacEwan University; and 1 from Medicine Hat College.
- Early Learning Multi-Cultural Animators (MCAs), were honored at the 22nd Annual *Harmony Brunch* hosted by *The Canadian Multicultural Education Foundation (CMEF)* for their exemplary work with our students and their families.
- Augmentative Assistive Communication (AAC)/Assistive Technology (AT) - AAC team works in collaboration with the AT specialist to provide support to students, families and schools.
- 117 new referrals to our AAC team.
- 104 students received AAC support and 22 successfully obtained devices funded through AADL which is a significant increase in devices approved through AADL: 450% increase from 4 in 2016-2017 to 22 in 2018-2019.
- An increase in the number and range of communication devices in our lending library has enabled us to support more students in accessing equipment for communication device trials.
- On-site visits provided to 86 schools (includes: mentoring staff, training, coaching and support for the assessment and successful trials of communication devices).
- Professional learning sessions for all ECSD staff on the basics of AAC, specific communication devices and apps (i.e. Touch Chat, LAMP, ProLoQuo2Go).
- Annual *Hour of AAC* May 29, 2019 led by our SLP team throughout schools to bring about awareness and understanding around the challenges of not having adequate means to communicate.
- Increased the number of SLPs who can authorize devices for funding through AADL from 3 to 6.
- A two-day spring break camp and a four-day camp in both July and August 2019 supported 36 families in building their skills and confidence in using an AAC system with their child at home and in the community.
- Poster presentation at the Assistive Technology Industry Association (ATIA) international conference about our AAC team and services: *Small Team, Big Impact: District AAC Service Delivery Model*.
- Continued to develop and implement the ECSD *Assistive Technology Strategic Plan*.
- Assistive Technology - Total number of new referrals/students seen 2018-19 = 149 (this does not include carry over students from prior years). Number of new students seen in 2018-19 = 111, Waitlist = 38.

Early Learning: Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

- Milo robots, providing specific programming for Autism Spectrum Disorder students, were piloted at St. Angela School in a research project to determine impact of robots as a strategic tool and support for children with autism. Nine students received individualized daily programming support through the robot. Research data showed impact and further re-

search was planned for the 2019-20 school year.

- Connections were made with the BLINC Lab at the University of Alberta to build a partnership in the area of developing programming to support FOCUS on Self-Regulation strategies through the NAO Robots. A broader conversation and brainstorming began about the Speech and Language connection with these robots. Partnership and continued growth in the programming for the NAO robots will continue into the 2019-20 school year.
- Speech-Language Pathology and Occupational Therapy Collaborative Outcome Measures - Our Early Learning SLP and OT teams collaborated to pilot an outcome measure. The purpose was to collectively capture student outcomes across our disciplines in the following 3 areas: Positive Social Emotional skills/Adaptation and use of knowledge and skills - Use of appropriate skills to participate in daily routines. The results showed significant gains in each area.



Early Years Evaluation Teacher Assessment (EYE-TA)

- Total number of children assessed and represented in fall, 2018: 3271
- Total number of children assessed in 2018 experiencing some or significant difficulty: 1751

Early Intervention/Programming

- 2 new 100 Voices programs opened at St. Clement School and Jasper Place Annex.
- 2018-19 PUF Funding \$32 M for 1,426 children [supported 833 children (42% of enrolment) in 100 Voices \$19.5 M and 593 children (18% of enrolment) in Kindergarten \$12.5M].
- 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 *April 2019 National Council of Supervisors of Mathematics Conference in San Diego*.

- A MathPaths full day professional development was offered to share a new math resource for PreK/K. MathPaths supports the 4 mathematical strands in an early learning play-based environment. This resource intentionally supports building the mathematical foundation for our youngest learners.
- An assessment cohort was created in early February; 48 teachers participated in 5 sessions between February and June. The focus of the cohort was to establish common assessment practices in early learning specifically related to portfolios, performance assessments, curriculum alignment from 100 Voices to kindergarten, and a parent communication tool. This work resulted in a modified version of TeacherPower Pro for the upcoming year – creating continuity of assessment with grades 1-12
- Professional development offered to all 100 Voices and Kindergarten teachers developing conceptual understandings of PATHS, Religion and Indigenous Literature.
- Early Learning SharePoint was reimagined as a one stop PD, professional learning space for teachers.
- Early Learning, in partnership with Father Michael Mireau School continued a professional learning series for Grade 1 teachers focusing on the transitions between Kindergarten and Grade 1 called *Discoveries*.

Teacher Preparation and Professional Growth Focus on the Competencies needed to help Students Learn.

Effective learning and teaching are achieved through collaborative leadership.

- 29 Professional Development Sessions were provided by Inclusive Education and Early Learning Consultants during Division Wide Professional Development afternoons.
- 15 pilot schools attended a series of 4 sessions: *Envisioning a Collaborative Response Model*.
- Managers and Inclusive/Early Learning consultants were trained in the *Collaborative Response Model* (CRM).
- All administrators (principals and assistant principals) received the focus book: *The Trauma Informed School* by Jim Solider to support trauma informed practices.
- 114 Learning Coaches participated in 4 callbacks to further develop their skills, strategies and knowledge in supporting programming for students.
- JH Knowledge and Employability - 24 teachers were invited to 4 callback sessions throughout the year to expand knowledge on curriculum, assessment and assistive technology.
- SR Knowledge and Employability - 4 callback sessions held for staff at KE congregated sites (graduation rates for eligible congregated site students was 80%).
- WIN Junior and Senior Congregated/Generations/Sr Community - purpose of year-long callback sessions was to create a community, build capacity and offer support to teachers and staff support within WIN community. Focus of sessions included: Literacy and numeracy improvement, Assistive Technology, support for IPP writing and an in-depth study of *ReadTopia*.
- Assistive Technology professional development was provided on numerous topics to principals, trustees, educational assistants, school teams and at local and international conferences. Topics included: *AT & AAC: Literacy for Students with Significant Disabilities; Learning Matrix: Including Students with Complex Communication Needs; Assessment for Students with Significant Disabilities; Transitions Big & Small; Growing a Literacy Project; Apps for Literacy Communica-*



tion Circles: Inviting Peers & the School Community to Talk AAC; Writing for Students with Significant Physical & Cognitive Disabilities).

Inclusive Communities

- 30 lead teachers/facilitators attended 3 ½ day callbacks to further support creating safe, welcoming and respectful spaces for those who identify as part of an SGM and allies in LIFE student groups.
- 13 junior high/high school staff participated in professional development in Diversity Training specific to supporting gender diverse youth.
- DWPD offered: *Teaching to Diversity with Picture Books (in partnership with LSE)*, and *Supporting Students who Identify as Part of a Sexual Gender Minority*.
- 5 new schools began a LIFE student group in 2018-2019.
- 126 Learning Coaches received Diversity Training to further support creating safe, welcoming and respectful spaces for all students. The modules are posted on SharePoint and can be accessed by school teams or individual staff.
- 126 Senior Administrators and Administrators attended a session that spoke to: *Understanding Diversity: Establishing Inclusive Learning Environments*.
- Online Diversity Training Modules were developed for school teams.
- *The Walk Around Tool for School Leaders* and *Companion Tool for Teachers* by Alberta Education was shared with school teams as a tool to utilize in continuing to foster safe and caring Catholic schools.
- Inclusive Communities continues to provide regular messaging in the *Spotlight*.



Summary of Capital and Facilities Projects

Modular Program

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. 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 Division for the 2018-2019 school year. We received funding to demolish 2 modulars at St. Philip.

Installation of New Modular Units		
School	Location	Qty
Christ the King	180 McConachie Drive	6
Bishop David Motiuk	855 Lewis Greens Drive	3
Father Michael Mireau	3010 Spence Wynd	3
St. John XXIII	365 Windermere Road	1
Total		13

Infrastructure Maintenance and Renewal (IMR)

During the 2018-2019 school year, Facility Services managed over 300 individual projects involving building upgrades, infrastructure system repairs and component replacements. The IMR program is an important aspect of our Division'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:

2018-2019 IMR Projects	
Building Envelope : Entrances, Storefronts, Roofs, Windows, Doors	31
Building Interior: Painting, washroom upgrades, flooring, lockset replacements and rekeying, clocks, network & WIFI upgrades	128
Site: Sidewalks, Parking Lots, Drainage	14
Safety: Barrier free access, Hazardous Materials abatement, Safety Film to wire glass, Fire Alarm, Lockdown Upgrades, Work Alone Pendants	30
Educational Requirements: Dust Collector, Basketball Backstops, Server Room AC, Lockers,	7
Mechanical & Electrical: M/E system upgrades, replace aging components, Security system upgrades, Flood Detection, Intrusion upgrades	99

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:

- St. Edmund – scheduled for completion March 2020
- Holy Trinity – scheduled for completion December 2020

Future New Construction

Planning, design and/or construction of projects that are currently underway include:

- Divine Mercy - scheduled for completion September 2020
- Ben Calf Robe – scheduled for completion September 2022

Capital Plan (web links)

[ECSD Historical Capital Plans](#)

[ECSD 2020-2023 Capital Plan Brochure](#)

Class Size Jurisdiction Report

All Subjects

Jurisdiction: **Edmonton Catholic Separate School Division**

Number of Schools Reported: **92**

Total Number of Schools: **92**

	K to 3			4 to 6			7 to 9			10 to 12		
SCHOOLS	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total for Jurisdiction	21.1	21.7	21.6	23.9	24.1	23.5	25.6	23.9	24.0	23.4	22.9	24.0
Anne Fitzgerald	20.8	18.9	16.0	23.7	22.5	22.3						
Annunciation	22.7	21.3	21.3	24.0	22.0	27.8						
Archbishop Joseph MacNeil	16.8	16.9	19.0	20.0	21.2	24.2	25.3	27.7	26.9			
Archbishop MacDonald										25.5	25.3	26.5
Archbishop O'Leary										23.0	23.8	24.1
Austin O'Brien										25.3	25.2	25.0
Ben Calf Robe - St. Clare	23.8	23.0	23.4	25.0	27.2	25.3	20.4	20.1	22.7			
Bishop David Motiuk		23.4	21.6		27.6	27.1		23.6	25.1			
Bishop Greschuk	20.4	21.4	21.0	23.6	21.5	23.8						
Bishop Savaryn	18.8	21.1	22.6	25.7	24.3	23.7						
Cardinal Collins HS Academic Ctr										18.0	30.7	18.5
Cardinal Leger							26.4	26.0	26.6			
Christ the King		25.5	20.5		26.5	26.9		26.5	28.4			
Corpus Christi		22.0	21.3		26.7	24.0		24.5	27.4			
Father Leo Green	20.4	23.9	22.9	24.0	24.8	24.6						
Father Michael Mireau		24.9	23.7		26.1	25.8		26.5	23.9			
Father Michael Troy							26.7	27.2	23.2			
Frere Antoine	25.8	22.4	22.9	28.7	22.6	24.4						
Good Shepherd	21.9	23.4	23.5	26.3	25.1	25.5						
Grandin	19.9	22.6	21.1	20.3	19.0	22.7						
H. E. Beriault							29.3	24.7	25.1			
Holy Cross	23.7	24.5	22.2	21.5	26.6	24.4	25.6	25.1	22.5			
Holy Family	22.1	20.4	24.6	24.3	26.2	25.2	25.1	26.3	22.1			
Holy Trinity										25.3	21.9	24.1
J. H. Picard	22.0	21.2	22.8	28.3	25.8	24.9	21.2	21.7	25.7	18.0	17.6	22.9
J. J. Bowlen							27.7	24.3	25.9			
John Paul I	21.9	23.2	21.3	24.7	24.4	22.2						
Katherine Therrien	24.1	21.5	21.0	20.7	24.7	22.3						
Louis St. Laurent							27.3	25.0	21.4	23.3	22.9	22.2
Mary Hanley	21.2	21.0	22.0	23.2	23.4	21.9						
Monsignor Fee Otterson	24.2	24.4	23.1	27.3	27.9	25.5	25.5	25.1	24.7			
Monsignor William Irwin	18.9	20.2	22.0	23.5	28.0	27.6						
Mother Margaret Mary							21.0	25.7		21.1	20.6	21.0
Our Lady of Mount Carmel	24.9	23.3	23.8	24.3	25.2	22.2	24.9	21.8	24.7			
Our Lady of Peace	21.9	22.6	18.9	23.1	19.3	20.9						
Our Lady of The Prairies	20.9	23.2	24.4	20.0	24.5	21.1						
Our Lady of Victories	19.9	20.1	17.7	19.0	18.4	20.4						
Sir John Thompson							28.9	29.1	28.1			
Sister Annata Brockman	21.9	22.5	23.8	27	24.5	23.3	26.5	24.9	22.5			
St. Alphonsus	18.1	16.7	20.6	31.7	24.2	26.9	25.9	17.0	18.5			
St. Angela	20.1	18.4	19.4	24.9	28.0	20.3						

SCHOOLS	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
St. Anne	19.4	19.2	21.3	24.1	21.8	23.4						
St. Augustine	18.6	21.0	20.0	21.0	19.8	24.3						
St. Basil	17.2	19.9	22.6	24.7	27.0	21.7	18.8	17.3	17.0			
St. Benedict	21.9	19.1	19.5	23.0	25.6	23.5						
St. Bernadette	18.7	19.8	19.3	26.0	22.4	27.8						
St. Bonaventure	21.8	23.7	22.3	21.3	23.7	25.8						
St. Boniface	20.0	18.6	22.9	25.8	25.5	20.5						
St. Brendan	22.5	21.6	24.9	26.3	23.7	24.0	22.7	22.4	23.7			
St. Catherine	24.0	19.7	20.3	20.3	20.3	19.2	18.5	15.8	17.4			
St. Cecilia							24.1	24.2	24.3			
St. Charles	21.7	21.8	20.8	24.6	26.2	24.5						
St. Clement	22.2	19.7	18.5	25.7	21.2	22.2	27.2	27.0	25.2			
St. Dominic	20.0	21.9	22.1	26.2	23.0	25.6						
St. Edmund	19.0	17.9	20.3	24.1	24.7	19.2	24.3	25.8	24.7			
St. Elizabeth	22.6	22.9	20.4	25.7	23.7	24.2						
St. Elizabeth Seton	21.3	23.7	21.1	22.4	24.4	26.0	27.1	25.5	23.9			
St. Francis of Assisi	20.4	19.1	21.9	18.3	19.7	22.5						
St. Francis Xavier										25.3	25.7	25.9
St. Gabriel	22.6	18.0	17.3	21.3	22.4	15.2						
St. Gerard	20.9	22.3	20.1	28.6	24.0	17.0						
St. Hilda							27.1	25.6	24.0			
St. Jerome	17.3	21.5	19.4	24.8	21.4	11.9						
St. John Bosco	21.2	21.4	20.1	27.2	21.9	24.6						
St. John XXIII	22.6	24.5	22.0	25.3	26.3	21.6	30.0	22.8	21.6			
St. Joseph										16.3	15.3	19.7
St. Justin	21.3	21.4	21.4	23.0	25.0	24.6						
St. Kateri	21.4	21.8	21.3	26.3	25.0	22.8						
St. Leo	16.1	20.9	19.6	20.7	20.6	20.3						
St. Lucy	23.5	24.1	24.3	23.7	24.2	25.8						
St. Maria Goretti	21.6	21.2	23.4	23.4	25.6	23.5						
St. Mark							23.1	24.4	26.3			
St. Martha	22.1	23.7	21.5	21.5	23.4	25.8						
St. Martin	20.5	21.2	21.4	23.6	26.1	24.3						
St. Mary	21.7	22.8	23.3	22.9	23.2	23.0						
St. Matthew	23.7	21.9	22.7	25.5	28.3	27.3						
St. Monica	21.1	20.4	20.1									
St. Nicholas							27.3	20.2	22.4			
St. Oscar Romero										24.4	25.1	28.5
St. Paul	20.0	20.3	19.4	22.4	26.3	25.1						
St. Philip	22.6	21.3	22.1	24.6	24.5	23.3						
St. Pius X	19.4	18.6	20.1	21.3	27.4	25.0						
St. Richard	21.3	17.8	18.5	22.2	17.6	21.3						
St. Rose							27.9	27.7	25.8			
St. Stanislaus	19.9	21.1	19.7	23.3	20.2	28.7						
St. Teresa	19.2	21.4	23.0	20.8	21.5	24.5						
St. Teresa of Calcutta	23.3	25.1	24.0	21.2	21.5	26.1						
St. Thomas Aquinas		21.7	23.3		22.2	21.6		19.6	22.6			
St. Thomas More							26.5	19.6	24.4			
St. Timothy	17.3	20.6	24.2	24.8	25.3	19.6						
St. Vincent	21.4	25.8	21.5	20.9	19.7	15.7						
St. Vladimir	21.8	22.1	21.1	28.7	27.0	23.7						



Budget Summary

Edmonton Catholic Separate School Division
Financial Statement for the year ended August 31, 2019

	Budget 2019	Actual 2019	Actual 2018 Restated
REVENUES			
Government of Alberta	\$490,551,000	\$418,282,403	\$409,003,673
Federal Government and First Nations	\$7,867,000	\$8,514,581	\$8,160,773
Out of Province Authorities	-	-	-
Alberta Municipalities - special tax levies	-	-	-
Property Taxes	-	\$66,914,401	\$68,148,560
Fees	\$14,830,000	\$15,139,004	\$14,647,147
Other Sales and Services	\$5,800,000	\$5,391,368	\$5,936,859
Investment Income	\$800,000	\$1,228,541	\$975,668
Gifts and Donations	\$4,802,000	\$4,411,222	\$4,783,438
Rental of Facilities	\$2,555,000	\$2,236,224	\$2,643,010
Fundraising	\$452,000	\$424,593	\$396,589
Gains on Disposal of Capital Assets	-	\$3,622,524	-
Other Revenue	-	-	-
Total Revenues	\$527,657,000	\$526,164,861	\$514,695,717
EXPENSES			
Instruction - ECS	\$48,609,000	\$53,009,347	\$50,404,624
Instruction - Grades 1 to 12	\$365,942,000	\$356,540,552	\$357,334,657
Plant Operations and Maintenance	\$68,370,000	\$66,729,318	\$65,784,412
Transportation	\$21,678,000	\$22,361,390	\$22,291,628
Board & System Administration	\$15,120,000	\$14,994,170	\$14,985,377
External Services	\$7,938,000	\$7,854,503	\$7,870,229
Total Expenses	\$527,657,000	\$521,489,280	\$518,670,927
OPERATING SURPLUS (DEFICIT)		\$4,675,581	\$(3,975,210)

Budget Summary

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

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

or refer to the Division's website which will also include the Fall Budget Update after the December 17, 2019 Public Board meeting:

[The Edmonton Catholic Separate School Division Audited Financial Statements](#)

Website link to the provincial roll up of AFS information: [Government of Alberta K to 12 Financial Statements](#)

1. Government of Alberta revenues are lower than budget mainly due to a reclassification of revenues to property taxes. After reflecting this revenue reclassification, funding from the Government of Alberta is largely flat as compared to budget.
2. Gains on disposal of capital assets is higher than budget mainly due to the disposal of the St. Andrew and St. Gregory school properties.
3. Instruction: ECS is higher than budget mainly due to additional specialized support staff to address increased children with severe disabilities.
4. Instruction: Grades 1–12 is lower than budget mainly due to reduced expenditures on services, contracts and supplies.
5. The Operating Surplus of \$4.7 million represents 0.9% of total revenue. The Division's Accumulated Surplus from Operations (ASO) now stands at \$23.4 million or 4.5% of total expenditures (2017-2018: \$19.7 million and 3.8%). This modest Accumulated Surplus from Operations can be used by the Division to address significant fluctuations in subsequent years resulting from either funding or expense changes.
6. Details of school fees are available by accessing the Division'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 Division reported no disclosures for 2018-2019.

Edmonton Catholic School Division's Annual Education Results Report:

[Annual Education Results Report and Three-Year Strategic Education Plan](#)

...let your light shine before others, so that they may see your good works... (Matthew 5:16)



Please visit our website for more information

www.ecsd.net

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



November 2019