WALKING TOGETHER IN GOD’S LOVE

Religious Education in Edmonton Catholic Schools - The New Curriculum and Beyond
May 2019

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

The importance of a Catholic education is perhaps more significant in today’s society than in any previous time. In the words of Pope Francis, “Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture” (Evangelii Gaudium, 134). The vision statement of Edmonton Catholic Schools informs us that: our students will learn together, work together, and pray together in answering the call to a faith-filled life of service. Archbishop Smith’s Pastoral Letter (2017) reminds us that we are called to be the doers of God’s word through our daily practices of welcoming, witness, and worship. As outlined in Pope Francis’ recent apostolic exhortation, “we are all called to be holy by living our lives with love and by bearing witness in everything we do, wherever we find ourselves” (Gaudete Et Exsultate, 11). With these precepts in mind, we know that the important work of Catholic education extends far beyond the Religious Education curriculum. It is the religious character, identity, and culture that distinguishes our Catholic schools and makes them so successful in working with our families and parishes in offering an excellent educational experience.

There are many exciting formation opportunities that our students and staff experience in regard to their religious education and faith formation. This report purposes to highlight several important areas that support our ongoing successes as a district.
II. Our Evolving Curriculum

Elementary and Junior High Religious Education Curriculum

We understand that Religious Education is a scholastic discipline and must be taught with the same rigor as other disciplines. It is not a complementary course nor a supplement to other disciplines but underpins the educational activity of Catholic schools.

Growing in Faith, Growing in Christ, the new Religious Education program approved by The Catholic Bishops of Ontario, Alberta, Saskatchewan, and the Northwest Territories and developed in collaboration with Catholic educators from across Canada, exemplifies this discipline and rigor. The program is based on the Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1–8, which has been approved by the Catholic Bishops and Regional Assemblies of Bishops. It reflects the content of faith expressed in the Catechism of the Catholic Church and follows the rationale and methodology of the General Directory for Catechesis.

Growing in Faith, Growing in Christ presents the Catholic faith as a distinctive discipline with a unique set of beliefs, knowledge, and attitudes that informs and influences all other learning. The program, rooted in Scripture, relies on explicit teaching of the basic beliefs of the Catholic faith. It explores the traditions of the Catholic faith and connects prayer and a personal relationship with God to all learning.

Throughout the Growing in Faith, Growing in Christ program, students' knowledge and understanding are supported through scaffolding on prior teaching and learning. Teaching and learning techniques and strategies from all disciplines are used to present new knowledge and to build a deeper understanding. The lessons encourage reflection and challenge students to apply their knowledge and understanding of Gospel messages to their own lives and personal situations and to integrate them into their personal views of life.

The Religious Education policy document is organized into six strands that uphold the faith and tradition of the Catholic Church, support the moral development of the student, and foster evangelization. These strands are Believing, Celebrating, Living a Moral Life, Living in Communion, Living in Solidarity, and Praying. The strands represent knowledge about specific elements of the faith and its practice, and these elements are integrated throughout the units of study within the Growing in Faith, Growing in Christ program.
Each strand of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education*, has overall expectations, and each overall expectation has specific expectations. *Growing in Faith, Growing in Christ* integrates these expectations into the lessons within activities suited to the grade level of the student.

We know that Canadian students in Catholic schools are living in a global world in which family and social relationships are significantly impacted by technological advances and exposure to varied ideologies and diverse cultures. These influences have changed the expectation of education worldwide. Here, *Growing in Faith, Growing in Christ* provides a program that allows schools to present the fundamental teaching of the Church by embracing diversity and fostering a welcoming classroom community.

Catholic schools also play an important role in the evangelization and the mission of the Catholic Church. For many students, the Catholic classroom will introduce the faith not only to them, but also to their parents and caregivers. It is hoped that the Catholic classroom will draw the family into the life of the Church. For some students, the school will clarify beliefs and values introduced in the home. It will serve as an extension and reinforcement of the Catholic faith culture lived within the family. Providing faith experiences that meet the needs of each of these groups of students is a primary goal of the *Growing in Faith, Growing in Christ* program.

Over the past four years, Grades 1 - 5 have been implemented consecutively in our schools. We anticipate the release of Grade 6 in the beginning of the 2019-2020 school year. The New Religious Education Curriculum for Grade 7 and Grade 8 is anticipated to be released in 2020/2021 respectively. Since the release of the *Growing in Faith, Growing in Christ* program, we have been especially grateful to our priests and religious leaders for their support and encouragement in its implementation. Archbishop Richard Smith, in particular, has blessed the resources prior to them being sent to the schools.

The Grade 9 Religious Education program will complement the *Growing in Faith, Growing in Christ* resources created for grades 1 - 8. The program will be rooted in Scripture, while challenging students to use their prior, and new knowledge to build deeper understandings and connections to faith life. As this curriculum is currently being reviewed, there is no date for its release.

Teachers and students have responded positively to the contents and delivery of the program.

**Testimonials:**

*Our classroom conversations are very rich because of the students background knowledge developed from previous years with the program.*

Teacher, St. Justin

*Every time I open this resource, I learn something new!*

Teacher, Katherine Therrien

*That was a fun video! We love Brother Francis!*

Student Testimonial
**High School Religious Education Curriculum**

The High School Religious Education program, which is in conformity with Administrative Procedure 201 and Administrative Regulation 300 of ECSD, was revised in 2014 and has been approved until 2019. Each course must, per Alberta Education, contain at least 20% World Religions content, and is now studied thematically in each course. There is also a Ukrainian Catholic Program for RE 15, 25, and 35, which was developed in cooperation with the Ukrainian Catholic Eparchy.

**General Outcomes**

**Religious Education 15:**

A. Explore what creation stories from a variety of World Religions and Church teachings reveal about what it means to be human.

B. Understand the dynamic nature of culture, the need for adaptability and optimism, and our role as agents within culture.

C. Understand how the signs, symbols and rituals of various World Religions, including Canada’s First Nations Métis Inuit (FNMI) communities, influence culture.

D. Examine the impact that faith in Christ, and the God who Jesus reveals, should have upon culture.

E. Explore ideas about and challenges that arise when examining relationships with self, others, and God as presented both in culture and from a Catholic perspective.

F. Understand and experience humility and open-mindedness through active participation in the prayer life of the Eucharistic community.

**Religious Education 25:**

A. Identify Scripture and Tradition as the primary sources of Christian belief.

B. Explore the history of Judaism as a foundation of Christianity while demonstrating respect, empathy and compassion for the history of the Jewish people.

C. Know the Christian response to Jesus’ question: “Who do people say I am?”

D. Explore salvation doctrine of other World Religions.

E. Understand the ministry and core teachings of Jesus and their implications for Christian life through a study of the gospels.

F. Explain, working with multiple perspectives, ways contemporary Christians cooperate in bringing about the Reign of God.

G. Explore the many ways Catholics pray using Scripture.
Religious Education 35:

A. Understand themselves through critical thinking and personal discovery as moral persons invited to live the way of Christ through an examination of ethical theories.

B. Understand the self-revelation of God through the interpretation of Exodus and the prophetic call narratives.

C. Recognize revelation and the Tradition of the Catholic Church as a guide to moral living.

D. Explore and respect how other World Religions understand their sacred texts as guides to moral living.

E. Understand the spiritual dimension of relationships, marriage and family life.

F. Examine how other World Religions approach current moral issues.

Religions of the World 35:

This course, which has been recently renewed for offering until 2020, begins with a solid understanding of what it means to be Catholic. From there, all World Religions are studied from the perspective of their relationship to Catholicism.

A. Religions of the World and Religious Pluralism.

B. Who are Catholics?

C. The Story of Canadian Aboriginal Spirituality.

D. The Story of Judaism.

E. The Story of Islam.

F. The Story of Hinduism.

G. The Story of Buddhism.

H. The Story of Sikhism.

I. Modernity and Religion.

J. Living Faith Today.

Alternative Delivery Models

In the last four years, the modules for RE 15, 25, 35 and Religions of the World 35 were updated to reflect the revised curriculum and to provide a more self-reflective, critical thinking approach. Revelation Online also offers RE 15, 25, 35 and Religions of the World 35.
Home, School, and Parish

The home, school, and parish are partners in growing the faith of students. Through *Growing in Faith, Growing in Christ*, the school assists parents and caregivers in supporting the faith development of their children and helps parents and caregivers to nurture an understanding that God is present in the family and the lives of their children. To be sure, Catholic schools are a vital link to parents in bringing the faith to their children. They are also the connection between the home and the parish. Schools are advocates for the parish and support its efforts to bring the Gospel of Christ to the families it serves. The parish, in turn, supports the efforts of the school in its mission of evangelization by participating in faith instruction wherever possible. Individual members of the parish, both clergy and lay members, provide valuable lessons in faith and outreach and serve as role models for students. One such example is that parishes have been provided with copies of the new grades 1-5 religion *Growing in Faith, Growing in Christ* resources. A parish website was also created to facilitate communication and to access various features that support school visits.

Relationship with St. Joseph’s Seminary

Over the past four years Edmonton Catholics Schools and St. Joseph’s Seminary has partnered together to place seminarians in our schools as part of their pastoral work. Generally the seminarians visit their respective schools once a week and participate in the schools’ activities by assisting with liturgies, classroom routines, and religious education projects.
Sacramental Education

The Standards for Preparing Children and Youth for the Sacraments (Standards) in the Archdiocese of Edmonton are the result of the Sacramental Education Initiative implemented by the Archdiocese and the Catholic school board chairs and superintendents. The Standards were developed after four years of wide consultation with priests of the Archdiocese, pastoral assistants, religious consultants, parents, principals and teachers in our Catholic school divisions.

The Standards provide pastors, pastoral assistants, and catechists of the Archdiocese with a framework for preparing children and youth for the sacraments. The Standards are intended to harmonize the preparation practices in parishes throughout the Archdiocese.

Families, parishes, and Catholic schools each have a specific role in preparing children and youth for the sacraments and will emerge from the process as apprentices in authentic missionary discipleship. They will continue the journey together. In June 2016, the Standards were promulgated (officially proclaimed). Parishes and their associated schools are to adopt these Standards and apply them in their planning.

There are two main focuses of the Standards:

1. Providing a coherent sacramental education and preparation process.
2. Cultivating effective parish, school, and parent communication strategies.

Since that time, the Standards have provided a framework for which home, school and parish have worked together in meaningful ways. Bi-Monthly meetings of the parish and its associated Catholic schools play a large part in moving forward together. During these regularly occurring meetings, the pastor and school administrators set goals and implement them. They plan and discuss both formal (celebrations) and informal (special events) priest visits.

Reconciliation Resource

As part of the promulgation of the Standards, the Catholic Archdiocese of Edmonton created a Reconciliation Booklet. This booklet is available to the Edmonton Catholic School District so that teachers can use it during Advent or Lenten Reconciliation services that take place in schools, at the parish, or during instruction on Reconciliation as part of the Religious Education Program of Studies.
Baptism Kits
In the beginning of the 2018-2019 school year, all Roman and Ukrainian Catholic parishes in Edmonton were presented with Baptism Kits. These kits continue to foster the home, school and parish relationship by recognizing a child’s first sacramental moment: baptism. When infants and children are baptized in Edmonton parishes, they are gifted with the Baptism Kit on behalf of the Edmonton Catholic School District. The contents of the Baptism Kit include: a congratulatory letter from the Superintendent and Archbishop Smith or Bishop Motiuk, a children’s book titled, “I Love My Catholic School”, and a growth chart.

Celebrating the Sacraments
In the beginning of March (2018) administrators, chaplains and teachers were gifted with a package of resources to celebrate the sacramental moments in their students' journey of faith. These resources include:

- One First Reconciliation/First Eucharist card to celebrate both sacraments
- One Confirmation card

These cards can be presented to students during an assembly or in the classroom in the spring after students have received their sacraments. Printed inside the card is a congratulatory message on the inside right hand-side and a quotation from scripture on the left hand-side.

First Reconciliation/First Eucharist Card: “Jesus said to them, I am the bread of life. Whoever comes to me will never be hungry, and whoever believes in me will never be thirsty” (John 6:35).

Confirmation Card: “…and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God” (Micah 6:8).

Along with the cards are PowerPoint slides that include a congratulatory message and a blank slide on which student names can be displayed. These slides can be used during a school-wide assembly, school-wide video feeds, school websites, communications, and celebratory bulletin boards.
As part of a longstanding tradition, Edmonton Catholic School District continues to gift Grade Four students with an Archdiocesan approved Bible during a Bible Presentation Celebration. The Edmonton Catholic School District religion consultant offers schools the opportunity to order Bibles at a discounted price through a once-a-year district order. Along with this order, resources have been designed to make the Bible Presentation Celebration more meaningful for students and their families. These resources include: a Bible Book Plate to be placed inside the Bible allowing the opportunity to personalize each Bible, an invitation to parents in digital or print form, and a completed Bible Presentation Celebration and PowerPoint.

These resources were so well received that in December 2018 a Rite of Christian Initiation of Adults (RCIA) card and Journey of Faith poster were shared with staff. The Rite of Christian Initiation of Adults card celebrates those students and parents who become Catholic during the Rite of Christian Initiation of Adults (or adapted for Children). Journey of Faith is a poster that indicates which resources are available to schools throughout the school year that support each student’s faith journey.

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![Journey of Faith Poster](image)

![Bible Presentation Celebration Invitation](image)
Student Faith Days

Student Faith Days play a significant role in the development of the spiritual life of students and staff. These Catholic based activities allow for permeation of Catholic faith into all subject areas, while supporting faith and moral formation. Throughout the day, there are many opportunities for school communities to engage in liturgical life and a variety of faith-centered sessions. These sessions are mindful of the different levels of learning, and the personal faith journeys that school communities encounter.

The home-school-parish connection is especially evident as many presenters and guests share their gifts and talents in various ways throughout the day. These include parents, grandparents, older siblings, indigenous dancers, Elders, trustees, Edmonton Catholic School District curriculum and Indigenous Learning consultants, Archdiocesan staff, seminarians, pastors, priests, pastoral assistants, youth ministers and parishioners.

While students are engaged in sessions, they are also reaffirming their Catholic Identity and learning through a variety of themes: humility, kindness, school namesakes, hands and feet of Christ, Social Justice, Sacraments, Traditions of the Catholic Church, and calls to faith life. Here is a sample of a typical day:

- Opening Liturgies of the Word or Opening Masses
- Faith Formation Sessions
- Reflection Activities
- Closing Liturgies and Closing Remarks

Student Testimonials:

“I learned that when we pray, we are a community.”
Grade 5 student Holy Family School

“I love learning different ways to pray.”
Grade 8 student Holy Family School

“When we make the sign of the cross, we become one community with other Catholics.”
Grade 8 student Holy Family School
The Chaplain is a Catholic teacher designated to provide leadership in promoting the spiritual needs of the school under the supervision of its Principal. At the High School level, Chaplaincy time is allocated at 0.357 FTE and 0.1 FTE at the Elementary and Junior High levels.

Duties shall be assigned by the Principal following discussion with the Chaplain concerning his/her Catholic Faith, special strengths and gifts, and reflecting the time allotted to the assignment. The description below has been designed to indicate the general nature of ministry performed by a school Chaplain.

Primary responsibilities as a Chaplain will include:
1. Promoting Archdiocesan Standards for Preparing Children & Youth for the Sacraments
2. Coordinating & enhancing school-parish-home partnerships
3. Providing leadership in meeting the spiritual needs of the school
4. Serving as a spiritual advisor to students and staff
5. Being informed and formed on theological/moral issues according to Church teaching

Supplementary responsibilities may include:
- Promoting knowledge of the Catholic Faith - Becoming knowledgeable with the Permeation of Faith in all subjects while serving as a resource to staff and students for Faith development
- Liturgical education - Chairing the liturgical committee to coordinate liturgical life of the school including Mass and liturgies of the word
- Moral formation - Learning, knowing and living the Catechism of the Catholic Church
- Teaching to pray - Guiding the prayer life of the school community
- Education for community life - Acting in an advisory role to the school and administration regarding the school's Catholic identity
- Missionary activity - Assisting in social justice initiatives

Qualifications
- Bachelor of Education
- Certificated Teacher
- Continuous Contract
- Active and practicing Catholic (Precepts of the Church)
- MRE, Degree in Christian Theology or Religious Education, or equivalent

Skill Set
Candidates for the position of Chaplain should be able to demonstrate:
- Proven pastoral communication and interpersonal skills
- Ability to work with youth and adults in a Religious Education setting
- Ability to articulate and apply theological principles
The responsibility of a District Chaplain is to provide sound theological education consistent with the teachings of the Catholic Church, present an inspiring spiritual witness, and offer ongoing pastoral support to the Lay Chaplains within each school of the Edmonton Catholic School District. In so doing, the District Chaplain acts as a reliable resource for the District, a liaison between School and Parish, and a positive force for evangelization within and beyond the local School Community.

District Chaplains are to impart specific education and direction to the schools in the areas of liturgy, moral formation, prayer, a school’s Catholic identity, and missionary activity. This instruction is given to the Lay Chaplains in particular and to the Edmonton Catholic School District Staff in general. The overall relationship is therefore understood and valued as that of a partnership: by utilizing the strong organizational structure of the District and the unique skills of the respective Staff, each School is infused with and exudes an authentic Catholic ethos. To aid this partnership, the District Chaplains are supported by three Religion Consultants across the Primary/Elementary and Junior/Senior High Divisions. With the Consultants’ expertise, they are able to provide experienced insight, additional theological resources and leadership assistance.

Direct opportunities to form Lay Chaplains for ministry occur through four pre-arranged Meetings throughout the academic year. Each Meeting is three hours in duration and becomes a focused moment to affirm site-based projects, answer questions, address potential issues, coordinate District activities, encourage new endeavors, and develop the charism and culture of their respective schools. The Meetings further accord Chaplains the valuable time to reflect spiritually, develop interpersonal relationships and discuss creative ideas amid a professional setting. Other forms of ministerial support for the Lay Chaplains may come through pastoral class visits, electronic communications, resource suggestions, and attending local parish-school events.

The primary focus of the District Chaplain ministry is to assist and advance the scope and strength of our mission as a Catholic School District. This mission succeeds when we meet the expectation of Parents and the Faith needs of Students in order that each becomes a conscientious and contributing member of society. Consequently, as Lay Chaplains are formed to serve the needs of the School and Staff, together they will serve and form ever more strongly the mind, heart, and soul of each child created by God and entrusted to our care by Christ.
V. Liturgical Life

Liturgical Life

At its heart, the Eucharist is a sacrament of communion, bringing us closer to God and to our brothers and sisters in the Body of Christ. If we live the fruits of the Eucharist in our daily lives, we will fill our schools, our sites, our families, and our communities with the life-giving qualities that the Liturgy brings: hospitality, concern for the poor and vulnerable, self-offering, and thanksgiving.

As we pray, we believe, and so we live. The words that we pray in each liturgical celebration help to form and strengthen our understanding of the faith. However, if the effects of the Liturgy stop at the doors of our schools and churches, we have not made our prayer and our faith part of our law of living. The *Catechism of the Catholic Church* teaches that the Eucharist helps us to grow in union with Christ, avoid sin, increase in charity, strengthen communion with our brothers and sisters, and recognize Christ in the poorest and most vulnerable members of society. But what does that mean in daily life, particularly in our schools and sites?

Living a Life of Prayer

Our prayer lives should not be limited to a single hour on Sunday mornings. In fact, the richer our prayer lives are throughout the week, the more fully we enter into the Sunday celebration of the Eucharist. Here are some ways that we make our daily lives more prayerful in our schools and sites:

- We begin the school day with the proclamation of the gospel, also incorporating other prayers from the community.
- We make it a practice to say grace before lunch.
- We celebrate important liturgical moments during the school year by gathering together as communities to pray the Liturgy of the Word.
- We celebrate the Mass at some of our school celebrations and whenever possible, in our local parish communities.
- We organize church tours and visits for our students and staff to local Catholic parishes. This makes participating in the Eucharist even more meaningful.
- We invite the local parish priest to visit our schools, our classrooms, and to participate in our liturgical celebrations.
- We take time during the week to read or listen to the readings for the upcoming Sunday, either in our classrooms or at staff gatherings.
- We take time during the week to say the Lord’s Prayer or a decade of the Rosary together, especially during the months of October and May.
- We end the school day with a prayer of thanksgiving, sharing gratitude for the day.
Living a Life of Loving Service

Celebrating the Eucharistic Liturgy and receiving Holy Communion strengthen us to conform our lives more closely to the example of Christ. As Jesus knelt before his Apostles to wash their feet, giving them an example of humble service, so must we live our lives in service to our brothers and sisters. To help us in this endeavor, Church Tradition has identified works of mercy; practices that demand great sacrifice and generosity, but that also draw us more deeply into conformity with the Lord. During the school year, we focus on some of these works, finding practical ways to integrate them into our schools, sites, families, and parish communities.

Works of Mercy

- We feed the hungry and give drink to the thirsty by collecting food items for the Food Bank.
- We shelter the homeless by raising funds for inner-city agencies.
- We clothe the naked by collecting coats, hats, and gloves for the less-fortunate, particularly during the winter months.
- We visit the sick by volunteering at local extended care centers.
- We remember the dead by placing poppies on the tombs of the forgotten.
- We comfort the sorrowful by taking time to grieve and mourn for the sick and suffering in our communities.
- We bear wrongs patiently by asking for forgiveness and by giving forgiveness.
- We pray for the living and for those that have died.

Our schools and sites offer numerous opportunities to live out these works of mercy, from collecting food for the Food Bank to volunteering in the community. As we grow in conformity to Christ, we see more clearly that all people are made in the image and likeness of God and so have an inherent value and dignity. By helping to build a more just and compassionate society, we act as Christ's Body in the world.

And so, each Sunday, when we return to the Eucharistic table, we bring all of our efforts of the previous week: the good and the bad, the successes and the failures, the joys and the sorrows. We gather with our brothers and sisters in the Lord and, together with our priest, we join these efforts to the perfect sacrifice of Christ, asking that God will receive what we offer back to him in humble thanksgiving. The lives of the faithful, their praise, sufferings, prayer, and work, are united with those of Christ and with his total offering, and so acquire a new value. Christ's sacrifice present on the altar makes it possible for all generations of Christians to be united with his offering. Then, strengthened by Holy Communion, we are once again sent forth into the world to glorify the Lord in our lives.

*Adapted from the United States Conference of Catholic Bishops, 2010.*
VI. Catholic Social Teaching

Catholic Social Teaching is a central and essential element of our faith. Its roots are in the Hebrew prophets who announced God’s special love for the poor and called God’s people to a covenant of love and justice. It is a teaching founded on the life and words of Jesus Christ, who came “to bring glad tidings to the poor . . . liberty to captives . . . recovery of sight to the blind” (Luke 4:18-19). Catholic Social Teaching is built on a commitment to the poor that arises from our experiences of Christ in the Eucharist. Indeed, Catholic Social Teaching emerges from the truth of what God has revealed to us about himself. We believe in the triune God whose very nature is communal and social. God the Father sends his only Son Jesus Christ and shares the Holy Spirit as his gift of love. God reveals himself to us as one who is not alone, but rather as one who is relational, one who is Trinity. Therefore, we who are made in God’s image share this communal, social nature. We are called to reach out and to build relationships of love and justice.

Furthermore, Catholic Social Teaching is based on and inseparable from our understanding of human life and human dignity. Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. Every person, from the moment of conception to natural death, has inherent dignity and a right to life consistent with that dignity. Human dignity comes from God, not from any human quality or accomplishment. Our commitment to the Catholic social mission must be rooted in and strengthened by our spiritual lives. In our relationship with God we experience the conversion of heart that is necessary to truly love one another as God has loved us.

In our schools and sites, Catholic Social Teaching is the foundation of our Social Justice Projects and initiatives. While many schools participate in such endeavors, for us Catholics, Catholic Social Teaching is the why. In any given week, we see and hear stories of our students and staff taking a role in social justice — assisting and taking up collections for the poor and less-fortunate; taking a stand through prayers or promoting the dignity of every life; coming to the aid of fellow students and staff who face tragedy; feeding the hungry by collecting food for our Food Bank. In the Letter of James we read, “What good is it, my brothers and sisters, if you say you have faith but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, “Go in peace; keep warm and eat your fill,” and yet you do not supply their bodily needs, what is the good of that?” (James 2: 14-16) Could you imagine if Jesus would have turned his back on the hungry who had gathered to hear His words?

Like the feeding of the five thousand, God in His glory fed the masses of the hungry — those who hungered both physically and spiritually for our Lord’s words. For our staff and students, living the truths of our faith and incorporating our faith into their daily lives is not just a Sunday obligation; it is an everyday obligation. Living the Church’s definition of social justice is living as Jesus taught each of us to live: “Then the king will say to those at his right hand, ‘Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.’ And the king will answer them, ‘Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me’” (Matthew 25: 34-36, 40).
Edmonton Catholic Schools is very proud of the excellent work that our schools and sites do in the realm of social justice. At St. Philip school their leadership team (SPARK) has engaged in a variety of social justice activities:

- Thanksgiving Food Drive
- Christmas Hampers
- Zinc Battery Challenge
- Gianna Centre Baby Tree and Bake Sale
- ECSD Symposium
- WE Day
- SAGE Appreciation Day

Each year, at the end of June, schools submit an overview of all the social justice projects in which they have participated. This year, the staff, students, and families of Edmonton Catholic School District participated in 1263 social justice projects that served 80 causes (appendix: 2017-2018 Social Justice Project Summary). An overview of the 5 Stages of Social Justice as lived out in Edmonton Catholic Schools can be found at [https://www.ecsd.net/AboutUs/catholic-identity/social_justice/Pages/default.aspx](https://www.ecsd.net/AboutUs/catholic-identity/social_justice/Pages/default.aspx).
Newman Theological College

The Master of Religious Education (M.R.E.)

The M.R.E is a post graduate degree designed for the preparation of teachers in Religious Education or Administrators in Catholic Schools. Students who complete this program shall:

• Have a familiarity with the major areas of Catholic Theology. This is achieved through required courses in Sacred Scriptures, Systematic Theology, Moral Theology, and Sacramental/Liturgical Theology.

• Have a thorough familiarity with the principles of Religious Education and their application in the context of Catholic Schools.

• Become familiar with the issues facing School Administrators in a Catholic context and be equipped to face them in a theologically informed manner.

• And put into practice the principles learned in their course work. This is achieved through ongoing participation in a relevant supervised field experience.

Currently, we have our 50 teachers from Edmonton Catholic Schools engaged in study in the M.R.E. program.

Truth and Reconciliation Professional Development

We, at Edmonton Catholic Schools, commit to restoring and honoring the Truth and Reconciliation Commission (TRC) Calls to Action. Among those Calls to Action the Government of Canada asked that age appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada be a mandatory education requirement for Kindergarten to Grade Twelve students, and that an annual commitment to Indigenous issues including building student capacity for intercultural understanding, empathy, and mutual respect be recognized.
Opening School Mass
We gather as the Edmonton Catholic Staff community at the beginning of the year to celebrate Eucharist together. This is a way for us to re-commit, re-focus, and rejuvenate ourselves in our calling as members of the Catholic Education community. Because of the growth of our district, last year we celebrated four Masses simultaneously at Corpus Christi, St. Thomas More, St. Charles, and St. Josaphat’s Ukrainian Cathedral churches.

Faith Development Day
Faith Development Day is a wonderful opportunity for all ECSD members to be inspired by special guest speakers. Catholic education is an awesome vocation and responsibility. By being involved in the education mission of the Church, Catholic schools provide a hopeful response to the great mysteries of life in an increasingly complex world. Faith Development Day provides us, as a community of faith, with the opportunity to become more deeply aware of the faith foundation of our lives and to find inspiration to enter our life’s work with deeper conviction.

Staff of all employee groups are invited and expected to attend this event. Substitute and replacement staff as well as those hired on contract or casual basis are all welcome. To ensure that all have an equal opportunity to attend, there is no instruction of students on this day and all rentals for the day are cancelled.
These are the themes and speakers that have inspired us over the past several years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Theme</th>
<th>Keynote Speaker(s)</th>
<th>Selected Organizations/Charities</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 3, 1997</td>
<td>Jesus Christ in the Catholic Tradition</td>
<td>School Families</td>
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<tr>
<td>December 11, 1998</td>
<td>An Experience Named Spirit</td>
<td>Fr. Jean Papen</td>
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<td>December 3, 1999</td>
<td>The Great Jubilee: Crossing the Threshold to Love</td>
<td>Fr. Erik Riechers</td>
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<td>September 15, 2000</td>
<td>A New Beginning</td>
<td>Thomas A. Groome</td>
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<td>December 4, 2001</td>
<td>Seeing the Spirit in Everyday Life</td>
<td>John Shea</td>
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<td>December 10, 2002</td>
<td>Catholic Education A Defining Moment</td>
<td>Sr. Clare Fitzgerald</td>
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<td>December 2, 2003</td>
<td>Let Justice Flow Like a Mighty River</td>
<td>Sr. Jose Hobby</td>
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<td>February 2, 2005</td>
<td>We are a Community of Hope Seeking Justice</td>
<td>Fr. Penna</td>
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<td>February 7, 2006</td>
<td>We are a Community of Faith Seeking Understanding</td>
<td>Fr. Rolheiser</td>
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<td>February 6, 2007</td>
<td>We are a Community of Love Seeking Communion</td>
<td>Fr. Mike Dechant</td>
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<td>February 3, 2009</td>
<td>Walking Together- The Feet of Social Justice</td>
<td>Sr. Alexandra Kovats</td>
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<td>February 2, 2010</td>
<td>Act Locally, Think Globally...The Hands of Social Justice</td>
<td>Jerry Goebel</td>
<td>Development and Peace-Haitian Emergency</td>
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<td>February 1, 2011</td>
<td>Beauty of Life- Awaken the Senses, Stir the Heart</td>
<td>Jerry Goebel</td>
<td>Sign of Hope Campaign (50th anniversary)</td>
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<td>January 31, 2012</td>
<td>Life of Grace: Awaken our Senses, Stir our Hearts</td>
<td>David Wells</td>
<td>Sign of Hope &amp; Camp Encounter</td>
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<td>February 5, 2013</td>
<td>Life of Grace: Ministry of Hope</td>
<td>Bishop David Motiuk /Sister Edith Prendergast</td>
<td>Sign of Hope Campaign &amp; Snack Programs in ECSD Schools Mother Teresa; St. Alphonsus; St. Jerome; St. Elizabeth; St. Catherine; St. Francis of Assisi; St. Gerard; Our Lady of Peace; St. Bernadette; St. Nicholas</td>
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<td>February 3, 2015</td>
<td>Life of Grace: Journey of Shalom</td>
<td>Fr. Raymond Carey</td>
<td>Sr. Faye Tremblay’s missionary work in Tuktoyaktuk, NWT Holy Childhood Association</td>
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<td>February 2, 2016</td>
<td>Life of Grace: Journey of Love</td>
<td>Mike Patin /Jesse Manibusan</td>
<td>Catholic Social Services ECS Foundation</td>
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<td>February 7, 2017</td>
<td>We Are Called . . . To Be Leaders of Hope and Mercy</td>
<td>David Wells</td>
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<td>February 6, 2018</td>
<td>Rooted in Jesus... Hearts to Love, Hands to Serve</td>
<td>Fr. Richard Leonard</td>
<td>ECS Foundation and Camp Oselia</td>
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<td>February 5, 2019</td>
<td>Walking Together in God’s Love</td>
<td>Steve Angrisano</td>
<td>The Marian Centre and ECS Foundation</td>
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Permeation and the Learner Competencies Formed Through Catholic Education

We know that Catholic education means that students are given the opportunity to encounter Christ in all aspects of their learning day, not just in Religion class. This means that our Catholic faith is permeated throughout all subjects and all activities. In the fall of each year, our District holds an afternoon of professional development for all teachers to build capacity in permeating our faith into their work. Prior to 2015, the focus of these afternoons was on permeation within subject area disciplines. Teachers would draw deeper faith connections in every subject area. Edmonton Catholic Schools even has a “Permeation Project Binder” that was produced as a resource to support teachers with this important work. In 2015, as we undertook our work in the 5 Marks of Catholic School Identity, our team of the Assistant Superintendent of Learning Services Innovation, District Chaplains, the Executive Director of the Superintendent’s Office, and the Religious Education consultants, examined the Ministerial Order on Student Learning (#001/2013) through the lens of Mark 2 (Imbued with a Catholic Worldview) and Mark 3 (Animated by a Faith Infused Curriculum) and correlated it with the Ontario Catholic School Graduate Expectations. The result was the Learner Competencies Formed Through Catholic Education. These learner competencies reflect the Alberta Programs of Study from a Catholic education standpoint and change the way that we approach permeation. Whereas our previous model focused largely on subject area content and posed significant challenges for teachers in certain subject areas as they do not all lend themselves equally to Catholic content, the Learner Competencies empower teachers to look at the way that students respond to curriculum as a means of permeating faith. The result of this approach is that students can apply our Catholic faith to all aspects of their lives. The permeation of faith into content that is found in our “Permeation Project Binder” is still very relevant, but we have gone far beyond that. The focus of our yearly teacher formation Permeation afternoon has been on these Learner Competencies Formed Through Catholic Education.

Grace for the Heart and Soul

Beginning in the year 2012, Edmonton Catholic Schools added another large-scale faith formation opportunity to its staff faith formation program. This activity, named Grace for the Heart and Soul: Care for Creation, or Grace in short, runs for a full afternoon in May. The original event coincided with Care for Creation Day (prior to Pope Francis’ declaration of September 1 as the World Day of Prayer for the Care of Creation). This was significant in that it provided a forum for care of self, of others, and of the environment for the day’s activities.

The afternoon is grounded in the idea of creating opportunities for personal encounters with Christ in the ordinariness of our daily lives, and opportunities to experience enculturated faith. As outlined in the General Directory for Catechesis, the planning is approached with the understanding that each staff member is at a very personal and unique place in their faith life journey based on their own circumstances. The afternoon thus necessarily needs to have ‘something for everyone’. The spectrum of encounters that are offered range in such a way as to allow staff to choose between the personal and the professional, the practical and the theoretical, and the affective and effective realms. It also provides opportunities for staff who are non-Catholic to engage in the formation afternoon in a way that respects their own journey while still providing an encounter with Christ. We offer a larger number of ‘boutique-style’ sessions with smaller registration numbers and very engaging topics rather than just a few larger enrollment sessions on a narrow range of topics.
Accessibility is also a very important principle. The staff of Edmonton Catholic School District spend the morning working in their schools and at their sites, and then engage in the formation activities in the afternoon. We need to ensure that the sessions are available throughout the City of Edmonton in such a way that even staff who do not have access to a vehicle will be able to find an exciting choice in their area and have enough time to travel to their venue.

There are five broad categories for the Grace afternoon: service to others, physical wellbeing opportunities, spiritual refreshment or prayer opportunities, theological learning opportunities, and interfaith/intercultural opportunities. This spectrum of choices is broadly reflective of the range of goals of catechetical activity discussed in the General Directory for Catechesis: promoting knowledge of faith, liturgical education, moral formation, teaching to pray, and missionary initiation.

This year, there were 58 sessions for staff from which to choose.

**Certificate in Catholic Studies**

Newman Theological College offers a comprehensive selection of online certificate courses on various aspects of the Catholic faith. Each course runs five weeks, with 18 specialized Certificates and 69 courses available. This Certificate Program is open to all staff of Edmonton Catholic Schools. The cost is $85 per course. We are blessed to be working in partnership with St. Joseph’s College, the Catholic Archdiocese of Edmonton, Providence Renewal Centre, and Star of the North Retreat Centre, who also provide professional development and formation to our staff.
**VIII. School Leaders Promoting Catholic Education**

**Introduction**

Schools that have strong Catholic leaders have great capacity to have a strong Catholic identity, which, in turn, ensures that the richness and uniqueness of Catholic education is evident to all who encounter those schools. Edmonton Catholic Schools provides many opportunities specifically for leaders to continually form their faith as members of the Catholic Educational Leadership group. Leaders, in turn, share their commitment to living the Gospel with their communities in all aspects of the day, ranging from the liturgical to the instructional to the administrative. Further, all levels of strategic planning in the District flow from our Catholic identity.

**Faith Formation for Leaders**

Our Catholic Educational Leadership (CEL) group meets monthly. Each of these gatherings begins with a faith formation experience. This year, that formation has flowed from Archbishop Smith’s pastoral letter, *Living in the Word of God*. As a leadership group, we begin with an encounter with the Gospel and time to reflect on what each passage means in our lives. This practice then carries back to the school community, where principals begin their staff meetings in the same manner.

The CEL group also has the opportunity to grow in knowledge of the faith and of Catholic education throughout the year through various presentations at their monthly meetings by District Chaplains, guest presenters, and the Catholic Identity Principal. Additionally, all school leaders are given the opportunity to learn from special guests outside of the CEL meeting times. This year, that has included Father Daniel Horan.

**Leaders Nurturing our Catholic Identity**

Our nature as a District that is committed to Catholic education is cultivated and nurtured very intentionally through the strategic planning process. This begins with our District Plan for Continuous Growth, and then flows through to our School Plans for Continuous Growth and Administrator Plans for Continuous Growth.

a) **The District Plan for Continuous Growth:** School jurisdictions in Alberta are required by Alberta Education to prepare an education plan that aligns with the Alberta Education Three-Year Business Plan and focuses on student learning over a three-year period. Plans are updated annually so that, as one year is completed and another is added, the plan continues in a three-year time frame. This plan, which we refer to as our District Plan for Continuous Growth, indicates what the District will be doing to meet its obligation of providing programs and services that enable the District students to achieve the provincial student learning outcomes.

In addition to reflecting the Alberta Education goals and priorities, the Edmonton Catholic Schools District Plan for Continuous Growth also establishes an overarching goal that sets the context for all aspects of our operations: *Live and enhance the distinctiveness of Catholic education*. This goal is central to our mission and fundamental to our being. In the 2018-2019 school year, the goal is: **Edmonton Catholic School District Goal: Live and enhance the distinctiveness of Catholic education.**
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.

This goal is central to our mission and fundamental to our being.

1. Demonstrate the distinctiveness and advantages of Catholic education.
   a) Continue to enhance the home – school – parish relationships.
   b) Cultivate and support a Catholic ethos/environment within each site.
   c) Demonstrate a way of life rooted in the Catholic Christian call to discipleship and service.
   d) Ensure that permeation of faith remains central in all our day to day practices.

1.1 Demonstrate the distinctiveness and advantages of Catholic education.
   a) Continue to enhance the home – school – parish relationships.
   b) Cultivate and support a Catholic ethos/environment within each site.

1.2 Promote and foster the presence of Edmonton Catholic Schools in the education, Church, civic, business and government communities.
   a) Continue collaboration with the Archdiocese of Edmonton and the Ukrainian Catholic Eparchy of Edmonton.
   b) Create opportunities to be a visible presence in the broader community including evangelization of our families.
   c) Support and promote the work of the Edmonton Catholic Schools Foundation.
   d) Create opportunities to engage the Catholic community in discussion on Catholic education.
   e) Provide opportunities for relevant and authentic student engagement.

1.3 Demonstrate commitment to and excellence in Catholic education.
   a) Deliver our Religious Education programs to all students as a spirit-filled lived experience.
   b) Continue a focus on faith formation learning opportunities for all staff.
   c) Expect the same practice of excellence, professional preparation and quality of resource materials for Religious Education instruction as for other academic instruction.
   d) Continue to develop the role of the school-based chaplain to support the faith formation of students and staff and support sacred-space environments.
   e) Review our District Foundation Statement and its implication at each site at least twice annually.
   f) Identify, honor and protect our history and traditions of Catholic education through maintenance and enhancement of our archival collections of each site.
   g) Continue to enhance and strengthen our Catholic identity through revisioning the Five Marks of Catholic School Identity Implementation Plan (2015-2018) (Five Marks of Catholic Education) and continue teacher faith formation through the Five Marks of Catholic School Identity and the Excellent Catholic Teacher (The Excellent Catholic Teacher).
b) **The School Plan for Continuous Growth:** Every school in our District is required to create a plan for continuous growth each year that aligns with the District Plan for Continuous Growth and responds to various performance measures. Each school creates a goal that is correlated to the District Catholicity goal and then three or four of the other goals. As part of the process for determining what areas of Catholic education to focus on, each school carries out an assessment of their strengths and areas for growth using the Five Marks of Catholic Identity Assessment Tool, and the document Developing Alberta’s Cross Curricular Competencies From a Catholic Worldview that includes the Learner Competencies Formed Through Catholic Education. Based on the findings of their yearly self-assessment, schools will then target areas that they have identified for growth. The Superintendent reviews all School Plans for Continuous Growth, and then provides feedback to the school on their goals, strategies, and actions.

c) **Catholic Identity:** The Edmonton Catholic School District worked to develop a Catholic Identity Plan that will be implemented in the 2019-2020 school year. This plan supports the District Plan for Continuous Growth Goal One: Live and enhance the distinctiveness of Catholic education. The Catholic Identity Plan constitutes a holistic approach to informing, developing, and shaping Catholic identity with a 21st century Catholic context. The three areas of development include:

- My Catholic school belongs to God’s family
- My Catholic school has a charism where our gifts are shared
- My Catholic school is the place where the Church encounters contemporary world

It is critically important for our school communities, that include parents, students, administrators, and teachers to understand the importance of cultivating a Catholic culture permeated with faith and centered on Christ. Thomas Groome (1998) remind Catholic educators that the formation of a Catholic identity includes development of an ecclesial identity where the school community feels connected to God’s family of all humankind, and encourages all members to contribute to the school’s charism with their God given gifts. Animated by the Holy Spirit, it is our plan to place Catholic identity at the center of Catholic education strategically targeting areas of strength and areas of growth. According to Feinberg (2006), Catholic identity is constructed systematically and formally across many landscapes; school, church, and home. It is in these different places “where students learn the practices, rituals, beliefs, and commitments that distinguish their religion from others, and where they take on the identity of a specific faith community” (p. 18). Based on such research, the Catholic Identity plan targets and addresses the formation of Catholic identity from a broad perspective that deepens and enriches our understanding of self and others all belonging to the family of God.
The Five Marks of Catholic School Identity Assessment Tool

Mark One: Grounded in a Christian Anthropology

Standard One: An excellent Catholic school is driven by a mission which views all men and women with an inherent dignity as sons and daughters of God.

Benchmarks:

- The school mission statement includes a clear commitment to its Catholic identity with specific language referencing Jesus Christ and His Church.
- The school’s mission statement recognizes the dignity and worth of all members of the Catholic school community as sons and daughters of God.
- The mission statement can be recited or paraphrased by all stakeholders of the Catholic school community.
- Founded in a Catholic Christian anthropology, the school’s mission statement is clearly distinguishable from the mission statements of other public, independent, or charter schools.
- The mission statement is frequently communicated to the community in newsletters, reports and official correspondence.
- The mission statement is displayed in prominent areas of the school facility and is reviewed and updated regularly.
- All school policies, and especially the discipline policy, are grounded in the mission statement. It is used as the foundation and reference point for strategic planning and evaluation of the school staff and students.

Mark Two: Imbued with a Catholic Worldview

Standard Two: An excellent Catholic school has a visible and tangible Catholic vision evident in its physical space, liturgical celebrations, and prayer life.

Benchmarks:

- The school’s Catholic worldview is evident in the art and architecture of the school’s exterior and signage as well as in hallways, classrooms, offices, library, cafeteria, gymnasium and auditorium.
- The school has as a chapel or a specific space for community prayer that is used by the school community for the purpose of prayer and worship.
- Students have opportunities to pray every day in school, and at numerous times during the day such as:
  - To begin the school day in the morning
  - A blessing before lunch
  - A prayer at the end of the day
  - A prayer to begin each class
- Every classroom has a prayer center with the following standard items:
  - Cross or Crucifix
  - Candle
  - Bible
  - Cloth with the appropriate liturgical colour
The school community gathers for liturgical celebrations at least once a month, two of which are celebrations of the Eucharist.

Whenever possible, Eucharist is celebrated in the local parish.

The school works with the local parish to support the immediate preparation for the sacraments of Eucharist, Reconciliation, and Confirmation.

The school and the local parish collaborate in preparing children who have not received the sacraments of Initiation, including Baptism, First Communion and Confirmation, and the Sacrament of Reconciliation.

Service projects reflect and articulate Catholic teaching on social justice and charity.

All students and staff have opportunities for age-appropriate faith experiences, such as retreats, at least once during the school year.

**Mark Three: Animated by a Faith Infused Curriculum**

**Standard Three: An excellent Catholic school has an academic curriculum that integrates a vision of faith within the learner outcomes and teaching strategies.**

**Benchmarks:**

- The curriculum reflects the Church’s understanding of the unity of truth and the harmony between faith and reason.
- When relevant, the curriculum reflects the social teachings of the Catholic Church.
- The school offers a Catholic faith-infused curriculum (the lessons of which) that could not be duplicated in a non-Catholic school.
- The curriculum addresses the spiritual, moral and ethical life of the student, either explicitly or implicitly.
- Teachers are knowledgeable on Church teaching as it applies to the subject areas in which they teach.
- Appropriate funding is allocated, and concrete initiatives are in place, to assist schools in the theological training of staff.
- Gospel values and Church teaching are regularly and consistently incorporated into planning and instruction.
- Teachers meet on a regular basis to discuss methods of infusing faith in their subject areas.
- Religious education is a core subject area. Teacher assignment, learner outcomes and delivery of instruction are given the same professional requirements and rigor as in all core subjects.
Mark Four: Sustained by Gospel Witness

Standard Four: An excellent Catholic school hires and nurtures teachers that are living witnesses to the Gospel, and intentional disciples of Jesus Christ and his Church.

**Benchmarks:**

- Teachers and administrators are active members of the parish to which they belong.
- Teachers and administrators witness their life in Christ through their relationships with parents, students, and each other.
- Teachers and administrators demonstrate their faith through their active involvement in the school’s Catholic culture, especially in liturgy, prayer, and justice activities.
- Teachers and administrators form proper and prudent bonds of friendship with students in order for authentic formation to occur.
- Teachers and administrators are supported in their ongoing faith formation through the allocation of time and resources.
- The school and district have effective and consistent faith formation plans.
- As part of their professional development, teachers and administrators create a personal faith formation plan, which is reviewed throughout the year.
- Hiring practice places the faith life and the willingness to grow in faith of the prospective candidate as a priority.

Mark Five: Shaped by a Spirituality of Communion

Standard Five: An excellent Catholic school recognizes that each and every stakeholder is responsible for the common good.

**Benchmarks:**

- Roles and responsibilities of all stakeholders in the Catholic school are articulated in approved documents.
- The school has an active and vibrant parent advisory council working with a shared purpose.
- The Catholic school has a plan to increase involvement of parents in the life of the school and parish.
- The Catholic school and the district have policies in place to resolve conflict in a manner consistent with the Gospel values.
- The school recognizes the role of the local bishop in ensuring that the education and formation in his jurisdiction are based on principles of Catholic doctrine.
- The school and the local parish work together to create evangelization teams committed to nurturing the faith life of families who send their children to the Catholic school.
- The Catholic school frequently invites the local parish priest to school functions and encourages him to be an active member of the school community.
The Learner Competencies Formed Through Catholic Education

In Edmonton Catholic Schools, each student will become:

1. A Discerning Believer Who:
   a) Illustrates a basic understanding of the saving story of our Christian Faith.
   b) Understands the sacramental life of the Church and the centrality of the Eucharist.
   c) Actively reflects on the role and meaning of God’s Word in our Lives.
   d) Develops attitudes and values founded on Catholic Social Teaching.
   e) Appreciates the sacramentality of life and of all Creation.
   f) Seeks and celebrates communion with God, others and Creation through prayer and worship.
   g) Understands that their vocation comes from God; strives to discern and live this call.
   h) Respects the faith traditions, world religions and the life-journeys of all people of good will.
   i) Integrates Faith with life.
   j) Recognizes that Jesus’ death and resurrection brings redemption and forgiveness for our sins.

2. An Effective Communicator Who:
   a) Listens actively and critically to understand and learn in light of Gospel values.
   b) Shares information and ideas clearly and honestly with sensitivity and respect.
   c) Uses and integrates the Catholic Faith Tradition in the critical analysis of the arts, media, technology and information systems.

3. A Critical Thinker Who:
   a) Recognizes there is grace in our world and that hope is essential in facing all challenges.
   b) Creates, adapts, and evaluates new ideas in light of the common good.
   c) Uses Gospel values to evaluate situations and solve problems creatively.
   d) Makes decisions in light of Gospel values with an informed moral conscience.
   e) Approaches life holistically by integrating learning from various subject areas and experiences.
   f) Applies knowledge of interdependent paradigms (political, ethical, socio-economic, ecological, and religious) for the development of a just and compassionate society.

4. A Lifelong Learner Who:
   a) Demonstrates respect for the dignity and welfare of self and others.
   b) Demonstrates flexibility and adaptability in response to God’s call.
   c) Manages and constructively influences change in a discerning manner.
   d) Reflects on personal values, abilities and aspirations in embracing life’s opportunities.
   e) Sets appropriate goals and priorities in school, community and personal life to fulfil their vocation.
   f) Strives to achieve a balanced and healthy lifestyle for the wellbeing of body, mind and soul.
5. **A Collaborative Contributor Who:**
   a) Works effectively as an interdependent member of Christ’s Body.
   b) Develops their God-given potential and makes a meaningful contribution to society.
   c) Finds meaning, dignity and fulfilment in work which contributes to the common good.
   d) Accepts responsibility and respects the rights and contributions of others.
   e) Exercises Christian leadership in the achievement of individual and group goals.
   f) Strives for excellence, originality, and integrity in one’s own work and that of others.
   g) Applies skills ethically for employability and entrepreneurship in their Christian vocation.

6. **A Responsible Citizen Who:**
   a) Lives their life with Christ as their model and guide.
   b) Acts morally and legally as a person formed in Catholic traditions and is accountable for their actions.
   c) Seeks and grants forgiveness in a Christ-like manner.
   d) Advocates for the sacredness and dignity of human life.
   e) Witnesses Catholic Social Teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
   f) Respects and affirms the diversity and interdependence of the world’s peoples and cultures.
   g) Respects and understands the historical, cultural and religious diversity of society.
   h) Demonstrates stewardship for the environment and uses resources wisely.
   i) Ministers to the family, school, parish, and wider community through acts of service.

Adapted from Ontario Catholic School Graduate Expectations (2011) http://www.icconLcalpagel 7862747.upx

**c) The Administrator Plan for Continuous Growth:** Every Principal and Assistant Principal in Edmonton Catholic Schools is required to create an Administrator Plan for Continuous Growth each year. This plan is designed to ensure that administrators are meeting the Principal Quality Practice Guidelines from a Catholic worldview.

The Principal Quality Practice Guidelines and the descriptors have been developed to reflect the Alberta context. Our District has added an eighth dimension, Commitment to Living the Gospel Teachings, to reflect our unique Catholic environment.

The Principal Quality Practice Guideline can be used to guide many activities including: administrator’s preparation and recruitment, administrator’s self-reflection and daily practice, administrator’s initial and ongoing professional growth, and administrator’s supervision and evaluation.

In accepting the legislated and school authority mandated leadership responsibilities, all administrators are expected to meet the Principal Quality Practice Guidelines throughout their careers. Within our Catholic School District, all administrators are expected to use this tool to annually review their practice, set specific annual goals and targets, and review their goals/achievements with the Superintendent. This flows from the completion of a self-assessment using the lenses of the Five Marks of Catholic
Profiling Catholic Education: Honoring the Past, Celebrating the Present, Shaping the Future:
The need for school leaders to continuously spread the good news of Catholic education in order to build understanding within their communities and within the community at large is become more evident in our world where people form opinions based on what they read in social media and beyond. The District leadership undertook a project this year with the guidance of a principal leader with a dedicated time allocation to build their capacity to better understand the impact of media and social media on the perception of Catholic education and to better equip leaders to share the true narrative of the work of our schools and District. There are four aspects to the work of this project:

Engagement:
The project began with the administration of four question survey to stakeholders (Principals, Assistant Principals, and Chaplains). The results were compiled to determine patterns and reoccurrence of comments. The strongest message among all groups was that we need to tell our Catholic story. This meant sharing a common narrative to celebrate the distinctiveness of Catholic education and the good work being done in every school. Everyone has a role and responsibility, and that extends beyond the District to include our educational partners – the Alberta Catholic School Trustees’ Association, the Alberta Teachers’ Association, the Catholic Archdiocese of Edmonton, and the Government of Alberta.

Social Media:
Understanding that social media is a powerful tool for the sharing of information, school and District leaders were provided with the following tools to support them in promoting Catholic education and their schools:

• **Launch of #ECSDfaithinspires** as Twitter campaign – This hashtag celebrates Catholic Education and gives voice to our Catholic teachers/administrators. It has allowed us to build a strong Catholic presence in this forum.

• **Resources for Twitter** – An internal website was created with resources for staff to highlight various aspects of the effective use of Twitter.

• **Catholic Education Week** – The District initiated a multipronged approach to promoting our great work during Catholic Education Week. Humans of ECSD was the brainchild of our Student Senate. It profiled 22 individuals (students and staff) that were chosen by Senate members through digital storytelling. This project described the depth and richness Catholic education provides in their own voice. Schools were also provided with lessons for every grade to engage our children in the conversation about the richness of Catholic education. The interactive graphic 12 Ways #ECSDfaithinspires was also launched during the week. The graphic articulates aspects of Catholic education and links them to examples of them in action on our District website.

• **Who Are We?** – This video, which is posted on our District YouTube channel, gives voice to students, staff, and alumni who articulate the impact of Edmonton Catholic Schools in their lives.
Professional Development:
There were several opportunities for professional learning sessions and resources for various staff groups.

- **Presentations** – at principal, assistant principal, and chaplain meetings.

- **Flex Session as part of a CEL Meeting** – working with social media.

- **Catholic Identity Resource Portal** – a portal page for all staff in myECSD was used to house many resources including Academic journals, research quotes, graphics, ABC’s of Catholic Education: What Pope Francis has to say, and PowerPoints that could be used in a variety of ways with school communities.

- **Catholic Identity Conversational Research** – (defined, formed, expressed, evolve, challenging, humanizing). This resource has the user read a short piece of research and respond to a reflection question. It is written so that different stakeholders can respond as there is not a right or wrong answer – it is reflective in nature responsive to one’s own experience. Supporting research articles are provided as reference.

- **Grace for the Heart and Soul Staff Faith Formation Afternoon** – Several sessions were offered specifically on Catholic Identity during our annual faith formation afternoon for all staff including: We Live By Stories: Building Your Catholic Identity Through Narrative, Exploring our Catholic Identity Through Picture Books, Living in the Heart of Catholic Schools, and Sport Coaching in Catholic Schools.

Ripple Effect:

- **Presentation with CCSSA** – the Council of Catholic School Superintendents of Alberta is interested in how ECSD is profiling Catholic education. As a result, our Profiling Catholic Identity Principal met with the Francophone Board to assist with their efforts of profiling Catholic education.

- **Member Statements from UCP and NDP** – supporting Catholic education were shared on National Catholic Education Day.

- **Video from ATA President Greg Jeffery** – was released during Catholic education week and wearing blue for Catholic education was profiled.

- **Support on social media from ECT Local 54** – by re-tweeting and liking messages that supported Catholic education.
GrACE:
The foundation of Catholic education lies in the ongoing partnership between the family, the school, and the parish in nurturing our children and youth to prepare them for this world and the next. These efforts are further supported by the Catholic community in their commitment to championing the great endeavor of human formation that is at the heart of Catholic schools.

Catholic school districts from across the province are forming teams to advocate for publicly funded Catholic education in Alberta. These Grateful Advocates for Catholic Education (GrACE) teams are committed to raising awareness of the gift of Catholic education and garnering support from the broader Catholic community. We are pleased to share that Edmonton Catholic Schools has a team whose membership includes Trustees, the Superintendent, clergy, parish staff, parents, and members of the Ukrainian Catholic Youth, Ukrainian Catholic Women’s League, and the Edmonton Eparchy Chapter of the Knights of Columbus.

Included in Appendix Two is information and advocacy documents that are being shared with our local Ukrainian Catholic Lay Organizations in an effort to support their work in championing publicly funded Catholic education for future generations.

Care for Our Common Home

Lord, season after season, You continue to renew the face of the earth, “For from the greatness and beauty of created things comes a corresponding perception of their Creator.”

Teach us, Lord, as members of the Catholic Women’s League of Canada, to become attuned to our need to protect the beauty of our common home.

May our efforts lead us to sustain its natural order, so that, in the words of Pope Francis, our heritage is never “deprived of physical contact with nature.”

Mary Ryan, Past President, St. Dunstan Parish Council
Fredericton, New Brunswick
IX. Conclusion

Pope Francis reminds us that “holiness is the most attractive face of the Church” (Gaudete et exsultate, 9). Through bearing witness to the good news that is our saviour, Jesus Christ, and in imitating his holy example of loving God and neighbour, Catholic education purposes to nurture and support the growth and development of the whole child: body, mind and soul. We are each called by name to be witnesses to our faith. Pope Benedict XVI reminds us that all Catholic educational institutions must “encounter the living God who in Jesus Christ reveals his transforming love and truth.” He further indicted that Catholic schools must provide an environment in which students are enabled to build and deepen their relationship with God; to foster an academic culture aimed at the pursuit of truth; and to actively promote growth in virtue.

This mandate is reinforced in Gaudete et exsulate (2018) through the importance that Pope Francis places upon our call to holiness that: “each believer discern his or her own path, that they bring out the very best of themselves, the most personal gifts that God has placed in their hearts” (Gaudete et exsultate, 9). Catholic education is a true gift. In Edmonton Catholic Schools, our district vision sees that “our students will learn together, work together and pray together in answering the call to a faith-filled life of service.” Our mission 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. It is our sincerest hope that this report on Catholic Education in the Edmonton Catholic School District exemplifies our passion, focus, commitment, in the service of our students, families, staff, and greater community stakeholders as we walk together in God’s love.
## Edmonton Catholic Schools - Social Justice Summary 2017-2018

<table>
<thead>
<tr>
<th>Social Justice Projects 2017-2018</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
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<td>1 Addictions - raising awareness</td>
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<td>2 Adopt-A-Teen Edmonton</td>
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<td>3 Alberta Walk/March for Life</td>
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<td>4 Anti-Bullying Campaign - Day of Silence, Pink Shirt Day</td>
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<td>5 Big Brothers Big Sisters - partnership with schools</td>
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<td>6 Blood Donations</td>
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<td>7 Bridge of Hope Campaign (supporting communities, ministries, social entrepreneurs to accomplish their mission)</td>
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<td>8 Canadian Diabetes Association</td>
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<tr>
<td>9 Cancer Research fundraisers - Hair Massacre, Run for the Cure, Movember, Kids with Cancer, Wigs for Kids, Sorrentino's Compassion House (donations, create cards, etc.)</td>
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<td>10 Catholic Social Services - Sign of Hope (We Care Challenge), Christmas Bureau, Welcome Home</td>
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<td>11 Change for Kids</td>
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<td>12 Christmas and Thanksgiving Hampers/Food Drive</td>
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<td>13 Cinderella's Closet / Gregor's Grad (students needing clothes for graduation)</td>
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<td>14 Community Services - Care for Creation - neighbourhood help, assisting immigrant families, gardening, shovelling sidewalks, school yard clean up, helping other schools, cards for community, Zoo, Buddy Benches, etc.</td>
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<td>59</td>
<td>20</td>
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<td>15 Crystal Kids Youth Centre (mentoring youth - programs, communication and discipline practices)</td>
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<td>16 Cultural - (multi-cultural, Aboriginal culture) - students showcasing talents at venues</td>
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<td>17 Development and Peace - Share Lent Campaign</td>
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<td>18 Dogs with Wings - Dog Training Centre</td>
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<td>20 Edmonton Catholic Schools Foundation ECS - Dreams for Kids, Guardian Angels Fund</td>
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<td>21 Edmonton Epilepsy Association</td>
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<td>22 Edmonton Food Bank - We Scare Hunger (volunteering and donations)</td>
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<td>23 Edmonton Public Library (Book bag program)</td>
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<td>24 Elves Special Needs Edmonton</td>
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<tr>
<td>Social Justice Projects 2017-2018</td>
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<tr>
<td>Environment - Earth Day, Lights Out Day, Care for Environment, Alberta Youth Council for the Environment, Earth Week, Green Schools Canada Program, E3 Energy Conference, Pesticides, Green Peace - GMO golden rice, Palm Oil (battery collection, recycling, etc)</td>
<td>7</td>
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<tr>
<td>Families, Parishes, Schools (food/supplies/clothing/gift/book donations)</td>
<td>111</td>
<td>36</td>
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<tr>
<td>Family/Student Support (i.e. crisis, mourning, illness, loss of home due to fire, Humboldt Broncos, Puerto Rico Hurricane)</td>
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<tr>
<td>Father Mike Mireau &quot;Catfish&quot; Club / Father Catfish Day</td>
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<td>Festival of Trees (raising funds for emergency medical care)</td>
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<td>Foster Children/Chalice (sponsoring a child)</td>
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<td>Generously Giving Back charities - Seton Way Project, Sister Annata's charity, Catholic Sisters - Ursuline of Jesus, Naomi's Gift</td>
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<td>Gianna House, Roots of Empathy, Basically Babies, Our Lady of Grace/Terra Centre (teen pregnancies, provide outfitting needs for newborn babies in extreme need, assisting mothers)</td>
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<td>Gun Control - March for our Lives</td>
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<td>Health and Wellness (fostering and maintaining good health)</td>
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<td>Heart and Stroke Foundation (Jump Rope for Heart)</td>
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<td>HEROs (Helping Everyone Respect Others) Leadership Club</td>
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<td>Hope for Kids (children with life-threatening medical conditions)</td>
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<td>Hope Mission (serving men, women and children through the life-changing gospel of Jesus Christ)</td>
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<td>Hospitals - Capital Care General, Glenrose, Misericordia, Royal Alexandra, Stollery, University, Alberta Hospital, etc. (donations, students making cards, clothing, toys, etc.)</td>
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<td>Humane Society, SCARS or PAWS - Second Chance Animal Rescue, Horse Therapy, Safe Team Rescue, Wildlife Support, World Wildlife Fund, Farm Animal Shelter, Northern Animal Society, Infinite Woofs, SPCA and PETA - sponsoring an endangered animal - global organization for farm animal donations, animal abuse, rescued animals</td>
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<tr>
<td>Inclusion Alberta, Blue Shirt Day (children and adults with developmental disabilitiesm, autism)</td>
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<tr>
<td>Inner city residents/homeless: Bissell Centre, Boyle Street Coop, Mustard Seed, Marian Centre, Warm Hands, Warm Hearts (volunteering, ministry, clothing, food, serving of food, book donations, cards, backpacks, etc.)</td>
<td>37</td>
<td>30</td>
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<td>Kiva (loans for individuals in third world countries)</td>
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<td>Lenten projects - &quot;Thinkfast&quot; (fastering for 20 hours, backpack donations)</td>
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<td>Social Justice Projects 2017-2018</td>
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<td>45 LGBTQ+, QSA, Rainbow Day, School Pride (Safe Space, students feel safe focusing on abilities, races, genders, orientations, etc. (inclusiveness... &quot;We stand for all genders&quot;)</td>
<td>1</td>
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<td>46 MADD Campaign (awareness, drunk driving presentations)</td>
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<td>47 Madden Deluca Foundation (children with heart complications)</td>
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<td>48 Make A Wish Foundation (making dreams come true for critically ill children)</td>
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<td>49 Mary Burlie Fund (front-line social worker helping under privileged individuals, Boyle Street Coop)</td>
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<td>50 Meals on Wheels (preparing home-delivered meals)</td>
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<td>51 Mental Health Awareness Day (May) Hat Day - student lead activities (i.e. physical, social, mental, etc.) Childhood and Adolescent Mental Health CASA</td>
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<td>52 MS Society (i.e. Bike-a-thon/walk)</td>
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<td>53 Operation Christmas Child, Samaritan's Purse (shoeboxes)</td>
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<td>54 Random Acts of Kindness</td>
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<td>55 Remembrance Day - The Royal Canadian Legion (Poppy fund), No Stone Left Alone - poppies placed on veteran's graves at Northern Lights Cemetery</td>
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<td>56 Ronald McDonald House</td>
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<td>57 Salvation Army - Toys for Treats, gift wrapping</td>
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<td>58 Santa's Anonymous</td>
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<td>59 School Activities for charities (i.e. candy-grams, flower-grams, bake sales, fasting / unplugged, etc.)</td>
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<td>60 School Mentors/Volunteering: school patrols, office assistances, classroom monitors, library club/helpers, study, reading buddies, Phys Ed buddies, tutoring, friendship partnership with schools, school events, milk program, etc.</td>
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<td>37</td>
<td>15</td>
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<td>61 Seniors Centres and SAGE Society (supporting seniors) - classroom visits, made Christmas cards, gifts, singing, music, SAGE</td>
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<td>44</td>
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<td>62 Soldiers, Valour Place (military family medical support) - cards, donations, etc.</td>
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<td>63 Sport Central, Hockey Helping Kids, Free Footie, supporting athletes (donation of used sports equipment)</td>
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<td>64 Student Leadership: self-reflection activities, peer support, play activities</td>
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<td>65 Students prayer groups, singing (choir), volunteering at celebrations, serving as ministers/liturgy masses at school and parishes (i.e. Community Spiritual Growth)</td>
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<td>66 Summer Camps (such as Camp Encounter, Camp Fyrefly, Camp Everest, Camp Oselia, Neurosurgery Kids Fund - i.e. volunteer, donations to help students attend)</td>
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<td>67 Tabs for Wheels, wheelchairs for kids/adults - Canadian Wheelchair Foundation</td>
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<td>68 Terry Fox Run</td>
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<td>69 The Society of St. Vincent de Paul - food and clothing donations</td>
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<td>70 Tim Horton's Foundation</td>
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<td>71 Toonies for Turkeys (Canadian Tire food drive)</td>
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<td>72 Treaty 6 Acknowledgement, Truth and Reconciliation (MMIW), residential schools, Rose Campaign, Braided Journey, Blanket Exercise, Orange Shirt Day, Indigenous community struggles</td>
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<tr>
<td>73 United Nations - International Affairs, Global Goals Fundraising and seminars</td>
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<tr>
<td>74 United Way - Tools for Schools (backpacks filled with school supplies, helping children succeed)</td>
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<tr>
<td>75 Veteran support (Kipnes Foundation providing long-term care; students sending Valentine cards, letters, postcards, etc.)</td>
<td></td>
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<tr>
<td>76 WE Day - Free the Children, We Create Change, We Are Silent, We are Love, We Stand, Me to We, We Speak Out, National Child Day, WE Act, World Vision, Ryan's Well, Soles4Souls, SOS Children's Villages, House of Refuge Mission, Save the Children Canada Foundation, UNICEF, Amnesty International, Holy Childhood Association, Catholic Medical Mission Board, Peace and Human Rights: human rights for children and protection, health, nutrition, clean water, education emergency relief, refugee schools</td>
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<td>63</td>
</tr>
<tr>
<td>77 Winnifred Stewart Society (supporting individuals with disabilities)</td>
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<tr>
<td>78 Youth Emergency Shelter (YES) - Lunches/Money/Clothing/Gifts collected</td>
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<td>79 Youth Empowerment &amp; Support Services (YESS)</td>
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<td>80 Zebra Child Protection Centre</td>
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<td><strong>Total</strong></td>
<td>598</td>
<td>376</td>
<td>202</td>
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<td>86</td>
<td>1263</td>
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</table>
Edmonton Catholic Schools

#ECSDFAIETHINSPIRES

At Edmonton Catholic Schools (ECS) we provide a high quality, faith-based education that inspires our students to learn and prepares them to live fully and succeed to the best of their ability. We proudly serve over 43,000 students.

SUPERIOR ACHIEVEMENT RESULTS
The October 2018 provincial ‘report card’ from Alberta Education shows a continued increase for ECS:
- 85.6% of ECS students complete high school in 3 years (prov. rate is 78%)
- Only 1.2% of students aged 14-18 drop out of school (prov. rate is 2.3%)

ENROLMENTS
- We have grown by 29% in 10 years, or an increase of 10,000 students

TRANSPORTING STUDENTS
- 11,485 ECS students use yellow bus service every day and the District’s transportation budget is balanced for 2018-19

INDIGENOUS EDUCATION
- District level supports such as Braided Journeys, Council of Elders, cultural instructors, curriculum consultants, graduation coaches
- 57.8% of District Indigenous students complete high school which is above the prov. average of 53.3%. The drop-out rate for our Indigenous students has decreased to 3.6% and is lower than the prov. drop-out rate of 4.8%

ENGLISH LANGUAGE LEARNERS
- 23.3% of our students are English Language Learners (ELLs)
- The 3-year high school completion rate for ELLs in our District is 74.7% compared to the prov. rate of 74.2% and the drop-out rate for our ELL students is 1.3% compared to 2.2% for the province

EARLY LEARNING
- Early learning Pre-K and Kindergarten programming includes faith-based experiences, an inclusive setting, a multi-cultural focus, learning through play, rich oral language opportunities, integration of the fine arts and family-parent nights
- Innovative ways of delivering programming: the EMU-Early Learning Mobile Unit, Genesis Centre, Outreach sites, programming in City of Edmonton venues
MENTAL HEALTH
- Significant focus on mental health at all grades through the Mental Health Strategic Plan
- Focus on physical literacy and social emotional learning

CHOICE IN PROGRAMMING LEADS TO EXCELLENCE
- Dual Credit: Students enrol in post-secondary courses, earning both high school and post-secondary credits at the same time. Courses are offered in the areas of Health Fields, Aviation, Business, Sciences, Administration, Accounting, Choral Music and Police Studies
- ECS is proud to have 4 Ukrainian Bilingual schools serving 638 students
- ECS continues to offer faith and choice for students in Edmonton. This includes immersion and bilingual language programs, International Baccalaureate, Advanced Placement, academies in sports, fine arts, leadership and dance and year-round schooling

STEWARDSHIP
- We have the same access to resources that all other Districts do and we use those resources to achieve excellence in our results
- Our Board and system administration costs are proportionately the lowest of all Metro Boards
- Top 75 Employer in Alberta 4 years in a row

Edmonton Catholic Schools
TOP PRIORITIES FOR THE GOVERNMENT

CHOICE IN PUBLICLY-FUNDED EDUCATION
- We believe in the strength of our publicly-funded school systems-Catholic, Public and Francophone
- Choice empowers parents to make personalized educational decisions for their children

VALUE LOCALLY Elected TRUSTEESHIP
- The role of the Trustee is to represent the authentic voice of the constituents in their school district

FUNDING FOR INFRASTRUCTURE AND MODERNIZATION
- We need to secure adequate, predictable and sustainable funding for new schools and the expansion, preservation and modernization of schools in mature neighbourhoods

FUNDING TO MEET ALL NEEDS OF CURRENT AND NEW STUDENTS
- Funding is allocated largely on enrolment. As enrolment increases, jurisdictions need to receive the per student funding to ensure supports and services are in place to meet the needs of new students in addition to current students
- We need the continuation of funding for student enrolment

April 2019/Epochy
Honouring Catholic Education

The Catholic Women’s League has, as one of its objectives, a commitment to uniting the Catholic women of Canada to uphold and defend Christian education and values. This advocacy is deeply appreciated.

The blue ribbon is worn to honour Catholic education. Please wear a blue ribbon to show your support of publicly funded Catholic education in Alberta.

The following questions are always relevant for provincial political candidates and elected officials:

- **What actions will you take to ensure that publicly funded Catholic education continues and is protected in Alberta?**
- **What actions will you take to ensure that Catholic school districts in our riding and in the province get the required funding for new schools and for modernizations and maintenance so that our students can have adequate, safe, and healthy learning spaces?**
- **What actions will you take to ensure that school districts get proper funding for every student?**
CATHOLIC EDUCATION

Did you know?

Alberta Northwest Territories
Knights of Columbus

FACTS ABOUT CATHOLIC EDUCATION

The gift of publicly funded Catholic education in Alberta (AB) is a true blessing. As a community we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

Did you know?

- Catholic schools have served AB since the 1840s
- Right to exist is Constitutionally guaranteed
- More than 181,250 students (always increasing) attend AB Catholic schools
- Catholic students have a strong record of excellence
- Permeation of faith in education is highly valued
- 483 Catholic schools in AB
- 10,718 teachers in AB Catholic schools
- Catholic schools welcome all faiths and backgrounds
- Catholic education is a unique partnership between school, home, and parish
- We nurture the spiritual, academic, and physical needs of students by integrating AB Ed curriculum with gospel values and sacramental life

☞ Please share these facts and cherish our Catholic Schools ☜
www.kofc.ab.ca