



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2025-2026

#10

Date: June 17, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
Phone: 780-441-6004
Web: ecsd.net

1 Call to Order

- | | |
|---|---------------|
| 1.1 Opening Prayer | Father Julian |
| 1.2 Land Acknowledgement | L. Turchansky |
| 1.3 Roll Call | |
| 1.4 Approval of the Agenda | |
| 1.4.1 Consent Items | |
| 1.4.1.1 Locally Developed Courses | |
| 1.4.1.2 Delegation of Authority for Summer Months 2026 | |
| 1.4.1.3 Emergency Executive Succession Plan 2026-2027 | |
| 1.5 Minutes | |
| 1.5.1 Minutes of Regular Board Meeting 9-2025-2026, May 26, 2026 | |
| 1.5.2 Matters Arising from the Minutes | |
| 1.6 ATA Council for School Leadership Distinguished Leadership Award and Canadian Association of Principals – Vice-Principal of the Year: Amber Nicholson | L. Anderson |

2 Business of the Meeting

- | | |
|--|--------------------------|
| 2.1 ASBA 2026 School Board Innovation & Excellence Award | L. Anderson, T. Peterson |
| 2.2 Division Operating Budget 2026-2027 | L. Anderson, C. Schulz |
| 2.3 Chief Superintendent Evaluation 2025-2026 | S. Palazzo |
| 2.4 Board Self-Evaluation 2025-2026 | S. Palazzo |

3 Presentation and Review of Accountability Report (s)

- | | |
|--|---------------------------|
| 3.1 Social Justice in Edmonton Catholic Schools Report 2025-2026 | L. Anderson |
| 3.2 Systems Excellence Report | L. Anderson, R. Feehan |
| 3.3 Truth and Reconciliation Report | L. Anderson, J. Naccarato |

BOARD OF TRUSTEES

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

Debbie Engel, Ward 74
Alene Mutala, Ward 75

Lisa Turchansky, Ward 76
Laura Thibert, Ward 77

CHIEF SUPERINTENDENT
Lynnette Anderson

4 Celebration of #ECSDfaithinspires

4.1 Board Chair Report

S. Palazzo

4.2 Chief Superintendent Report

L. Anderson

5 Adjournment

5.1 Closing Prayer

S. Palazzo

5.2 Motion to Adjourn

BOARD OF TRUSTEES

Leah Fiorillo, Ward 71

Sandra Palazzo, Ward 72

Kara Pelech, Ward 73

Debbie Engel, Ward 74

Alene Mutala, Ward 75

Lisa Turchansky, Ward 76

Laura Thibert, Ward 77

CHIEF SUPERINTENDENT

Lynnette Anderson



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.1**

Date: June 17, 2026
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Originator: Terri Peterson, Superintendent, Learning Services
Resource Staff: Cheryl Shinkaruk, Manager, Programs and Projects
Re: **Renewal of Elementary & Junior High Locally Developed Courses**

Background:

Locally Developed and Acquired Courses are created by various divisions to meet the specific needs of their students. Boards are required to approve the use of LDCs in their Division.

The following elementary courses are up for renewal:

Course Name
Dance K-6

The following junior high courses are up for renewal:

Course Name
Approaches to Learning 7,8,9

Course Name
Dance 7,8,9

Course Name
Film Studies 7,8,9

Recommendation:

That the Board approves the renewal of the Elementary and Junior High Locally Developed Courses as outlined above to be implemented from September 2026 until August 2030.





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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.1**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Resource Staff: Cheryl Shinkaruk, Manager: Programs and Projects

Re: New Elementary Locally Developed Courses

Background:

Locally Developed Courses (LDCs) are created to meet the specific needs of their students. Boards are required to approve the use of LDCs in their Division.

The following new elementary courses have been developed by Edmonton Catholic staff and require approval:

<i>Course Name</i>
Ukrainian Dance K-6

Course Description:

Dance is an important expression of culture, identity, faith and community. Ukrainian dance has historically played a significant role in preserving language, traditions, celebrations, and storytelling within Ukrainian communities. Through movement, music and performance, students are provided opportunities to connect with their cultural heritage while developing confidence, creativity, discipline and collaboration.

The Ukrainian Dance K-6 program is designed to provide students with a comprehensive dance education rooted in Ukrainian folk traditions while incorporating elements of ballet, creative movement, choreography and performance. Students will develop physical literacy, musicality, artistic expression and an appreciation for dance as an art form.

The study of Ukrainian dance supports the values of Catholic education by encouraging dignity, respect, perseverance, responsibility, teamwork and recognition of individual God-given talents. Students will learn to appreciate the gifts and strengths of themselves and others while contributing positively to a collaborative dance environment.

Recommendation:

That the Board approves the New Elementary Locally Developed Courses, *Ukrainian Dance K-6*, as outlined above to be implemented from September 2026 until August 2030.





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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.1**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Resource Staff: Cheryl Shinkaruk, Manager, Programs and Projects

Re: **Renewal of Senior High Locally Developed or Acquired Courses**

Background:

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

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Guitar 15	3 Credits (2026-2030)	LDC1568	2026-2027		2029-2030
Guitar 15	5 Credits (2026-2030)	LDC1568	2026-2027		2029-2030
Guitar 25	3 Credits (2026-2030)	LDC2568	2026-2027		2029-2030
Guitar 25	5 Credits (2026-2030)	LDC2568	2026-2027		2029-2030
Guitar 35	3 Credits (2026-2030)	LDC3568	2026-2027		2029-2030
Guitar 35	5 Credits (2026-2030)	LDC3568	2026-2027		2029-2030
Learning Strategies 15	3 Credits (2026-2030)	LDC1599	2026-2027		2029-2030
Learning Strategies 15	5 Credits (2026-2030)	LDC1599	2026-2027		2029-2030
Learning Strategies 25	3 Credits (2026-2030)	LDC2599	2026-2027		2029-2030
Learning Strategies 25	5 Credits (2026-2030)	LDC2599	2026-2027		2029-2030
Learning Strategies 35	3 Credits (2026-2030)	LDC3599	2026-2027		2029-2030
Learning Strategies 35	5 Credits (2026-2030)	LDC3599	2026-2027		2029-2030
Musical Theatre Performance 15	5 Credits (2026-2030)	LDC1858	2026-2027		2029-2030
Musical Theatre Performance 25	5 Credits (2026-2030)	LDC2858	2026-2027		2029-2030
Musical Theatre Performance 35	5 Credits (2026-2030)	LDC3858	2026-2027		2029-2030
Speech and Debate 15	3 Credits (2026-2030)	LDC1209	2026-2027		2029-2030
Speech and Debate 25	3 Credits (2026-2030)	LDC2244	2026-2027		2029-2030
Speech and Debate 35	3 Credits (2026-2030)	LDC3244	2026-2027		2029-2030
Technical Theatre 15	3 Credits (2026-2030)	LDC1987	2026-2027		2029-2030
Technical Theatre 15	5 Credits (2026-2030)	LDC1987	2026-2027		2029-2030
Technical Theatre 25	3 Credits (2026-2030)	LDC2987	2026-2027		2029-2030

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Technical Theatre 25	5 Credits (2026-2030)	LDC2987	2026-2027		2029-2030
Technical Theatre 35	3 Credits (2026-2030)	LDC3987	2026-2027		2029-2030
Technical Theatre 35	5 Credits (2026-2030)	LDC3987	2026-2027		2029-2030

Recommendation:

That the Board approves the renewal of the Senior High Locally Developed or Acquired Courses as outlined above to be implemented in September 2026 for the period specifically indicated for each course.





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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.1**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Resource Staff: Cheryl Shinkaruk, Manager, Programs and Projects

Re: New Senior High Locally Developed Courses

Background:

Locally Developed and Acquired Courses (LDCs) are created by various divisions to meet the specific needs of their students. Boards are required to approve the use of LDCs in their Division.

The following senior high courses are new and require approval:

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Social Literacy 15	3 Credits (2024-2028)	LDC1023	2026-2027		2027-2028
Social Literacy 25	3 Credits (2024-2028)	LDC2023	2026-2027		2027-2028

Course Description:

The purpose of this course is for students to discover, develop and apply social competencies in school, work, and the community. Having a repertoire of appropriate and effective social skills lays a foundation for personal, professional, and community success. Students will learn to identify their unique strengths and areas of growth thereby enabling them to effectively select, rehearse and generalize evidence-based strategies proven effective with neuro-diverse learners.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Leadership, Character, and Social Responsibility 15	3 Credits (2025-2029)	LDC1509	2026-2027		2028-2029
Leadership, Character, and Social Responsibility 15	5 Credits (2025-2029)	LDC1509	2026-2027		2028-2029

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Leadership, Character, and Social Responsibility 25	3 Credits (2025-2029)	LDC2509	2026-2027		2028-2029
Leadership, Character, and Social Responsibility 25	5 Credits (2025-2029)	LDC2509	2026-2027		2028-2029
Leadership, Character, and Social Responsibility 35	3 Credits (2025-2029)	LDC3509	2026-2027		2028-2029
Leadership, Character, and Social Responsibility 35	5 Credits (2025-2029)	LDC3509	2026-2027		2028-2029

Course Description:

Leadership, Character & Social Responsibility 15, 25, and 35 are designed to provide students with an opportunity to develop leadership skills and abilities through increasingly complex opportunities and situations. Students will develop leadership skills, social responsibility, and character through intentionally scaffolded outcomes. The focus is on personal leadership in a variety of settings rather than on governance, regulations, and procedures. Additionally, students will explore cultural awareness/sensitivity, local and global citizenship, and ethics. Students will have opportunities to take action in relation to local and global issues that will provide a unique lens and opportunity for student growth.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Developing Personal Integrity 15	5 Credits (2025-2029)	LDC1795	2026-2027		2028-2029
Developing Personal Integrity 25	5 Credits (2025-2029)	LDC2795	2026-2027		2028-2029
Developing Personal Integrity 35	5 Credits (2025-2029)	LDC3795	2026-2027		2028-2029

Course Description:

Developing Personal Integrity 15, 25, 35 is a course series that helps students define, explore and choose integrity as it applies to their own personal lives. Students will understand what integrity is and why it is important. Students will demonstrate an understanding by engaging in activities and projects that require and encourage the building of integrity. Students learn about community safety and its importance in encouraging engagement in building integrity, and practice connecting effort with outcome. Students use personal reflection to develop awareness and identify areas of desired growth. Strategies and skills of group interaction are modeled, taught, and practiced. Students will identify their capacity to choose and understand that they are responsible for the consequences of those choices.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Building Communities of Hope 15	3 Credits (2024-2028)	LDC1078	2026-2027		2027-2028
Building Communities of Hope 25	3 Credits (2024-2028)	LDC2076	2026-2027		2027-2028



Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Building Communities of Hope 35	3 Credits (2024-2028)	LDC3177	2026-2027		2027-2028

Course Description:

This course is developed for youth in high school to identify what specifically enables and inhibits transitioning during times of struggle for them (i.e., choosing courses, trying out for teams, developing relationships, uncovering a potential career/vocation).

This course is designed to support students in defining hope and extending their investigation of hope in relation to wellbeing, and to investigate theories about stress that inform how to create pathways to achieve well-being goals that promote personal and community resiliency in a variety of contexts.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Academic Achievement through English Language Acquisition - Beginner 15	3 Credits (2025-2029)	LDC1481	2026-2027		2028-2029
Academic Achievement through English Language Acquisition - Beginner 15	5 Credits (2025-2029)	LDC1481	2026-2027		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	3 Credits (2025-2029)	LDC1482	2026-2027		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	5 Credits (2025-2029)	LDC1482	2026-2027		2028-2029

Course Description:

The primary goal of Academic Achievement through English Language Acquisition is to provide English as an Additional Language (EAL) learners with the opportunity to develop and expand their academic language proficiency and overall communicative competence across all aspects of literacy (listening, speaking, reading, writing, viewing, and representing) and within various subject areas. Academic language proficiency and communicative competence are essential for student success in school, in the community, and beyond. These courses are designed for students at Language Proficiency (LP) levels 3, and 4 who may benefit from additional support in developing academic English language skills and communicative competence to fully engage with grade-level curriculum. Enrollment decisions are based on evidence-based assessments, including the Alberta K-12 EAL Proficiency Benchmarks, writing samples, and/or reading assessments.



Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Competencies in Math 15	3 Credits (2026-2030)	LDC1515	2026-2027		2029-2030
Competencies in Math 15	5 Credits (2026-2030)	LDC1515	2026-2027		2029-2030

Course Description:

This course aims to improve student mastery of mathematical skills, concepts and ideas. Students will extend their knowledge beyond performing routine operations and will be encouraged to explore a deeper understanding of mathematical concepts through critical thinking and exploration exercises. Students will collaborate with their teacher and peers on exploring multiple ways to solve problems. As such, students will be challenged to become engaged learners, critical thinkers, and competent problem solvers.

Recommendation:

That the Board approves the New Senior High Locally Developed Courses as outlined above to be implemented in September 2026 for the period specifically indicated for each course.





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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.2**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Delegation of Authority for the Summer Months 2026**

The Board of Trustees does not meet during the summer months. In the event that a decision is required which normally would come before the Board, there is a provision in the *Education Act* which allows for the Board to delegate authority for decisions to the Chief Superintendent. The section in the *Education Act*, s 52, also describes those decisions that cannot be made by a delegated authority.

Recommendation:

That the Board of Trustees

(a) delegates authority to the Chief Superintendent during the summer recess of 2026 on behalf of the Board to make decisions which would not be deemed sufficient reason to call a special meeting, in accordance with Section 52 of the *Education Act*, and further,

(b) receives a report of all such decisions at the first Public Board meeting in the fall of 2026.



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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.4.1.3**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Emergency Executive Succession Plan 2026-2027**

Background:

To ensure continued Chief Superintendent services in the case of my absence, the following information is provided to the Board of Trustees for the 2026-2027 school year.

Superintendent Joe Naccarato will be conversant with major plans, Division challenges, and strategic opportunities that directly support the work of the Board and the Division and will provide interim emergency coverage should I be temporarily unable to fulfill my duties.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Emergency Executive Succession Plan 2026-2027** for information purposes.



Date: May 26, 2026
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
9405 50 Street NW | Edmonton AB | T6B 2T4
Phone: 780-441-6004
Web: ecsd.net

1. Call to Order

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

1.2 LAND ACKNOWLEDGEMENT

Trustee Thibert acknowledged that we are on the traditional land of Treaty 6 and homeland of the Métis. We also acknowledge the Inuit and other diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here.

We, at Edmonton Catholic Schools, commit to restoring and honouring the Truth and Reconciliation calls to action; we strongly believe that truth must be acknowledged to move forward to reconciliation. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

1.3 ROLL CALL

Sandra Palazzo, Board Chair
Lisa Turchansky, Vice-Chair
Leah Fiorillo
Kara Pelech
Debbie Engel
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the May 26, 2026 Public Meeting of the Board be approved as circulated.

CARRIED

1.4.1 Consent Items

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

1.4.1.1

Management Letter

Based on the evidence provided in the **Edmonton Catholic Separate School Division Assurance Completion Letter- April 2026**, the Board of Trustees determined that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period:

QI 8.5 Ensures the budget and three-year plan are developed according to a timeline which ensures the Board's ability to provide direction and revise priorities and are approved within Alberta Education deadlines.

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

CARRIED

1.5 MINUTES

1.5.1 Minutes of the April 29, 2026 Regular Board Meeting

Trustee Thibert moved that the minutes of the April 29, 2026 Regular Public Meeting of the Board be approved as circulated.

CARRIED

1.5.2 Matters Arising from the Minutes

There were no matters arising from the minutes.

1.6 Bereavement – Matthew Blair Davidson

The Administration acknowledged the death of Matthew Blair Davidson, teacher at St. Benedict Catholic Elementary School who passed away on April 27, 2026, and advised that an expression of sympathy had been sent to his family on behalf of the Board

3:14 PM Trustee Palazzo moved to recess the Public Board Meeting for five minutes due to technical difficulties.

CARRIED

3:20 PM The meeting was reconvened.

1.7 Award Recognition

1.7.1 ATA Council for School Leadership Distinguished Leadership Award Recipients: Azza Ghali and Maria-Julieta Zelada

The Board of Trustees recognized and celebrated Azza Ghali and Maria-Julieta Zelada for receiving the Alberta Teachers' Association Council for School Leadership Distinguished Leadership Award.

2. Business of the Meeting

2.1 Student Voice 2025-2026

The Board of Trustees acknowledged receipt of the report **Student Voice 2025-2026** for information purposes.

2.2 Bus Pass Fee Schedule

The Board of Trustees acknowledged receipt of the **2026-2027 Student Transportation Fee Schedule** for information purposes.

3. Presentation and Review of Accountability Report(s)

3.1 Creating Communities of Belonging Report

Trustee Turchansky moved that based on the evidence provided in the **Creating Communities of Belonging Report**, the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- QI 10.1 Ensures supports and services are in place to facilitate effective home-school communications.
- QI 10.2 Ensures supports and services are in place to manage conflict effectively promotes positive public engagement in the Division.

CARRIED

3.2 Leadership Formation and System Leadership Development in ECSD

Trustee Mutala moved that based on the evidence provided in the **Leadership Formation and System Leadership Development in ECSD – Update**, the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 1.2 Provides staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.
- QI 5.1 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes.
- QI 5.2 Ensures that hiring and promotion practices support the Catholic aspect of our Division's mission.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 5.4 Provides for training of administrators and the development of leadership capacity within the Division.

CARRIED

3.3 Supporting Schools and Addressing Complexity Report

Trustee Turchansky moved that based on the evidence provided in the **Supporting Schools and Addressing Classroom Complexity Report**, the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period.

- QI 2.1 Conducts an analysis of student success and ensures school principals develop action plans to address concerns.
- QI 2.2 Identifies trends and issues related to student achievement to inform the Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement.
- QI 2.3 Ensures there is measurable improved student achievement over time.
- QI 3.1 Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.
- QI 3.2 Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement.
- QI 5.3 Fosters high standards of instruction and professional improvement (Teaching Quality Standard).
- QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.
- QI 5.6 Implements requirements of Occupational Health and Safety legislation, including required staff professional development.

CARRIED

3.4 Moving to Bishop's Assurance Model in our Schools Report

Trustee Mutala moved that based on the evidence provided in the **Moving to Bishop's Assurance Model in our Schools Report** and the **Five Marks of Catholic School Identity and Faith Formation Plan Progress Report**, the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.
- QI 1.2 Provides staff with a program of activities which reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.
- QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.
- QI 1.4 Facilitates cooperative religious initiatives involving school, home and parish.
- QI 5.5 Ensures all staff have access to appropriate professional learning and/or training.
- QI 10.5 Promotes positive public engagement in the Division.

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the **May 2026 Board Chair Report on #ECSDfaithinspires** for information purposes.

4.2 Chief Superintendent Report

The Board of Trustees acknowledged receipt of the **Chief Superintendent's Report on #ECSDfaithinspires - May 2026** for information purposes.

5. Adjournment

5.1 Trustee Fiorillo said the closing prayer.

5.2 Trustee Turchansky moved the meeting be adjourned at 6:52 PM.

CARRIED

DRAFT



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **1.6**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Canadian Association of Principals Distinguished Vice - Principal of the Year – Amber Nicholson**

Background:

The Canadian Association of Principals (CAP) annually names one Canadian Vice-Principal as their Distinguished Vice-Principal of the Year. The nomination process requires the submission of information that highlights recognizing service to students and/or teachers, school-based activities that have benefited students and teachers, a commitment to both participating in and leading professional growth, community service, and a philosophy of learning that has translated to innovative programming. Amber Nicholson, Vice-Principal of St. Brendan Catholic Elementary/Junior High School, has been named the CAP Canadian Vice-Principal of the Year. Amber's reception of this award is the second stage of her noteworthy leadership abilities. She was named as a recipient of the Alberta Teachers' Association Council for School Leadership Distinguished Leadership Award this year as nominated by a colleague and her Principal. The Council for School Leadership then advanced her nomination nationally. The following is an excerpt from her nomination:

Amber Nicholson is a respected educational leader whose work reflects an unwavering commitment to students, educators, and the long-term strength of public education. As President of Edmonton Catholic Teachers Local 54, Amber leads with integrity, transparency, and moral clarity, earning the trust of educators across a wide range of roles, experiences, and perspectives. Grounded in a strong instructional background that includes experience as a classroom teacher, learning coach, and assistant principal, Amber brings a deep understanding of pedagogy and student needs to her system-level leadership. She approaches decision-making through evidence-informed practice, informed by her recent completion of a Master of Education. This commitment to professional learning is evident in her thoughtful stewardship of organizational resources, including initiatives designed to support member well-being during times of disruption. Through principled action and service-oriented leadership, Amber Nicholson exemplifies the values and competencies of exemplary educational leadership in Alberta.

Recommendation:

That the Board of Trustees recognizes and celebrates Amber Nicholson for receiving the **Alberta Teachers' Association Council for School Leadership Distinguished Leadership Award** and the **Canadian Association of Principals Distinguished Vice-Principal of the Year Award**.



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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **2.1**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services

Re: **ASBA 2026 School Board Innovation and Excellence Awards**

Background:

The ASBA School Board Innovation and Excellence Award recognizes school boards for their role in launching innovative programs and initiatives that enhance student achievement. Nominees include divisions who meet the following criteria:

- The division must show the program and/or initiatives' contributions to the quality of students' learning experiences.
- Projects should promote the division's mission, advance student learning and include the following characteristics:
 - developed, influenced and actively supported by the board,
 - bold, innovative and creative in purpose,
 - sustainable with the present system or school,
 - suitable for a broad range of children and abilities,
 - offers a significant impact on student achievement,
 - cost-effective, and client supported,
 - capable of being replicated by other school boards with similar conditions and resources, and
 - successful in view of the program's primary objectives.

This year, the Administration of Edmonton Catholic Schools recommends the submission of the **ECSD Mathematics Framework**. Over the past several years, Alberta Education and Childcare has introduced significant changes to the mathematics curriculum, beginning with Kindergarten to Grade 6 and now, extending to Grades 7–9, with anticipated changes to high school programming to follow. While Edmonton Catholic Schools students continue to perform well in mathematics relative to provincial outcomes, Division data and classroom evidence indicate opportunities to further strengthen conceptual understanding, student confidence, and consistency of instructional practice. In response, Edmonton Catholic Schools has developed a comprehensive Mathematics Framework.

The Mathematics Framework is designed to create shared language, clear and consistent expectations, and high-quality practice across schools. It serves as a replicable guide for staff learning and instructional decision-making,

and it is intentionally organized so that schools can work through it as a whole or focus on specific components as needed. Rather than a prescriptive manual, the Framework is designed to provide choice and flexibility as schools work towards improvement in Mathematics.

The first year of implementation is marked by several successes. Professional learning surrounding the framework implementation occurred at all levels of the organization beginning with the Executive Leadership Team, moving to building coherence with Principals, consultants and school staff. All sessions were anchored in the vision of equitable and rigorous math education that develops confidence, joy, and mastery. As instructional leaders, all principals received three professional learning sessions and consultant support in leading this in their communities. All sessions included recurring structures such as reflection prompts for principals: “What did you notice?” “What might be priority areas for your site?” as well as hands on tasks including sorting/rearranging “learning condition tiles” and identifying alignment with framework elements.

Teachers of Kindergarten, Grade 1, Grade 4, Junior High and Senior High engaged in four Division Focused Professional Learning sessions centered on high impact math strategies that support math competency. In this way, we have demonstrated that Division Focused Professional Learning is ongoing, not a one-time event, structured over multiple entry points and audiences.

Recommendation:

That the Board of Trustees supports the nomination of the **ECSD Mathematics Framework** for the ASBA 2026 School Board Innovation and Excellence Award.





EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting 2.2

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Chad Schulz, Chief Financial Officer

Re: **Division Operating Budget 2026 - 2027**

Background:

Alberta Education requires all school authorities in Alberta to submit their 2026 – 2027 operating budgets by June 17, 2026. The Division's Operating Budget for 2026 – 2027 shows revenues of \$704.1 million and expenditures of \$712.9 million, with an Operating Deficit of \$8.8 million. The Division Operating Budget 2026 – 2027, as well as supporting documents, have been reviewed by the Board of Trustees' Audit and Finance Committee. This review included a discussion of our Budget Priorities and our critical Budget Assumptions, which are included in the budget document. The Board of Trustees Audit and Finance Committee is recommending the budget for approval.

As part of the Budget 2026 – 2027 process, the Board of Trustees' Audit and Finance Committee reviewed and is recommending approval for the use of up to \$1.5 million from the Capital Reserve for a roof replacement at the St. Basil site and the use of up to \$0.8 million in deferred capital for modular links at up to 4 school sites.

Recommendations:

1. That the Board of Trustees of the Edmonton Catholic Separate School Division approves the use of up to \$1.5 million for a roof replacement at St. Basil from the capital reserve.
2. That the Board of Trustees of the Edmonton Catholic Separate School Division approves the use of up to \$0.8 million in deferred capital for modular links at up to four school sites.
3. That the Board of Trustees of the Edmonton Catholic Separate School Division approves the Division Operating Budget 2026 - 2027 as presented.

4. That based on the evidence provided in the **Division Operating Budget 2026 - 2027**, the Board of Trustees determines that the following Quality Indicators have been met as per **Board Policy 12 – Appendix B**, relative to the current evaluation period:

QI 4.4 Ensures all collective agreements and contracts are being administered and interpreted so staff and contracted personnel are being paid appropriately, and appropriate deductions are being made.

QI 4.8 Monitors and reviews expenditures to ensure continuous improvement in terms of value for money.

QI 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

QI 8.4 Ensures key results identified by the Board are achieved.

QI 8.5 Ensures the budget and three-year plan are developed according to a timeline that ensures the Board's ability to provide direction and revise priorities and is approved within Alberta Education deadlines.

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

QI 10.3 Ensures information is disseminated to inform appropriate publics.

Attachments:

- Edmonton Catholic Schools Division Operating Budget 2026-2027





DIVISION **OPERATING BUDGET**

2026-
2027

Integral Documents for the Development of the Division Operating Budget 2026–2027

- Education Plan 2026–2029 (Year 1)
- Edmonton Catholic Schools Foundation Statement
- Annual Education Results Report (AERR) 2024–2025
- Three-Year Capital Plan 2027–2030
- ECSD Annual Survey Results 2025–2026
- Audited Financial Statements August 31, 2025

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OUR FOUNDATION

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

Inspired by

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

5 Marks of Catholic School Identity

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

We believe in God, and we believe

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

Vision

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

Christ-centred learning in Edmonton Catholic Schools

Preparing our students for this world and the next.

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

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

Core Values

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

A defining statement of inclusive education in our Division –

Katholos: Education for Life for All

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

**resident student as defined by the Education Act*



MANAGEMENT DISCUSSION AND ANALYSIS

Funding and the Provincial Environment

Budget 2026–2027 is based on a provincial education funding model introduced by Alberta Education and Childcare in 2025. The model uses a two-year average adjusted enrolment method to calculate funding, allocating 30% of actual enrolment from the current year and 70% of projected enrolment for the upcoming year.

The funding framework allocates funding to school divisions using metrics such as student enrolment, funding rates, school utilization, and socio-economic factors.

Funding is provided in five major categories, including:

- base instruction
- services and supports, primarily specialized learning supports
- schools, including operations and maintenance, transportation
- community, focused on socio-economic related factors
- jurisdictions, supporting systems and administrative functions

In addition to the existing funding framework, Alberta Education and Childcare introduced classroom size and complexity-based funding for the 2025–2026 and 2026–2027 school years. This funding is intended to help address class size and complexity within classrooms. A portion of this funding was, and will continue to be, distributed to school divisions across the province based on data collected in Fall 2025 that captured classroom conditions at that time.

The Alberta Education and Childcare Assurance Framework includes five assurance areas with related performance measures.

As partners in the framework, the province, school authorities, and schools accept responsibility for tracking successes and continuously improving the quality of education for students.

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success in classrooms, schools, and school authorities.

Funding and the Provincial Environment (continued)

The five assurance areas are:

- **Student Growth and Achievement**
The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
- **Teaching and Leading**
Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
- **Learning Supports**
Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.
- **Governance**
Processes that determine strategic direction, establish policy, and manage fiscal resources.
- **Local and Societal Context**
Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Edmonton Catholic Schools has established three priorities that form the basis of our Three-Year Education Plan (2026–2029) and Budget 2026–2027. The Education Plan, formerly known as the Division Plan for Continuous Growth, is prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The priorities are as follows:



Learning and Living our Faith



Excellent Learning Experiences



Nurturing Student Well-being

It was recognized early that the Division would need to approach Budget 2026–2027 with caution. This caution was driven by a changing provincial education environment and the anticipated increase in staff salaries, as all three employee groups reached salary settlements during the 2025–2026 school year.

Funding and the Provincial Environment (continued)

The release of the provincial budget was met with appreciation, as it included substantial increases in education funding at a time when provincial budgets are under strain. At a minimum, these increases will allow the Division to mitigate the rising costs associated with educating more than 51,000 students across the City of Edmonton and to begin addressing the growing class sizes and increasing classroom complexity experienced throughout the Division.

Continued annual funding increases will be important, as current funding levels do not yet fully offset inflationary pressures and ongoing enrolment growth. As a result, the Division intends to utilize a portion of its Accumulated Surplus from Operations (ASO) in 2026–2027, primarily to support student educational needs within schools.

As in the past, the Division will continue to maximize the effectiveness of its expenditures while addressing enrolment growth, salary grid movement, and inflation. It will continue prioritizing funding for the classroom to ensure all students can reach their full potential.

For the fiscal year 2026–2027, the Division has budgeted total revenues of **\$704.1** million and total expenditures of **\$712.9** million, resulting in an operating deficit of **\$8.8** million. This operating deficit is mainly due to increases in staff rates, benefits, and grid movement, as well as inflationary increases in supplies, equipment, and services. The Division's budgeted **\$8.8** million operating deficit for 2026–2027 will also result in a planned drawdown of its ASO by **\$5.8** million and leave a budgeted ASO balance of **\$21.8** million as of August 31, 2027.

For the fiscal year 2025–2026, the Division has forecasted total revenues of **\$616.0** million and total expenditures of **\$625.0** million, resulting in an operating deficit of **\$9.0** million. The 2025–2026 forecasted operating deficit of **\$9.0** million, as compared to the 2025-2026 budgeted **\$12.1** million operating deficit, reflects updated revenue and expenditure trends that emerged over the course of the school year.

Student Basic Education and Fees

The Division's school fee procedure and fee schedules continue to uphold that all students are to have fair and equitable access, at no cost, to the basic resources and materials required for publicly funded education as provided by the Government of Alberta. Each year, Principals, in consultation with School Councils, prepare fee structure plans that include all fees charged to students. All school-based fees, as well as Division transportation fees, are posted on each school's website by June 30 for the following school year.

With respect to transportation fees, School Transportation Regulations require that these fees do not exceed the difference between the cost of transporting the student and the funding provided by Alberta Education and Childcare. In instances where a student is ineligible for transportation funding, the transportation fee cannot exceed the actual cost of transporting the student.

For Budget 2026–2027, the Division will continue to adhere to the distance eligibility requirements of 1.6 kilometres for students in Grade 6 or lower and 2 kilometres for students in Grade 7 or higher. The Division utilizes the latest software to enhance route planning, address carrier inflationary and retention pressures, and ensure the student transportation system operates as efficiently and sustainably as possible. The Division remains committed to collaborating closely with EPSB Student Transportation to achieve further efficiencies in delivering the best possible transportation system. In the 2026–2027 school year, additional shared routes will be implemented to reduce overall financial impacts.



Division Engagement

Through ongoing engagement opportunities that include the Board, senior administration, principals, staff, parents/guardians, and students as appropriate, the Division is committed to creating opportunities for individuals to offer diverse perspectives and share their ideas. Our vision states that we will learn together, work together, and pray together in answering the call to a faith-filled life of service. Our engagements provide opportunities to listen and learn from one another as we imagine new programs and services to meet the ever-changing needs of students and their families.

This year's planning cycle once again saw the Division complete its ECSD Annual Survey with parents/guardians, students, and teaching staff. Results were shared with the Board publicly and posted on our Division Dashboard. The survey includes items developed to reflect the Alberta Education and Childcare Assurance Framework and the Division Plan for Continuous Growth 2023–2026. In addition, the ECSD Systems Excellence Survey was conducted. The survey engages Division staff who are not certified teachers, with respect to their work environment and includes survey items related to the Division Plan for Continuous Growth 2023–2026. These valuable feedback processes assisted the Board of Trustees and administration in assessing the needs of the Division in the development of Budget 2026–2027.

The Board of Trustees also held a Community of School Councils meeting in November 2025 to help establish priorities for the next three-year planning cycle. Feedback gathered through this engagement contributed to identifying the Division's three key priorities for the ECSD Three-Year Education Plan 2026–2029: Learning and Living our Faith, Excellent Educational Experiences, and Nurturing Student Well-being. This input also helped inform the development of the 2026–2027 budget.

In addition to these survey processes, ECSD Administration engaged principals on budget considerations that affect schools and students. Their feedback reflected day-to-day school experience and interactions with teachers, staff, students, families, and School Councils.

We remain committed to the students and families we serve across our Catholic school communities. Our strong academic results, prudent fiscal management, educational innovations, and firm commitment to our Catholic values have been recognized by our community. We value this support and continue to advocate for our publicly funded Catholic school division.

Support for Inclusive Education

Consistent with recent years, the inclusive education needs within the Division’s classrooms continue to grow. For 2026–2027, our neurodivergent students with complex needs are projected to increase to 3,277, up from 2,888 this past year. These students experience significant physical, medical, and/or neurological differences that have a substantial functional impact on learning and participation within classroom environments. As a result, schools require increased access to specialized expertise and in-class support to ensure safe, inclusive, and responsive learning conditions.

In addition to overall enrolment growth, schools are seeing increased complexity and intensity in student needs. In response, the Division has strategically leveraged available contingency funding. Edmonton Catholic Schools continues to invest significant additional resources beyond Alberta Education and Childcare's Specialized Learning Grant to uphold our commitment to inclusive, dignified, and strength-based support for all learners.



As reflected in the Alberta Education and Childcare funding table, the second count date remains in place to support new Early Learning and Kindergarten students enrolling between December and February. This sustained Program Unit Funding (PUF) provides targeted support, including speech and language services, for eligible students. In addition, funding through the Specialized Learning Support Grant will increase by \$2.0 million in 2026–2027 compared to 2025–2026, reinforcing school-based supports for students with complex learning needs.

Support for New Curriculum

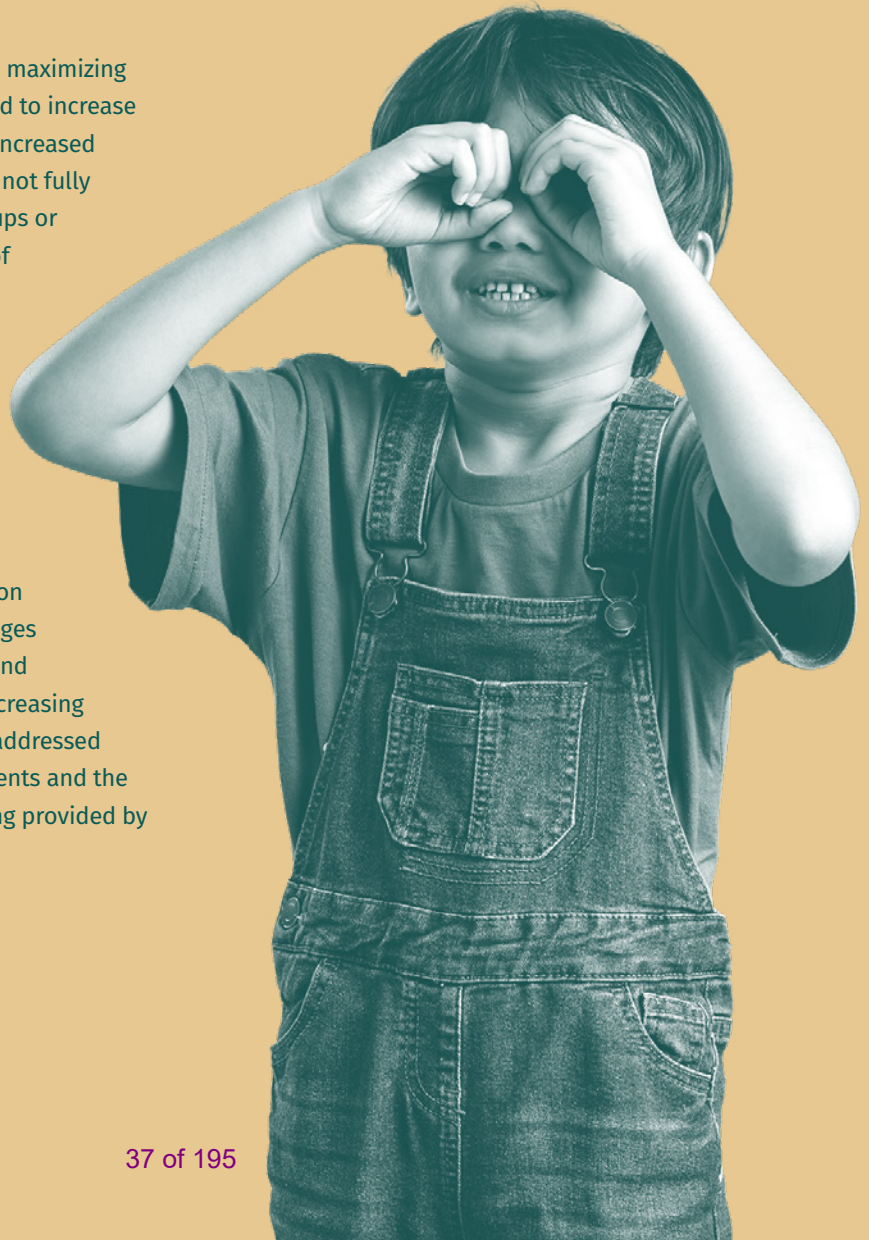
New curriculum implementation in 2026–2027 includes further teacher training and resource creation in all subjects K–6, with many resources developed in French to support curriculum optimization. Additionally, Grades 3–6 classrooms will be supported through the introduction of Dynamic Math, an additional core resource alongside Math Up and Edwin. Dynamic Math offers both teacher guidance and student materials that are fully aligned to the Alberta curriculum and support a coherent progression of learning. To support the implementation of Grades 4–6 Social Studies in 2026–2027, ECSD has developed a comprehensive Teacher Planning Guide, providing 100% curriculum alignment for ECSD teachers and ensuring consistent, high-quality planning across classrooms K–6.

Across all elementary core subject areas, the focus is now shifting from implementation to optimization, with ongoing refinement of resources, instructional practices, and supports to ensure optimal learning for all students. Teachers will continue to have opportunities to engage in working groups to co-construct and refine high-quality resources aligned to the curriculum. Further, Edmonton Catholic Schools will welcome the opportunity for teachers to participate in piloting the proposed new curriculum in Junior High Social Studies, Math, Career Education and Financial Literacy, and Physical Education and Wellness. Field testing in Science will begin in 2026–2027 with piloting in 2027–2028.



Fiscal Landscape

For Budget 2026–2027, the Division will focus on maximizing funding to the classroom. Enrolment is forecasted to increase by 1.8%. While Alberta Education and Childcare increased funding rates for 2026–2027, these increases do not fully address salary settlements for all employee groups or inflationary pressures related to the rising cost of supplies, equipment, and services. The Division also continues to reduce its reliance on the Accumulated Surplus from Operations (ASO). Throughout the 2025–2026 school year, the Division has engaged with its community to identify key areas in which to focus the use of its finite resources. The goal is to address fiscal challenges while continuing to advance the priorities of the Division and its individual schools. Meeting these challenges will require ongoing evaluation of all programs and a continued focus on operational efficiencies. Increasing classroom sizes and growing complexity will be addressed with a combination of existing supports for students and the addition of classroom complexity-specific funding provided by Alberta Education and Childcare.



Division Cost Containment and Efficiencies

The Division has consistently worked to identify cost-saving measures and operational efficiencies to ensure the continued delivery of high-quality education while managing financial pressures. These efforts have included balancing school utilization, enhancing learning environments, improving operating costs, and developing a strong continuum of focus, language, and alternative programs. An important part of this work is the annual review of school viability. The Division remains committed to working with schools to build long-term sustainability, with a current focus on addressing overcapacity in many school communities.

Several changes and decisions made during the 2025–2026 school year are expected to positively impact 2026–2027, including:

- Overall Division utilization is at 100%, which has improved operational funding. Sixty-two schools, or roughly two-thirds of the Division, have utilization rates of 85% or higher and qualify for full Operations and Maintenance (O&M) funding.
- Interprovincial and international migration is expected to stabilize with enrolment growth returning to more typical levels of 1.5% to 2.5% annually.
- The 2026 Modular Classroom Program, which includes 31 new modular classrooms, four modular washroom units, and the relocation of 12 surplus modular units from Sturgeon School Division, will help alleviate enrolment pressures across the Division and support healthier, more functional learning environments.
- Capital approvals for three new Catholic high schools and the opening of St. Carlo Acutis Catholic High School in September 2026, will help address significant overutilization of Grades 10–12 and support sustainable high school enrolment growth across the Division.
- Capital approval for a new Catholic K–9 school in northwest Edmonton will improve operational efficiency, reduce maintenance and operating costs, and provide students with access to a school closer to home. Once completed, it will enhance access to Catholic junior high programming, support improved student retention, and reduce long-term transportation costs.
- Capital approval for a new Catholic K–9 school in northeast Edmonton will help relieve pressure on overutilized schools and support future growth in the Horse Hill area.
- Capital approval for a replacement school at the St. Alphonsus School site will address critical facility deficiencies and significantly reduce operating, maintenance, and deferred maintenance costs.
- The relocation of the French Immersion program from Our Lady of the Prairies to Holy Cross in September 2026 will optimize resource use, improve learning environments, and achieve more balanced utilization across both schools. This change will increase O&M funding and free up capacity to accommodate growth in west Edmonton while easing pressures on overutilized schools.

Division Cost Containment and Efficiencies (continued)

- Expanding inclusive program offerings like Guided Intervention Supported Transition (GIST) and Generations will reduce transportation ride times for vulnerable students and improve utilization in lesser-used schools, resulting in increased O&M funding.
- The anticipated opening of the new St. Nicholas Catholic Elementary/Junior High School in Rundle Heights in Fall 2027 will allow for the consolidation of the former St. Jerome, St. Bernadette, and St. Nicholas schools into a single modern facility, improving utilization and reducing ongoing maintenance, operating, and administrative costs.
- The construction of five new Catholic elementary/junior high schools, anticipated to open in Fall 2028, will significantly relieve enrolment pressures and position ECSD to accommodate growth in Edmonton's highest growth areas.



OUR BUDGET

Budget Process

The 2026–2027 school year marks the beginning of a new three-year cycle for the ECSD Education Plan (2026–2029). This plan is rooted in ensuring that every student experiences the conditions that are necessary to experience optimal learning. The goals of the strategic plan flow from the ECSD Optimal Learning Framework, which was developed over a two-year period of engagement with senior leaders, administrators, consultants, and the Division’s Student Voice Team. The Board of Trustees then established the Education Plan’s priorities of *Learning and Living our Faith, Excellent Learning Experiences, and Nurturing Student Well-being* after robust engagement with School Councils, School Administrators, and the Division’s Student Voice Team to learn what was most important to them as they experience the excellent Catholic educational opportunities of the Division. Once this work was completed, Principals were engaged to determine the best ways to allocate funding to support the creation of the conditions for Optimal Learning to come to life in every school.

The process for Budget 2026–2027, a budget that supports this Education Plan, began in the fall of 2025 with engagement sessions with Principals as well as other Division leadership staff. The multi-month engagement process was critical in allowing for an exchange of the latest available information, sharing of challenges, and developing ideas on how best to move forward.

Administration’s recommendations for the 2026–2027 Budget are presented to the Board of Trustees’ Audit and Finance Committee. The committee includes all members of the Board of Trustees, as well as three external members: two professional accountants and a former Trustee with extensive business experience. The committee recommends approval of the budget to the Board before final approval at a public meeting.

There are many processes that precede the completion of our final budget. These are highlighted as follows:

- Engage with our ECSD school community.
- Perform an environmental scan of the economy and review current educational developments.
- Complete a high-level risk assessment of issues facing the Division.
- Review the Division’s Education Plan.
- Review all our Foundational Statements.
- Assess the provincial budget, the supporting Alberta Education and Childcare Funding Manual rates, and Alberta Education and Childcare’s stated goals.
- Determine our enrolment projections.
- Set Division priorities to align with our educational and Catholicity goals and any goals set out by the Province.
- Determine our centralized support and department requirements.
- Review our school allocation model to ensure that we maximize support for students in the classroom.
- Determine, assess, and review our budget assumptions throughout budget preparation.
- Present the budget components at various meetings with Principals, Senior Leadership, and the Board of Trustees’ Audit and Finance Committee.
- Present our completed budget to the Trustees for approval at a public meeting.

Budget Assumptions

The Division's 2026–2027 Operating Budget is prepared based on the information provided in the Alberta 2026–2027 Budget and the supplemental information provided in Alberta Education and Childcare's most recent Funding Manual. The key budget assumptions used for the 2026–2027 Operating Budget are as follows:

- We will use the Alberta Education and Childcare funding rates and funding formulas.
- The total number of students for 2026–2027 is forecast to increase by 1.8% with growth expected across the Division.
- The Division will continue to fund schools on enrolment and provide additional funding allocations for schools based on the assessed needs of students in the classroom.
- Additional funding allocations to schools will continue to be based on the Division's Differentiated Funding Model as well as our Contingency Funding process.
- Our site-based funding model will continue focusing on expenditure control and managing our resources efficiently and effectively.
- Inflationary costs will continue to be managed internally by departments and schools.
- The Division will remain below Alberta Education and Childcare's ceiling of 3.2% on System Administration expenditures.
- School fees will continue to be charged based on past practice and in accordance with Board Policy and the Division's Administrative Procedure.

EDMONTON CATHOLIC SCHOOLS' **PRIORITIES**

Education Plan 2026–2029 (Year 1)



Priority 1
**LEARNING
AND LIVING
OUR FAITH**



Priority 2
**EXCELLENT
LEARNING
EXPERIENCES**



Priority 3
**NURTURING
STUDENT
WELL-BEING**

Goals

- Students will experience the Catholic faith as a living presence, woven into learning, relationships, and daily experiences across all aspects of school life.
- Students are nurtured with a whole-child approach, shaped by our Catholic identity, that fosters emotional, physical, spiritual, and moral development.
- Students work together to solve real-world problems, practicing teamwork, communication, and critical thinking in authentic contexts.
- Students feel known, challenged, and supported. Learning is joyful and meaningful, with varied approaches that honour different needs and spark curiosity.
- Students understand what they are learning and why, receive timely feedback, and reflect on their progress.
- Students think boldly, explore new ideas, and express themselves creatively. Students take risks, try again, and persevere through challenges.
- Teachers co-create learning experiences where students set goals, reflect on progress, and persevere through challenges, with encouragement and timely support.
- Students see the relevance of what they're learning and understand how it applies beyond the classroom. Learning is connected to real-world contexts, experiences, and challenges.
- Staff actively pursue professional learning, reflect on their practice, and adapt to meet the evolving needs of students. Teachers and leaders model a mindset of continuous growth and curiosity.

BUDGET AND FINANCIAL STATEMENTS FOR 2026–2027



Budgeted Statement of Operations with Expenses by Program

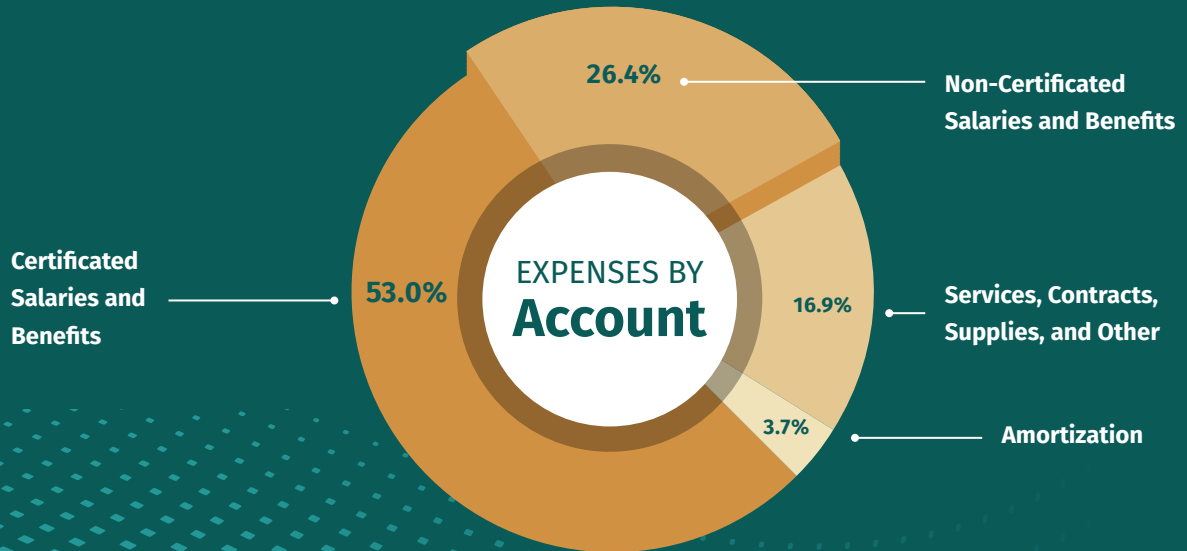
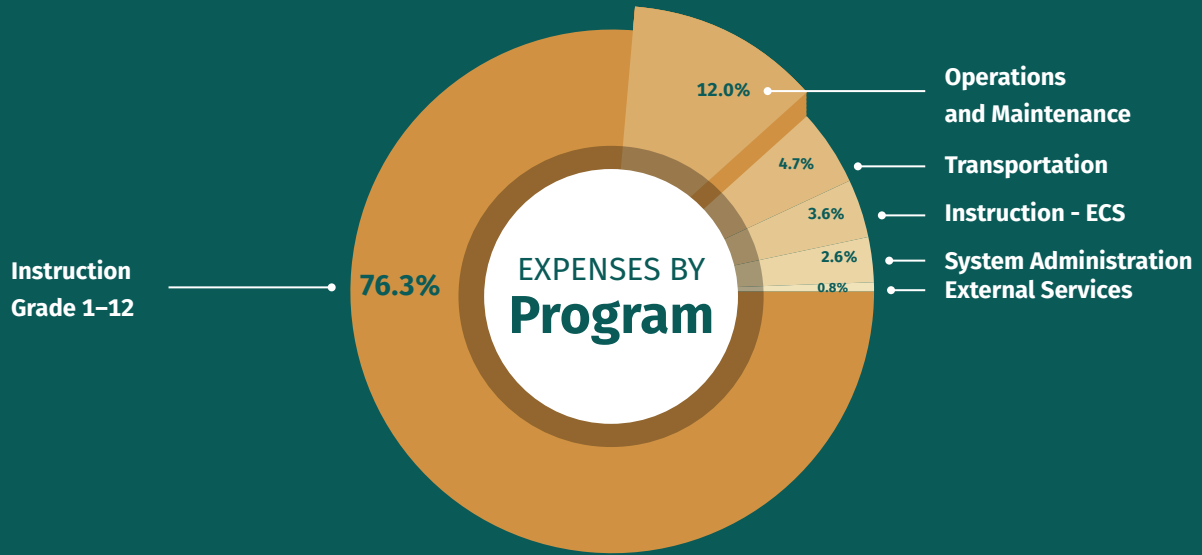
Budget 2026–2027 is a budget with revenues of **\$704.1** million and expenses of **\$712.9** million. Approximately **84%** of ECSD’s revenue is dependent on funding provided by the Province. Total budgeted revenue increased by **\$90.5** million as compared to the 2025–2026 budgeted revenues, mainly due to additional provincial funding resulting from increased enrolment, rate increases, additional program-specific funding and teacher salary settlement costs. Expenses by Program show that **76.3%** of all expenses are directed to Grade 1–12 Instruction, while **2.6%** is used for System Administration.

	2024–2025 ACTUAL	2025–2026 BUDGET	2025–2026 FORECAST	2026–2027 BUDGET
REVENUES				
Alberta Education and Childcare	468,796,329	477,841,000	482,864,000	568,513,000
Alberta Infrastructure	20,364,724	22,382,000	22,459,000	20,966,000
Other - Government of Alberta	43,464	42,000	55,000	46,000
Federal Government and Other Government Grants	20,536,961	6,790,000	6,790,000	5,497,000
Other Alberta School Divisions	208,579	80,000	116,000	129,000
Property Taxes	65,190,907	66,000,000	66,000,000	66,000,000
Fees	19,772,216	23,123,000	20,588,000	26,928,000
Sales of Services and Products	6,499,031	6,026,000	5,916,000	6,318,000
Investment Income	2,995,440	2,400,000	2,400,000	2,200,000
Gifts and Donations	5,340,739	5,303,000	5,485,000	5,614,000
Rental of Facilities	2,220,946	1,715,000	1,617,000	1,608,000
Fundraising	336,313	305,000	221,000	300,000
Gains on Disposal of Capital Assets	1,700	1,573,000	1,573,000	-
Other	68,257	-	-	-
TOTAL REVENUES	612,375,606	613,580,000	616,084,000	704,119,000
EXPENSES				
Instruction – ECS	25,898,352	24,907,000	23,751,000	25,761,000
Instruction Grade 1–12	455,524,755	467,385,000	462,692,000	543,686,000
Operations and Maintenance	74,739,687	79,182,000	81,617,000	85,547,000
Transportation	30,726,368	30,468,000	32,174,000	33,307,000
System Administration	17,459,990	17,119,000	18,077,000	18,864,000
External Services	7,234,156	6,634,000	6,741,000	5,763,000
TOTAL EXPENSES	611,583,308	625,695,000	625,052,000	712,928,000
OPERATING (DEFICIT) SURPLUS	45 of 792,298	(12,115,000)	(8,968,000)	(8,809,000)

Budgeted Statement of Expenses by Account

Certificated salaries and benefits account for **53.0%** of all budgeted expenses, and total salaries and benefits account for **79.4%** of all expenses.

	2024–2025 ACTUAL	2025–2026 BUDGET	2025–2026 FORECAST	2026–2027 BUDGET
EXPENSES				
Certificated Salaries	253,858,638	258,254,000	254,309,000	305,209,000
Certificated Benefits	61,185,729	61,239,000	60,533,000	72,533,000
Non-certificated Salaries and Wages	124,222,652	133,033,000	133,553,000	149,169,000
Non-certificated Benefits	34,052,017	35,127,000	36,149,000	39,396,000
Total Salaries, Wages, and Benefits	473,319,036	487,653,000	484,544,000	566,307,000
Services, Contracts, and Supplies	114,223,812	112,422,000	114,700,000	119,288,000
Amortization - Supported Assets	18,790,242	20,164,000	20,392,000	21,943,000
Amortization - Unsupported Assets	3,147,029	3,281,000	3,342,000	3,386,000
Amortization - Unsupported ARO Assets	705,864	706,000	702,000	702,000
Accretion Expenses	893,835	800,000	800,000	750,000
Interest on Capital Debt - Unsupported	459,450	409,000	442,000	462,000
Other Interest Charges	40,781	50,000	50,000	50,000
Losses on Disposal of Capital Assets	2,501	20,000	20,000	20,000
Other Expenses	758	190,000	60,000	20,000
TOTAL EXPENSES	611,583,308	625,695,000	625,052,000	712,928,000



Alberta Education and Childcare Funding

Total Alberta Education and Childcare Funding increased by **\$90.7** million as compared to the 2025–2026 budget. The increase in provincial funding is driven by enrolment growth, increased rates, program-specific funding and teacher salary settlement costs.

	2024–2025 ACTUAL	2025–2026 BUDGET	2025–2026 FORECAST	2026–2027 BUDGET
Base Instruction	307,851,265	326,357,000	323,736,000	341,579,000
Specialized Learning Support (SLS)	37,742,275	40,336,000	41,133,000	43,173,000
ECS Pre-K Program Unit Funding (PUF)	11,074,768	11,951,000	12,079,000	13,711,000
OTHER SERVICES AND SUPPORTS				
EAL Funding	12,464,836	14,666,000	15,396,000	17,318,000
FNMI Funding	5,370,335	5,508,000	5,634,000	5,826,000
Class Size Reduction & Complexity Teams	-	-	2,303,000	29,197,000
Refugee and Other Funding	8,241,298	10,053,000	11,221,000	13,578,000
Transportation Funding	21,090,899	19,994,000	21,214,000	22,230,000
Operations and Maintenance	41,712,291	44,829,000	44,070,000	50,725,000
Community Funding	15,610,450	14,369,000	17,966,000	18,279,000
Infrastructure, Maintenance, and Renewal	2,805,538	1,648,000	2,847,000	935,000
System Administration	17,747,934	18,582,000	18,582,000	18,592,000
Other Jurisdiction Funding	26,715,370	9,079,000	6,076,000	32,173,000
Other Alberta Education and Childcare Funding	1,900,000	1,900,000	1,900,000	2,000,000
Capital Revenue Amortization	2,559,555	3,069,000	3,069,000	3,397,000
Alberta Teachers' Retirement Fund	21,100,421	21,500,000	21,638,000	21,800,000
TOTAL ALBERTA EDUCATION AND CHILDCARE FUNDING	533,987,236	543,841,000	548,864,000	634,513,000
Less: Amount Funded by Property Taxes	(65,190,907)	(66,000,000)	(66,000,000)	(66,000,000)
TOTAL ALBERTA EDUCATION AND CHILDCARE FUNDING	468,796,329	477,841,000	482,864,000	568,513,000

Fee Revenues*

Total revenues from fees increased by \$6.3 million as compared to the 2025–2026 forecast, mainly due to enrolment growth as well as the expected increase in transportation fees.

	2024–2025 ACTUAL	2025–2026 BUDGET	2025–2026 FORECAST	2026–2027 BUDGET
Transportation	6,274,399	8,508,000	6,193,000	11,319,000
FEES TO ENHANCE BASIC INSTRUCTION:				
Technology User Fees	1,626,431	1,596,000	1,735,000	1,691,000
Alternative Program Fees	3,280,628	3,548,000	3,651,000	3,965,000
Fees for Optional Courses	2,618,683	2,865,000	2,874,000	3,342,000
Activity Fees	1,901,964	2,068,000	2,026,000	2,376,000
OTHER FEES TO ENHANCE EDUCATION:				
PASS, Summer School, Tutorials	222,286	225,000	233,000	250,000
NON-CURRICULAR FEES:				
Extra-curricular Fees	2,566,908	2,885,000	2,710,000	2,615,000
Non-curricular Goods and Services	554,394	763,000	793,000	799,000
Non-curricular Travel	726,523	665,000	373,000	571,000
TOTAL FEES	19,772,216	23,123,000	20,588,000	26,928,000

*Fee Revenues are classified in accordance with the most recent Alberta Education and Childcare Guidelines.

Accumulated Surplus from Operations (ASO)

	2024-2025 ACTUAL	2025-2026 BUDGET	2025-2026 FORECAST	2026-2027 BUDGET
Surplus - Beginning of Year	39,981,322	37,151,000	34,842,000	27,551,000
CHANGES IN THE YEAR				
Operating Deficit	792,298	(12,115,000)	(8,968,000)	(8,809,000)
Board Funded Tangible Capital Additions	(1,026,715)	(1,750,000)	(1,191,000)	(1,400,000)
Disposal of Board Funded Tangible Capital Assets	27,744	(1,553,000)	(1,553,000)	20,000
Amortization of Board Funded Tangible Capital Assets	3,852,893	3,987,000	4,044,000	4,088,000
Asset Retirement Obligations (recognition/remediation)	201,111	-	419,000	369,000
Capital Leases Principal Repayments	(596,068)	(611,000)	(692,000)	(699,000)
Additional Capital Leases	209,654	350,000	650,000	650,000
Net Transfers (to)/from Capital Reserves	(8,600,000)	-	-	-
Net Increase (Decrease)	(5,139,083)	(11,692,000)	(7,291,000)	(5,781,000)
SURPLUS - END OF YEAR	34,842,239	25,459,000	27,551,000	21,770,000
Days of Operation held in Operating Reserves	14.2	10.2	11.0	7.6
% of Total Expenses	5.7%	4.1%	4.4%	3.1%

Capital Reserves

	2024-2025 ACTUAL	2025-2026 BUDGET	2025-2026 FORECAST	2026-2027 BUDGET
Capital Reserves - Beginning of Year	13,714,989	14,615,000	17,764,000	16,619,000
Net Proceeds from Disposal of Capital Assets	-	1,573,000	1,573,000	-
Board Funded Tangible Capital Additions	(4,550,787)	(4,900,000)	(2,718,000)	(4,300,000)
Net Transfers (to)/from ASO	8,600,000	-	-	-
CAPITAL RESERVES - END OF YEAR	17,764,202	11,288,000	16,619,000	12,319,000
CAPITAL RESERVES PER STUDENT	355	228	337	245

Enrolment: One-Year Projection and Five-Year History

Student enrolment has increased by nearly 7,900 students over the past five years, growing from 43,230 in 2021–2022 to 51,113 in 2025–2026. New schools in growing communities fill quickly. St. Josephine Bakhita Catholic Elementary/Junior High School opened in 2025 at 114% utilization, demonstrating how rapidly demand can exceed available space as communities continue to build out. The Division is projecting a more modest increase of 1.8% or 937 students in enrolment for the 2026–2027 school year.

	2025–2026 ACTUAL ENROLMENT	SEPTEMBER 29, 2026 PROJECTED ENROLMENT	CHANGE IN ENROLMENT
Pre-Kindergarten	363	420	57
Kindergarten	3243	3204	(39)
Grade 1	3530	3392	(138)
Grade 2	3727	3574	(153)
Grade 3	3799	3793	(6)
Grade 4	4060	3852	(208)
Grade 5	3770	4121	351
Grade 6	4018	3828	(190)
Grade 7	4006	4140	134
Grade 8	3884	4114	230
Grade 9	3826	3962	136
Grade 10	3775	4319	544
Grade 11	3862	3892	30
Grade 12	5250	5439	189
TOTAL	51,113	52,050	937
PERCENTAGE INCREASE		1.8%	

Total Enrolment

GRADE	ACTUAL FIVE-YEAR ENROLMENT					PROJECTED ENROLMENT
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Pre-Kindergarten	622	659	452	359	363	420
Kindergarten	3,258	3,185	3,362	3283	3243	3204
Grade 1	3,177	3,514	3,506	3608	3530	3392
Grade 2	3,382	3,281	3,746	3667	3727	3574
Grade 3	3,270	3,543	3,488	3949	3799	3793
Grade 4	3,203	3,417	3,734	3648	4060	3852
Grade 5	3,185	3,356	3,657	3935	3770	4121
Grade 6	3,122	3,350	3,575	3800	4018	3828
Grade 7	3,291	3,307	3,576	3817	4006	4140
Grade 8	3,186	3,420	3,500	3771	3884	4114
Grade 9	3,167	3,302	3,578	3664	3826	3962
Grade 10	3,067	3,369	3,494	3791	3775	4319
Grade 11	3,159	3,271	3,561	3699	3862	3892
Grade 12	4,141	4,304	4,546	5116	5250	5439
TOTAL	43,230	45,278	47,775	50,107	51,113	52,050
PERCENTAGE	-0.6%	4.7%	5.5%	4.9%	2.0%	1.8%

"May the God of Hope fill you with all joy and peace in believing, so that you may abound in hope by the power of the Holy Spirit."

Romans 15:13



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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **2.3**

Date: June 17, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Chief Superintendent Evaluation Report 2025-2026**

Background:

In accordance with the Board's Policy on the Annual Evaluation of the Superintendent, the Board has completed the evaluation of Chief Superintendent Lynnette Anderson for the 2025-2026 school year. The Board contracted an external facilitator to complete the process.

The Board of Trustees recognizes and appreciates the leadership of Chief Superintendent Lynnette Anderson and her ongoing commitment to Edmonton Catholic Schools. Throughout the year, Lynnette has demonstrated deep dedication to Catholic education, student success, staff well-being, and the Division's mission, vision, and values. Her leadership has helped guide Edmonton Catholic Schools through continued growth and change while maintaining a strong focus on supporting students and fostering excellence in learning.

The Board is grateful for Lynnette's collaborative approach, her commitment to continuous improvement, and her efforts to strengthen relationships across the Division and the broader community. We thank her for her service and for the positive impact she continues to have on students, staff, families, and Catholic education in Edmonton.

Recommendation:

a) That the Board approve the Superintendent evaluation report as developed during the evaluation workshop of May 29, 2026, as an accurate accounting of the Superintendent's performance for the period June 4, 2025, to May 29, 2026, and further that the Board authorize the Chair to make any required technical edits and to sign the report on the Board's behalf.

b) That pursuant to section 222 of the *Education Act*, the Board of Trustees reappoints Lynnette Anderson to the position of Chief Superintendent of Schools for Edmonton Catholic Separate School Division, subject to terms and conditions of employment as agreed to between the Board and Ms. Anderson.



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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting

2.4

Date: June 17, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Resource Staff: Courtney Naccarato, Corporate Secretary

Re: **Board Self-Evaluation 2025-2026**

Background:

In accordance with Board Policy 2, which outlines the Role of the Board, the Board of Trustees annually evaluates its performance to identify areas of strength on which to build and specific changes the corporate Board is committed to making during the next evaluation period. In the process, Trustees assess the Board's effectiveness relative to each role area as outlined in Policy 2. On June 11, 2026, the Board of Trustees of Edmonton Catholic Schools completed its 2025–2026 self-evaluation, as outlined in Board Policy 2 – Appendix A: Facilitated Board Self-Evaluation Process. The evaluation was conducted with the support of an external consultant.

Recommendation:

That the Board approve the Board self-evaluation report as developed at the facilitated workshop of June 11, 2026, and that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate.



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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting

3.1

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Resource Staff: Joanne Burghardt, Executive Assistant

Re: **Social Justice Report 2025-2026**

Background:

Each year, the students and staff of Edmonton Catholic Schools embrace the opportunity to create a more just and loving world through acts of social justice. These projects, which are rooted in Catholic Social Teaching, help our communities to better understand the following themes: Life and Dignity of the Human Person; Call to Family, Community, and Participation; Rights and Responsibilities; Preferential Option for the Poor and Vulnerable; The Dignity of Work and the Rights of Workers; Solidarity; and Care For God's Creation. Our schools carry out many whole school and class specific social justice activities over the course of the year from a Catholic worldview to ensure that our students can connect their good works to an understanding of our Catholic faith. These activities demonstrate our students putting faith in action.

The beautiful stories of our schools and departments as agents of change are captured in our Social Justice Report 2025-2026.

Recommendation:

That based on the evidence provided in the ***Social Justice Report 2025-2026***, the Board determines that the following Quality Indicators have been met as per **Board Policy 12-Appendix B**, relative to the current evaluation period:

- QI 1.1 Ensures that all school leaders actively promote education in a Catholic context.*
- QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.*
- QI 10.3 Ensures information is disseminated to inform appropriate publics.*

Attachment:

- Social Justice Report 2025-2026

PEOPLE *of* HOPE



SOCIAL JUSTICE IN EDMONTON CATHOLIC SCHOOLS 2025-2026

INTRODUCTION

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), and who identified himself with "the least of these," the hungry and the stranger (Matthew 25:45). Indeed, our commitment to the Catholic social mission of the Church 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.

Edmonton Catholic Schools has a long and proud tradition of participation in acts of social justice. Schools are encouraged to take their students through a broad range of activities that allow them to experience the many ways that they can make a difference in the world. Indeed, when we consider the Five Marks of Catholic School Identity, our acts of social justice provide a visible and tangible embodiment of our Catholic worldview.

The beautiful stories of our students and schools as agents of change are captured in our Social Justice Report 2025-2026.



ANNE FITZGERALD

Rooted in faith, the mission of Anne Fitzgerald School is to provide a Catholic education that empowers all students to grow within a loving and safe community of kindness. Guided by this mission, staff and students engaged in a variety of Social Justice initiatives during the 2025–2026 school year, focusing on the Life and Dignity of the Human Person, the Preferential Option for the Poor, and the call to Family, Community, and Participation.

In September, students explored themes of hope and resilience through the life and legacy of Terry Fox by participating in the annual School Run, raising over \$900 for cancer research. Classroom discussions encouraged reflection on illness, prayers for healing, and the importance of community in supporting important causes. In preparation for Thanksgiving, kindergarten students organized a cereal drive to support our school breakfast program. Classroom discussions focused on the importance of proper nourishment for the body, caring for others and ensuring everyone has what they need. The school was able to gather 70 boxes of cereal!

In November, Grade 4/5 wrote postcards to veterans as an expression of gratitude for their courage, sacrifice, and commitment to peace. This activity encouraged students to recognize the dignity of every person and learn that social justice begins with small, intentional acts of care that honor others and build a more just and loving world.



contributing to the common good.

December focused on gratitude and giving back to organizations that support our community. Students reflected on the role of the Edmonton Catholic Schools Foundation in sustaining our school meal programs and participated in the Dream Builders Challenge, raising nearly \$300. This initiative reinforced students' understanding of

During our winter months, students from Grade 3/4 put their faith into action by shoveling snow for members of the neighborhood community. This practical act of service taught the Snow Angels the importance of loving their neighbour and extending acts of kindness and generosity. Students demonstrated how small acts of love can strengthen community and reflect Christ's call to serve one another.



Our school-wide Lenten project was dedicated to supporting the various efforts of the Hope Mission, an organization that provides meals to our school 3 days a week. Students reflected on the vital impact of the Hope Mission on our school and city. During morning broadcast, students learned about the outreach programs and services offered by the Hope Mission and how we could contribute to these programs in small and meaningful ways. Through a school-wide clothing drive, staff and students were able to collect several boxes and bags of essential clothing items and personal hygiene products for distribution through the Hope Mission's clothing room. Students also dedicated time to decorating brown paper lunch bags that will be used by the organization when providing meals to our city's most vulnerable. More than 200 bags were decorated many including messages of hope, short prayers, and letters of encouragement. Students reflected an understanding of respecting the dignity and value of every person and providing preferential options to the poor.

In April, classes demonstrated care for God's creation by participating in a community clean-up. During Land Based Learning, students reflected on the need to respect and care for the gifts of creation and act as environmental stewards. As an extension activity, Grade 1s wrote Care for Creation cards and delivered them throughout the neighbourhood.

In May, Grade 1 classes created breakfast bags for the Mustard Seed as part of their engagement experiences through City Hall School. Students paused to reflect on the importance of serving others and acting in solidarity as one community. During Land Based Learning, students from all grades also delivered packets of flower seeds labeled "Growing together in community" to nearby homes.

ANNUNCIATION

Annunciation School remains deeply committed to our charism: “We say YES to a life of service, action, and love.” This guiding belief has shaped a year filled with generosity, compassion, and meaningful community impact.



In November, our school hosted a dance that raised \$1,000 through the sale of chips and glow sticks. All proceeds were donated to Dreams for Kids, allowing our students to experience firsthand the joy of giving.

Our commitment to service continued in December as students and staff collected 945 pounds of food for the Edmonton Food Bank. Classrooms collaborated to provide a wide range of healthy perishable and non-perishable items. The generosity of our students and families reflects a community that gives from the heart and actively works to ensure that blessings are shared and paid forward.

In March, a group of students initiated a fundraiser focused on a cause close to their hearts: animal welfare and safety. As part of their Lenten journey, they partnered with a teacher to organize a school-wide awareness and donation campaign for the Second Chances Animal Rescue Society. Thanks to their leadership, our school community collected enough pet food, toys, and rescue supplies to fill an entire truck. A highlight of the event was the adoption of one of the foster dogs who visited during the school presentation, an outcome that brought immense joy to the students who helped make it possible.

In May—an especially meaningful month for our school as we honor Mary, the mother of Jesus—Annunciation partnered with Edmonton Police Services to support youth in need through the sale of Smile Cookies. Our community purchased more than 700 cookies, raising \$1,400 to benefit Edmonton youth programs.



Throughout the year, our students, families, and staff have demonstrated exceptional generosity and a genuine commitment to living out our school's mission. Their actions continue to inspire a culture of service, compassion, and love within and beyond our school community.

ARCHBISHOP JOSEPH MACNEIL

At Archbishop Joseph MacNeil School, social justice was intentionally woven into student learning, faith formation, and school culture. Through both curricular and co-curricular experiences, students were given authentic opportunities to live out the Gospel and engage with Catholic Social Teachings, including the dignity of the human person, solidarity, community, and the preferential option for the poor. These initiatives helped students understand that faith is expressed not only through belief, but through action, service, and responsibility to others.

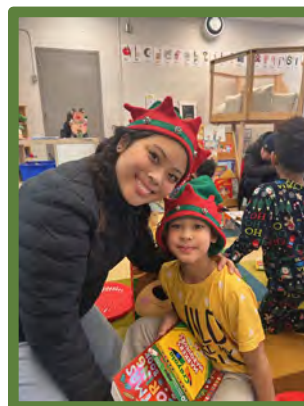
The Business Program supported students in developing responsible citizenship and stewardship. In Semester 1, Business Market students donated \$506.45 from their profits to the Ben Stelter Foundation, reinforcing the dignity of the human person and compassion for those affected by illness. Students learned that financial success carries moral responsibility. In Semester 2, students committed 10% of profits to a charity of their choice, strengthening their understanding of stewardship and ethical decision-making rooted in justice.

School-wide initiatives reflected a strong commitment to serving those most in need. The Advent Food Drive for the STM Parish Pantry and a cereal drive helped students recognize food insecurity in their community. These experiences built empathy, gratitude, and awareness of inequality while reinforcing Christ's call to care for others. Students came to see that social justice begins locally and that small acts can have meaningful impact.



The school community also demonstrated solidarity through the Terry Fox Run, raising \$12,159.91— the highest total among ECSD schools, second in Edmonton, and eighth provincially. This event highlighted perseverance, courage, and collective responsibility. Terry Fox's story inspired students to reflect on

how individual and collective actions contribute to the common good. Additionally, initiatives such as Break a Rule Day, Cake Walks, and



student-directed fundraising emphasized participation and community responsibility. These opportunities gave students voice and choice, showing that meaningful change happens through collaboration and shared purpose. The “Elves” initiative further embodied love of neighbor and human dignity through outreach to St. Leo Parish. Students purchased, wrapped, and delivered gifts while creating meaningful connections. This reinforced that social justice includes presence, kindness, and relationship-building, not just financial support.

Together, these experiences fostered a faith-filled community committed to social justice. Students developed a deeper understanding of Catholic Social Teachings and applied them through concrete action, growing as compassionate leaders working toward a more just and caring society.

ARCHBISHOP MACDONALD

Archbishop MacDonald High School demonstrated a strong commitment to Catholic Social Teaching throughout the year by engaging students and staff in projects rooted in human dignity, community, solidarity, and service to those most in need. These initiatives encouraged students to live out their faith through action while developing a deeper understanding of compassion, justice, and social responsibility.

A major focus of the school's outreach was supporting vulnerable individuals and families in the local community. During the annual Christmas Hamper Drive, students and families came together to collect 624 kilograms of food, surpassing the previous year's total. Through donations, fundraising initiatives, and community support, 35 hampers were created for families in need, including several within the school community itself. Additional fundraising efforts included "Dominic the Donkey," which raised over \$1,000, while online and cash donations brought the total contributions to more than \$3,000. Students learned the importance of generosity, stewardship, and responding to Christ's call to care for others.



The school's annual 24 Hour Bike-a-thon further highlighted the community's commitment to service and solidarity. Approximately 500 students participated in the event, which raised \$100,000 in support of the Edmonton Catholic Schools Foundation Conquer Hunger Fund and Catholic Social Services Domestic Abuse Shelter

and Supports. Through this initiative, students experienced the impact that collective action can have in addressing hunger, supporting vulnerable families, and strengthening the wider community.

Students also supported the elderly through a partnership with Seniors Mission Possible by creating 500 Christmas cards that were distributed to seniors throughout the city. This initiative emphasized the dignity of every person and reminded students of the importance of combating loneliness and isolation through acts of kindness and connection.

Service opportunities also included regular participation with Canadian Blood Services, where groups of students donated blood throughout the year. These experiences reinforced themes of sacrifice, generosity, and the value of contributing to the well-being of others in meaningful and life-giving ways.



The school community celebrated diversity and inclusion through Taste of Mac, an event that highlighted the many cultures represented within the school. Students shared traditional foods, dances, music, and stories while developing leadership skills and fostering a stronger sense of belonging. The event encouraged appreciation for the unique gifts of

each culture and reflected the Catholic Social Teaching principle of community and participation. Additional inclusive initiatives included student-led paint nights for participants of the 3-2-1 Fun Down syndrome social group, creating opportunities for friendship, creativity, and belonging.

Students also demonstrated a commitment to health and community support through the David Adomako-Ansah Memorial Basketball Tournament, which honoured the memory of a former student while raising donations for the Stollery Children's Hospital. Through fundraising activities, tributes, and school-wide participation, students learned about empathy, remembrance, and supporting children and families facing medical challenges.

Together, these initiatives reflected a school community deeply anchored in faith and committed to living out the Gospel message through service, compassion, and social justice.

ARCHBISHOP O'LEARY

This year, O'Leary students have had multiple opportunities to engage in service to the community and to learn about social justice. Here are some highlights:

Students showed solidarity through their participation in a year-long initiative with Canadian Blood Services. On Thursday afternoons, students and staff from O'Leary boarded the Blood Bus to CBS to literally give of themselves and save lives. This year, O'Leary donated more than 40 units of blood. Another opportunity to grow in solidarity was provided when the Archbishop O'Leary Anti-Racism Team raised money for the Diversity in Education Scholarship this year by designing and selling special O'Leary Black Excellence t-shirts. The students also volunteered to represent ECSD at the Edmonton Police Service's annual Black History Month event, where they raised awareness and promoted the scholarship and received over \$500 in donations to use for this year's recipient.



In addition to growing in solidarity, students showed a preferential option for the poor through a number of charitable actions. Throughout the school year, students from Braided Journeys, WIN, and Religion classes took the time to volunteer at Edmonton's Food

Bank and the Veterans Food Bank of Edmonton. Together, students volunteered more than 700 hours to this great cause. During Lent, O'Leary took in a collection of food to distribute food hampers at Easter time to families in the school community. Donations, in food and cash, totalled over \$4,000. As a result, 52 families received help with food at Easter.

While continuing to take care of the needs of others in the community, students also participated in events supporting family and community participation. In April, O'Leary Students' Union sold Smile cookies to raise money for MS Canada and the Edmonton Police Foundation. They also sent a team for the MS walk with \$900 to support MS research! Finally, in the largest event of the year, 127 students participated in the

annual Bike-a-Thon on April 17th. Students lost some sweat, and some sleep, to support the ECS Foundation's Dreams for Kids as well as Catholic Social Services. This year, O'Leary raised \$17,590 with this great event.



This was truly a great year to highlight the social consciousness of O'Leary Spartans. In addition to these highlighted events, students participated in many other activities such as neighborhood cleanups, elementary school visits, and residential snow

removal. O'Leary has indeed advanced its mission to serve the community in the name of Christ.

AUSTIN O'BRIEN

Throughout the 2025–2026 school year, the Austin O'Brien Catholic High School community participated in a variety of initiatives that provided opportunities to put faith into action through service, compassion, and care for others. Students and staff explored themes of Catholic Social Teaching while learning that social justice is not just simply about helping others, but also about recognizing the dignity of every person and responding to the needs of the community.



The school year began with the annual Terry Fox Walk, where students and staff came together in support of cancer research and raised over \$1,000 for the Terry Fox Foundation. This initiative reflected the Catholic Social

Teaching principle of Call to Family, Community, and Participation, as the school community worked together toward a shared goal. Through this experience, students learned the importance of supporting causes that impact others and saw how working together can make a meaningful difference.

During the fall, attention turned toward supporting students and families experiencing food insecurity. Through a school-wide granola bar collection challenge and a teacher-student King/Queen's Court volleyball game, students collected more than 3,800 granola bars for those in need within the school community. This initiative reflected the principles of Life and Dignity of the Human Person and the Option for the Poor and Vulnerable. Students explored how access to basic needs, such as food, connects to human dignity and discussed the responsibility communities have to care for one another.

During Advent, the Austin O'Brien community continued its focus on service and generosity by creating over 40 Christmas hampers for local families. Students and staff donated hundreds of food items and holiday essentials to help support families during the Christmas season. This initiative encouraged students to reflect on themes of compassion, hope, and service while recognizing that even small acts of generosity can have a meaningful impact on others. The AOB staff took the time to deliver all of these hampers personally.



The annual Multicultural Day celebration at AOB also provided an opportunity for students and staff to come together and celebrate the diversity within the school community through food, traditions, music, and dance. The event raised hundreds of dollars for the ECS Foundation and reflected the Catholic Social Teaching principles of Human Dignity and Solidarity. Students learned the importance of recognizing and appreciating the unique gifts, experiences, and cultures that each person brings to the community.

The year concluded with the annual Bike-A-Thon in support of Catholic Social Services, which raised over \$40,000. This initiative reflected the school's ongoing commitment to service and helping those experiencing hardship. Through their participation and fundraising efforts, students saw how their individual contributions can work toward a larger purpose and create positive change for others. This event also supported our Unified Games Team financially, allowing a large team to compete this year in both the Fall and the Spring.

Throughout the year, these initiatives allowed students and staff to deepen their understanding of Catholic Social Teaching and experience what it means to live out the values of Catholic education. Through service, reflection, and community involvement, the Austin O'Brien community continued to grow in its commitment to faith, compassion, and social responsibility.

BEN CALF ROBE – ST. CLARE

Throughout the 2025–2026 school year, the staff and students of Ben Calf Robe St. Clare School demonstrated a deep commitment to Catholic Social Teaching through acts of service, advocacy, reconciliation, and community care. Rooted in faith and guided by the values of human dignity, solidarity, and the common good, the school community worked intentionally to create meaningful opportunities for learning, reflection, and action.

BCR recognized the importance of Truth and Reconciliation through its Orange Shirt Day assembly and community walk. Students, staff, families, and community members gathered to honour Survivors of residential schools and remember the children who never returned home. Through prayer, storytelling, and learning opportunities, students developed a greater understanding of the lasting impacts of residential schools on Indigenous families and communities. The walk served as both an act of remembrance and a public commitment to reconciliation, reflecting the Catholic call to justice, healing, and respect for the dignity of every person.



BCR was able to live out the Catholic Social Teachings of Solidarity and Community by supporting St. Clare parish after their stained-glass windows were broken as a result of vandalism. BCR students created art panels to fit into the broken windows. Students presented these to the parish on a Friday morning liturgy as part of the offertory. The

parishioners of St. Clare were very touched by the students' kindness and loved seeing the artwork in their church. It turned what was a very sad situation into something heartwarming and memorable and brought the school and church communities closer together.

The school community also prioritized mental health, inclusion, and kindness throughout the year. During Hats On for Mental Health Day, students and staff participated in activities and conversations that promoted awareness of mental wellness and encouraged openness,

compassion, and support for one another. Pink Shirt Day further strengthened the school's commitment to anti-bullying and respectful relationships. Students engaged in discussions about empathy, acceptance, and the responsibility each person carries to create safe and welcoming environments where all individuals are valued and respected.



A significant focus of the year centered on honouring Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+). The school held awareness activities, prayers, a memorial walk, smudging, and honour songs to remember those who have been lost and to stand in solidarity with families and communities affected by violence. These experiences created opportunities for students to reflect on justice, human dignity, and the importance of using their voices to advocate for change. Through culturally grounded teachings and faith-based reflection, students were encouraged to recognize their role in

building a more just and compassionate society.

The school also lived out Catholic Social Teaching through ongoing outreach and support for families in the community. Weekly food hampers provided fresh produce donated by H&W Produce, along with vegetables, eggs, and chicken supplied by Meadow Creek Farms. In addition, bi-weekly donations from Cobb's Bread supported families experiencing food insecurity. These initiatives ensured that many families had access to nutritious food while strengthening the sense of belonging and care within the school community. Students witnessed the importance of generosity, stewardship, and service to others through these ongoing acts of compassion.

As a Cree language and culture school, the integration of Indigenous teachings, language, prayer, and ceremony remained central to the school's identity and daily life. Throughout the year, the school community continued to foster an environment where faith, culture, reconciliation, and social justice were woven together in meaningful and authentic ways.

BISHOP DAVID MOTIUK

Bishop David Motiuk Catholic Elementary/Junior High IB World School students participated in a variety of social justice initiatives throughout the school year that reflected the values of Catholic Social Teaching and demonstrated care for others in both the school and community.

During the Advent season, students and staff came together to support families in need through a Christmas hamper campaign. Food hampers were assembled for families within the school community, and students also collected socks and other essential items to support vulnerable individuals and families during the winter season. These initiatives highlighted the importance of solidarity, compassion, and the preferential option for the poor.

This year, students and staff also supported the Edmonton Catholic Schools Foundation through a school-wide movie afternoon and concession fundraiser. Through this initiative, students demonstrated community participation and a commitment to helping support programs and opportunities for students across the division.



One of the most meaningful experiences of the year involved two Grade 9 Community Project groups visiting Shepherd's Care Kensington Campus. Mentor Teachers and students spent the morning in the dedicated dementia and secure memory care section of the campus.

Guided by an event

coordinator, students participated in balloon games, dancing, conversations, and activities with the residents. The experience provided students with an opportunity to demonstrate respect for the dignity of every human person while building meaningful connections with seniors in the community. It was a beautiful and memorable experience for everyone involved.

Students in the IB Primary Years and Middle Years Programmes also took meaningful action through their "Community Projects" and



"Exhibition" work. Grade 5 and Grade 9 students explored local and global issues and worked to make a positive impact in their communities. Projects included raising awareness about water conservation, supporting the Stollery Children's Hospital through donations and gifts for hospitalized children, and volunteering at the Edmonton Food Bank. Through these experiences, students developed a greater understanding of service, empathy, stewardship, and social responsibility.

Throughout the year, Bishop David Motiuk students continued to live out their faith through acts of service, compassion, and advocacy. These experiences helped students recognize their responsibility to care for others, promote human dignity, and work toward building a more just and caring society.

BISHOP GRESCHUK

In our relationship with God, we experience the conversion of heart that is necessary to truly love one another as God has loved us. At Bishop Grischuk, our Social Justice Projects were led by our role model to, "Share the Warmth" as Bishop Greschuk would do. To all of us in the BG community this means sharing with others so they too experience the warmth of friendship and have what they need to feel warmth from the embrace of others around them.

The Catholic Church proclaims that human life is sacred. This belief is the foundation of all the principles of our social teaching. We believe that every person is precious, that people are more important than things. Terry Fox decided to start the Marathon of Hope for all people to overcome cancer. We began in September; the whole school participated in the Terry Fox Run as a community call to participation. All 520 students ran laps around the field and chose a person they knew to give them hope. We raised thousands of dollars.

We are our brothers and sisters' keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world so in November, the students donated quarters, loonies or two-dollar coins to give to the Veterans, Royal Canadian Legion, before Remembrance Day. We focused on the Fruits of the Spirit, highlighting peace and being the peacekeepers in our community.



In November, as a preferential option for the poor, and for our most vulnerable neighbors in need, we collected 3 large bags of tuques, mittens, and scarves as part of our "Share the Warmth" Campaign to donate to the Marian Centre. We also collected 5 large boxes of food including pasta, rice, cans, cereal, and juice that was given to a neighboring Catholic school for their food bank. The food was given to families in need that go to the school in assistance for daily meals.

February was a call to families and the community, in particular, how we organize our society in economics that affects human dignity. Families are the central social institutions that must be supported and strengthened. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially poor, elderly, and vulnerable people. For this reason, Bishop Greschuk school and all our students with their buddies created 350 hope-filled Cards of Kindness for residents of St. Michael's Extended Care, cards for the residents at Extendicare Eaux Claires, and 'Thank you' cards for the nurses and staff at St. Michael's Extended Care.



We show our respect for the Creator by our stewardship of creation. We protect people and the planet, living our faith in relationship with all of

God's creation. At Bishop Greschuk, we planted seeds of hope on orange hearts and placed the messages in our front planters at the beginning of the year. The students wrote their hopes and prayers for building relationships.

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Each year we collect POP TABS for wheels. These aluminum tabs on cans are collected by our local Knights of Columbus that gives the money earned from the weight of the recycled tabs to give wheelchairs to those in need. This year we collected 4 boxes full of tabs. Last year our tabs contributed to 2 people receiving free motorized wheelchairs.

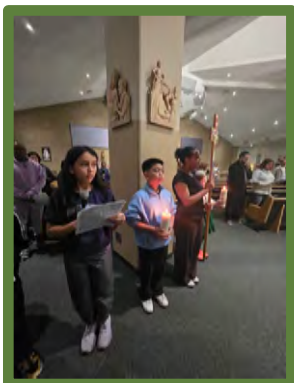
Bishop Greschuk has so many wonderful generous families that are truly very generous. Our soft spot is giving to our community in solidarity, by ensuring that we build a strong Catholic community.

BISHOP SAVARYN

The mission of École Bishop Savaryn is to provide a Catholic education that empowers students to achieve their full potential and develop leadership skills in service to others, following the teachings of Jesus. Throughout the year, our Student Council exemplified this mission by creating meaningful opportunities for students to live out their faith through purposeful social justice initiatives rooted in Catholic Social Teaching. Guided by the principles of the Dignity of the Human Person and Care for the Vulnerable, students led fundraising efforts for the Terry Fox Foundation, affirming our call as a Catholic community to support those who are sick and facing hardship. In November, the St. Vincent de Paul Food Drive was a great success, demonstrating compassion and a collective responsibility to address food insecurity within our community.

In January, students organized a Clothing Drive in support of The Mustard Seed, responding to identified needs such as reusable water bottles, mitts, and hygiene items. This initiative reflected solidarity, compassion, and respect for human dignity by providing essential items to those experiencing poverty and homelessness.

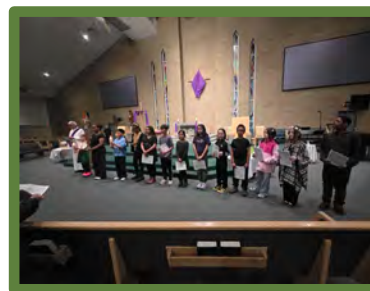
Student leadership and generosity were further evident through the Valentine's Day candy gram fundraiser, which raised over \$600 for the ECS Foundation. This initiative fostered collaboration and responsibility for the common good, reinforcing the importance of supporting others through joyful service.



Faith and service were powerfully woven together during Lent, marking the fourth consecutive year that our students led the Stations of the Cross at St. Charles Parish. Students participated with reverence and pride, strengthening the connection between our school and parish community. Building on this spirit of service, the Lenten Brown Bag Food Drive—guided by the needs identified by St. Vincent de Paul—was highly successful and encouraged students to respond compassionately to hunger in our community.

In honour of the Month of Mary and Mother's Day, students organized a Clothing Drive for WIN House, supporting women and children in need. This initiative reflected the Catholic Social Teaching principles of Call to Family, Community, and Participation, as well as Care for the Vulnerable, by recognizing the dignity and importance of family, safety, and respect for life. For their final social justice initiative, Student Council members created and sold bracelets in support of an ALS warrior. This act of solidarity allowed students to tangibly express compassion and accompaniment, standing alongside those who face illness and adversity.

Prayer remains central to daily life at École Bishop Savaryn. Through daily announcements, celebrations, monthly assemblies, and the Rosary Club, students and staff gather in prayer, offering intentions and growing together in faith. Monthly assemblies are student-led and focus on a saint and corresponding virtue, helping students deepen their understanding of Gospel values and apply them in daily life.



Our strong relationship with St. Charles Parish further supports students' faith formation. Deacon Joseph regularly visits classrooms and leads learning in our chapel, helping students understand the components of the Mass and explore Catholic Social Teaching in meaningful ways. Each year, students also attend Mass at the

Parish, strengthening their sense of belonging to the wider Church community. During Lent, for the fourth consecutive year, our students lead the Stations of the Cross for the St. Charles' community.

Through these initiatives, our Student Council has empowered students to become faith-filled leaders who actively live the Gospel message. By embedding Catholic Social Teaching into service, prayer, and leadership, students have strengthened our school community and deepened their understanding of compassion, justice, and service. They embody our school charism: Leaders Grow Here...as Disciples of Jesus.

BLESSED JOHN PAUL I

Throughout the school year, students and staff at Blessed John Paul 1 engaged in a series of Social Justice initiatives rooted in Catholic Social Teaching, fostering growth in awareness, compassion, and responsibility for others and for God's creation. These experiences emphasized that faith is lived most fully through relationships, service, and ongoing reflection.

The year began with a focus on Dignity of the Human Person and Solidarity through the creation of age-appropriate land acknowledgements and commitments to Turtle Island. Students reflected on who they are, where they come from, whose land they live on, and how they are called to care for the land. These acknowledgements were used throughout the year during assemblies, liturgical celebrations and school events reinforcing a shared responsibility to reconciliation, respect for Indigenous Peoples, and Care for God's Creation.

In November, students explored Solidarity and Peace through Postcards



for Peace, creating anonymous messages for Veterans in Edmonton. The postcards expressed gratitude, remembrance, and personal commitments to being peacemakers at home, at school, and in the community, helping students understand that peace is rooted in justice and compassion.

During Advent, the school participated in a Christmas Kindness Drive in support of individuals experiencing homelessness, highlighting the Preferential Option for the Poor and the Call to Community and Participation. Students collected toques, socks, and gloves for delivery to The Mustard Seed. Each donation was accompanied by reflective ornaments inspired by the book "Maybe," reminding the community that small acts of kindness can create meaningful change. A significant quantity of winter clothing was donated, affirming dignity and shared

responsibility. As well, our school held a "hat day" fundraising event, which raised funds which were donated to the ECS Foundation.

In January, the focus turned to intergenerational connection through Kindness Across Generations. Students created artwork and letters for



residents of Churchill Manor, a seniors' residence. This initiative embodied Solidarity and respect for human dignity by fostering empathy, joy, and a sense of belonging across generations.

During February and March, students explored Rights and Responsibilities through learning about fairness, empathy, and kindness. Visual art and a gallery walk encouraged respectful dialogue and reflection, reinforcing the understanding that justice begins with listening, inclusion, and everyday actions.

In April, attention shifted to Care for God's Creation as each class explored environmental stewardship through inquiry and action. Topics included waste, consumption, environmental challenges, and advocacy. Learning was shared with the wider community, emphasizing that caring for the Earth is both a moral responsibility and a shared mission.

In May our focus was on peace through prayer and advocacy. Younger students offered peace intentions connected to Papal Mission initiatives, while older students participated in letter writing to public officials on issues of peace and the common good. In June, our school will hold a food drive, which will be donated to our parish, Corpus Christi. Together, these experiences emphasized that prayer, advocacy, and action are interconnected responses to the Gospel call.

CARDINAL COLLINS ACADEMIC CENTRES

Throughout the 2025-26 school year, we have engaged our students with social justice activities and teachings about the importance of helping others. We teach them that it is our duty to look after our neighbours as that is what God calls us to do. Students prepared



Christmas cards for the residents of Good Shepherd Seniors Home and collaborated with the St. Theresa Family of Schools to collect food donations for the Food Bank. It has also been a tradition at our Mill Woods site to collect pop can tabs for a wheelchair project at St. Theresa parish. In addition to these initiatives,

students have volunteered at the Food Bank and they have spent time walking around the neighbourhood of the school's site to clean up litter. We teach our students that you should always do what you can to help and beautify your community.



Through our Braided Journeys program, students did social justice projects around residential schools (healing circle), Orange Shirt Day, and MMIW. Students received teachings from Elders and Knowledge keepers regarding the importance of social justice.

CARDINAL LEGER

Throughout the 2025–2026 school year, Cardinal Léger School continued to live out its mission of service, compassion, and community through meaningful social justice initiatives that united students, staff, and families.

We began with the Terry Fox Run, where students learned about courage and perseverance while raising funds for cancer research. In November, our school honoured Canadian veterans by supporting the Poppy Fund and participating in a reflective Remembrance Day ceremony that emphasized gratitude and peace.



As Christmas approached, our community supported local families through our annual Christmas Hamper initiative, with each class contributing food items to help ensure that those facing hardship felt cared for during the holiday season. December also included the December Dance, student–teacher volleyball game, and Christmas activities, with proceeds supporting Dreams for Kids and reminding students that celebration and service can go hand in hand.

February brought Candy Grams and a bake sale, encouraging kindness and connection while raising funds for ongoing social justice work.

In March, Numeracy Week combined learning with action, raising \$513.75 for the Gord Downie & Chanie Wenjack Fund and deepening students' understanding of reconciliation. April showcased strong student leadership as Grade 8 students organized bake sales, Crumbl cookie sales, and gift basket raffles to support Sleep in Heavenly Peace, helping provide beds for children in need. Staff also contributed through Grace for the Heart & Soul, donating essential items to Basically Babies to support vulnerable newborns.

In May, prayer blankets from the Jubilee Year were blessed and donated to individuals in need, offering comfort and spiritual support. The month also included a toiletry drive for the Elizabeth Fry Society, with students and families donating essential hygiene items to uphold dignity for women and families facing systemic challenges.



Together, these initiatives demonstrated our school's commitment to Catholic Social Teaching and helped students understand that every act of kindness, big or small, can make a meaningful difference. The 2025–2026 school year was filled with generosity, leadership, and hope, and our community remains committed to nurturing young people who

live their faith through service and compassion.

CHRIST THE KING

Throughout the 2025–2026 school year, Christ the King School lived out its call to social justice by engaging students in meaningful acts of service, compassion, and solidarity. Guided by Catholic Social Teaching—particularly the Dignity of the Human Person, Preferential Option for the Poor, Community and the Common Good, Stewardship of Creation, and Solidarity—students were provided with many opportunities to support others locally and beyond the school community.



The year began with participation in the Terry Fox Foundation Walk/Run, where students learned about perseverance, dignity, and hope through assemblies, videos, and classroom activities. This collective effort emphasized the power of working together for the common good, and monies raised were donated to the Terry Fox Foundation. On September 29th, 2025, Christ the King School participated in Orange Shirt Day, honoring the National Day for Truth and

Reconciliation. Staff and students wore orange shirts as a visible sign of remembrance and respect for residential school survivors and their families. Orange ribbons were tied along the school fence, accompanied by a poster board displaying the 94 Calls to Action. Students engaged in a variety of educational activities and games and learned to make Bannock, fostering greater understanding, reflection, and commitment to reconciliation. Support for Indigenous justice and awareness continued on May 5th, 2026, when the school observed Red Dress Day in honour of Missing and Murdered Indigenous Women and Girls. Our Indigenous Lead Teacher led meaningful presentations in the Learning Commons, providing students with age-appropriate learning and opportunities for reflection. Students and staff wore red and black, and a respectful display of missing and murdered Indigenous women was shared at the school entrance, reinforcing the Church's call to dignity, justice, and solidarity with marginalized communities. During Advent, the school organized A Glimmer of Hope: Teddy Bear Collection for the Stollery Children's Hospital. Students donated new stuffed animals and wrote cards with messages of encouragement, reflecting on compassion

and the dignity of children facing illness. The initiative demonstrated generosity and care for vulnerable members of the community.



Support for the Edmonton Food Bank took place during November Student Led Conferences through donations of non-perishable items, with additional contributions collected during the March Book Fair. These efforts helped students understand responsibility toward those experiencing food insecurity. The school also participated in Jump Rope for Heart during April and May, raising funds and awareness for the Heart and Stroke Foundation.

Junior high students showed leadership through service-focused initiatives. Candygram sales raised \$243.00 for the ECS Foundation, while a Loonie donation at the junior high dance raised money for the Dream Makers' and Guardian Angels Funds. Students also participated in Hats On for Mental Health on Bell Let's Talk Day, raising \$182.25 for Kids Help Phone and learning the importance of mental health and well-being. On March 26th, Christ the King celebrated Multicultural Day to honour the cultural diversity within our school community. Students wore clothing or colours representing their cultures, and junior high students created interactive booths featuring music, games, and face painting for elementary classes to visit. Food sampling tickets sold by junior high students raised approximately \$1,500, which was donated to the ECS Foundation and the Stollery Children's Hospital. Students also demonstrated environmental stewardship on Earth Day (April 22) by cleaning the school grounds and learning about reducing, reusing, and recycling as ways to care for God's creation. On May 6th, Grade 9 students visited the McConachie Gardens, where they engaged in meaningful intergenerational conversations and interactions. This experience emphasized empathy, respect, and the dignity of seniors while strengthening students' sense of community and connection. Together, these initiatives formed a cohesive journey of faith-filled action. Students learned that acts of service—whether offering food, comfort, encouragement, fundraising, advocacy, or remembrance—are tangible expressions of Christ's love. Throughout the year, the Christ the King school community demonstrated that living out Catholic Social Teaching is not only a responsibility, but a joyful way to bring hope to others!

CORPUS CHRISTI

Throughout this school year, our Kindergarten to Grade 9 students embraced social justice as a meaningful way to live out our faith and care for others in our community. Rather than focusing only on raising money or collecting items, most of our social justice initiatives were inspired, planned, and carried out by students themselves to find and implement ways to make our community and world a better place through Acts of Service and generosity of spirit. This student leadership helped our learners see that even small acts of kindness can make a significant difference in the lives of others. While our social justice projects addressed several key themes of Catholic Social Teachings, much of our service has been geared toward fostering the Life and Dignity of the Human Person, providing Preferential Treatment to the Poor and answering the call to Family, Community and Participation.

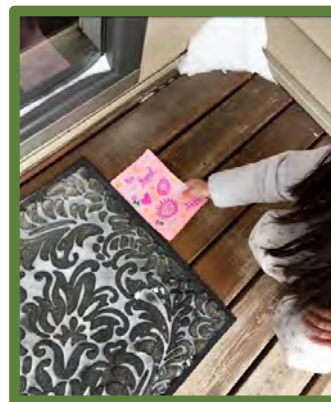


In September, our school community began the year by participating in Terry Fox activities. Students learned about courage, perseverance, and the importance of helping others through Terry's story. These early conversations helped establish a foundation for understanding that social justice means recognizing the dignity of every person and responding with compassion and action. Of course, our day ended with

a Terry Fox Run/Walk in the community that raised over \$3000!

Classes engaged in projects that supported both our local and wider community. Students collected food for the St. Theresa Food Bank to help families in our neighborhood who may be experiencing hardship. As these collections took place, classrooms held thoughtful conversations about food security, the importance of sharing what we can, and our call to give generously when we have enough to help those who may have less. These discussions helped students understand that social justice begins with awareness and grows through action. Staff members set aside an afternoon to pack and donate personal items to our most vulnerable through the Herb Jamieson center, decorating the bags with messages of love and hope. Students in division 2 collected books from

their own homes to donate to child care centers in our area, spreading the love of reading to younger students in our community. Grade 4 students made and delivered Cards of Kindness to neighbors of our school community, leaving them on the doorstep or in the mailbox to bring cheer to them when they returned home for the day.



Social Teachings.

Our community enjoys a storm water pond which is used as a Wellness Walk destination and to ensure Care for Creation, our junior high science students regularly walk to the community pond to gather and dispose of garbage and other items that are left around, possibly endangering the water fowl that live there.

Social Justice projects that are based in Acts of Service and envisioned by the students will continue to be the focus of our school's commitment to Catholic

DIVINE MERCY

Divine Mercy School created a new vision statement that would guide the actions of the students and staff within the school and the greater community. It states that students will “grow as kind, faith-filled leaders who strive for excellence as they serve the world with empathy, integrity, and compassion.” The Divine Mercy School Community placed a significant emphasis on monthly acts of service to live up to their vision statement.

In September, the school community focused on supporting the Terry Fox Foundation and cancer research by raising donations and pledges for this amazing cause. A member of the Terry Fox Foundation came to the school to kick-start their project and teach students more about Terry Fox and the impacts of cancer. By the time the school held their annual Terry Fox Run on September 26th, the school had raised over \$1,000 for the Terry Fox Foundation.

November brought a focus on the social justice theme of Solidarity. The school began a campaign to raise money for the Royal Canadian Legion Poppy Fund. Students heard stories from military veterans and current service members about the importance of sacrifice and the courage required to stand up in solidarity for others in our world. The school successfully raised hundreds of dollars for the Poppy Fund through their month-long efforts.



In December, the school focused on the Preferential Option for the Poor as the school learned about many members in their community who did not have appropriate clothing for the winter season. The school immediately began a campaign to collect hats, gloves, scarves and socks for those in need in the city of Edmonton. The students were overjoyed when

they learned that they had collected hundreds of articles of clothing to help children in need in our city. The articles of clothing were donated to the families of St. Elizabeth school, and to the Help Portrait of Edmonton.

In the new year, Divine Mercy school began two different social justice initiatives. The first initiative connected to the teachings of “Care for Creation” and was in support of the Edmonton Humane Society. The Divine Mercy School Community collected items that the Edmonton Humane Society was in need of, including animal food, treats, toys, and more. Over a dozen boxes of donations were collected for the Edmonton Humane Society. At the same time, the school continued an annual tradition of baking cookies and making hand-made cards for senior citizens living in their community. They then spent an afternoon delivering these items and visiting.



In March, St. Theresa Parish reached out to Divine Mercy School asking for support for their Parish Food Pantry. The school answered the call and immediately began collecting food and personal hygiene supplies to restock the St. Theresa Parish Pantry. After a few short weeks of collecting donations from the community, the school was able to

donate two full truckloads of supplies to the Parish.

In April, students began looking for ways that they could Care of Creation and encourage others to take better care of nature as well. Students decided to collect old batteries in order to have them properly recycled at an Eco Station. By the end of April, hundreds of old batteries were collected for proper recycling. To extend their project, classes took turns taking walks through the local community to pick up litter and garbage for proper disposal.

Throughout the month of May, students collected pledges and donations for a Jump-A-Thon that was held at the end of the month. Students were successfully able to raise over \$1,000 through this event and showed off their jump-rope skills in the process!

This year, students were successfully able to demonstrate how they live up to the Divine Mercy mission statement of being “kind, inclusive, and confident individuals who spread God’s love,” and the overall vision of being “faith-filled leaders who strive for excellence as they serve the world with empathy, integrity, and compassion.”

FACILITY SERVICES

The Facility Services team has participated in a variety of Social Justice initiatives throughout the 2025-2026 year, in both small group and department-wide efforts.

Multiple themes of Catholic Social Teaching were at the heart of these activities, but specifically the themes of “Call to Family, Community and Participation”, “Care for God’s Creation”, and “Preferential Option for the Poor” were the key areas of service.



Facility Services staff contributed to the Edmonton Food Bank by running three collections during the year. The collections occurred during September for school opening season, December for Christmas season, and again in June as we wrap up the school year with our staff year end BBQ. Of note, our collection at Christmas 2025 amounted to 56

Kilograms of food to support those in our community.

Facility Services also contributes to the ECS Foundation by way of monetary donations with amounts collected at our staff gatherings. A donation of \$790 was collected and provided to the ECS Foundation in support of the Foundation’s work within the ECSD community. Facility Services partners with Shanked Computer Recycling Inc. to undertake the environmentally responsible practice of recycling electronic equipment from across the Division that has reached the end of useful life. As part of that partnership, Shanked donated \$2,000 to the ECS Foundation, a practice that Shanked undertakes annually, in support of the greater ECSD community.



(27 staff), and the delivery of meals through Edmonton’s Meals on Wheels (14 staff).

Through these efforts, the Facility Services team contributes to the many aspects of Catholic Social Teachings throughout the year in both their daily work and the named focused social justice initiatives.

FATHER LEO GREEN

Throughout the school year, École/Escuela Father Leo Green Elementary School engaged in a series of Social Justice Projects that brought Catholic Social Teaching to life through prayer, compassion, solidarity, and a deep respect for human dignity. Each initiative invited students and staff to reflect on their responsibility to care for one another and to contribute to a more just and loving world.

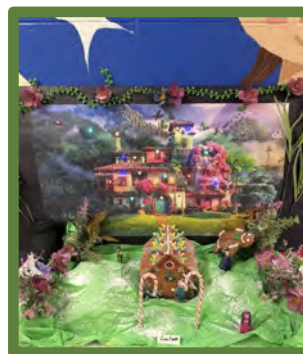
The year began with a renewed focus on communal prayer. Students shared intentions over the morning broadcast, offering prayers for loved ones and for members of the school community in need. These moments strengthened a sense of belonging and reminded everyone that each person deserves care and compassion.



A significant focus of the year centered on Truth and Reconciliation. In honour of Orange Shirt Day, classroom circles created space for learning about Indigenous history, voice, and reconciliation. Students explored Phyllis Webstad's,

“With Our Orange Hearts” and “Every Child Matters,” reflecting on the experiences of Indigenous children and families affected by residential schools. They wrote personal commitments on paper feathers, which were assembled into a display reading “Reconciliation is the work of all of us” and “Every Child Matters.” This display served as a daily reminder that reconciliation required ongoing commitment.

Cultural learning deepened when a traditional Día de los Muertos altar was set up in the school. Guided sessions helped students understand the cultural and spiritual significance of this Mexican tradition. They learned about the symbolic elements of the altar and created alebrijes—imaginative spiritual animals that were added to the display. This experience supported the school's commitment to creating welcoming, caring, safe, and inclusive spaces rooted in human dignity.



During Advent, the community embraced generosity through a friendly staff gingerbread house competition. Students voted for their favourite design, and the winning student took the gingerbread house home for Christmas. All proceeds supported the ECS Foundation Dream Maker Fund, demonstrating how small acts of giving could make a meaningful difference.

In February, the school participated in a St. Valentine's Day Display focused on kindness, positive relationships, and belonging. Each student wrote a positive message on a paper “brick,” which was assembled into a display representing Father Leo Green School. The project highlighted how the community was built through the thoughtful contributions of every student.

During Lent, classroom visits encouraged students to reflect on kindness, self-improvement, and caring for others. Students wrote personal Lenten commitments on paper hearts, which were arranged into a cross symbolizing unity and shared values.

Later in the spring, students participated in an Earth Day field clean-up, working together to care for the school grounds as an expression of their respect for creation. They collected litter, sorted recyclables, and ensured the field was left clean and safe. Their efforts offered a visible reminder that caring for the environment was a responsibility lived out through action.

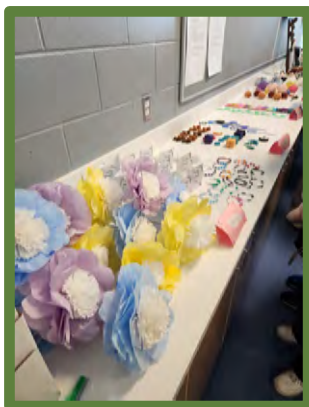
Together, these experiences formed a cohesive story of a community striving to live its faith through justice, compassion, and solidarity. Each project rooted in dignity, respect, and shared responsibility helped students understand that social justice is not a single act but a way of being that shapes how they learn, serve, and care for the world around them.

FATHER MICHAEL MCCAFFERY

For the first time this fall, we elected a student Social Justice Vice President who oversaw the portfolio of student justice, reflecting our commitment to human dignity and participation, key principles of Catholic Social Teaching. This student leadership role empowered youth voice and encouraged active participation in promoting justice within our school community.

The committee worked throughout the year to provide awareness around Rights and Responsibilities and Solidarity, both central tenets of Catholic Social Teaching. Through their efforts, students were reminded that all people are created in the image and likeness of God and are therefore entitled to fundamental rights, while also being called to uphold responsibilities toward others.

They led two awareness campaigns. The first focused on African American figures who shaped history to protect the rights of all human beings. This initiative highlighted the principle of human dignity and reinforced our call to stand in solidarity with those who have faced injustice and discrimination. The second campaign supported women and highlighted those who have advanced women's rights throughout history, emphasizing the importance of equality, respect, and the dignity of every person, regardless of gender.



The largest social justice project undertaken this year was a clothing drive during Advent in support of Hope Mission. This initiative beautifully reflected the principles of the common good and the preferential option for the poor, as an incredible amount of clothing was gathered by our school community and shared with those in need. This act of generosity demonstrated our faith in action, particularly during the Advent season of preparation and giving.

One of our Religion classes raised \$253.15 for Basically Babies in support of pregnant and parenting teens through a student-led bake

sale. This initiative reflected both solidarity and the dignity of life, as students supported their peers facing challenging circumstances. It was a meaningful example of students recognizing their responsibility to care for others within their community.

Our Cozy Craft Club spent several months preparing Mother's Day crafts, including crochet items and 3D-printed goods. They hosted our first-ever Farmer's Market and raised \$580.25 for WIN House. This project demonstrated solidarity with women and families experiencing crisis situations, while also promoting human dignity by supporting safe spaces for those in need.



This spring, staff came together to raise \$600 for Compassion House, which provides a "home away from home" for women undergoing cancer treatments who are from out of town. This initiative embodied the principles of compassion, solidarity, and care for the vulnerable, recognizing the dignity of those experiencing illness. In addition to the financial

contribution, staff organized a yard clean-up to prepare the space for spring, further demonstrating a commitment to service and the common good.

FATHER MICHAEL MIREAU

Over the course of the year, the Father Michael Mireau school community engaged in meaningful Social Justice initiatives rooted in Catholic Social Teaching, particularly the dignity of the human person, solidarity, stewardship, and a preferential option for the vulnerable.



One significant project emerged after a student was involved in a serious car accident and required a thoracic brace. Our Emotional Behavioral Specialist connected with Medi Pals to create a custom teddy bear wearing a 3D-printed brace to support the student's recovery. This compassionate gesture became a catalyst for reflection and action within the school. Inspired by this act of care, students and staff were moved to "pay it forward,"

choosing to support this non-profit organization, which is run by a 12-year-old in Vancouver. Through the sale of Candy Cane Grams, the school community raised \$1,254, which was donated to Medi Pals. These funds enabled the creation of an additional 130 teddy bears representing a range of medical experiences, including casts, IV treatments, and dialysis. The bears were delivered to the Stollery Children's Hospital by our Emotional Behavioral Specialist and the student's family, where they will provide comfort and reassurance to children during times of uncertainty and healing. Further amplifying this impact, the Father Michael Mireau Parent Council committed to matching the original \$1,254 donation to Medi Pals.

In addition to this initiative, the school community participated in a large-scale food drive in support of St. Theresa's Parish. Each class was assigned a specific food item to contribute, promoting shared responsibility and intentional giving. Through this coordinated effort, the school collected enough donations to fill three vehicles, demonstrating a strong commitment to addressing food insecurity within the local community.

Our school also supported broader charitable initiatives by raising funds for the Terry Fox Foundation and Jump Rope for Heart. These efforts reinforced the values of compassion, service, and social responsibility, while helping students understand the importance of contributing to causes that support health and well-being.



During the Lenten season, students embraced almsgiving through a variety of meaningful initiatives. In addition to a school-wide pop tab collection in support of Pop Tabs for Wheelchairs, where students learned how small, consistent actions can contribute to funding mobility devices, one class undertook a particularly hands-on service project. Students in Grade 3

engaged in a collaborative inquiry process, brainstorming and voting on how they could make a difference, ultimately choosing to support the Edmonton Humane Society. Through this student-led initiative, the class created handmade toys for shelter animals and designed thoughtful thank-you cards for staff and volunteers. Over several afternoons, students worked together to prepare these items, demonstrating care, empathy, and gratitude. The class has since visited the Edmonton Humane Society facility, where they participated in educational programming and delivered their handmade donations in person. This experience provided students with a meaningful opportunity to connect their learning to real-world impact while recognizing the importance of compassion and stewardship for all of God's creation.

Through these initiatives, students deepened their understanding of living out their faith through action. They reflected on the importance of compassion, justice, and service, and recognized the impact of collective efforts in supporting those in need. Staff supported this learning by fostering meaningful discussions and providing opportunities for students to engage in authentic acts of service. Together, these experiences demonstrate how compassion and community can create tangible change, reinforcing the call to serve others with dignity and love while building a more just and caring world.

FATHER MICHAEL TROY

Throughout the school year, Father Michael Troy School engaged in a wide range of Social Justice initiatives that reflected a deliberate commitment to Catholic Social Teaching. These initiatives formed a cohesive story of faith in action, rooted in service, dignity, and community responsibility.



The year began with a focus on Rights and Responsibilities by supporting the Terry Fox Foundation. The school community united in the Terry Fox Run, learning about resilience, perseverance, and the reality that cancer can affect anyone. By raising \$1,342.65 for cancer research, students demonstrated solidarity with those who suffer

and recognized their responsibility to support life-saving work. This theme of shared responsibility continued in the fall through fundraising for the Royal Canadian Legion Poppy Fund, including homeroom donations, which raised \$54.55. In connection with Remembrance Day and the No Stone Left Alone initiative, students reflected deeply on sacrifice, peace, and gratitude for those who served, reinforcing the moral duty to remember and honour human dignity.

A commitment to equity and access emerged strongly in November through support of the Alberta Science Network, where \$217 was raised through canteen sales. This initiative ensured that all Grade 9 students, regardless of socioeconomic background, could participate in an enriching and interactive science presentation. Students reflected on how equal access to education upholds human dignity and helps reduce barriers faced by vulnerable families.

During Advent, the school embraced the Preferential Option for the Poor by supporting the ECS Foundation's Dreams for Kids campaign. Candy Cane-grams and earlier Halloween fundraising efforts contributed a combined \$262.25, helping meet the needs of children within the wider community. Students learned that even small, joyful acts of generosity can create meaningful change.

In January, the school broadened its understanding of global justice through participation in Amnesty International's Write for Rights campaign. A total of 327 cards were created to support individuals facing human rights violations. Students experienced the power of collective advocacy and recognized that defending human rights is both a privilege and a responsibility. That same month, Bell Let's Talk Day activities fostered open conversations about mental health, helping students understand vulnerability, compassion, and the importance of caring for the whole person (physically, emotionally, mentally, and spiritually).



Acts of service continued in February through Valentine's candygrams and concessions, raising \$236.25 for Dreams for Kids. These initiatives strengthened school spirit while reinforcing teamwork, leadership, and service to those in need. In March, fundraising through cereal and chocolate milk sales supported families within the

school community, ensuring dignity and care for students facing food insecurity.

In April, attention turned outward to care for the Earth. During Earth Week, the entire school participated in environmental stewardship through waste reduction, energy conservation, and a school-wide cleanup supported by the City of Edmonton Capital City Clean Up program. Students reflected on their moral responsibility to care for God's creation as an essential expression of faith. This month also included a vibrant Multicultural Day celebrated during our Troy Together. Through cultural sharing, fashion and performances, students celebrated their diversity with others.

Collectively, these initiatives illustrated a year marked by compassion, responsibility, inclusion, and action. Students consistently demonstrated that living out Catholic Social Teaching means recognizing human dignity, responding to injustice, caring for creation, and choosing to stand with the poor and vulnerable.

FRERE ANTOINE

Frère Antoine undertook a series of meaningful social justice initiatives throughout the school year, grounded in the principles of Catholic Social Teaching and a commitment to forming compassionate and responsible students. Through daily prayer, Scripture, and opportunities for leadership in morning announcements, students reflected on the Life and Dignity of the Human Person, Solidarity, and Care for God's Creation as essential expressions of faith.



In the fall, students responded to the needs of both local and global communities, supporting the Preferential Option for the Poor. Early in the year, the school participated in the Terry Fox Run and raised \$739.30 through a "Toonie for Terry" initiative, with students promoting the fundraiser and participating together in the school-wide run. This experience fostered perseverance, compassion, and an understanding of the dignity of those facing illness. Around Thanksgiving, Grade 2 students led a school-wide food drive for St. Theresa's Parish, collecting over 500

non-perishable food items and reflecting on gratitude and service. In November, the school community collected 627 pairs of socks for the Bissell Centre, reinforcing the importance of access to basic necessities, while also supporting the Royal Canadian Legion's Poppy Fund as a sign of solidarity with veterans.

During the Advent and Christmas season, Grade 3 students led a toy drive with 880 CHED Santa's Anonymous, collecting five bags of toys. Students also raised \$169.10 through a Squishmallow fundraiser in support of the ECS Foundation. These initiatives reflected the Call to Family, Community, and Participation and helped students experience generosity and care for families in need.

In February, students explored dignity, inclusion, and justice through Black History Month. Through art, music, and cultural learning, they celebrated the contributions of the Black community while deepening their understanding of the Life and Dignity of the Human Person and

Rights and Responsibilities. Kindness Week further reinforced empathy, respect, and positive relationships within the school community.



Care for God's Creation remained a focus throughout the year. A bottle recycling program led by Grade 4 students from September to June fostered environmental stewardship while raising funds for initiatives such as school nutrition programs. Students also participated in a Green Thumb club, and Grade 1 students reinforced this learning

through a Care for Creation celebration.

During Lent, students reflected on sacrifice and service in support of the Preferential Option for the Poor. The school community participated in a Hunger Lunch supporting Conquer Hunger through the ECS Foundation Dreams for Kids Fund, raising \$519.40 while learning about food insecurity. Grade 5 students also led a hygiene product collection for Hope Mission, gathering seven boxes of essential items and reinforcing that access to health and hygiene is essential to human dignity.

In the spring, Kindergarten students created 80 cards for nurses during National Nursing Week, recognizing their contributions as caregivers and affirming the dignity of those who serve others.

Together, these initiatives helped students recognize social justice as an essential expression of their faith. Through participation and reflection, students developed gratitude, generosity, and a growing commitment to human dignity, solidarity, and care for God's creation.

GOOD SHEPHERD

In the fall, the entire school participated in the annual Terry Fox Run and raised \$757.20 in support of cancer research. Through this event, students learned the importance of perseverance, hope, and helping



others who face challenges. Students also participated in Movie Day and Bend the Rules Day, raising \$661.46 for the ECS Foundation, which supported underprivileged students in the Division. These initiatives helped students recognize the importance of supporting vulnerable members of their community.

They also wrote thank-you cards for outside staff members to recognize and appreciate the important contributions these individuals made to the school community, demonstrating respect for the dignity of work and the value of service.

In support of charitable outreach, the students purchased Tim Hortons Smile Cookies for the Edmonton Police Foundation, promoting solidarity and support for community initiatives.

During the 12 Days of Christmas Challenge, students shared the joy of the season by participating in "Kindness in an Envelope." Students wrote thoughtful Christmas cards and messages to residents at McTaggart Place by Optimal Living, Riverbend Retirement Community, Lifestyle Options, and Touchmark Place. Through this experience, students learned that kindness and human connection can bring comfort and joy to others, especially seniors who may feel isolated during the holidays.

Students also served their school community through leadership opportunities. The school choir led liturgical celebrations under the theme "Pilgrims of Hope," helping students grow in faith and community worship. Grade 6 Leadership Safety Teams promoted safe and respectful school environments through school safety slides and announcements while the Leadership Teams organized school spirit activities, helped with audio and visual set-up for celebrations,

supported intramurals and recess games, and assisted with the Reading Superstars Program. Grade 6 students also served as patrollers, lunch monitors, and office helpers, while Grade 5 students distributed milk during lunch through the milk club. Through these responsibilities, students learned the value of servant leadership, cooperation, and responsibility.

As part of the City Hall School Project, students partnered with the Mustard Seed to support people experiencing poverty. After hearing a presentation about the realities of poverty and how small actions can make a big difference, students packed and decorated 60 breakfast bags filled with food items and encouraging notes. This experience deepened students' understanding of compassion, social justice, and caring for those in need. Students also supported families through the Christmas Food Hamper campaign and the Spring Food Drive for the St. Vincent De Paul Society, learning the importance of generosity and solidarity with others.



On April 22nd, to celebrate Earth Day, students created costumes from recycled materials and proudly shared messages about sustainability, conservation, and renewable energy throughout the school by participating in an Environmental Heroes Parade. Students also participated in the Capital City Clean-up by helping clean the school field each week in grade level teams. The Grade 2 students planted seeds outside the school, contributing to the beautification of the shared environment. The Grade 3 students also sorted recycling into paper, bottles, and

returnable waste each day, demonstrating responsibility and care for creation through daily environmental practices. Grade 4 students led a recycling program in support of a local charity. These experiences helped students understand their responsibility to care for the Earth and protect God's creation for future generations. Through all these initiatives, students grew as compassionate leaders who not only actively lived out Catholic Social Teachings reflected the School's Charism: Inspired by our Good Shepherd, Jesus, to learn, love and lead.

H. E. BERIAULT

Throughout the school year, the community of H.E. Beriault Catholic Junior High School united in a spirit of service, compassion, and faith, engaging in a variety of Social Justice initiatives. Rooted in the teachings of the Catholic Church, these efforts reflected a deep commitment to Catholic Social Teaching, including the Life and Dignity of the Human Person, Option for the Poor and Vulnerable, Solidarity, and the Call to Family, Community, and Participation.



The year began with the annual Terry Fox Run, highlighting the dignity and perseverance of every human life. The school community raised \$1,041.70 through the “Toonies for Terry” campaign, while learning about Terry Fox’s legacy and the importance of hope and healing through service.

During Advent, the school focused on generosity and care for those in need. A school-wide food drive supported the Edmonton Food Bank, where over 200 pounds of food were collected. Leadership 7/8 students helped deliver these donations on January 6th and later

volunteered at the Food Bank upon returning from Christmas break. Throughout the year, students in the Braided Journeys program also participated in volunteer experiences at the Food Bank, strengthening relationships, fostering stewardship, and living out reconciliation through service.

Student leadership played a vital role through the Make A Difference (MAD) Club, which organized several impactful initiatives. In December, MAD students raised \$330 through candy cane and cookie sales in support of Catholic Social Services. They also partnered with the Edmonton Police Service from December 8th–19th, for the Cans for Christmas campaign, collecting bottles and cans alongside St. Thomas More School and raising \$770 to support families in need. This effort directly supported a local family who experienced the loss of a loved one

and their home due to a fire, demonstrating the meaningful impact of Christian action in the community.

Further living out their commitment to the poor and vulnerable, in April the school community supported Goodwill by helping to sort donated clothing items for individuals and families experiencing financial hardship.



On March 14th (Pi Day), the MAD Club led a creative fundraiser where students donated \$5 for the opportunity to throw cream pies at staff, raising \$300 for the Edmonton Catholic Schools Foundation. Additionally, two MAD-led bake sales raised hundreds of dollars to reduce financial barriers for Grade 9 students, helping to ensure the

June 12th Farewell celebration is inclusive and accessible for all.

Together, these initiatives reflect H.E. Beriault Catholic Junior High School’s ongoing commitment to forming students who actively live out their faith through service, compassion, and a dedication to building a more just and caring community.

HOLY CHILD

As we journeyed through the Advent season, the Holy Child school community came together in a spirit of faith, generosity, and service through our school-wide kindness initiative, “Warm Hearts, Bright Light.” Students were encouraged to complete acts of kindness at home, at school, and in the community between November 24th and December 17th, recording their acts on a tracking sheet and contributing \$5 toward our Advent Social Justice Project. For every participating student, a star displaying their name was added to our school Christmas tree as a reminder of the light we are called to share with others.



All funds raised were dedicated to creating “Stay Warm Kits” for Hope Mission, helping provide warmth, care, dignity, and hope to individuals in need within the Edmonton community during the winter season. As we entered the final week before Christmas Break, students continued filling the season with kindness and service, making one last heartfelt push to reach our goal of \$5 per student. Thanks to the incredible generosity of our students and families, our school raised just under \$1,200 in support of Hope

Mission.

From February 1st–11th, and in the spirit of Random Acts of Kindness, our school hosted a Candy Gram Fundraiser in support of the Edmonton Catholic Schools Foundation “Dreams for Kids” initiative. Students were invited to purchase \$2 Candy Grams for a classmate, sibling, or even for themselves during lunch recess. This initiative helped brighten someone’s day while spreading kindness throughout our school community. The school raised \$685, helping support our division in enhancing student learning and well-being.

From February 18th to March 27th, as we journeyed through the Lenten season, our school community put Catholic Social Teaching into action by responding to the call to care for the vulnerable and honour the dignity of every person. This year, Holy Child’s Lenten Social Justice Project focused on supporting our designated church, St. Joseph’s



Basilica, allowing us to live out our faith through service to those in need. This important initiative not only strengthened our connection with our parish but also provided much-needed support to individuals and families within our community.

The focus on the themes of Catholic Social Teaching throughout these initiatives highlighted key learnings for both students and staff, particularly the importance of human dignity, solidarity, stewardship, and the preferential option for the poor. Through lived experiences of service, generosity, and reflection, students came to understand that faith is expressed not only in words, but also in action and community engagement.

Our school-wide goal was to collect 300 non-perishable food or personal hygiene items—approximately one item per student at Holy Child. Students supported this initiative with loving hearts and brought many generous donations for the Society of St. Vincent de Paul through St Joseph’s Basilica. Through this project, students learned that even small acts of generosity can make a meaningful difference when we work together. We are deeply grateful to our students and families for their generosity, compassion, and continued commitment to living our faith through service to others.

HOLY CROSS

During the 2025-2026 school year, the students at Holy Cross participated in a variety of social justice activities that challenged them to grow, reflect and serve God in many ways.

The Grade 5A class from Holy Cross took part in a meaningful Lenten activity by creating and exchanging Lenten cards with the Grade 5 class from Our Lady of the Prairies. Each card included thoughtful Lenten prayers, scripture passages, and beautifully illustrated drawings. This project provided students with an opportunity to reflect on the significance of Lent while sharing messages of faith, kindness, and creativity with their peers.



The whole school participated in a collection of much needed food items for the Society of Saint Vincent de Paul. Students from kindergarten through to Grade 9, collected over 250 high demand items (school snacks, dried pasta, canned goods etc.) which will be used to help support

families in need. Students discussed how by helping their fellow man/woman, that they are serving as the hands of God.

Students also participated in the Terry Fox Run and the Run Wild Zebra run to raise funds for these important causes. For the Terry Fox Run, students were encouraged to bring in “A Toonie for Terry”. On Wednesday, May 6th, students ran in the “Run Wild Zebra Run”. This run is done across Edmonton and raises funds for the Run Wild to support Edmonton’s Zebra Child & Youth Advocacy Centre. They work towards the common goals of supporting children and youth who have experienced abuse and are working toward creating a future where every child and youth is heard.

HOLY FAMILY

Throughout the school year, the community of Holy Family Catholic School united in a spirit of service, compassion, and faith through a variety of Social Justice Projects. Guided by the school mission, “to provide a Catholic education that inspires students to learn, grow and serve as a part of God’s family,” these initiatives reflected the principles of Catholic Social Teaching, including the Life and Dignity of the Human Person, Solidarity, Option for the Poor and Vulnerable, and Call to Family, Community, and Participation. Rooted in the school charism, “United in the warm embrace of the Holy Family we give God glory through openness, courtesy, and charity,” students and staff worked together to bring Christ’s love and hope into the wider community.

At Holy Family School, students are encouraged to recognize the dignity and self-worth of every individual while discovering and sharing their own unique gifts in a positive and caring family environment. Throughout the year, social justice initiatives provided meaningful opportunities for students to live out these values through acts of kindness, generosity, and service, following the example of Jesus Christ in their daily lives.

The school year began with the annual Terry Fox Run, a tradition that highlighted courage, perseverance, and the dignity of every human life. Through fundraising efforts and community participation, Holy Family Catholic School raised over \$1300 to support cancer research. Students learned about Terry Fox’s legacy of determination and selflessness, recognizing how one person’s actions can inspire hope and positive change for others.

The junior high students also demonstrated openness, courtesy, and charity by creating handmade cards for Meals on Wheels recipients. This thoughtful initiative reflected the Catholic Social Teaching principle of Human Dignity and reminded students that small acts of kindness can bring joy, encouragement, and connection to members of the community who may feel isolated or vulnerable.

In partnership with the Stollery Children’s Hospital Foundation, Holy Family Catholic School participated in the “No Boundaries” campaign. Students and staff dressed in purple to show support for children and families facing medical challenges. The school community also created heartfelt cards and displayed stars throughout the school entryway as

visible signs of hope, prayer, and solidarity. This initiative reflected the school’s commitment to fostering a caring and inclusive environment where each person is recognized as unique and worthwhile.

Through these meaningful initiatives, Holy Family Catholic School continued to strengthen its faith-filled culture of empathy, service, and community. Students were encouraged to use their gifts to serve others and to live out the Gospel values in both words and actions as part of God’s family.

HOLY TRINITY

During the 2025-2026 school year, Holy Trinity staff and students once again prioritized Social Justice initiatives in their school and larger community. Our school has several groups and clubs that passionately dedicate themselves to Social Justice initiatives. These groups include but are not limited to: Holy Trinity Student Council, Holy Trinity Solidarity Club, Holy Trinity Staff Social Committee, Holy Trinity Braided Journeys, Holy Trinity Religion classes, and Holy Trinity arts and cultural groups. Holy Trinity participated in the Terry Fox Run in September, raising \$1108.50 for the Terry Fox Foundation. The Catholic Social Teaching theme for this initiative was "Call to Family, Community, and Participation". All students who participated in the run were expected to also participate in fundraising activities, no matter how small their collection amounts were.

Throughout the year the Braided Journeys program at Holy Trinity organized trips to the Edmonton Food Bank to volunteer. Many Holy Trinity students participated in this initiative on Thursday afternoons after school hours. The theme for these Food Bank sessions was "Preferential Option for the Poor". Holy Trinity students learn about the concept of preferential option for the poor in their Religion 25 and 35 courses. These Food Bank trips are always a great way to put those learnings into action.



In December, Holy Trinity Student Council organized Candygram sales, proceeds from which were donated to the ECS Foundation Dreams for Kids Fund. Holy Trinity Student Council was able to raise \$484.95 from Candygram sales in

recognition of the Advent season. In conjunction with this initiative, the Holy Trinity Staff Social Committee ran staff spirit competitions that involved donations to the ECS Foundation Dreams for Kids Fund. Our Social Committee was able to raise \$742.60 for Dreams for Kids through these fun and festive initiatives.

In December, Holy Trinity Athletics hosted a "Teddy Bear Toss" during half-time of one of our tournament games. Bags of brand new teddy bears were collected and dropped off to Santa's Anonymous through this collection initiative.

In December, Holy Trinity was able to collect and deliver eight boxes of brand new toiletry donations for vulnerable youth to Youth Empowerment & Support Services of Edmonton. Holy Trinity completed this toiletry drive in conjunction with our school Fine Arts Night in December. Students, staff, and families were asked to donate to the toiletry drive for YESS as part of their admission to this free and celebratory event at Holy Trinity. The theme focused on was "Preferential Option for the Poor".



In April, Holy Trinity's Solidarity Social Justice Group hosted a Bake Sale. Proceeds from the Bake Sale totaled \$900 and were donated to the Zebra Child & Youth Advocacy Center, which provides support for young people who have

suffered various forms of abuse.

In April, Holy Trinity students participated in our annual "Care for Creation" initiative organized by the Religion department of Holy Trinity. Student volunteers collected ten bags of garbage from Holy Trinity school grounds and surrounding Millwoods Park. All grades participated and the theme focused on was "Care for God's Creation".

Finally, in May, Holy Trinity staff and students will participate in a Food Drive in support of the St. Theresa Parish Food Bank. May is Holy Trinity's assigned St. Theresa Family of Schools donation month, and Holy Trinity students and families always do an exceptional job of supporting this important community initiative. Every year Holy Trinity is able to deliver a bus-load of food items to St. Theresa Parish. The Catholic Social Teaching theme focused on for this initiative will be "Preferential Option for the Poor" and all grades will help support this cause."

J. H. PICARD

The community of École J.H. Picard embraced its mission to provide a French Immersion Catholic education that inspires students to become community builders who live out God's teachings. Guided by the principles of Catholic Social Teaching, students, staff, and families worked together to uplift others, strengthen community bonds, and respond with generosity to the needs around us.

The year began with tremendous spirit during our annual Terry Fox Run, where students demonstrated perseverance and hope by raising \$1,653 for cancer research. This collective effort reflected our commitment to the Life and Dignity of the Human Person and the belief that every act of support contributes to healing and justice.



Acts of service continued into the fall as Grade 5 students donated Halloween candy and prepared treat bags for Hope Mission, offering encouragement and care to vulnerable members of the community. As Advent approached, our school turned its focus to giving and connection. Our contribution to the 630 CHED Santa's Toy Drive resulted in 250 toys delivered on December 19th, bringing joy to children across Edmonton. Students in Grade 8 wrote personal Christmas messages to staff, while Grades 7 and 8 created Christmas cards

for residents at Good Samaritan, fostering community and honouring the dignity of our elders. Parent Council and volunteers also supported families at Christmas by donating food baskets and gift cards.

Our school community continued to demonstrate hospitality and fellowship. Shrove Tuesday brought over 700 students and staff together for a pancake breakfast prepared by Parent Council and family volunteers, providing a warm and communal beginning to the Lenten season.

During Lent, our commitment to service deepened through the annual Lenten Project, led for the second year by the Grade 8 Student

Leadership Option. This initiative strengthened our partnership with Anne Fitzgerald Elementary School by supporting their snack program and encouraging authentic, student driven social justice leadership rooted in empathy and responsibility. Community Care 8 and Leadership 7 further extended this spirit of service by partnering with the Mustard Seed and preparing breakfast bags for the homeless, to be delivered at the end of May.



In April, the Grade 9–12 Bikeathon once again united wellness, community spirit, and charitable giving. Students raised \$7,000 in support of the Edmonton Catholic Schools Foundation and J.H. Picard School, demonstrating the impact of collective action and shared purpose.

Celebrating the rich diversity within our school community, Cultural Day was a tremendous success, raising \$1,800 in support of Catholic Social Services. We extend sincere appreciation to all student volunteers whose dedication and

enthusiasm continue to enhance school events and strengthen our community.

Through these initiatives, École J.H. Picard continues to form compassionate leaders who understand that faith is expressed through service. Our community remains united in its commitment to building a more just, caring, and connected world.

J. J. BOWLEN

Throughout the school year, the community at J.J. Bowlen Catholic Junior High demonstrated a strong commitment to Catholic social teaching by placing faith into action through service, stewardship, compassion, and community collaboration. Students and staff explored themes of human dignity, care for God's creation, solidarity, and the preferential option for the poor through a variety of meaningful initiatives that connected learning with real-world service.



One of the most impactful projects was the Grade 9 Economics initiative, where students created and operated small businesses that sold food to peers during lunch hours. Through this hands-on experience, students learned about ethical entrepreneurship, responsible stewardship, and the importance of using their gifts to serve others. Funds raised through the project were donated to the Stollery Children's Hospital Foundation, helping students recognize how their efforts could directly support children and families facing serious health challenges.

The project reinforced the Catholic social teaching principle that all people are called to contribute to the common good.

The school community also demonstrated a deep commitment to caring for creation during its Earth Day school grounds cleanup. Students worked together to improve the local environment while reflecting on their responsibility as stewards of God's creation. This initiative encouraged students to consider the impact of their actions on the environment and highlighted the importance of protecting the world for future generations.

Throughout the year, the school continued its close partnership with St. Dominic Savio Parish to support the spiritual and faith formation of students. This collaboration strengthened the school's commitment to providing a holistic, Christ-centered education rooted in Catholic values. Through liturgical celebrations, faith-based activities, and opportunities

for reflection, students deepened their understanding of service, compassion, and community.



During the Advent and Christmas seasons, students and staff came together to support families experiencing hardship by collecting food and essential items for Christmas hampers. These efforts reflected the Gospel call to care for those in need and reminded students of the importance of generosity and solidarity. Staff members also

supported Santa's Anonymous by donating toys for children in the community, helping to bring hope and joy to families during the Christmas season.

Collectively, these initiatives fostered a culture of empathy, service, and faith-filled leadership within the school community. Students developed a stronger understanding of Catholic social teaching by actively participating in projects that encouraged compassion, responsibility, and advocacy for others. Through these experiences, the school community continued to grow as witnesses to Christ's message of justice, dignity, and love in action.

JOAN CARR

Joan Carr School's social justice initiatives reflect the values of Catholic Social Teaching by fostering compassion, human dignity, community, and service to others.

Through the school's food collection for St. Thomas More Parish, students and families responded to the call to care for those experiencing food insecurity, demonstrating solidarity and stewardship within the local community.



During Lent, the school community embraced the theme "Prayer for Change," focusing on supporting children's mental health through fundraising efforts for the ECS Foundation Guardian Angel Fund. Guided by the three pillars of Lent—prayer, fasting, and almsgiving—students and staff participated in faith-

centered learning and reflection activities, including daily prayers and mental health reflections shared during morning announcements, educational resources in the Jubilee Google Classroom, and a visual bulletin board display highlighting the Lenten journey.



Through prayer intentions, student-led prayers, family communication, and acts of charitable giving, Joan Carr School encouraged students to live out Gospel values by supporting the well-being of others and promoting hope, empathy, and belonging within the broader community. Continued support of families in need or

experiencing loss is also part of our commitment.

KATHERINE THERRIEN

At Katherine Therrien Catholic Elementary School, our students, staff, and families worked together throughout the school year to live out Catholic Social Teaching through service, compassion, and community involvement. Through a variety of initiatives, students learned the importance of supporting others, building relationships, and recognizing the dignity of every person.



Students participated in the 45th anniversary of the Terry Fox Run by bringing toonies to support cancer research for Toonies for Terry. Students also ran for 30 minutes around the schoolyard in honour of Terry Fox and his Marathon of Hope. Katherine Therrien proudly raised \$155 for cancer research while helping students understand the importance of supporting human life and caring for those facing illness learning the Catholic Social Teaching of Life and Dignity of the Human Person.

Students donated leftover Halloween treats to Hope Mission through our “Halloween for Hope” campaign. This initiative encouraged students to think of vulnerable members of our community and recognize how small acts of generosity can bring joy to others learning the Catholic Social Teaching of Preferential Option for the Poor.

Throughout the colder months, our school collected approximately 329 pairs of socks for Sacred Heart Church’s Outreach Program, which serves some of Edmonton’s most vulnerable populations. Students learned the importance of supporting those whose basic needs may not always be met learning the Catholic Social Teaching of Preferential Option for the Poor.

Students, staff, and families collected non-perishable food items for Sister Mary Claire’s Caravan Christmas Program, which supports displaced individuals and families in Edmonton who are not near inner-city shelters. Remaining donations were sent to Sacred Heart Outreach. This initiative highlighted the responsibility we have to care for others

and ensure people have access to basic necessities teaching students the Catholic Social Teaching of Rights and Responsibilities



Each classroom visited Chartwell Retirement Residence throughout the year to spend time with our “Golden Friends.” Students participated in games, crafts, and conversations with residents, while Grade 6 students helped lead activities. These visits strengthened intergenerational relationships and fostered empathy, kindness, and community connection teaching students the Catholic Social Teaching of Call to Family, Community, and Participation

Our Faith Explorer group organized an Easter bookmark activity where students coloured bookmarks for St. Edmund Parish. The bookmarks were laminated and placed inside Bibles and hymn books during our Easter Mass. This initiative strengthened our connection with the parish community while spreading joy and faith to parishioners teaching students the Catholic Social Teaching of Call to Family, Community, and Participation

The Katherine Therrien staff spent time during Grace for the Heart and Soul helping prepare the new St. Carlo Acutis Catholic High School for the upcoming school year. Staff assembled furniture, moved appliances, and organized learning spaces. This act of service demonstrated collaboration, community support, and Catholic fellowship embracing the Catholic Social Teaching of Call to Family, Community, and Participation.

Through these initiatives, Katherine Therrien Catholic Elementary School continued to foster a faith-filled culture of service, compassion, and social responsibility within our school and community.

LEARNING SERVICES

The Learning Services team, as part of the division's commitment to social justice and supporting the broader community, participated in meaningful initiatives throughout the year that reflected compassion, service, and care for others. This included supporting two families during the Christmas season by collecting gifts and essential items to help create a positive and meaningful holiday experience. Learning Services also coordinated the collection of much-needed items for One World One Centre to support individuals and families within the community. These initiatives reflect the division's ongoing commitment to fostering social responsibility, strengthening community connections, and promoting a culture of care and belonging.

LOUIS ST. LAURENT

Over the course of the year, the school community engaged in a rich variety of social justice initiatives that allowed students to live out the themes of Catholic Social Teaching in meaningful and concrete ways. These experiences helped them deepen their understanding of human dignity, solidarity, and their responsibility to care for the most vulnerable.

The year began with community-building efforts supported by families, including seasonal fundraisers that strengthened the call to family, community, and participation. Students soon turned their attention to service projects that invited them to consider the needs of others. Junior high students organized a book drive to support literacy programs, recognizing that access to education is closely tied to human dignity and the rights of the person.

As Advent approached, the school embraced its annual Christmas hamper initiative, with junior high and senior high students working together to assemble food and gift baskets for local families. This project became a powerful expression of the preferential option for the poor, as students learned to place the needs of vulnerable households at the center of their efforts. They also created Christmas cards for seniors in care homes, offering companionship and hope to individuals who often experience isolation during the holiday season. Religion classes visited the Edmonton Food Bank, where students gained firsthand insight into the dignity of work and the importance of supporting organizations that serve those facing food insecurity.

Acts of kindness continued into the new year. Students prepared cookies for staff at Sacred Heart Church as a gesture of gratitude for their ministry and service. During February, the Black Student Alliance led activities for Black History Month, helping students explore the richness of Black culture and the ongoing pursuit of equality. Students also created Valentine's cards for residents at Whitemud Lifestyle Options, strengthening intergenerational connections and affirming the value of every individual.

Christian Service Projects continued throughout the spring. SPARK students returned to the Food Bank and later visited a seniors' residence, offering companionship and support. The Student Union

organized a spring charity initiative that raised funds and awareness for local causes, reinforcing the responsibility to work for the common good. The school community also contributed generously to the STM Food Drive, gathering non-perishable items for families in need. Parent-supported fundraising efforts throughout the year helped sustain school programming and reinforced the shared responsibility of families and the school community.

In April, students collected stuffed animals and pet supplies for the Edmonton Humane Society, demonstrating care for God's creation and compassion for animals in need. May brought a celebration of student heritage, with activities that promoted cultural understanding and respect for the diversity within the school community. As the year drew to a close, junior high students organized Skittle sales in recognition of Pride Month, emphasizing the call to solidarity and the importance of creating a welcoming environment for all.

Throughout these initiatives, students consistently demonstrated a growing awareness of their role as agents of justice and compassion. Their participation in the Terry Fox campaign further deepened their understanding of perseverance, generosity, and the dignity of every person affected by illness. Through these collective efforts, the school lived out its Catholic identity in visible and meaningful ways, nurturing a spirit of service that extended far beyond its walls.

MARY HANLEY

Mary Hanley School's year of social justice work unfolded as a cohesive story of faith lived through action, guided by the principles of Catholic Social Teaching and lived out through meaningful service. The year opened with Orange Shirt Day, where students reflected on human dignity and the call to reconciliation. Soon after, the school participated in the Terry Fox Run, where the school community embraced the call to work for the common good. Their participation became a lesson in perseverance and collective responsibility, rooted in Terry's legacy.



As the months progressed, students explored solidarity in tangible ways. A year long school-wide juice box collection supported KidSport Alberta, helping remove financial barriers for children who wished to participate in sports. Younger students strengthened community bonds through creativity and kindness: Grade 1 classes made and delivered cards to neighbors and a seniors' residence, while kindergarten students crafted cards and personally delivered them to another seniors' home. These simple but heartfelt gestures strengthened

intergenerational connections and taught students that community is built through small acts of kindness.

The school also lived out a preferential option for the vulnerable by collecting hats, mitts, and scarves for WINGS, supporting women and children in need of safety. Staff modeled stewardship by cleaning up garbage around Corpus Christi Parish, demonstrating care for creation through hands-on service.

Generosity became a recurring theme. Lollipop sales raised funds for the Edmonton Catholic Schools Foundation, while candygram proceeds supported the Make A Wish Foundation. One of the most impactful initiatives was Break a Rule for Burundi Day, where students raised enough money to fund a full year of schooling for the school's sponsored student at the Burundi English School. This project helped students

understand the global dimension of solidarity and the power of collective generosity.



The school's foodbank collection offered another opportunity to live out the call to feed the hungry. Students learned that hunger affects families within their own city and that their contributions—whether a single can or a full bag—made a real difference for neighbors in need.

Throughout these efforts, students learned that every person has dignity, that community is strengthened through service, and that even small acts can create meaningful change. By year's end, Mary Hanley School had

woven together a rich narrative of compassion and justice—one in which every donation, card, fundraiser, and act of care became a lived expression of the Gospel call to love one another.

MONSIGNOR FEE OTTERSON

At Monsignor Fee Otterson, our staff and students have devoted significant time and energy this year to meaningful social justice initiatives rooted in Catholic Social Teaching.

Our school community demonstrated solidarity and respect for human dignity through a continued commitment to learning about and honoring First Nations Peoples. Each month, a different grade level created a bulletin board display in our front entrance focused on a unique aspect of First Nations culture, history, or understanding connected to Treaty 6 territory. At the beginning of the year, our Grade 6 students also wrote personal land acknowledgements that reflected their gratitude for the land and community we now call home. It was important for us to recognize that responding to the Truth and Reconciliation Calls to Action is not a one-time event, but an ongoing commitment throughout the school year.



Our school also lived out the preferential option for the poor and vulnerable in many ways. Our Grade 8 leadership students participated in field trips to the Edmonton Food Bank, where they learned about its operations and the important role it plays in supporting members of our community. During Advent, our chaplain, alongside leadership students and staff, organized a food drive in support of the St. Thomas More Parish food pantry. Thanks to the generosity of our staff and students, the campaign became the most successful food drive our school has ever completed. Elementary classes also contributed

during Advent by donating new toys to the Bethlehem Express, an initiative that provides Christmas gifts to children attending schools in lower-income neighborhoods, helping ensure that every child experiences the joy of receiving a gift at Christmas. Students also donated scarves, toques and purses to St. Vincent de Paul's charity sale.

During Lent, our school community collaborated on the creation of a large 9' x 12' quilt. Every student decorated an individual quilt square,



celebrating the dignity and value of each person within our school community and reinforcing that every student has a meaningful place and voice in our school. Students reflected on how they could live as "People of Hope," our

division theme for the Lenten season. Many considered the sacrifices of Jesus, personal acts of fasting, and ways they could intentionally live out the Beatitudes in their daily lives. The completed quilt was revealed during our Easter Mass after being beautifully sewn together by a generous member of our school community.

In February, our junior high students organized Olympic-themed intramurals inspired by the diversity represented within our school community. Teams were created using countries connected to our students' backgrounds, and leadership students dedicated their lunch hours to refereeing events, organizing brackets, and tracking results. This initiative beautifully reflected the Catholic Social Teaching principle of participation, while strengthening community and celebrating inclusion.

Our school also embraced stewardship and care for creation through Earth Day activities and our May student faith retreat centered on the example of St. Francis of Assisi. Elementary students participated in community yard cleanups, while retreat activities focused on environmental stewardship and care for others. Students took part in neighborhood garbage cleanups, seed deliveries, school garden beautification, upcycling crafts, bug house creation, and the development of a kindness rock garden. Students also engaged in discussions and reflections about stewardship, exploring how inequality in food and resources affects communities around the world. They were challenged to think deeply about fairness and to consider whether caring for creation extends beyond nature to include all living things—people, animals, and the environment alike.

MONSIGNOR WILLIAM IRWIN

Throughout the school year, the community of Monsignor William Irwin School came together in a spirit of service, compassion, and faith to participate in a variety of Social Justice initiatives. Rooted in the teachings of the Catholic Church, these projects reflected our commitment to Catholic Social Teaching, including the Life and Dignity of the Human Person, the Option for the Poor and Vulnerable, Solidarity, and the Call to Family, Community, and Participation.

We began the year with the Terry Fox Run, raising funds to support cancer research. This initiative reflected our belief that every person is precious and deserving of care and dignity.

In October, our focus shifted to supporting the Food Bank and the St. Thomas More Food Pantry through food donations. This initiative highlighted our call to support families and strengthen our community. We believe that all people have both the right and responsibility to participate in society and to work together for the common good, especially in service of the poor and vulnerable.

As winter approached, our Kindergarten students lovingly prepared Christmas cards for seniors at Venvi Riverbend retirement home. This project emphasized the importance of participation, compassion, and caring for vulnerable members of our community.



During the month of December, the school also participated in an Advent initiative by collecting hats, scarves, and mittens for Hope Mission. Students eagerly contributed essential items to support those in need during the cold winter months. In addition, our school held a Candy Cane Sale during the Christmas concert, raising

\$1,660 for the ECS Foundation Guardian Angel Fund. This initiative reflected our belief in supporting both the mental and physical well-being of students and families in our community.

Throughout the winter months, our Grade 6C students participated in the Snow Heroes Challenge, sponsored by the City of Edmonton. Students learned about the impact snow removal can have on seniors and individuals with disabilities. They enthusiastically took on the challenge by shoveling snow for those in need within their communities. Their efforts were recognized by Global News, where students helped spread awareness about the importance of serving others.

In February and March, our Grade 2 students led an initiative in support of the St. Vincent de Paul Society, whose mission is to live the Gospel message by serving Christ in the poor with love, respect, justice, and joy. Students and staff generously participated in a Lenten Almsgiving campaign to support this cause. Through this project, our school community lived out the spirit of Lent by practicing humility, recognizing the dignity of others, and serving those in need.

In March, our Grade 6 students hosted a bake sale during their Demonstration of Learning event, donating a portion of the proceeds to the ECS Foundation Conquer Hunger Fund.



In April, our Kindergarten students participated in a schoolyard clean-up activity, while all students took part in the school-wide Care for Creation Animal Rescue project. Students collected supplies for local

animal shelters and demonstrated compassion and care for animals in need.

Lastly, in coordination with MWI Day, students were encouraged to complete small jobs or tasks at home to earn money for donation. All proceeds went directly to Catholic Social Services to help continue Father Bill's important work within our community.

MOTHER MARGARET MARY

Throughout the school year, the community at Mother Margaret Mary High School engaged in a variety of social justice initiatives that reflected key themes of Catholic Social Teaching, including the dignity of the human person, solidarity, care for creation, and the preferential option for the poor. Through both curricular and extracurricular opportunities, students deepened their understanding that faith is lived through service, compassion, and action.

Students participating in an after-school robotics program experienced the importance of inclusion, collaboration, and shared responsibility, recognizing that innovation and learning are most meaningful when accessible to all. Similarly, the Art Club used creativity as a vehicle for justice. In one initiative, students raised \$500 for Ocean Wise through the creation and sale of original artwork and merchandise, supporting ocean conservation while developing an understanding of environmental stewardship and their moral responsibility to care for creation. In a subsequent project supporting Muscular Dystrophy Canada, students explored the theme “Adaptation is a Superpower,” learning about lived experiences through an educational session and preparing artwork for a spring fundraiser and participation in the Walk and Roll event. These experiences fostered empathy and affirmed the inherent dignity and strength of every person.

The Black Students Alliance demonstrated leadership in promoting community, cultural celebration, and service. Through fundraising initiatives such as Christmas hot chocolate sales and Black History Month events, students raised funds for the Afro-Caribbean Foodbank and the Stollery Hospital while also participating in the ECSD BSA Summit, highlighting student voice, identity, and solidarity.

The newly established Social Justice Club further contributed by organizing a treat sale to raise funds in support of the Caritas Foundation, reinforcing a shared commitment to serving those in need.

These efforts culminated in Changemaker Day, where students engaged in service across the city. Partnerships with organizations such as the Edmonton Food Bank, Salvation Army, Edmonton Blood Drive, Kids Kottage, BGCBigs, CityServeYEG, and St. Thomas More Parish allowed students to respond to issues of poverty, food insecurity, and social

isolation. Engagements with seniors’ residences fostered connection and affirmed dignity, while environmental initiatives such as the Capital City Clean Up emphasized responsibility for creation. The Bee Project further connected stewardship with mentorship, as students supported younger learners and distributed wildflower seeds to promote sustainability.

Community-wide initiatives reinforced these values. The annual Food Fight collected over 2,000 kilograms of food in support of the St. Thomas More Parish pantry, while the school’s first Bike-a-thon brought together 140 participants across 11 teams, raising over \$16,000 for the Edmonton Catholic Schools Foundation.

Through these experiences, students and staff came to understand that social justice requires both awareness and action, demonstrating that even small acts of service contribute to building a more just and compassionate world.

OUR LADY OF MOUNT CARMEL

Our Lady of Mount Carmel School continued to live out its commitment to Catholic Social Teaching through a variety of initiatives that fostered compassion, stewardship, and a strong sense of community. Rooted in the principles of solidarity, the dignity of the human person, and the preferential option for the poor, students and staff engaged in meaningful opportunities to serve others and reflect on their role in building a more just and caring world.

The school community came together in support of the Terry Fox Foundation, raising over \$400 for cancer research. This initiative reflected a deep respect for the dignity of the human person, as students and families united in hope and perseverance while supporting those affected by illness. In addition, staff and students demonstrated a commitment to supporting vulnerable members of the local community through the preparation and delivery of food hampers for 12 families. This act of generosity embodied the call to care for those most in need and reinforced the importance of compassion and community participation.



The OLMC Classic continued to be a meaningful expression of solidarity and generosity within the school community. Through this initiative, students and families donated and collected toys, which were joyfully gathered and delivered to support children and families in need through Ronald McDonald House

Charities. This experience allowed students to actively live out the preferential option for the poor and vulnerable, reflecting on the importance of bringing hope and joy to others. By participating in this shared effort, students developed a deeper understanding of how acts of kindness and generosity can positively impact the lives of others, particularly during times of hardship.

This spirit of service extended to staff participation in the Grace for the Heart and Soul initiative in partnership with Ronald McDonald House



Charities. Through preparing bagged lunches and helping to clean and maintain spaces for families staying at the house, staff modeled servant leadership and solidarity, demonstrating the importance of caring for others during times of need.

The school community also demonstrated a strong commitment to environmental stewardship through the piloting of a green bin waste project. Student leaders played an active role by collecting food scraps and helping to divert waste from landfills, modeling responsibility and care for the environment. This initiative reflected the Catholic Social Teaching principle of Care for God's Creation, while also highlighting the importance of participation and shared responsibility within the school community. Through their involvement, students developed a greater awareness of how their actions impact the world around them and the importance of protecting God's creation.

Through these collective efforts, students and staff deepened their understanding of Catholic Social Teaching and experienced the transformative power of living out their faith in action. These initiatives fostered a growing awareness of social responsibility, strengthened community connections, and inspired students to continue working toward a more just and compassionate world.

OUR LADY OF PEACE

At Our Lady of Peace, a strong commitment to social justice was evident throughout the 2025–2026 school year. Guided by Catholic Social Teachings, students and staff engaged in purposeful initiatives that encouraged growth in faith, compassion, leadership, and responsibility for others.

Our year began with the annual Terry Fox Run, led by our Grade 6 students and their teacher, reinforcing the importance of empathy, community involvement, and standing in solidarity with those facing illness. Students participated in a school-wide walk to raise awareness and demonstrate compassion, coming together as a faith community to support one another and live out the values of care, service, and social responsibility.



As we entered the Christmas season, all students created handmade Christmas cards that were shared with our local church, St. John the Evangelist, for

distribution to parishioners following Christmas Mass. In addition, eight blankets—one from each class—were donated to support parishioners in need. This initiative was inspired by the Pilgrims of Hope theme of the Jubilee Year and provided a meaningful opportunity for students to live out compassion, generosity, and service during the Advent season.

During Kindness Week in February, several classes participated in creating kindness cards, kindness rocks, and written messages that were shared throughout our school and wider community. Cards were delivered to community homes, kindness rocks were placed around the neighborhood for others to find, and small notes of encouragement were left on students' lockers or desks to bring smiles and spread positivity.

In April, the school came together for a schoolyard and community clean-up as part of our Earth Day and Earth Week learning. Division 1 students focused on cleaning the schoolyard and nearby park, while



Division 2 students worked throughout the Mayfield community to pick up litter. This initiative encouraged students to take responsibility for caring for God's creation and contributing positively to their local community.

Our school also proudly participated in the Tim Hortons Smile Cookie Campaign. Through this initiative, funds raised went to support programs that guide youth toward positive pathways and away from cycles of crime, harm, and victimization. With the support of our students and community, we sold 793 cookies and

raised \$1,586 for the Tim Hortons Smile Cookie Campaign.

Through these initiatives, the Our Lady of Peace community lived out Catholic values of compassion, service, and responsibility, strengthening faith in action.

OUR LADY OF THE PRAIRIES

The mission of École Our Lady of the Prairies School, is to provide a joyful Catholic education that inspires students to grow in the virtues of faith, hope and love as modeled by the school's patron saint, Mary. Hands-on activities make Catholic Social Teaching come to life for students who come from a variety of backgrounds and life experiences.

During the 2025–2026 school year, staff and students at École Our Lady of the Prairies actively engaged in several meaningful social justice initiatives that reflected care for others and for creation. In preparation for Christmas, students participated in a food collection to help create food hampers for members of the local community. Staff further supported this initiative by purchasing and donating toys to Santa's Anonymous. Grade 5 students also shared messages of compassion and connection by creating Christmas cards for the Holy Cross Sisters and writing letters of good cheer for residents at the local seniors' centre. In addition, all students supported the ECS Foundation Dream Builders initiative through the sale of Smencils. The school also celebrated Earth Day by participating in a Care for Creation Day inspired by Pope Francis' *Laudato Si'*, a social encyclical that emphasizes the interconnectedness of all life. Through hands-on learning centres, students explored humanity's relationship with God, the bonds that unite all people, and our shared responsibility to care for the natural world.

Laudato Si' is a letter written by Pope Francis that reminds us to care for the earth and for one another. It explains that God's creation is being harmed and calls people around the world to work together to protect it. The Bible teaches that God created the world so that people could live in a loving relationship with God, with one another, and with all of creation. When we reflect on the beauty of the earth, we begin to ask important questions about life, our origins, and our connection to God. *Laudato Si'* highlights themes such as listening to the cry of the poor, recognizing how all people are connected, and understanding how the earth suffers through pollution, climate change, and the loss of living things. It also calls us to live less wasteful lives and to use the earth's gifts responsibly. Care for Creation Day was introduced to help students better understand these ideas. Through online readings and discussion, students learned simple ways to help protect the environment and explored Indigenous perspectives concerning humanity's connection to

the land. Art projects allowed students to reflect the beauty of the earth, while outdoor nature and science walks encouraged them to use their senses through quiet observation. Building projects allowed students to explore new initiatives, such as animal bridges over busy highways and cleaning oil from water. A "find, not collect" scavenger hunt helped students appreciate nature without harming it. These activities reflect Old Testament teachings about creation, human responsibility, and the Family of God, helping students understand the Christian call to care for all creation.

These initiatives help students to understand that everyone belongs to the larger human family and that God, as our heavenly Father, watches over each member of humanity with his constant and loving care.

OUR LADY OF VICTORIES

The social justice initiatives in 2025-26 at Our Lady of Victories centered around our division theme, People of Hope. Students spread joy and light in our community multiple times throughout the school year.



As a whole school, hand made cards were delivered in our neighbourhood at Christmas and during Random Acts of Kindness week.

Several classes visited the residents at Meadowlark Place Lodge, singing Carols, making crafts, and playing games, at various points in the year.

During Advent, it was a school-wide challenge through “Five Day Food Fighters” to bring in various food

items, and over 600 items were donated to the Edmonton Food Bank. Each day of the challenge, students learned about the importance of various food groups and the health benefits (“Macaroni Monday - pasta & sauces”, “Tuna Tuesday - canned fish or meat”, “Wheaties Wednesday - cereal or breakfast items”, “Tin of Soup Thursday - soups/stews/chili, and “Fruit Friday - canned or dried fruit), and it was a friendly competition between classes, bringing in the most items for each theme day.

During Lent, students supported animals in need as inspired by St. Francis of Assisi, the patron saint of animals, reflecting our call to stewardship of creation and compassion for the vulnerable. Students participated in another friendly challenge between classes, as they collected items following a daily theme, and donated to the Edmonton Humane Society.



SIR JOHN THOMPSON

At Sir John Thompson Catholic Junior High School our students participated in a variety of social justice work over the school year. We began the year by participating in the Annual Terry Fox Run. We shared the story of Terry Fox and what participating in this event means to people around the world. Our students brought in donations and wore a sticker with the name of the person they were running for. We raised over \$1,200 and did great work in the area of Call to Family, Community and Participation.

This year we also introduced our “High Vibe Hangout” club. This club also focused on Call Family, Community and Participation. This club wanted to focus on helping to boost school morale and sense of community while also lifting confidence and self-esteem of our students. This club would meet weekly and create notes with positive sayings and leave them around the school. Participation in the club grew throughout the year and students loved reading and sharing the positive messages. Our students learned that even small gestures can have a large impact on the lives of others and that there is always someone that cares and looks out for them.

Our Grade 7 students focused on Option for the Poor and Vulnerable. They wrote cards that were shared with the Shepherds Care Foundation in our community. They focused on sharing cards with the seniors in this facility, hoping to uplift them and let them know that they are cared about and loved for by our students. Our students learned how it is important to care for all in our community, especially the vulnerable.



Our Grade 9 students also focused on Option for the Poor and Vulnerable. They organized a food and toy drive for Kids Kottage. Students created information on why this organization needed our support and how we could make a difference. Our school collected over 30 boxes of food and toys for families and children at need just before Christmas. Our students learned why some families are in need of

the supports supplied by the Kids Kottage, and why it is important to have organizations like this in our community.



Our Grade 8 students continued the Sir John Thompson Tradition of supporting The Sign of Hope, focusing on Option for the Poor and Vulnerable. Our Grade 8 students created “flex sessions” on our Wednesday flex days. During the month of February, students in our school could

donate money to participate in sessions that were run by our Grade 8 students. The students raised over \$512 for the Sign of Hope. Our students learned that this organization makes a large impact on many people in our community, and the money they raised will make an impact to our community as a whole.

Our whole community, during Lent, wanted to help assist the Society of Saint Vincent de Paul (St. Edmunds) ensure that members of our parish community had access to food. We organized a food drive and collected around 30 boxes of food to donate. We focused on Rights and Responsibilities, knowing it is our responsibility to ensure everyone has the right to food. Our students learned that people in our own community can struggle to feed their families, and that donating food within our community may make a difference to someone they know or live close to.

As a whole school community, we participated in the “Be an Upstander Project”. All our students created projects that focused on an area of interest involving Human Rights. Our students worked very hard, researching and coming up with solutions for the issues that focused on human rights. Our students learned that they could make a difference in the world, making the lives of others and the environment better. By taking part in this project, our school focused on Life and Dignity of the Human Person.

SISTER ANNATA BROCKMAN

Sister Annata Brockman School participated in the annual Terry Fox Run on September 24th. Once again, enthusiastic participation from the community was evident. Students engaged in different activities showcasing a powerful display of solidarity and community spirit, collectively raising over \$1,200 for cancer research. Earlier this Spring, SAB was awarded a banner from the Terry Fox Foundation marking 15 years of participation!

An Advent tradition we continue to embrace is the preparation of Christmas Hampers for families in the ECSD community. As a school community, 33 Christmas Hampers for families in need were created. There were 21 hampers donated to St. Teresa of Calcutta School and 12 hampers given to families in the Sister Annata Brockman community. Students gained an appreciation that by working together their small actions could impact others in small ways.

Our Leadership students have been busy this school year promoting solidarity. As a team, students made a collective effort to address systemic inequalities and offer support to those who may be feeling marginalized. Leadership students visited classrooms to teach students about the Bible, leading to the creation of a weekly Bible Study group in Junior High. Christmas cards for children staying at the Stollery Children's Hospital were made and sent. A bake sale in January resulted in \$526 raised for the ECS Foundation. As part of weekly announcements, students have been sharing positive affirmations to affirm resilience and belonging, ensuring students felt valued and part of the community.



One of our Grade 2 classes decorated coffee sleeves for members of the greater community. These sleeves were given to a local coffee shop to spread some kindness and love throughout that community. In total, over 100 sleeves were created and sent. The students talked about how they felt so good



that they could make a difference in the community even though they were so young.

In celebration of International Women's Day in March, over 50 students attended a special after-school event. It was a powerful and inspiring gathering that brought our community together. We welcomed the Creating

Communities of Belonging Consultant back to our school. She created a warm and inclusive space and began the event by leading a sharing circle. Students had many meaningful ideas to contribute, and their voices were an important part of the experience. Students also created encouraging quotes focused on belonging and what it means to be a good friend. Their thoughtful words served as reminders of the importance of kindness and lifting one another up. It was a special event that celebrated the spirit of International Women's Day. The "Rock Your Socks" Lenten Project was inspired by a past initiative of the permanent Deacon of Sacred Heart Parish who challenged people to donate one pair of new socks for the World Day of the Poor in 2022. "Rock your Socks" is also aimed to educate people about individuals with Down Syndrome. Throughout Lent, Student Leadership students rallied the school to collect 950 pairs of socks, and other toiletry items symbolizing care for Edmonton's needy.

On May 5th, the Sister Annata Brockman community acknowledged the crisis surrounding Missing, Murdered Indigenous Women, Girls, and Two-Spirited people through education and awareness. An art installation of red dresses was hung by the entrance to acknowledge members who are no longer physically present in their communities. Students and staff were encouraged to wear red and a Moose Hide pin to bring awareness to the violence that affects Indigenous communities.

Each year, Grade 5 students participate in a presentation about the Mustard Seed and how their services impact the community and human lives. Students donated breakfast supplies and made breakfast bags which were then donated to the Mustard Seed clients. In total, \$465 was donated to make 195 breakfast bags by the students of all three Grade 5 classes that had participated.

ST. ALPHONSUS

Throughout the 2025–2026 school year, St. Alphonsus School has continued to live out its commitment to Catholic Social Teaching by fostering a culture of compassion, stewardship, dignity, and service. From Kindergarten to Grade 9, students engaged in meaningful experiences that called them to care for one another and for God's creation, while contributing to the common good of their school and wider community.



Early in the school year, the entire school community participated in the annual Terry Fox Run. Students developed a deeper understanding of cancer and the importance of research while raising funds for the Canadian Cancer Society. This initiative reflected solidarity, as students united in support

of those affected by illness. Older students supported Kindergarten and Grade 1 participants, demonstrating leadership, care, and community across grade levels.

A strong focus on environmental stewardship was evident throughout the year. Students participated in school yard and field clean-ups, taking responsibility for maintaining a safe and welcoming environment. Grade 4 volunteers supported this work by collecting beverage containers for recycling, encouraging sustainable practices. The Horticulture class also played an important role by growing plants throughout the year. Their Mother's Day Plant Sale made gift-giving affordable, with proceeds supporting future beautification projects such as flower beds. These efforts reflect the call to care for creation and our shared responsibility to protect the environment.

Junior High students explored social justice through experiential learning. In Fashion Studies, students investigated the impacts of fast fashion, textile waste, and labour practices, deepening their understanding of how consumer choices affect people and the planet.



This work connects to the dignity of work, the rights of workers, and stewardship, while encouraging responsible decision-making. Construction students contributed to the common good by building benches, rocking chairs, and bookshelves for the school's entryway and learning commons, highlighting the

value of using one's talents in service of others.

Students strengthened community through collaboration and mentorship. The CTF Mentorship class worked with younger grades on reading and classroom activities, fostering relationships and modeling leadership. In another cross-grade initiative, the ceramics class partnered with Grade 3 students to bring their writing to life by creating ceramic models of their monster characters. This work honoured student creativity and reinforced the dignity of each learner.

Faith formation remained integral. Following the Grace for the Heart and Soul session, the Grade 4/5 class researched Pope Leo XIV and shared their learning with the school, strengthening connections to the global Church and reflecting solidarity. Students also created a bulletin board recognizing staff contributions, fostering gratitude and respect.

Junior High students demonstrated service during the Volunteer Appreciation Spring Concert. Foods classes prepared snacks, while the Tourism and Hospitality class welcomed and served guests, reflecting the call to serve and strengthening community.

Together, these initiatives highlight how St. Alphonsus students actively live out Catholic Social Teaching. Through service, stewardship, creativity, and community engagement, they continue to grow as compassionate individuals committed to building a more just and caring world.

ST. ANGELA

Throughout the past year, St. Angela actively engaged in a range of social justice projects that exemplified the core principles of Catholic Social Teaching. These initiatives not only addressed others' needs but also provided meaningful opportunities for students and staff to reflect on themes such as human dignity, solidarity, the preferential option for the poor, and the call to family, community, and participation.

One highlight of the year was the school-wide Lenten social justice project, in which the entire community united to collect snacks for students at the school who may not have access to them. This effort was a profound expression of the preferential option for the poor, as students and staff worked together to ensure that no child would go hungry, fostering compassion and mutual support within the school.



The school also participated in the ETS Stuff a Bus initiative, gathering food donations to support local families facing food insecurity. This project was built on the themes of solidarity and the common good, as the community learned the impact of collective action and the responsibility to care for neighbours in need.

Students and staff took part in the Terry Fox Run, raising funds for the Terry Fox Foundation. Through collecting donations and participating in the run, the community explored the themes of human dignity and perseverance, learning about the power of hope and the importance of supporting medical research.

A movie-and-popcorn event offered students a fun way to engage in social justice, with proceeds supporting ECS Foundation Dream for Kids fund. This initiative reinforced the call to family, community, and participation, showing students the impact of their generosity.



As part of a continuing project from past years, students created and delivered handmade cards throughout the neighbourhood as random acts of kindness. This simple yet meaningful gesture enabled students to put the principle of human dignity into practice by bringing joy to their neighbours and fostering goodwill in the wider community.

The year concluded with a successful school fundraiser in which students sold chips and freezies, raising \$200 for the Stollery Children's Hospital. This

event demonstrated the power of collective effort and reinforced the value of solidarity and caring for the vulnerable.

Through these diverse projects, St. Angela school community deepened its understanding of Catholic Social Teaching, recognizing that social justice encompasses both large-scale initiatives and small, everyday acts of kindness. Students and staff discovered their capacity to make a positive difference within the school and beyond, building a culture of empathy, service, and justice that will leave a lasting impact.

ST. ANNE

Throughout the school year, the community of St. Anne Elementary School came together in the spirit of service, compassion and faith to participate in a variety of Social Justice Projects.

In September, the students took part in a Terry Fox Run and they learned about why it is important to participate in society and how they can make a difference through community events. This explored the teachings of Call to Family, Community and Participation.



In December, the Grade 6 Students sold Christmas Candy Grams (candy canes with a message of Hope, Peace, Joy, and Love attached). Donations of \$1 per candy cane were collected for the Edmonton Catholic Schools Foundation Dream Builders Fund and a total of \$266 was collected. The students explored the theme of Option for the Poor and Vulnerable and learned about how supporting people in need

fosters a sense of belonging and improves the overall well being in the community.

During Advent, the Grade 4 and 5 students created cards and ornaments for long term care residents living at Capital Care Dickinsfield. Writing uplifting messages and visiting the residents allowed students to explore the theme of the Life and Dignity of the Human Person and learn about charity.

On Earth Day, the students learned about Care for Creation by planting seeds in pots to prepare for the growing season. The plants will later be transferred to school and community flower beds.

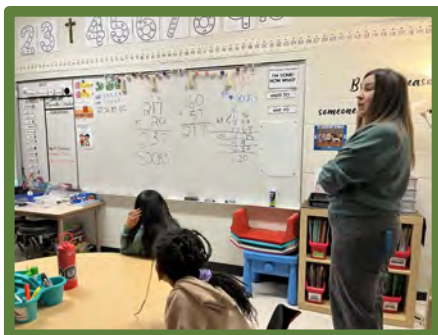
In April, the Grade 1 and 3 students made cards to share with the long term care residents living at Capital Care Dickinsfield. The Grade 5 students delivered the cards and also shared a handbell performance.



While exploring the theme of Life and Dignity of the Human Person, the students learned about acts of service and generosity.

ST. AUGUSTINE

This school year, St. Augustine embraced social justice through meaningful, community-centered projects that fostered empathy, generosity, and a deep sense of responsibility for others.



One of our most impactful initiatives was the Socks for Seniors campaign led by the 2/3 class which was a heartfelt Christmas outreach. Students demonstrated incredible compassion, collecting an impressive 213 new pairs of socks. Alongside the spirit of giving, the Grade 2/3 teachers also integrated curricular learning into the project.

Students engaged in math activities, working through equations and problem-solving tasks to calculate and track the number of socks collected. This cross-curricular approach deepened student engagement and helped them see how their learning connects to real-world impact. With each donation, students expressed their desire to bring warmth, comfort, and care to seniors in our city who have complex medical needs. These gifts were delivered to residents at St. Joseph Auxiliary Hospital, allowing our students to make a tangible difference while learning the importance of kindness and service.



In addition to this initiative, the St. Augustine school community once again came together for an annual Christmas Hamper project. Led by a dedicated staff member, this effort involved collecting financial donations and thoughtfully purchasing food items to create generous hampers for families within our own school community. This year,

St. Augustine school supported 15 families. Staff worked collaboratively

to organize, assemble, and deliver each hamper, ensuring that families felt supported and cared for during the holiday season. Beyond providing essential items, staff also purchased Christmas gifts for each family, adding an extra layer of joy and celebration.

Throughout these projects, there was a palpable sense of purpose and unity within the school. Students and staff alike experienced the joy of giving and the power of coming together to support others. These initiatives not only addressed immediate needs but also helped instill lifelong values of compassion, generosity, and social responsibility in our students.

ST. BENEDICT

Throughout the school year, students at St. Benedict School engaged in a series of social justice initiatives grounded in the principles of Catholic Social Teaching, including the dignity of the human person, solidarity, stewardship, and the call to care for those most in need. These experiences supported students in connecting their faith to meaningful action within their local community.

As the winter season approached, students responded to the needs of individuals experiencing the challenges of cold weather. Grade 4 students led a collection of winter accessories such as hats, scarves, and mittens, reflecting their growing understanding of human dignity and the importance of ensuring that all people have access to basic necessities. Building on this commitment, Grade 6 students organized a school-wide initiative to collect gently used winter clothing, including coats, snow pants, and boots. Through this effort, students explored the concept of stewardship and recognized their shared responsibility to care for others. The collected items were donated to the Bissell Centre, supporting individuals and families experiencing poverty and housing insecurity in Edmonton.



Later in the school year, students focused on addressing food insecurity within their community. On the 100th day of school, Grade 1 students led a food drive, collecting 116 cans of food. This initiative provided an opportunity for students to engage with the principle of the preferential option for the poor and vulnerable, as they learned that their contributions, no matter how small, could have a meaningful impact. The donations were provided to the Edmonton Food Bank, helping to support individuals and families facing food insecurity.

In addition to these collection-based initiatives, students also explored the importance of building community and promoting the common good. As a school-wide project, students designed and created kindness cards to share with neighbours and community members. This initiative emphasized that social justice extends beyond material donations and includes acts of compassion, inclusion, and connection.

Through these experiences, students developed a deeper understanding of how Catholic Social Teaching can be lived out in everyday actions. They recognized that by working together in solidarity, they could contribute to a more just and caring community, and that their choices have the power to positively impact the lives of others.

ST. BERNADETTE

Throughout the 2025 to 2026 school year, St. Bernadette School lived out Catholic Social Teaching through meaningful acts of service, compassion, and community engagement. Students across all grades participated in projects that reflected the themes of human dignity, care for creation, solidarity, and the preferential option for the poor.

The year began with students embracing the Life and Dignity of the Human Person through several outreach initiatives. Grade 1 students created and delivered Christmas cards to community members, offering messages of hope and connection during the Advent season. Grade 2 students participated in 10 Days of Christmas Kindness, completing daily acts of service such as making cards, singing for others, and finding small ways to care for those around them. These early year projects helped younger learners understand that kindness is a concrete expression of their faith.



The school community demonstrated a strong commitment to the Preferential Option for the Poor through several whole-school collections. In November, students gathered food donations for the Grocery Love Program, supporting families in need of monthly groceries. During December, the school collected toonies to assist families requiring extra support during the holidays, raising \$200.25. In February, students collected 705 hygiene items including toothpaste, toothbrushes, and deodorant for

Hope Mission, learning that dignity is upheld when basic needs are met.

Students also explored the Call to Family, Community, and Participation through collaborative projects. Grade 5A and 6A students created handmade staff appreciation cards as part of the Voices of Inspiration initiative, offering gratitude and encouragement to the adults who support them daily. Various students volunteered as Snack Helpers throughout the year, unpacking and organizing items for the school

lunch program. Grade 6 students also assisted in preparing staff gifts for the Demonstration of Learning, contributing their time and leadership to the school community. Upper elementary students also participated in a meaningful act of service by helping sort books that were no longer needed at the school. These books were then given to students within the school community who needed reading materials at home, allowing younger learners to directly support their peers and promote a love of literacy.



Acts of Solidarity were especially visible in the school's outreach to seniors. Grade 4 students created and delivered kindness creations to residents at Beverly Lodge Seniors Home. In addition, several classes have planned a visit to the lodge in June to spend time with residents and share handmade cards. Although this visit has not yet taken place, students have already reflected on the importance of companionship, respect for elders, and the shared responsibility to care for those who may feel isolated.

The theme of Care for God's Creation was embodied through the school's Earth Day School Yard Clean Up, where students collected garbage around the school grounds. This stewardship activity helped students understand that caring for the environment is an expression of gratitude for God's gifts and a responsibility shared by all.

Across all initiatives, St. Bernadette students reflected on how their actions, whether collecting items, offering words of encouragement, or caring for the earth, allowed them to be the hands and feet of Christ. These projects fostered empathy, responsibility, and a deeper understanding of Catholic Social Teaching, shaping students into compassionate leaders committed to serving others.

ST. BONAVENTURE

During the second half of the year, we focused on building connection and kindness in simple but meaningful ways. These included sending Valentine's cards to veterans across Canada and setting up buddy reading between classes. These experiences gave students a chance to



care for others, build relationships, and feel part of a larger community. Moving forward, we'd like to build on this by being more intentional about connecting these experiences to social justice. Our goal is to help students not only participate in acts of kindness, but also begin to understand why they matter, and how they can take an

active role in creating a more inclusive and caring community, both within our school and beyond.

ST. BONIFACE

Throughout the school year, the community of St. Boniface Catholic Elementary School united in a spirit of service, compassion, and faith to participate in a variety of Social Justice initiatives. Rooted in the teachings of the Catholic Church, these experiences reflected a strong commitment to the principles of Catholic Social Teaching, including the Life and Dignity of the Human Person, Solidarity, Option for the Poor and Vulnerable, and the Call to Family, Community, and Participation.



The year began with the annual Terry Fox Walk/Run, a meaningful tradition that honoured the dignity, courage, and perseverance of Terry Fox and all those affected by cancer. As a school we raised \$228.45 for cancer research. Through participation and reflection, students learned that supporting cancer research is an act of hope, compassion, and respect for human life. In addition to their learning activities, students took part in a service project by creating Valentine's cards for veterans. Through heartfelt messages and artwork, students expressed gratitude,

encouragement, and respect for those who have served. This simple but meaningful act allowed students to reflect on the sacrifices made by veterans and to show compassion and care for members of the wider community who may experience isolation or hardship, particularly during holidays.

This experience reflects several key principles of Catholic Social Teaching. By honoring veterans, students upheld the Dignity of the Human Person, recognizing the inherent worth of every individual. Writing messages of gratitude and encouragement demonstrated Solidarity, as students stood in unity with those who have served their country. The activity also supported the Call to Family, Community, and Participation, encouraging students to take an active role in caring for others beyond their immediate school community. Through this act of service, students lived out their faith by showing love, respect, and responsibility toward others, modeling Christ's call to serve with compassion.

During Advent, the school community gathered for an Advent Mass and expressed generosity by donating food items to the parish food bank. The Grade 6 students took on a leadership role by sorting and organizing the donations, reinforcing the importance of service, responsibility, and caring for those in need during the Christmas season.



Throughout Lent, students were encouraged to live out Christ's call to kindness, compassion, and service to others. In response to this call, all students wrote letters of kindness to residents within the local community, which were later delivered to offer messages of hope, encouragement, and human connection. This act reflected the Dignity of the Human Person, as students recognized the inherent worth of each individual and sought to lift

others up through words of care and affirmation.

As part of their Building a City STEAM project, the Grade 1B class created Blessing Bags for The Mustard Seed, connecting their learning to meaningful action. By responding to the needs of those experiencing homelessness and poverty, students demonstrated the Option for the Poor and Vulnerable, learning that faith calls us to place the needs of those most marginalized at the center of our concern.

In addition, the school community supported the Edmonton Youth Emergency Shelter (YESS) through several fundraising initiatives. Students participated in Chores for Charity, donated their allowances, and took part in a special "Yes for YESS" day, where students were granted permission to "break the rules" in exchange for donations. Through these collective efforts, the school raised over \$1,330.75 in support of vulnerable youth. These initiatives strengthened students' understanding of Solidarity and the Call to Family, Community, and Participation, as they worked together to respond with generosity, empathy, and action.

Together, these Lenten practices helped students grow in their understanding that living out their faith means actively caring for others, especially those in need, and responding to injustice with compassion, service, and hope.

ST. BRENDAN

Throughout the 2025–2026 school year, our St. Brendan school community embraced the call to serve others, living out the principles of Catholic Social Teachings through a variety of social justice projects. Demonstrating compassion, solidarity, and deep commitment to the dignity of the human person, students answered the call of family, community and human rights.

In September, St. Brendan students and staff participated in the Terry Fox Run, raising money for cancer research. Uniting in a spirit of hope, students raised over \$1,000. Walking or running in solidarity with families affected by this illness was a wonderful way to affirm the dignity of those suffering.

During the Advent season, our students prepared for Christ's coming by organizing 32 Christmas Hampers for families in need in our school community. Students learned about the importance of putting the less fortunate before themselves during the holiday season.

Students in elementary created beautiful Christmas cards and delivered them to all residents in the Ottewell neighbourhood, bringing Christmas joy to all residents in this community. Students experienced being faith-filled citizens by understanding their role, outlining the values of kindness, generosity and being part of a larger society. Sharing the gift of Music, the Junior High band and Elementary Grade 5 students

performed at the Ottewell Senior Citizen's Home. They answered the call of the community by being beacons of hope for many residents who feel lonely during the Christmas season.

Throughout the year the Ukrainian Bilingual students sent over 100 cards and letters with uplifting messages to soldiers in Ukraine, demonstrating that every human life has the right to peace and safety in their community. Students showed caring and compassion for people in a war-torn country, bringing hope and courage into their lives.



During the Lenten season, our project focused on students supporting other students by creating Blessing Bags. This was a school-wide initiative with students donating everyday toiletries. These were donated to eight schools in our division. The receiving of the Blessing Bags created a sense of relief and dignity for students and their families who face significant financial challenges.



Guided by teachers from Edmonton Catholic Schools and supported by the Canadian Museum for Human Rights, students participated in the Be An Upstander program. Over several months, students explored human rights issues during social classes and created projects on how they can

create positive changes in their communities. In total, 31 projects were selected for the Lumen Christi Social Justice Fair. Students were able to understand that human dignity can be protected when human rights are protected.

Through all these special Social Justice projects, students and staff at St. Brendan school learned the positive impact of participating in social justice activities. The principle of Catholic teaching helps students learn the significance of demonstrating compassion, solidarity, and commitment to the life and dignity of the human person, by answering the call of family and community. St. Brendan students and staff are beacons of hope and, by participating in Social Justice, experience living a full Catholic Christian life.

ST. CATHERINE

This year at St. Catherine, our students and staff have shown a genuine commitment to social justice through a variety of meaningful, community-focused initiatives.

In September, we kicked off the year with our schoolwide Terry Fox Run, where students donated “Toonies for Terry” to support cancer research and honour Terry Fox’s legacy of courage and hope. As a school community, we raised just over \$300 which we donated to cancer research.



Our Grade 7A class also strengthened our outreach efforts through their partnership with the Sacred Heart Church Outreach Program. They organized a sock drive for vulnerable community members, decorated paper lunch bags with uplifting messages, and baked muffins that were included in lunches for those

experiencing food insecurity.

In November, classrooms across the school came together for a heartfelt Veterans card-writing initiative. Students created personalized cards that were delivered to senior homes and Legions throughout northern Edmonton, helping them—especially those who are new to Canada—gain a deeper understanding of the freedoms they enjoy and the people who have sacrificed to protect them.

Our staff also demonstrated collective compassion during the Division’s Grace for the Heart and Soul Day by donating hygiene products, snacks, and other essentials. Together, we assembled 25 fully stocked backpacks and delivered them to the House of Refuge Mission.

Each of these initiatives reflects St. Catherine’s ongoing dedication to empathy, gratitude, and active citizenship, while fostering a strong



sense of belonging and responsibility within our diverse school community.

ST. CECILIA

During the November 2025 Remembrance Day celebration, students and staff gathered in a spirit of reflection and gratitude to honour the men and women who have served and continue to serve our country. The ceremony provided an opportunity for the school community to pause, remember, and express appreciation for the sacrifices made by members of the Canadian Armed Forces. As part of this year's commemoration, Social Studies classes participated in a special project focused on expressing gratitude through creativity and compassion. Throughout the week leading up to the ceremony, students engaged in lessons and discussions about the significance of Remembrance Day, the symbolism of the poppy, and the historical and personal sacrifices



made by veterans. Teachers facilitated conversations that helped students explore why we honour November 11 each year and how acts of remembrance show respect for courage, service, and dedication. The card-making activity became a way for students to reflect on what they had learned. Using

words, drawings, and symbols, students created heartfelt cards filled with messages of thanks, poppy illustrations, and expressions of peace and hope. Many students carefully chose their words, reflecting a growing understanding of gratitude and respect. These handmade cards were later shared with local veterans' organizations, serving as a sincere gesture of appreciation from our school community. This initiative allowed students to connect personally with the values behind Remembrance Day while reinforcing the importance of empathy, respect, and civic responsibility. By participating in this project, students not only learned about history but also practiced kindness and social awareness.

While reflecting on an activity we could undertake as a school community, grounded in our Catholic faith and our call to serve others, our chaplain reached out to a friend involved with the Sleep in Heavenly Peace (SHP) Project which is a volunteer-driven organization whose mission is to build and deliver beds to children and families in need,

ensuring that no child sleeps on the floor. It was then decided that the SHP team would come to St. Cecilia School, allowing our community to take part in this hope-filled project together. On Thursday, April 23, the SHP team arrived at school with equipment needed for the build. That afternoon, some students and staff members worked side by side in a spirit of joy. Each person contributed according to their abilities—sanding wood, drilling and assembling the beds. What began as a hands-on activity soon became a powerful experience of service, compassion, and giving. It was an opportunity to live out our Catholic identity in a tangible way. Through teamwork and a shared sense of purpose, 15 beds were completed, each valued at approximately \$450. The SHP team departed with the finished beds, ready to be delivered to children in need within our community. Each bed stands as a visible sign of God's love.



Throughout the school year, the Braided Journeys student leadership team demonstrated leadership, service, and mentorship within the school and wider community. For Truth and Reconciliation, students supported classroom smudge teachings alongside program staff. Students also created and donated dreamcatchers to support Five Freedoms Rescue Ranch. They supported transition activities by visiting feeder schools, preparing over 500 Indigenous stockings for cultural lessons, and assisting with Grade 6 Orientation Day and the school Open House. In the spring, students mentored younger learners through Indigenous games, caring circles, and STEM activities at NorQuest College. These experiences reflected the students' commitment to leadership, mentorship, and community connection.

ST. CHARLES

Throughout the 2025–2026 school year, students and staff of St. Charles School actively lived out Catholic Social Teachings through intentional acts of service, charity and reflection. These experiences strengthened the connection between faith and action, fostering compassion, empathy, and a shared responsibility for the common good.

In September, the focus on the Dignity of the Human Person was reflected in the Terry Fox Run and collection. Students and staff came together to honour Terry Fox's legacy, recognizing the inherent value of every individual and supporting those impacted by illness. This initiative highlighted the importance of caring for others and upholding the dignity of all.



During October and November, the emphasis shifted to the Preferential Option for the Poor while continuing to honour Human Dignity. Students prepared treat bags for individuals experiencing homelessness and organized collections of socks, mittens, and toques for Sacred Heart Parish Outreach. A cereal drive in

support of Anne Fitzgerald School further demonstrated a commitment to supporting those who may be experiencing hardship. Through these actions, students and staff responded to the call to serve those most in need with compassion and respect.

In November, our Faith Day provided meaningful opportunities for service and reflection. Students considered how they are called to holiness through serving others, and each class developed a plan for ongoing actions that demonstrate love in service. As part of these efforts, students created Christmas cards for residents at St. Michael's Continuing Care and Cards of Comfort for Ronald McDonald House, offering messages of care and connection. Students and staff also

worked together to prepare Christmas hampers for families in need, demonstrating generosity and a shared commitment to supporting others within the community.



During the Advent season in December, the focus on Rights and Responsibilities was brought to life through charitable initiatives. Students and staff supported the Catholic Social Services "Sign of Hope" campaign, raising \$782.60 through the Christmas concert. In addition, \$1,064.20 was raised for the Stollery

Children's Hospital. These efforts reinforced the understanding that all people have a right to care and support, and a shared responsibility exists to respond to those needs.

In March, during Lent, the focus turned to Solidarity. The Social Justice Club led the Stations of the Cross at St. Charles parish, engaging students, staff and families in prayerful reflection on Christ's suffering and its connection to the experiences of others around the world. Students also organized a craft sale in support of Development and Peace, raising funds and awareness for global communities. These initiatives emphasized that all people are part of one human family, called to stand together in support of justice and dignity.

Through these experiences, students and staff continued to grow in their understanding of Catholic Social Teachings as a lived commitment. The year's initiatives reflected a school community rooted in faith, dedicated to serving others, and committed to building a more just and compassionate world.

ST. CLEMENT

This year, the students and staff of St. Clement were committed to making a difference in their school and community through acts of kindness, justice, faith, and activism.



Early in the year, students raised “Toonies for Terry” and participated in the Terry Fox Run. Students learned about Terry Fox’s Marathon of Hope and supported the cancer research cause of the Terry Fox Foundation.

The St. Clement Advent project was a Jesse Tree of Giving. Every student in the school created an ornament for the tree, and under the tree they collected cold-weather items for Catholic Social Services, as well as families in their own community.

St. Clement celebrated something they called Kindness Day as a community by exchanging cards at the school. Each student made another student a positive and personalized message. These messages were then handed out, in a large card exchange event, to brighten one another’s day.

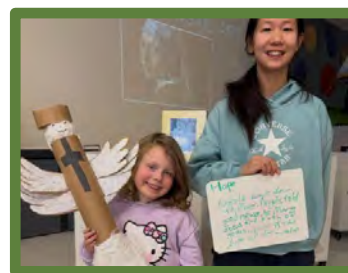
To mark the end of the Jubilee, students and staff came together to create a prayer chain representing the wishes of the collective community. One of the Division Chaplains even prayed with the school in support of the collective intentions of St. Clement!

The International Baccalaureate Community and Exhibition projects took on many themes of faith and service in action this year. Grade 5 students worked on protest art pieces to support their research causes. Students took on various topics of activism including food insecurity, bullying, protection of the environment, animal welfare, and more. The Grade 9 students took an active approach to their causes such as writing letters, creating new initiatives at the school, educating their peers on morning announcements, and creating new visuals to display. The Grade 9 students took on complex problems such as increasing

diversity in government, enhancing the student experience at St. Clement, food insecurity, the needs of our houseless neighbors, and more. One student project resulted in a water bottle drive at the school. All the collected water was donated to a local shelter in support of houseless neighbors. Another student group raised funds for the Make-a-Wish Foundation through pizza sales and raised awareness for the Stollery through the Wear Purple Day.

St. Clement has a strong relationship with their partner parish, which is extremely important to the school. One student group took on the initiative of raising food for the St. Theresa food bank as an extension of their community project. Those students raised a great deal of food to take to the parish.

Another student project involved revitalizing the area in front of the school by planting a garden. This became a partner project between that student and the staff. On Grace for the Heart and Soul Day, the staff and the student (with the help of Indigenous Learning Services) embarked on an afternoon of prayer, reflection, and the planting of a traditional medicine garden.



At St. Clement, the K-9 context is often used to benefit the teaching and learning and build community. Buddy systems between older and younger students celebrate this sense of community. Using the power of relationships, buddy work was used at Carnival, in reading programs, to plan celebrations and liturgies, and to create special Easter artwork for

display at our Easter liturgy. These art projects represent the ideas of Grade 2 students executed by Grade 9 art students – and they turned out amazing!

In June, Grade 5 students from St. Clement partnered with the Grade 1 students from Our Lady of Peace school as a leadership opportunity. Together, they attended Forest School. This experience built community and promoted a sense of service through leading.

The St. Clement Chargers had a great year in faith and service. Through their sense of purpose as Catholics, and through their strong sense of community, they made a difference!

ST. DOMINIC

Throughout the year, St. Dominic Catholic School engaged in service initiatives that clearly reflected the principles of Catholic Social Teaching. These efforts strengthened the school's commitment to forming students who act with compassion, uphold human dignity, and contribute to the common good.

The principle of Human Dignity guided outreach to vulnerable populations. Students created Christmas cards for residents of St. Michael's Long Term Care Facility and engaged in prayerful reflection on the Glorious Mysteries of the Rosary, deepening their understanding that every person is created in the image of God and deserving of care and respect.



The Option for the Poor and Vulnerable was demonstrated through several acts of generosity. Students donated candy and encouraging messages to a local women's and children's shelter. During Advent,

the school community united for the Toonies for Terrance the Turkey initiative, raising \$600 to provide six \$100 grocery gift cards and four food hampers for families in need. This work reflected St. Dominic's commitment to equity-focused practice and meaningful, community-rooted action.

The principle of Care for Creation was lived out through schoolyard clean-ups during the spring and on Earth Day, reinforcing the belief that stewardship of the environment is a moral responsibility entrusted to all.

Acts of Solidarity were evident in ongoing service projects. Students collected aluminum can tabs for the Tabs for Tots program, supporting the purchase of medical equipment for children in need. They also volunteered to shovel snow for neighbours and community members, offering practical assistance and demonstrating a willingness to stand with others through acts of service.



A strong expression of Community and Participation emerged through the school-wide Candygram Kindness Campaign. Students organized and led the initiative, ensuring that every member of the school received a message of encouragement paired with a lollipop. More than 1,200 Candygrams were delivered, and \$1,750 was raised for the Cure

Cancer Foundation. The donation was made through the players of the Guinness World Record Longest Hockey Game, connecting the school to a broader mission of supporting children affected by cancer.

Across all initiatives, the St. Dominic community demonstrated that Catholic Social Teaching is lived through action—through generosity, stewardship, prayer, and service. These efforts strengthened the school's commitment to fostering inclusive, compassionate, and engaged learning environments. St. Dominic remains dedicated to ongoing reflection, collaboration, and professional learning that deepens its impact and supports the diverse needs of all students.

ST. EDMUND

Throughout this school year, students and staff at St. Edmund continued to live out the Gospel message through meaningful acts of service, community engagement, and care for others. Guided by Catholic Social Teaching and supported by the values of the International Baccalaureate, each initiative reflected a commitment to human dignity, participation in community life, and responsible stewardship. These efforts were not isolated projects; they were opportunities for students to understand what it means to put faith into action.

During the Christmas season, students created cards for members of the community, offering messages of hope and connection. This simple gesture encouraged students to consider the importance of reaching out to those who may feel alone and to recognize the value of strengthening relationships within the broader community.

The school also prepared Christmas Hampers for families in need. Students contributed food, household items, and gifts, learning that supporting those who face hardship is a shared responsibility. The process of gathering, organizing, and preparing the hampers helped students understand the importance of prioritizing the needs of the vulnerable and upholding the dignity of every person.



well-being of the entire community.

During Lent, the school organized a Food Drive to support Edmonton's Food Bank. Students learned about the increasing demand for food security in the city and responded with generosity. Their participation highlighted the importance of ensuring that all people have access to

basic necessities and that the common good is advanced when communities work together.



The Grade 9 Community Projects, a key component of the IB Middle Years Programme, showcased the leadership and initiative of our oldest students. Their projects addressed a range of needs within the community and reflected a thoughtful understanding of human dignity, solidarity, and participation. They traded baked goods for hygiene products to support individuals who lacked access to essential items. Students also created a school-based dictionary for newcomers to help them feel welcomed, supported, and able to participate fully in school

life. Funds were raised to purchase gift cards and gift baskets for nurses as a gesture of appreciation for their ongoing service to others. Letters were written for elderly community members to offer encouragement and companionship. These projects demonstrated students' ability to identify needs, plan meaningful action, and reflect on the impact of their work. They also reinforced the Catholic call to serve others and the IB goal of developing caring, principled, and engaged learners.

Taken together, this year's social-justice efforts reflect a school community committed to living its faith with purpose. Students learned that justice is expressed through consistent, thoughtful actions that uphold the dignity of others and contribute to the well-being of the community. Their work this year helped them grow not only as learners, but as individuals prepared to participate responsibly in the Church and in the world.

ST. ELIZABETH

Throughout the school year, St. Elizabeth school community came together in a spirit of service, compassion, and stewardship to participate in a variety of Social Justice initiatives rooted in Catholic Social Teaching. These projects reflected a commitment to the principles of Call to Family, Community, and Participation, Care for God's Creation, Option for the Poor and Vulnerable, and Solidarity, while helping students recognize their role in building a more just and caring world.

During the winter months, students participated in the annual Snow Hero initiative, which focused on acts of service within the local community. Through this project, students volunteered their time and energy to help neighbours remove snow from sidewalks and driveways, supporting seniors, families, and community members who may have needed extra assistance. In total, 155 homes were supported through this initiative. This experience allowed students to live out the value of serving others with dignity and compassion while strengthening community connections through simple but meaningful acts of kindness.



As part of a science and environmental stewardship unit, students explored the importance of reducing waste and caring for creation. Old paper was collected and recycled, then creatively repurposed into handmade Christmas cards for residents in a local seniors' home. This initiative highlighted the Catholic Social Teaching principle of Care for God's Creation while also fostering intergenerational connection and reminding students that even small actions can bring joy and hope to others during the Christmas season.

In Social Studies, students deepened their understanding of charity, volunteering, and civic responsibility by examining how service contributes to quality of life within a community. Learning extended

beyond the classroom through a community walk focused on acts of kindness and beautification. Students delivered surprise Easter cards to local mailboxes, wrote uplifting Easter messages in chalk on community sidewalks, and collected litter throughout the neighbourhood. These activities reinforced the importance of active citizenship and demonstrated how caring for one's community reflects the values of solidarity and participation.



Throughout the season of Lent, the school community united for a whole-school food drive in support of the St. Theresa Parish Food Pantry. Families and staff were invited to contribute non-perishable food items over the 40 days of Lent, recognizing that several families within the community have directly benefited from the pantry's support. This initiative emphasized the Option for the Poor and Vulnerable by encouraging students and staff to reflect on almsgiving, sacrifice, and the importance of responding to the needs of others with generosity and empathy.

Collectively, these initiatives helped foster a culture of service, gratitude, and faith-filled action throughout the school year. Students were provided with meaningful opportunities to connect classroom learning with lived experiences of Catholic Social Teaching, deepening their understanding that social justice is not only learned, but lived through daily choices to serve, care for others, and work toward the common good.

ST. ELIZABETH SETON

At St. Elizabeth Seton School, we unfolded on a meaningful journey rooted in Catholic Social Teaching. Guided by themes such as the dignity of the human person, care for God's creation, and the call to serve the poor and vulnerable, students and staff worked collectively to turn faith into action.

The school community began the year by embracing the importance of solidarity through its participation in the Terry Fox Run. As a whole school, students, staff, and families raised funds for the Terry Fox Foundation, demonstrating perseverance, compassion, and a shared commitment to supporting cancer research. This initiative fostered a deep understanding of how individual efforts contribute to the common good. We donated \$420 as a school community.



During the Advent season, the focus shifted toward serving those in need. Homeroom classes collaborated to assemble 20 Christmas hampers filled with food and essential items for our families within our school community. Students also created heartfelt Christmas cards for seniors in the community at Venta Care Centre, recognizing the dignity and worth of every individual, especially those who may experience isolation. These acts of kindness reinforced the importance of compassion and human connection.

The school's commitment to supporting children extended through the Taste of Seton event, where funds were raised for the Stollery Children's Hospital Foundation, donating \$1,066. This initiative highlighted the theme of community and participation, as students and families came together to celebrate culture while supporting a vital cause. The experience helped students recognize their ability to make a tangible

difference in the lives of others, while sharing their cultural food and traditions with others.



Throughout the year, the creation of the Seton Closet stood as a testament to the school's dedication to the preferential option for the less fortunate and in need. Through generous donations, the closet provided clothing to students in need, ensuring that all members of the community were supported with dignity and care. This ongoing initiative fostered a culture of empathy and inclusion within the school. Anyone student or family in need is able to access the closet and take what they need.

Finally, environmental stewardship was brought to life during Earth Day activities. Students participated in schoolyard clean-ups and awareness campaigns, learning about their responsibility to care for God's creation. In addition, the school's bottle recycling efforts not only promoted sustainability but also gave back to students, reinforcing the interconnectedness of environmental and social responsibility.

Through these collective efforts, St. Elizabeth Seton School demonstrated how Catholic Social Teaching can be lived out in practical and meaningful ways. Students and staff grew in their understanding of service, compassion, and justice, recognizing that even small actions, when guided by faith, can create lasting impact. The year stood as a powerful example of a faith-filled community working together to build a more just and caring world.

ST. FRANCIS OF ASSISI

Throughout the 2025–2026 school year, St. Francis of Assisi School engaged in meaningful Social Justice initiatives rooted in the principles of Catholic Social Teaching. These experiences reflected key themes such as the dignity of the human person, community and participation, and solidarity. Through these opportunities, students and staff actively lived out their faith through service, compassion, and generosity.

The year began with the annual Terry Fox Run on September 12, 2025. Students ran through the school community to honour Terry Fox's legacy and raise funds for cancer research. The school raised \$244. This event emphasized the importance of coming together for a shared purpose and highlighted the theme of Family, Community, and Participation.

On February 14, 2026, students participated in a Valentine's Day Walk, creating handmade cards with kind messages that were delivered to homes in the community. This act of kindness spread joy and connection while reinforcing the Catholic call to care for others and build strong communities. This initiative reflected Call to Family, Community, and Participation.



On February 20, students took part in a Dream Builders movie afternoon. With a donation, students enjoyed a pajama day, movie, and snacks including chips, fruit snacks, and juice boxes. The event raised \$581.55 and supported a sense of community while giving back. This initiative also aligned with the school's Lenten project, where students raised funds and collectively contributed to the Jesse Tree story, deepening reflection on faith and generosity. This reflected the theme of Life and Dignity of the Human Person.

On April 21, Division 2 students raised \$440 and collected additional food bank donations in support of the St. Francis Xavier High School drama program. In return, students attended a live drama performance, fostering community connection while supporting the arts and those in need.



One of the most impactful initiatives was the division-wide Grace for the Heart and Soul event on April 25, 2026. Staff volunteered at WINGS (Women In Need Growing Stronger), supporting women and families fleeing domestic violence. Staff helped assemble IKEA furniture for apartments, creating safe and welcoming living spaces. The school also collected over 300 toiletry items through a donation drive. This initiative highlighted the themes of Life and Dignity of the Human Person and Solidarity.

Following this, on May 14, 2026, students supported the Moose Hide Campaign by purchasing bannock bites, with all proceeds donated to the campaign. This initiative focused on ending violence against women and children and promoting reconciliation, encouraging awareness and action on social justice issues.

To close the year, staff donated toys for the Ben Calf Robe Annual Powwow on May 10, 2026. These contributions supported attendees and reflected respect, unity, and reconciliation with Indigenous communities. This initiative highlighted Solidarity.

Together, these initiatives demonstrate St. Francis of Assisi's strong commitment to living out faith through action. Students and staff deepened their understanding of Catholic Social Teaching through meaningful service, working together to build a more compassionate, just, and caring world.

ST. FRANCIS XAVIER

Throughout the school year, the St. Francis Xavier community demonstrated a deep commitment to the principles of Catholic Social Teaching through acts of service, stewardship, and solidarity with those in need. Students and staff consistently explored the call to uphold the dignity of every person while living out their faith through meaningful action in both the local and broader community.



During Advent, the school organized a food drive in support of the Society of Saint Vincent de Paul, Annunciation Conference. The initiative became one of the most successful campaigns the school had seen in more than a decade, resulting in the largest single food donation collected during that time while also raising more than \$500. Students reflected on the themes of human dignity and the preferential option for the poor, recognizing the importance of ensuring that families in the community had access to basic necessities during the Christmas season.

This spirit of generosity continued during the annual St. Francis Xavier Feast Day Turkey Lunch, where students and staff collected additional donations for both the Society of Saint Vincent de Paul, Annunciation Conference and the St. Alphonsus Conference. More than \$300 was raised, further reinforcing the importance of community, compassion, and shared responsibility for those experiencing hardship.

The St. FX Friends Restoring Our Globe (FROG) Club focused on environmental stewardship, community engagement, and care for vulnerable members of society. Students organized and promoted a clothing donation drive in support of Youth Empowerment Support Services (YESS) and The Mustard Seed. Through digital posters, video reels, daily announcements, and collaboration with the Religion Department, students encouraged broad participation throughout the school community. Throughout the campaign, FROG Club members dedicated time to sorting and organizing donations before participating



in a field trip to personally deliver the items to the shelters. During their visit, students interacted with staff members who shared their appreciation and helped students better understand the realities faced by vulnerable individuals in the community. Through this initiative, students strengthened their skills in leadership, teamwork, communication, and organization, while also developing a deeper understanding of empathy, responsibility, and the importance of collective action in creating positive change.

One of the school's largest initiatives was the 24-hour Bike-a-thon held in March. The event united students, staff, alumni, families, and community members in support of several charitable organizations, including the Edmonton Catholic Schools Foundation's Dreams for Kids fund, the Royal Alexandra Hospital Foundation, and Catholic Social Services. Nearly \$70,000 was raised, with a portion also directed back into supporting members of the school community. The Bike-a-thon highlighted the themes of solidarity and the common good, as participants worked collectively to support individuals and families facing medical, financial, and personal challenges.

Throughout the year, students and staff also demonstrated a commitment to caring for creation by regularly organizing community cleanups in the neighbourhood surrounding the school. Located in a busy area shared by schools, businesses, and homes, the community often experiences increased litter and waste. Students took pride in helping maintain and restore the area whenever opportunities arose, learning that stewardship involves both small daily actions and larger collective efforts.

Together, these initiatives reflected a school community that sought to live out its Catholic faith through service, compassion, stewardship, and advocacy for human dignity. Students not only contributed tangible support to important organizations and causes but also deepened their understanding of how Catholic Social Teaching can guide meaningful action in everyday life.

ST. GABRIEL CENTRE FOR DIVERSE LEARNING

During the 2025-26 school year, the staff and students of St. Gabriel-Centre for Diverse Learning lived out a commitment to social justice initiatives and activities aligned with the principles of Catholic Social Teaching. Each experience allowed students to deepen their understanding of gospel values while making a positive impact on each other and the surrounding community.

Our school opened September with a 'Family Picnic', in a welcoming call to families, community and participation. To make this event possible, many of our High School students extended their school day in an act of service by helping to setup our school gym and additionally served food for our visiting families. In the spirit of giving back to our community, St. Gabriel hosted its 3rd annual Christmas Dinner, in December. An event that brings our staff and student families together in a way that creates a sense of belonging, connection, and uplifts spirits through



kindness and generosity. St. Gabriel students contributed to this event through such acts as helping serve the Christmas meal as well as a staff and student musical harp and violin collaboration. In addition, food items were collected to create Christmas hampers for families within our own school community who were in need, ensuring that the spirit of giving was felt close to home.

In April, students in Grade 9 engaged in fundraising for the Alberta Cancer Foundation to raise money for kids with cancer.

Students researched this topic, created posters around the school to spread awareness and then set up a Freezy sale at school whereby \$58 was raised for this initiative. The experience allowed students to come together with their peers in an expression of solidarity and love of neighbors, seeking to uphold the dignity of every person and care for those most in need. April also

provided an opportunity to 'Care for God's Creation', whereby students participated in a series of Earth Day activities, including schoolyard garbage collection and the creation of tie-dye shirts whereby students made old shirts, new again! Each act of service provided thoughtful reflection on stewardship, increased student understanding of their responsibility to support sustainability, and how their actions impact creation.

Seeking always to foster empathy, reduce stigma and support those who struggle with mental health challenges, St. Gabriel participated in 'Hats on for Mental Health' on May 7th, an initiative aligned closely with our school values of seeking to build a more inclusive and caring community grounded in solidarity, hope, and respect for the dignity of every individual.



At St. Gabriel-Center for Diverse Learning we are making social justice a part of our daily practice. Our students are frequently visiting community spaces, as well as welcoming visitors into our spaces, organically creating opportunities to build empathy, and helping our community to become more inclusive and aware of neurodiversity. These experiences have created new approaches whereby community agencies have incorporated new approaches with diversity in mind. Examples such as the local library adopting a "soft welcome" policy, equipped with sensory toys and interacting with

student AAC to support communication as well as a local fire safety program, revising their student course after visiting, with autistic students in mind. These real-world community connections reaffirm the Catholic Social Teaching of human dignity, and the belief that every person has inherent worth and value because they are created in the image and likeness of God.

ST. GERARD

The Grade 6 students at St. Gerard Catholic School demonstrated the teachings of the Catholic Church through their acts of service, compassion, and care for others in their community. As part of their Social Project, the students worked together to raise \$200 in order to create Breakfast Bags for The Mustard Seed. Through this project, they put their faith into action by helping people experiencing homelessness and hardship. The students learned that Catholic teachings call people to serve those in need with dignity, kindness, and love, just as Jesus taught through His example of caring for the poor and vulnerable.



The students also decorated bags for Meals on Wheels to brighten the day of seniors and community members receiving meals. By creating cheerful and encouraging artwork, the students shared joy and reminded others that they were valued and remembered. This connected closely to the Catholic values of compassion, service, and building community. The students recognized that even small acts of kindness could make a meaningful difference in another person's life.

In addition, the school's Coloring Club created handmade cards for sick children at Stollery Children's Hospital. The cards were filled with caring messages, colorful drawings, and words of encouragement meant to bring comfort and hope to young patients and their families. Through this act of kindness, the students showed empathy and reflected the Catholic belief in caring for those who are suffering. Their efforts demonstrated how faith can be lived out through generosity, compassion, and thoughtful service to others.

The Grade 6 students also participated in a Walk in the Community where they shared cards of kindness with local residents and community members. This activity encouraged the students to spread

positivity, encouragement, and God's love to others through simple but meaningful gestures. By reaching out to others in friendship and kindness, the students practiced the Catholic teaching of loving their neighbour and building a caring and inclusive community.

As part of their commitment to caring for God's creation, the students also took part in a city-wide clean-up initiative. They worked together to collect litter and help care for the environment around their school and community. This experience helped the students understand the Catholic responsibility of stewardship — caring for the Earth as a gift from God. Through their actions, they showed respect for creation and pride in helping make their community cleaner and safer for everyone.

Together, these activities helped the students of St. Gerard grow as caring Catholic citizens. By serving people in need, spreading joy, offering comfort to others, and caring for their community and the environment, they lived out the Gospel message of love, kindness, stewardship, and respect for the dignity of every person.

ST. HILDA

Our commitment to social justice is lived out in meaningful, relational, and faith-centered ways within our school community. Each year, we intentionally honour important initiatives such as Orange Shirt Day, fostering understanding of the lasting impacts of residential schools, and Red Dress Day, where students and staff are invited to wear red in recognition and awareness of Missing and Murdered Indigenous Women, Girls, and Two-Spirit People (MMIWG2S+). This year, we deepened that awareness by introducing red handprints for the first time, alongside the presence of a mini tipi display, creating a visible and powerful symbol of learning, reflection, and solidarity. Looking ahead, we are excited to explore the possibility of launching the Moose Hide Campaign next year as another meaningful step in our commitment to reconciliation and standing against violence.



Our approach to social justice also extends to broader community engagement and awareness. As a school, we participated in and raised funds for the Terry Fox Run, supporting cancer research while fostering a spirit of collective action and perseverance. Students also benefited from

bullying prevention presentations and impactful mental health presentations provided through our ECSD Consultant and the Edmonton Elks, reinforcing the importance of resilience, connection, and seeking support. This message was further amplified through an inspirational visit from a St. Hilda alumnus, who not only shared his story with students but then joined in a memorable staff versus students basketball game alongside our parish priest- bringing together faith, joy, and community in a powerful and engaging way. This spirit of connection is also evident during events such as our Open House, where we are supported by a strong team of volunteers who help us warmly welcome families and strengthen our connection with the wider community. At the same time, we recognize that social justice can sometimes be reduced



to fundraising efforts. Given that many of our families experience financial pressures, our focus has not been on raising funds, but rather on fostering a culture of dignity, care, and shared responsibility rooted in our charism of Hawk Servant Leadership. This is most evident in initiatives like our donated fruits and vegetables program, which has become far more than a food support—it is a true point of connection. Families regularly come into the school to “shop,” creating opportunities for conversation, relationship-building, and community presence within the school. Some families even call ahead so their children can bring food home, highlighting the trust, dignity, and partnership that has developed through this initiative.

Our commitment to service also extends outward. During our Grace for the Heart and Soul day, staff prepared muffins and sandwiches that were donated to Our Lady of Grace to support ECSD teenage mothers, offering both nourishment and a gesture of care and solidarity. In addition, students also contribute in meaningful ways by preparing and sharing food at times within our WIN program, further fostering a spirit of generosity and community within the school.

Equally powerful are the everyday acts of service demonstrated by our students. Whether it is a group of students voluntarily helping to carry donated food from vehicles into the school, or students stepping forward to assist in the canteen at lunchtime by handing out free food to their peers, these actions reflect a deep and growing understanding of servant leadership. These moments, both big and small, illustrate how our students are living out social justice not as an abstract concept, but as a daily commitment to lifting one another up and building a community rooted in compassion, dignity, and faith.

ST. JOHN BOSCO

Serving others through acts of social justice is deeply embedded in the culture of St. John Bosco School. Students learned the value of empathy, generosity, dignity, and action by participating in projects that responded to the needs of the community and the wider world.



The school year began with the annual Terry Fox Run and Toonies for Terry, demonstrating the school's commitment to contributing to the global community. During Thanksgiving, this was built upon with Toonies for Terrence the Turkey. With each \$2 donation, students added a feather

to Terrence, visually representing their collective contributions. Funds supported the Christmas Hamper project, including gift cards for perishables. Grade 5 and 6 Leadership students organized and assembled hampers for families in need, providing a meaningful hands-on learning experience.

In the winter, students participated in the annual Read-a-thon, benefiting the school community while strengthening home-school connections. As Christmas approached, students delivered handmade cards to neighbourhood homes, spreading joy and fostering connections with community members who might have experienced isolation. This initiative promoted empathy, collaboration, and an understanding of the positive impact that small acts of kindness could have.

Kindergarten students designed Christmas cards that were sold in packages, each including a feature card created by a student accessing Stollery services. This project helped students understand giving, creativity, and community involvement. A total of \$751.30 was raised and donated to the Stollery Children's Hospital Foundation, supporting children and families receiving care.

Throughout the year, students also explored their responsibility to care for God's creation. They participated in a schoolyard clean-up, helping maintain safe and clean green spaces. Reflections following the activity



encouraged students to consider how their actions demonstrated faith in action and environmental stewardship.

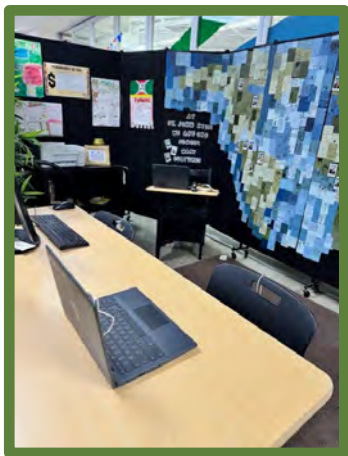
In February, the school supported the Jump Rope for Heart campaign, promoting heart health and raising approximately \$920 for heart and brain research.

Participation in social justice initiatives such as the Terry Fox Run, food drives, Christmas hampers, and environmental clean-ups helped students recognize their ability to

make a difference. These experiences built compassion, teamwork, and responsibility, reinforcing the understanding that even small actions could have a meaningful impact.

ST. JOHN XXIII

Throughout the 2025–26 school year of welcome and community at St. John XXIII School, the school wove the principles of Catholic Social Teaching—human dignity, solidarity, the common good, and preferential option for the poor—into daily life. What emerged was a year in which social justice was not confined to events or campaigns but lived out through action, reflection, and relationship.



Lent and Easter focused on global solidarity. Students learned about the people of Burundi and the challenges of poverty and limited access to education. Through classroom discussions and a school-wide fundraiser, students raised funds to support community development initiatives in the region. This initiative deepened students' understanding of the universal Church's call to care for all members of the human family, especially those most in need.

That same spirit animated the annual Terry Fox Run. Students and staff ran together in honor of Terry's legacy, raising funds for cancer research and celebrating the value of perseverance and hope. The event highlighted the dignity of every person affected by illness and the collective power of community resilience.

During Advent, the school community embraced the call to promote human dignity through the St. John Elves initiative. Hallways filled with wrapped gifts, toys, and warm clothing destined for children at St. Gerard School. The project ensured that every child could experience the joy of Christmas, reminding students that generosity transforms both giver and receiver.

Acts of gratitude and remembrance also shaped the year. Each student wrote a Letter to a Veteran, expressing appreciation for the sacrifices made in service to peace and freedom. These letters not only honored

the past but also built connections between generations, reflecting the Catholic value of honoring life and human stories in all their stages.



Closer to home, students responded to the call to feed the hungry. By organizing donations for the St. Thomas More Church Food Bank, they provided essential supplies and nourishment for local families. Through these efforts, they witnessed how meeting basic needs is an act of justice rooted in love.

As winter turned to spring, solidarity with the marginalized took tangible form through the creation of care packages for individuals experiencing homelessness. Each package contained hygiene items, snacks, and

a handwritten message of encouragement, reminding recipients that they are seen and valued.

In classrooms and common spaces, compassion extended even further. Students created inspirational cards and handmade bookmarks for seniors, school staff, and peers. These small but heartfelt gestures strengthened the community's bonds and celebrated the inherent worth of every person.

Throughout the year, reflection was central. Teachers guided students in connecting their actions to Scripture and Catholic Social Teaching, emphasizing that justice begins with seeing Christ in each person. Gradually, students recognized that their work for others was not charity in the narrow sense but participation in God's ongoing work of renewal.

By the end of the 2025–26 school year, St. John XXIII School had become a community where social justice was lived daily—in compassion extended, voices raised, and hands put to service. Whether reaching across continents or caring for neighbors nearby, students learned that to welcome others is to answer the Gospel call to love. In doing so, they discovered that social justice is not a single project but a way of being—a way of becoming who they are called to be in Christ.

ST. JOSEPH

Throughout the school year, the community of St. Joseph Catholic High School lived out the principles of Catholic Social Teaching through a series of meaningful Social Justice Projects. Guided by the belief in the Life and Dignity of the Human Person and the Option for the Poor and Vulnerable, students engaged in acts of service that deepened their understanding of compassion, solidarity, and responsibility toward others.

The year's efforts began with a school-organized blood drive in partnership with Canadian Blood Services. Throughout the year, the students donated three separate times. Students learned that donating blood was a direct way of safeguarding human life, especially for those facing medical crises. Their participation



demonstrated a tangible commitment to protecting the dignity of individuals in need.

As Advent approached, the school community turned its attention to preparing for Christ's coming through acts of charity. Students collected toiletries and new Christmas gifts for Boyle Street Community Services, ensuring that individuals and families facing hardship could experience comfort and hope during the holiday season. This project invited students to consider the Call to Family, Community and Participation, and the responsibility to care for one another as members of one human family.

During the annual Troy Tournament, the tradition of Sock It to Taz once again united the school in joyful generosity. Students threw socks at the school mascot, later gathering the donations to support Hope Mission.

Two full garbage bins of warm socks were collected, reminding students that even small acts can uphold the dignity of those experiencing homelessness, especially during Edmonton's harsh winter months.

Later in the year, the school hosted a thrift shop that invited students to donate clothing they no longer used. These items were resold at accessible prices, with all proceeds—totaling \$778—supporting YESS (Youth Empowerment and Support Services). Through this initiative, students reflected on the importance of stewardship, sustainability, and ensuring that vulnerable youth in the community felt supported and valued.

Through all these initiatives, students deepened their understanding that service is not merely an action but a reflection of faith. They recognized that preserving the dignity of every person requires ongoing commitment, empathy, and a willingness to respond to the needs of the community. Through their collective efforts, the students of St. Joseph Catholic High School embodied the Gospel call to love and serve others.

ST. JOSEPHINE BAKHITA

Throughout the 2025–2026 school year, the students and staff of St. Josephine Bakhita School demonstrated our commitment to living out the Catholic Social Teachings through acts of service, compassion, advocacy, and community building. These initiatives reflected our call to recognize the dignity of every person and to respond to the needs of others with faith, hope, and love.

Throughout the year at SJB, students participated in a variety of learning, reflection, and awareness activities including Orange Shirt Day, Black History Month, Random Acts of Kindness, Pink Shirt Day, and Hats On for Mental Health. These experiences helped students deepen their understanding of Truth and Reconciliation, celebrate the diversity and dignity of all people, and recognize the importance of kindness, inclusion, empathy, and mental wellness.



In October, as a whole school community, SJB participated in a Food Bank Drive, collecting cereal box donations to support local families in need. Students and families also generously contributed winter clothing donations for our Mitten Tree throughout the month of December to help community members stay warm during the colder months. These initiatives demonstrate

solidarity and stewardship by encouraging students to recognize their responsibility to care for others.

At Christmas, the Grade 1 and Grade 6 students created kindness cards for unhoused individuals at The Mustard Seed. This thoughtful initiative showed students that even small gestures of kindness can bring hope and dignity to others during difficult times.

In May, the Grade 7 girls participated in a meaningful social justice project focused on bullying awareness and prevention. Through age-appropriate discussions, activities, and scenarios, they encouraged younger students to think critically about kindness, empathy, and respectful relationships. This project allowed for helping foster a safe, inclusive, and caring school environment where every student feels valued and respected.

Together, these experiences helped strengthen St. Josephine Bakhita School as a faith-filled community rooted in service, compassion, inclusion, and social responsibility.

ST. JUSTIN

Throughout the school year, our community actively lived out the principles of Catholic Social Teaching by engaging in a variety of social justice initiatives that reflected our commitment to faith, service, and compassion. Rooted in the life and message of Jesus Christ, these activities helped students understand the sacred dignity of every person and our call to love and serve “the least of these” (Matthew 25). Through prayer, action, and reflection, students experienced how faith is expressed through concrete acts of justice and care for others.

Several initiatives highlighted our commitment to the Life and Dignity of the Human Person and the Preferential Option for the Poor. In September, students participated in the Terry Fox Run alongside our neighboring Thorncliffe School, building relationships and strengthening community while showing solidarity with those affected by cancer. This shared experience emphasized perseverance, hope, and the importance of working together for the common good. At Thanksgiving, our school collected food for the local food bank, responding to the needs of vulnerable members of our community and emphasizing that access to basic necessities is a fundamental human right. We also raised funds for the ECS Foundation Dream Builders Fund through a “Break the Rules Day,” supporting families and students facing significant challenges and demonstrating our responsibility to care for one another.



Our activities also reflected the call to Family, Community, and Participation and Solidarity. Acts of kindness within and beyond our school strengthened relationships and built community. The Grade 1 students baking cookies for the Grade 2s fostered a spirit of care and belonging among our youngest learners. Students created Valentine's Day cards for the children of Thorncliffe School, with some cards thoughtfully created by our AAC users for their AAC peers, extending friendship, inclusion, and compassion beyond our own walls.

Looking ahead, our school choir will sing at a local seniors' residence, honoring the dignity of older adults and reminding students that we are one human family across generations.

Finally, in recognition of Earth Day, our participation in Capital City Clean Up reflected our commitment to Care for God's Creation. Students worked together to clean our schoolyard and surrounding areas, learning that stewardship of the Earth is a moral responsibility rooted in our faith. This hands-on experience encouraged students to take responsibility for their environment and to recognize the connection between caring for creation and caring for one another. Together, these social justice activities helped our students grow in empathy, responsibility, and active citizenship, encouraging the conversion of heart that Catholic Social Teaching calls for and inspiring them to continue building a more just and loving world.



ST. KATERI

Throughout the 2025–2026 school year, the Kateri school community actively lived out the call of Catholic Social Teaching by engaging in a series of social justice initiatives grounded in human dignity, solidarity, and care for the vulnerable. These collective efforts demonstrated a growing awareness among students and staff that faith is expressed through action and service to others.

The year began in September with the Terry Fox Run, reflecting the dignity of the human person and care for the sick. The entire school community participated as students ran in memory of Terry Fox or loved ones who had experienced cancer. Through this effort, \$371.20 was raised to support cancer research, and students learned how perseverance and compassion contribute to the common good.



Advent became a particularly meaningful season of service and generosity. The whole school participated in a food collection for the St. Theresa Food Bank, with classes challenged to bring in the most needed food items. This initiative strengthened students' understanding of option for the poor and vulnerable while fostering a spirit of compassion, service, and faith within the school community. During the same season, students created and delivered handmade Christmas cards to neighbours in the surrounding community, sharing messages of hope,

joy, and connection.

Intergenerational care and respect for human dignity were highlighted through cross-grade initiatives. Grade 3 and Grade 6 students collaborated to create Christmas ornaments that were delivered to the residents of Churchill Manor, allowing students to recognize the importance of caring for the elderly and building relationships beyond the school walls. Grade 3 students also created Christmas artwork for Hope Mission, reinforcing the message that simple acts of kindness can bring dignity and joy to those experiencing hardship.

Joyful giving was further demonstrated through a “Break a Rule Day,” with proceeds donated to the Edmonton Catholic Schools Foundation. Students learned that even lighthearted and playful actions could serve the common good.

In December, Grade 4 students led a toy and book collection for the Stollery Children’s Hospital, collecting three garbage bags full of donations. Inspired by the story “Just Like New” and by a classmate who shared his own positive experience receiving care at the Stollery, students developed a deep sense of empathy for children who would be hospitalized over Christmas. Their desire to bring comfort and joy to others highlighted a powerful understanding of compassion and solidarity

In February 2026, the theme of love and kindness was reinforced when the entire school participated in creating handmade Valentine’s cards for neighbours in the school community. Students wrote messages of encouragement and care, learning that genuine love can be shared through simple, thoughtful actions.

This spirit of service continued into March when Grade 1 students led a schoolwide stuffed toy donation for the Stollery Children’s Hospital. A Stuffed Toy Toss held during a St. Patrick’s Day assembly brought joy to students while supporting children in need.



In April and May, the Grade 3 classes organized a cereal box collection for the Edmonton Food Bank. The 365 boxes collected were used to create a hallway maze before being knocked down like dominos and delivered to the food bank. This initiative reinforced collective responsibility, creativity, and care for those experiencing food insecurity.

Together, these initiatives formed a meaningful year of faith in action, as students and staff lived the Gospel through compassion, generosity, and a commitment to justice for all.

ST. LEO

St. Leo School was actively engaged in a number of Social Justice Projects throughout the year, with a strong emphasis on living out the Catholic Social Teachings of solidarity, care for the vulnerable, dignity of the human person, and preferential option for those who are sick and in need.

We started the year by participating in the Terry Fox Run around our school field, raising \$200 in support of cancer research.



One of the most significant initiatives was a school-wide fundraising campaign in support of the Ben Stelter Fund, an organization that assists children and families affected by pediatric cancer. This initiative held deep meaning within the school community due to a personal connection that helped bring awareness to the cause. Over the course of a week, students, staff, and families in our community demonstrated exceptional generosity and compassion, raising a total of \$2,818.05. The campaign fostered a strong sense of solidarity as the school community came together to support children experiencing serious illness. Through themed days and shared participation, students learned about empathy, generosity, and the importance of supporting others during difficult

times. The experience highlighted the Catholic teaching of caring for the sick and vulnerable, encouraging students to recognize their role in building a more compassionate world.

In addition to this major fundraiser, the school community also supported the Edmonton Catholic Schools Foundation through a school bake sale held in March. All items were offered at a low cost, and all proceeds were directed toward supporting broader educational and community initiatives. This event reinforced the value of stewardship and the responsible use of resources for the common good, while also

emphasizing generosity and service to others within the wider Catholic school system.



The school also extended its commitment to community connection and belonging through music and outreach. The school choir visited a local community centre, where students shared their gifts through song. This experience reflected the Catholic Social Teaching of community and participation, as students used their talents to bring joy and connection to others, particularly seniors and members of the broader community.

During the Christmas season, students further demonstrated outreach and compassion by creating and distributing handmade Christmas cards within the local community. This simple yet meaningful act of kindness upheld the values of dignity, joy, and presence while reminding students of the importance of bringing light and hope to others, especially during difficult times.

During Earth Week, students participated in a school and community clean-up initiative, demonstrating care for creation and responsibility for the environment. This experience helped students understand their role as stewards of the Earth and highlighted the importance of protecting shared spaces for the common good.

Collectively, these initiatives reflected a strong commitment to living out Catholic values in action. Students and staff demonstrated growth in understanding social responsibility, empathy, and the importance of service. Through these lived experiences, the school community deepened its commitment to faith in action, recognizing that small acts of kindness and collective efforts can make a meaningful difference in others' lives.

ST. LUCY

Throughout the 2025–26 school year, the St. Lucy school community participated in a variety of social justice initiatives that reflected the principles of Catholic Social Teaching. Guided by the belief in the dignity of every person and the responsibility to serve the common good, students and staff actively engaged in projects that promoted compassion, stewardship, and care for those in need. These experiences encouraged students to live out their faith through service and social responsibility.

One key principle explored throughout the year was the Preferential Option for the Poor, which emphasizes the moral responsibility to support those who are vulnerable or experiencing poverty. This belief guided the school’s annual food and cereal box drives. Staff and students collected non-perishable food items and cereal boxes to support families within the St. Lucy community, St. Charles Church, and breakfast programs at other Catholic schools. Through these initiatives, students developed empathy and a greater understanding of their responsibility to care for others.

In addition, the school raised \$1,314.20 through its “Break a Rule Day” initiative, with proceeds donated to the ECS Foundation Dreams for Kids Fund. This initiative provided students with another meaningful opportunity to put their faith into action by supporting children and families in need through service and compassion.



The Catholic Social Teaching principle of Solidarity was also demonstrated through several projects throughout the school year. Solidarity reminds us that we are interconnected and responsible for supporting one another, especially those experiencing hardship.

One example was the Grade 3 Sock Drive for the Bissell Centre. Students and staff collected over 2,274 pairs of socks for individuals in need during the winter months. This initiative helped students

recognize how small acts of kindness can make a meaningful difference in the lives of others.

Another example was the Grade 2 chip sale fundraiser in support of the Kipnes Centre for Veterans. Each Friday over several months, students organized chip sales to raise money for needed items for residents at the centre. This project gave students the opportunity to actively serve others while contributing positively to their community.



The Grade 5 Ben Stelter social justice project also reflected solidarity in action. Students sold candy canes throughout December to raise money for the charity, demonstrating compassion and support for families facing challenges.

Staff members also demonstrated solidarity through their “Grace for the Heart and Soul” afternoon at the Kipnes Centre. Staff spent time assisting residents to a music presentation while also engaging in conversation and companionship. This experience

highlighted the importance of human connection, dignity, and belonging.

Throughout the year, these social justice initiatives provided meaningful opportunities for students to live out the Gospel message through service, compassion, and care for others. More than acts of charity, these projects reflected important Catholic Social Teaching principles, including human dignity, solidarity, the common good, and the preferential option for the poor. Students strengthened their understanding that faith is demonstrated not only through belief, but through action and service to others.

The St. Lucy school community accomplished a great deal through its social justice efforts this year. Students and staff took pride in supporting various community initiatives while deepening their understanding of the Catholic call to serve others with empathy, respect, and compassion. These experiences fostered a stronger sense of community and encouraged students to become active, faith-filled citizens committed to promoting justice and human dignity.

ST. MARIA GORETTI

Throughout the year at St. Maria Goretti, our school community came together in meaningful ways to live out the values of Catholic Social Teaching, weaving faith and action into each act of service. One of the most significant moments was our participation in the Terry Fox Run. Celebrating 20 years of commitment, we proudly received a banner recognizing our dedication. Raising \$289.20, we embraced the call to the dignity of the human person and care for the vulnerable, standing in solidarity with those affected by cancer and supporting the search for healing and hope.

During the Christmas season, our focus turned toward compassion and stewardship. Students and staff collected supplies for the Hope Lives Here Animal Rescue, demonstrating care for God's creation and recognizing our responsibility toward all living beings. At the same time, students and families created Christmas cards and ornaments for parishioners at St. John Bosco Church. These small but heartfelt gestures reflected the spirit of community, and participation, nurturing connections and spreading joy among others.

In a celebration of generosity and fellowship, a local law firm provided a Christmas dinner for our students, reminding us of the importance of solidarity—standing together and supporting one another as one human family.



Mental health was another key priority this year. On Hats On for Mental Health Day, students paid \$2 to wear hats, raising \$157 for the ECS Foundation. This initiative highlighted the dignity of the human person and the importance of caring for emotional and mental well-being, reinforcing that every individual deserves respect, understanding, and support.

Our outreach extended to the Kaleo Collective, where staff wrote

encouraging messages and assembled care packages for single mothers. This act embodied the principles of preferential option for the poor and vulnerable and compassion, reminding us to uplift those who may be facing challenges with kindness and empathy.



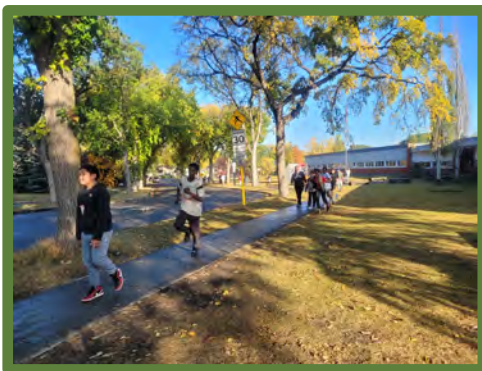
Looking ahead, our upcoming school-wide book sale will continue this spirit of giving, with proceeds again supporting the ECS Foundation. Throughout the year, additional fundraising efforts, including raffle baskets, hot dog sales, bake sales, and freezie sales brought our community together in

support of our Grade 6 students. Raising \$2000 so far, these efforts reflect community and participation, ensuring that all students can share in meaningful experiences like their camp day and farewell celebration.

In all these activities, SMG has exemplified what it means to live out our faith in action—serving others, building community, and striving for justice with compassion and purpose.

ST. MARK

It was another successful year of growing in Catholic Social Teaching and valuable learning for staff and students at St. Mark. Throughout the year, we focused on thinking of others and how we can best assist those most in need. Our school community, once again, showed gratitude to God and gained perspective and reminders of how fortunate we are to enjoy the many gifts God has given to all of us.



St. Mark's special school community set out on their social justice journey in October of 2025 with our annual Terry Fox run for cancer research. It was a great success with all our kids and staff participating as best they could by running and/or walking around our school. It has been a long standing tradition for

St. Mark to take part in this annual event to show that solidarity is our call from God to assist others in need. Funds were raised and a donation was made on St. Mark's behalf to the Terry Fox Cancer Foundation.

Our social justice journey continued in November/December of 2025 and February of 2026, when students and staff directed their focus on three other key social justice initiatives in our school. These were all focused on caring for people who are poor and vulnerable and reminding everyone that each person is sacred. First was our annual St. Mark Hampers of Love which is a school wide food drive where we gather large amounts of food and provide hampers to our families most in need prior to our Christmas break. All staff and students are involved in this process of filling our hampers. Staff delivered the hampers or families picked them up prior to our break. This created joy, happiness and allowed nourishment for several of our families who struggle financially and require some assistance from those who are able. Second was our Christmas Candy Gram sales which are hand crafted cards which students and staff purchase to send to others prior to our Christmas break. Students take care in the creation of these to ensure a

personal touch and to spread around positivity and love in our school community. Funds raised for these initiatives were donated to Catholic Social Services/Sign of Hope and Edmonton Catholic Schools Foundation/Dreams for Kids. Of note, St. Mark also held their Valentine's Candy Gram sales in February of 2026 with the same details for this second time around.



Along with our focus on prior themes of Catholic Social Teachings, with our last and largest social justice initiative, we really focused on understanding human dignity and how we all have the duty to ensure everyone has this basic human right. Throughout the build up to Carnival for a Cause in

May of 2026, students and staff were often reminded how important it is to show care for others and focus on the inherent worth of every person made in God's image. The purpose of our annual Carnival for a Cause is three-fold- create community amongst our kids, produce joy in our school and raise funds for those most in need. Our mission was accomplished with great success as we raised a record amount of funds as a St. Mark team. Once again, funds raised for these initiatives were donated to Catholic Social Services/Sign of Hope and Edmonton Catholic Schools Foundation/Dreams for Kids.

The teachings of care for creation were not forgotten in our school with our regular yard cleanup by PE classes and the recycling/reuse initiatives in our school during breakfast, regular lunch and hot lunch. The reuse of utensils and bowls as well as our containers from hot lunch, teach students and staff to minimize our carbon footprint as best we can.

Students, staff and parents of St. Mark look forward to working together in solidarity on our 2026-27 social justice initiatives. We look forward to continuing long standing traditions to reinforce the need and importance to take care of others as Jesus taught us in Scripture.

ST. MARTHA

At St. Martha, the school community engaged in a series of Social Justice initiatives rooted in Catholic Social Teaching, particularly the call to dignity of the human person, care for the poor and vulnerable, solidarity, and stewardship of God's creation. Through prayerful action and service, students and staff were invited to live out their faith in meaningful ways.

The year began with an intentional focus on serving those experiencing material need. In December, students participated in the Christmas Hamper initiative, where each class contributed specific food and household items. These collective efforts resulted in the creation of 10 hampers! Students demonstrated a great amount of generosity while offering families in need support and hope during the Advent season.

Before Christmas Break, students had a school-wide movie day that included a hot chocolate and Rice Krispy treat fundraiser. Students contributed small monetary donations, and a total of \$67 was raised for the Dream Builders Challenge. This initiative helped students recognize

how even small acts of generosity, when combined as a community, could make a meaningful difference.



At the end of January, the school community came together for the annual St. Martha Family Dance. The event raised \$315.50 in support of the ECS Foundation. All efforts were made possible with the help of the Parent Council who worked hard at bringing families together for this fun-filled event!

Throughout the season of Lent, students participated in the Cozy Collection Project, donating new or gently used items such as toques, mittens, scarves, and socks. These items were taken to the Marian Centre. Through this Lenten Project, students learned about the importance of compassion, empathy, and caring for those most vulnerable in our city, especially during the cold winter months.

As part of Grace for the Heart and Soul, staff spent time at Laurier House Lynnwood Care Facility, sharing an afternoon of coffee, board games and conversation with residents. This impactful experience highlighted the importance of nurturing community across generations.



For this year's Earth Day, students participated in a school-yard clean-up, collecting garbage from the surrounding fields and park spaces. Students were excited to get some fresh air while taking responsibility for caring for the world God has created!

Together, these initiatives formed a year-long journey of faith in action, helping students and staff at St. Martha school grow in awareness, compassion, and responsibility as members of their communities, and as children of God.

ST. MARTIN

Throughout the school year, the students and staff of St. Martin Catholic School demonstrated their commitment to Catholic social teaching through a variety of service initiatives focused on compassion, stewardship, human dignity, and care for others. These experiences encouraged students to recognize their responsibility to serve those in need while strengthening their understanding that faith is lived through action and kindness.

The school community began the year with the Warm Heads, Full Hearts initiative. Students could purchase a limited-edition St. Martin toque or donate a cereal box to support families experiencing food insecurity. The entire school participated enthusiastically, raising approximately \$600 and collecting more than 70 cereal boxes. All donations were presented to Anne Fitzgerald Catholic School in support of their breakfast program. Through this initiative, students learned the importance of ensuring all children have access to nutritious food and experienced how generosity can positively impact others.

Students and staff also supported Bridge of Hope through the Backpacks of Hope campaign. The school community collected supplies and assembled fully stocked backpacks for children in need during the summer months. Grade 4 students contributed creatively by designing 3D-printed fidgets for raffle prizes and candy jar draws. Students purchased raffle tickets and made donations, while classrooms were challenged to complete five backpacks per homeroom. In total, the school raised just over \$1,200, which was used to complete partially filled backpacks, with the remaining funds donated directly to Bridge of Hope. Altogether, 50 fully stocked backpacks were donated. This initiative strengthened students' understanding of compassion and caring for vulnerable members of society.

The school community also came together for a whole-school bake sale in support of the Ben Stelter Foundation. Families and students generously contributed baked goods, helping raise \$1,231.25. Students learned the importance of supporting children and families facing serious illness and how communities can provide hope and encouragement.

During the winter season, students participated in the Tree of Warmth: Winter Clothing Drive. The entire school collected multiple bags of winter clothing donations that were shared with families in need within the local community. This initiative reinforced the Catholic call to care for others with dignity and compassion.

Students also demonstrated support for children receiving medical care by participating in the Wear Purple and Bring a Toonie for the Stollery campaign in support of the Stollery Children's Hospital Foundation. Over the course of a two-day fundraiser, students raised \$100 while learning about the importance of helping others facing health challenges.

In the spring, the school community participated in the annual Terry Fox Run in support of the Terry Fox Foundation. Students ran around the school yard while raising more than \$800 for cancer research. Students reflected on Terry Fox's courage, perseverance, and commitment to helping others.

Students also explored stewardship through Earth Day activities by creating pictures and messages for neighbours surrounding the school and participating in a school yard cleanup initiative. Finally, the school participated in the annual Smile Cookie Campaign, raising \$310 for the Edmonton Police Foundation to support youth programs and provide school supplies for students in need.

Through these initiatives, students and staff deepened their understanding of Catholic social teaching by putting faith into action and working together to build a compassionate and caring community.

ST. MARY

At St. Mary Elementary, social justice is at the heart of who we are. Guided by our Catholic faith and the principles of Catholic Social Teaching, our students and staff strive to live out their faith each day through acts of kindness, service, and community involvement. Throughout the year, we've come together in meaningful ways to show compassion, promote fairness, and care for one another.



We believe everyone belongs and that strong communities grow when all voices are heard. Events like the Terry Fox Run brought our school together to support cancer research and celebrate the power of working as one. Some of our students also took part in the No Stone Left Alone ceremony, placing poppies at veterans' graves to honor their service and sacrifice. We were also grateful to welcome The Honourable Laurie Hawn, who spoke to our students about Canada's role in international missions.

Caring for the Earth is an important part of our faith. Our students took part in a schoolyard clean-up, learning about sustainability while helping keep our environment beautiful. These moments encouraged us to reflect on how even small actions can make a big difference in caring for God's creation and for each other.

Helping those in need is something our St. Mary community truly embraces. Students participated in a food drive supporting the local food bank at St. Thomas More Parish, as well as donating snacks to schools in need. During Lent, students came together to make 150 sandwiches for people experiencing hunger in Edmonton. This hands-on act of giving was a powerful way for students to show care and compassion.

We are committed to learning from and standing with others. In September, we recognized Orange Shirt Day as part of our journey toward Truth and Reconciliation, including meaningful classroom discussions and a special workshop with award-winning Hoop Dancer Dallas Arcand. At Christmas, students wrote prayers and gave donations to support the ECS Foundation. Throughout the year, we also celebrated the contributions of the Black community in February and honored the impact of women in March. Asian culture and our patron saint, St. Mary were honoured in May.



At St. Mary, we believe every person is valued and deserving of kindness. Students created heartfelt cards and letters for members of our local community to remind them they are seen and appreciated. Our "Art from the Heart" project invited students to share their creativity by placing artwork on the school fence for neighbors to take home, a small gift to brighten someone's day. In February, students also purchased and shared joy through Kindness-Grams, with proceeds going toward Bissell Centre, Zebra Society and Youth Advocacy Centre. Together,

these experiences have helped us grow as a community of "People of Hope." Through both big and small acts, St. Mary Elementary continues to nurture hope, joy, and peace within our school and beyond.

ST. MATTHEW



During the 2025-2026 school year, students and staff at St. Matthew Catholic Elementary School focused on acts of service to guide our social justice work. Centered around Catholic Social Teaching, we focused on the Life and Dignity of the Human Person and Call to Family,

Community, and Participation.

We began the year learning about Terry Fox and his legacy working for cancer care, research and support. Our students participated in a Terry Fox Run in September raising over \$500 for the Terry Fox Foundation. In December, St. Matthew students created beautiful Christmas cards with artwork and messages of faith and hope for residents at St. Michael's Extended Care Facility. In January, our students brought hope, joy and peace to the residents at St. Michael's Extended Care facility by singing English and Ukrainian Christmas carols. Our teaching staff gathered as a community during Lent to serve the outreach program at the Sacred

Heart Church of the First Peoples. Staff engaged in preparing meals for the community and cleaning the church. It was a wonderful day of learning about services the outreach programs offer as well as giving back to those in and around our local community.



ST. NICHOLAS

From January to June, the Social Justice CTF program engaged approximately 25 students in Grades 7–9 in faith-based service learning grounded in the principles of Catholic Social Teaching. Meeting every Thursday, the program used a small-group model to provide students with meaningful opportunities to live out Gospel values through service, leadership, prayer, and reflection.



A central focus of the program was the dignity of the human person. Students volunteered at the Edmonton Food Bank, supporting families experiencing food insecurity through sorting and packing food hampers. Engagement with the Beverly Seniors Centre reinforced respect and care for older adults, emphasizing the importance of presence, compassion, and intergenerational relationships. These experiences helped students recognize the inherent dignity of every individual.

The principles of solidarity and the common good were emphasized through partnerships with local organizations. At the Abbotsfield Youth Project, a volunteer-run program supporting local youth, students witnessed how community engagement fosters belonging and hope. Visits to the Edmonton Humane Society highlighted stewardship and responsibility, encouraging students to reflect on their role in caring for God's creation and contributing to a healthy community.

Faith formation and prayer were intentionally integrated into the program. During Lent, the “Joys of Lent” group gathered regularly for prayer, decorated the school with Lenten imagery, and shared saint and biblical quotes to support spiritual reflection. In addition, each student in the school was assigned classmates to pray for throughout Lent, fostering a culture of care, compassion, and communal prayer. These

practices reinforced the understanding of service as rooted in faith and love of neighbour.

Student leadership initiatives reflected a strong commitment to the preferential option for the poor. In December, a Student Leadership Team of 17 students organized a hot chocolate sale and candygram fundraiser to support a toiletry drive for individuals experiencing homelessness. The funds raised enabled students to assemble nearly 50 toiletry kits during Wellness Day in January, affirming respect for human dignity and compassion in action.



The Science Academy contributed to social justice through initiatives addressing food security, environmental stewardship, and participation. In September, students harvested produce from the school garden for distribution to families in need. Through the Pollinator Project, students researched native plants, created educational materials, and selected pollinator-friendly vegetation, demonstrating care for God's creation. In

November, Science Academy students mentored Grade 6 students from St. Bernadette School through science and robotics activities, modeling leadership and service.

The CTF Soccer Leadership program further exemplified participation and service. Soccer academy athletes coached elementary students and helped establish a girls' soccer program at St. Nicholas School, supporting students who had not previously had access to the sport. This initiative promoted inclusion, confidence, and leadership through service.

Through sustained service, prayer, leadership, and reflection, students were guided to live out Catholic Social Teaching in practical and meaningful ways. The Social Justice CTF program fostered spiritual growth, social responsibility, and a commitment to building a just, compassionate, and faith-filled community.

ST. OSCAR ROMERO

At St. Oscar Romero High School, our approach to social justice begins with the witness and words of our patron saint, St. Oscar Romero, who challenged us to “Aspire to be more and not to have more.” Throughout the school year, our school community worked to live out this call through service, compassion, and faith in action. Rooted in Catholic Social Teaching and inspired by the Gospel, students and staff were reminded that social justice is not simply a campaign or event, but a way of life that calls us to recognize Christ in one another, especially in those who are vulnerable or in need.

Catholic Social Teaching begins with the belief in the life and dignity of every human person. Our year began with the Terry Fox Run, where dozens of students and staff participated and raised several hundred dollars for the Terry Fox Foundation. More than a fundraiser, it became a reminder that communities can come together in support of hope, perseverance, and human dignity. Our school community also participated in Truth and Reconciliation Week and Prayer Week, taking time to remember the victims and survivors of Residential Schools and reflect on the ongoing journey toward healing and reconciliation.



Our call to family and community was especially visible during Advent through our annual 9 Days of Giving campaign. Over nine days, students and staff donated hundreds of toys, toiletries, clothing items, and essential supplies in support of the Mustard Seed. Members of the Social Justice Team personally delivered these donations and toured the warehouse, witnessing firsthand the impact that generosity can have within our city.

This year also marked a significant milestone with the launch of our first-ever Romero Day of Service as part of our three-year Social Justice Plan. Rooted in the Catholic call to place the needs of the poor and vulnerable

first, students volunteered throughout Edmonton at organizations including the Edmonton Food Bank, Marian Centre, Capital Care Lynnwood, Kids Kottage Foundation, Good Shepherd Church, Central Lions Association, Salvation Army, Meals on Wheels, YOUCAN Youth Services, and St. Martha Elementary School. Through these experiences, students encountered the importance of serving others and putting faith into action.



Students who remained in the school also contributed through meaningful initiatives including decorating Meals on Wheels bags, preparing over 400 sandwiches for the Marian Centre, writing cards to military members and seniors, creating prayer cards and bookmarks, and assisting with school beautification. These opportunities reinforced that everyone has gifts and responsibilities that can positively impact others.

During Lent, our Hearts for Hunger campaign continued in support of the Saint Vincent de Paul Good Shepherd Conference, reminding students that solidarity means not only recognizing the needs of others but standing alongside them with compassion and action.

Our commitment to care for God’s creation was also demonstrated in the spring through our school cleanup initiative in partnership with the City of Edmonton. More than 150 students participated and collected over 200 bags of garbage around the school and surrounding community.

Throughout the year, St. Oscar Romero High School continued to be a living witness to the values St. Oscar Romero championed: justice, peace, and a deep love for those on the margins. Our community was reminded that social justice is not something we do occasionally, it is something we live each day as followers of Christ.

ST. PAUL

St. Paul School's commitment to social justice is deeply rooted in the teachings of the Catholic faith and guided by the principles of Catholic Social Teaching. Throughout the year, our students and staff intentionally engaged in acts of service and compassion that reflect the inherent dignity of every human person, our call to community and participation, and our responsibility to care for others and for God's creation. These experiences not only supported those in need but also helped form our students as empathetic, faith-filled leaders who recognize their role in building a more just and loving world.

At the beginning of the school year, St. Paul students participated in the Terry Fox Run and our "Toonies for Terry" campaign. Through learning about Terry Fox's legacy of perseverance, courage, and selflessness, students came to understand the dignity of the human person and the importance of solidarity in supporting those facing illness. Our school community raised \$500, demonstrating a shared commitment to the common good and to supporting cancer research that benefits people across Canada and beyond.



During the Advent season, a time of preparation and giving, St. Paul School lived out the call to family, community, and participation through our "Boxes of Hope" initiative. Students collected non-perishable food items, mitts, and toques for ECSD's Centre for Diverse Learners, supporting individuals and families within our division. This initiative reflected the

preferential option for the poor, reminding students of their responsibility to care for those most in need. In addition, students created heartfelt Christmas cards that were delivered to homes in our community and to Pilgrims Hospice. These small but meaningful gestures emphasized dignity, compassion, and solidarity, ensuring that others felt remembered and valued during the Christmas season.

In the winter months, our Kindergarten class demonstrated remarkable leadership and initiative. Inspired by a classmate, they organized a toy drive to support children at the Stollery Children's Hospital. The students created posters, shared their message with older grades, and helped organize donations to fill a "treasure chest" for young patients. This act beautifully embodied the dignity of the human person and the call to serve others, regardless of age. One of our Kindergarten students, Maverick, proudly delivered the donations with his family, reinforcing the connection between school, family, and community in living out acts of kindness and care.

Throughout the Lenten season, St. Paul School focused on sacrifice, generosity, and service through a cereal drive in support of the breakfast program at St. Francis of Assisi School. Our community collected and delivered over 200 boxes of cereal, helping ensure that students in another school have access to nutritious food each day. This initiative reflected both the preferential option for the poor and the rights and responsibilities we share in caring for one another. It also highlighted the dignity of work and the importance of supporting efforts that uphold the well-being of all members of our wider community.



During Earth Day week in the spring, St. Paul School further demonstrated its commitment to caring for God's creation through a school-wide yard clean-up. Buddy classes worked together to care for our shared environment, fostering collaboration between older and younger students while reinforcing the importance of stewardship. This initiative highlighted our responsibility to protect and respect the Earth as a gift from God, connecting directly to the principle of care for God's creation. Students took pride in maintaining a clean and welcoming school space, learning that even small, collective actions can contribute to the well-being of our environment and the broader community.

Throughout all of these initiatives, St. Paul School has demonstrated a strong commitment to living out Catholic Social Teaching in meaningful and tangible ways. By fostering opportunities for students to serve others and advocate for those in need.

ST. PHILIP

Over the course of the 2025–2026 school year, the school community engaged in a variety of Social Justice initiatives that reflected key principles of Catholic Social Teaching, including the dignity of the human person, solidarity, the option for the poor and vulnerable, community participation, and care for God’s creation.

The year began with a focus on solidarity and respect for life through the Terry Fox Run, where students and staff raised \$373.95 in support of cancer research. This initiative encouraged students to reflect on the value of each human life and the importance of working together to support those facing illness.

In October, the school community responded to the needs of others through a Thanksgiving Food Bank collection, donating two boxes of food items to St. Matthew Parish Food Bank and St. Francis of Assisi School. This effort reinforced students’ understanding of their responsibility to support those who are most vulnerable.



During Advent, students and staff intentionally focused on themes of generosity and community. A variety of initiatives supported the Edmonton Catholic Schools Foundation Dreams for Kids Fund. Members of the SPARK team led a hot chocolate and cookie

sale during the Demonstration of Learning, raising \$147.25. A staff-led social justice initiative included a food bank collection, which gathered two boxes of non-perishable goods for St. Matthew Parish, as well as a Christmas tree decorating activity that raised an additional \$35.05 for the same foundation.

The Christmas concert further strengthened this spirit of giving, as families contributed \$292.70 in coin donations, along with \$718.45 raised through front row seating and reserved parking opportunities. Altogether, Advent fundraising efforts generated \$1,193.45 for the Dreams for Kids Fund. Through these experiences, students came to understand the importance of ensuring equitable access to opportunities and supporting the well-being of others in their community.



During Lent, the focus shifted to direct service through the creation of approximately 30 “Blessing Bags” for The Mustard Seed. These care packages included essential hygiene items and messages of encouragement, helping students live out the call to serve others with dignity and compassion.

In the spring, the school collaborated with Cardinal Leger School during the “Grace for the Heart and Soul” event, collecting several large boxes of baby items for Basically Babies. This initiative highlighted the importance of supporting families and

strengthening community connections. Additionally, students demonstrated care for God’s creation by participating in a school-wide yard clean-up, collecting over 20 bags of garbage and reflecting on their role as stewards of the Earth.

Throughout the year, faith-based activities led by the GLOW team, such as a living rosary further grounded students’ understanding of social justice in prayer and reflection. Overall, students developed a deeper awareness that living out Catholic Social Teaching means acting with compassion, promoting human dignity, and working toward a just and caring world.

ST. PIUS X

At St. Pius X, the school community consistently brought Catholic Social Teaching to life through a series of meaningful social justice initiatives rooted in human dignity, solidarity, and care for the common good.

The year began with the annual Terry Fox Run, a cherished tradition that highlighted the dignity and perseverance of every human life. Through the “Toonies for Terry” campaign, students collectively raised \$300 in support of cancer research, learning about Terry Fox’s legacy as an example of hope, courage, and a commitment to the well-being of others.

In November, the focus shifted to small, intentional actions as students participated in a “Small Acts of Kindness” challenge, fostering a spirit of compassion and respect in their daily interactions. This emphasis on kindness continued into December, when the community raised \$609 for the Ben Stelter Foundation through festive candy cane sales. Ornaments were also shared with all staff and students, reinforcing a sense of unity and care during the Advent season.



January brought a moment of simple joy and hospitality as students celebrated National Hot Chocolate Day together, strengthening relationships and a sense of belonging within the school. In February, the community supported the ECS Foundation Dreams

for Kids Fund through rose and bracelet sales, promoting inclusion and supporting children with diverse needs. Students also extended their compassion beyond the school by writing heartfelt letters to shelter workers, expressing gratitude for their tireless service to individuals experiencing homelessness.

The year culminated in April with an energetic dodgeball and skittleball tournament alongside ice cream sales, raising funds for the ECS Foundation. Through these efforts, students demonstrated a commitment to stewardship, generosity, and community responsibility.

Together, these initiatives reflected a cohesive journey of faith in action, as the St. Pius X community embraced opportunities to serve others, uplift the vulnerable, and live out the principles of Catholic Social Teaching in both word and deed.

ST. RICHARD

Throughout the school year, students and staff engaged in a variety of social justice initiatives rooted in the principles of Catholic Social Teaching, with a particular focus on the dignity of the human person, care for God's creation, solidarity, and service to those most in need. These projects were intentionally designed to help students understand their responsibility to act with compassion and to recognize how small actions can contribute to meaningful change.



Early in the year, the school community participated in the Terry Fox Run in support of cancer research, raising funds for the Terry Fox Foundation. Through this experience, students reflected on perseverance, sacrifice, and the importance of supporting those who are suffering from illness. This initiative has a deep personal connection for many students and staff who have had family or friends touched by cancer.

In December a Movie Day fundraiser was held in support of the ECS Foundation, raising over \$300. This initiative was a meaningful opportunity for St. Richard School to give back to an organization that has been instrumental in supporting families within our school community, reflecting a shared commitment to compassion, generosity, and care for one another.

In February and March students also took part in a Jump Rope for Heart event in support of the Heart and Stroke Foundation. In addition to raising over \$2,000 for this cause, this initiative emphasized stewardship of one's own health and responsibility for the well-being of others. Students learned that caring for the body is a way of respecting the gift of life, while supporting research reflects solidarity with those impacted by heart disease and stroke.



The school also engaged in a neighbourhood clean-up, reinforcing the Catholic call to care for creation. Students worked together to collect garbage and debris in the surrounding area, learning that environmental stewardship is an essential part of living out their faith. As a Green STEM school this yearly activity reminds us of the importance of protecting the environment and in doing so supports the health, dignity, and future of all people.

In keeping with the theme of respecting the dignity of every person, all classes took turns visiting a local senior citizen housing centre. Through conversation, games, and shared activities, students learned the value of presence, listening, and building relationships across generations. This experience deepened their understanding of compassion and respect for those who may experience loneliness or isolation.

Together, these social justice initiatives helped students grow in their understanding of faith in action. Through service, reflection, and community involvement, students strengthened their awareness of global and local needs and were encouraged to live out Gospel values in meaningful and practical ways.

ST. ROSE

Over the course of the year, the school community lived out the principles of Catholic Social Teaching through initiatives rooted in human dignity, solidarity, stewardship, and the preferential option for the poor. Students and staff engaged in meaningful opportunities to serve others while deepening their understanding of justice, empathy, and responsibility.

In response to the call to care for those in need, the school organized a cereal drive in support of St. Benedict, collecting 206 boxes of cereal for families experiencing food insecurity. This commitment continued during Advent through the preparation of fifteen Christmas hampers for St. Nicholas, each providing meals over the Christmas break and gifts for children, reinforcing compassion and care for others.

Students also supported the Edmonton Catholic Schools Foundation by raising \$1,286 for the Hungry Kids Program through Taste of STR, a celebration of the heritage and diversity within the school community through the sharing of culture and food. This initiative promoted inclusion, community, and appreciation for the many cultures represented within the school. An Asian Heritage Family Movie Night further fostered belonging and cultural appreciation among families.

The school also demonstrated a commitment to hope and the dignity of life through participation in the Terry Fox Run. Through “Toonies for Terry,” \$1,256 was raised in support of the Terry Fox Foundation, contributing to cancer research and honouring a legacy of perseverance and service.



Education remained central to promoting justice. Through the work of the Solidarity Club, students engaged in learning focused on perspective-taking, allyship, and social responsibility. This was especially evident during the observance of National

Day for Truth and Reconciliation, where students honoured children lost to residential schools by creating a birch tree installation displaying their names, fostering reflection and awareness.

The school also participated in the Moose Hide Campaign, engaging students in conversations about healthy relationships and their role in ending violence against women and children and continuing our journey and commitment to truth and reconciliation.

Together, these initiatives reflected a school culture grounded in faith in action, where students were empowered to live out Gospel values through compassion, justice, and care for others.

ST. STANISLAUS

This year, St. Stanislaus placed a strong and intentional focus on making meaningful contributions to social justice initiatives, with many projects proudly initiated and led by our elementary students. Their compassion, creativity, and leadership shaped a school year rooted in acts of service.

Our efforts began in the fall with two food collection campaigns in partnership with St. Thomas More Parish, supporting the St. Vincent de Paul Food Pantry. Students organized, promoted, and delivered donations, demonstrating both responsibility and empathy for families experiencing food insecurity.

As we moved into the Christmas season, student leadership teams coordinated several impactful initiatives. Coats for Kids helped ensure children in the greater Edmonton community stayed warm through the winter. Our “Sing for Socks” campaign transformed admission to the Christmas concert into an act of generosity, with each ticket “purchased” by donating a pair of socks for the Mustard Seed. Students also assembled Christmas hampers for families in need, bringing joy to households during the holiday season.



residents that they are valued members of our wider community.

Other classes engaged in a schoolyard clean up, worked to reduce paper usage, and strengthened recycling and re-use habits, demonstrating a growing understanding of environmental stewardship. Our Grade 2 students also wrote personal letters to neighbours and delivered them during a community walk, taking time along the way to appreciate the beauty of creation. Collections of socks and cereal were donated to other schools within the Edmonton Catholic School Division.



Throughout the year, our students showed that social justice is not just a project but a way of living our faith. Their actions, big and small, reflect a school community committed to its mission to provide a French immersion Catholic education that inspires students to learn and be faith-filled, compassionate leaders.

In the spring, our school-wide "Kindness Express" came to life! Each class partnered with a buddy class to spread kindness throughout the community in heartfelt ways. For example, our Grade 4 students contributed in a particularly meaningful way by writing heartfelt letters to the residents of St. Joseph's Auxiliary Hospital, offering encouragement, connection, and support for their well-being and mental health. Their words brought comfort and reminded

ST. TERESA

Escuela St. Teresa School continues to live out the Gospel message through meaningful acts of service, compassion, and community engagement rooted deeply in Catholic Social Teaching. Inspired by our patron saint, Saint Teresa of Ávila, our students and staff are called to recognize Christ in others, serve with humility, and act courageously in love and justice. St. Teresa reminded us that “Christ has no body now but yours,” and throughout the school year, our community embraced this call by becoming the hands and feet of Christ in Edmonton and beyond.



The Catholic Social Teaching of Life and Dignity of the Human Person was reflected in our monthly Kindness Creations project. Each class designed meaningful tokens of encouragement and care that were handcrafted by students throughout the school and personally delivered to homes and businesses in the community. The many letters, cards, emails, and phone calls received in response demonstrated how simple acts of kindness can uplift others and remind them that they are valued and loved.

Our school community embodied the teaching of the Call to Family, Community, and Participation by working together to support others. The Mercado Estudiantil brought students, staff, and families together in celebration while raising funds for important charitable causes. The Math-a-thon united learners in a shared goal of using their talents to make a positive difference through donations to the ECS Foundation. These initiatives taught students the importance of participating in community life and contributing to the common good.

The teaching of Rights and Responsibilities was demonstrated during the Fall and Spring food drives supporting the St. Thomas More Parish Food Bank. Students recognized their responsibility to care for those facing food insecurity and learned that all people deserve access to basic needs, dignity, and support.



Escuela St. Teresa also strongly lived out the Option for the Poor and Vulnerable through initiatives supporting those experiencing hardship. Through the Grace for the Heart and Soul project, staff gathered urgently needed items and assembled Bags of Hope for individuals served by Hope Mission. Students further supported vulnerable members of the community through fundraising efforts benefiting the ECS Foundation during the Dream Builders Challenge, the Math-a-thon, and the Mercado Estudiantil.

The Catholic Social Teaching of the Dignity of Work and the Rights of Workers was reflected through student participation in projects that required creativity, collaboration, and service. Through initiatives such as the Mercado Estudiantil, students experienced the value of teamwork, entrepreneurship, and using their gifts to positively contribute to society.

Our school community also embraced the principle of Solidarity, recognizing that we are one human family. Whether supporting local organizations, fundraising for the ECS Foundation, or creating meaningful outreach opportunities, students learned the importance of standing with others in empathy, compassion, and justice.

Finally, the teaching of Care for God's Creation was reflected in our Christmas initiatives supporting animals in need through donations collected for SCARS and Edmonton SPCA. Students learned that stewardship includes caring for all of God's creation with kindness and responsibility.

Throughout the year, the staff and students of Escuela St. Teresa School demonstrated that Catholic Social Teaching is not simply something we learn about—it is something we live. Guided by the example of Saint Teresa of Ávila, our school community continues to answer the call to serve others with courage, faith, and love.

ST. TERESA OF CALCUTTA

At St. Teresa of Calcutta School, each class or grade group has championed a social justice project or led a school-wide initiative. While many meaningful projects and social justice-focused activities were completed this year, the following are the initiatives our classes have chosen to highlight for the 2025–2026 school year.



In honour of Random Acts of Kindness Week, Grade 1 created the Love Tree as a symbol of compassion, unity, and hope within our community. Inspired by the mission of the Random Acts of Kindness Foundation, this project encouraged everyone to pause, reflect, and intentionally spread love through simple, meaningful actions. The Love Tree began as a set of bare branches, representing the challenges and struggles people may carry each day. Throughout the week, students and staff were invited to write notes of love, encouragement, and prayer on paper

leaves and hang them on the tree. As the days passed, the once-empty branches became vibrant and full, transforming into a powerful visual representation of kindness in action. What began as a simple idea grew into a living testament to how small acts of compassion can create meaningful change. The Love Tree reminded us that kindness is most powerful when it is intentional, strengthening our community and allowing love to grow in ways we may not always see.

The Grade 2 classes participated in the Students Rebuild: Unity and Unique project. For every art piece created, Creative Visions donated \$5 to organizations that foster global connections. Students discussed how each person can make a difference in the world and reflected on what makes them unique. Using images of themselves, they created artwork highlighting their individuality while recognizing the strength found in coming together. These individual pieces were combined into a collaborative display symbolizing unity around the world. Through their efforts, the Grade 2 students raised a total of \$185 and deepened their understanding of connection, diversity, and collective impact.



Grade 3 students created cards to send to seniors at Dickinsfield Nursing Home. Each card included thoughtful messages and colourful illustrations developed collaboratively as a class. Through this initiative, students learned how small acts of kindness can have a meaningful impact on vulnerable members of the community and recognized the importance of showing care and compassion for others.

In response to events in Tumbler Ridge, British Columbia, Grade 3/4 students engaged in thoughtful discussions about safety and community. These conversations helped students understand the importance of safe, supportive school environments for all children. As an act of solidarity, students created origami art to send to the students of Tumbler Ridge, offering messages of care, connection, and support.

This year, the Grade 4 class organized the annual Terry Fox Run. They led the Toonies for Terry fundraiser and helped raise awareness about Terry Fox's legacy and foundation. This annual school tradition supports childhood cancer research while inspiring students to learn about perseverance, hope, and making a difference in the lives of others.

Exploring the themes of solidarity and the dignity of the human person, Grade 5 students are in the process of creating cards for isolated seniors through the organization Sending Sunshine. Through this initiative, students are learning the importance of connection, empathy, and reaching out to those who may feel alone.

The Grade 6 students completed a social justice project by creating handmade cards for veterans. Students wrote messages of gratitude and appreciation to recognize the service and sacrifices veterans have made for our country. This activity helped students develop an understanding of respect, gratitude, and the dignity of every person. It also reinforced the idea that small, thoughtful acts can have a great impact.

ST. THOMAS AQUINAS

Throughout the school year, St. Thomas Aquinas School showed a strong dedication to Catholic Social Teaching through a variety of impactful social justice initiatives. These efforts not only supported the wider community but also encouraged compassion, unity, and responsible citizenship among both students and staff.

The year began with the annual Terry Fox Run and the “Toonies for Terry” campaign. The school community united to raise funds for cancer research, collecting an impressive \$1,544.35. This initiative reflected the values of human dignity and the importance of community involvement, demonstrating a shared commitment to supporting those facing illness.

Students also took part in the No Stone Left Alone ceremony, where they placed poppies on the graves of veterans in remembrance of those who served. This meaningful tribute highlighted the Catholic principles of peace and solidarity while helping students recognize the sacrifices made to protect the freedoms they have today.



During the Advent season, the school held a food drive in support of the St. Vincent de Paul Food Bank at St. Thomas More Church. This initiative focused on supporting the poor and vulnerable, as families and students generously donated to ensure others could enjoy a nourishing meal during the Christmas season.

Also, during Advent, the Dreams for Kids Fundraiser brought the school community together through activities such as bake sales, themed classroom events like movie days, and “break a rule” days. These fun and engaging efforts raised \$3,626.37 for children’s charities, demonstrating solidarity with young people experiencing hardship.



Lent provided another opportunity to focus on giving and reflection. The Lenten Food Drive and “Loonies for Lent” campaign once again supported the St. Vincent de Paul Food Bank, collecting non-perishable food items and funds. Additional activities, including raffle baskets and staff games, helped raise a total of \$1,124. These initiatives emphasized the importance of generosity and working toward the common good.

In a powerful act of remembrance and learning, the school also participated in the Walk for Wenjack. Together, the community walked a total of 2,187.2 kilometers to honour Chanie Wenjack and increase awareness of the lasting impact of residential schools. This initiative reflected the Catholic commitment to justice, reconciliation, and respect for the dignity of Indigenous peoples.

Through these meaningful activities, the St. Thomas Aquinas School community actively lived out the core values of Catholic Social Teaching, dignity, solidarity, compassion, and justice, while empowering students to grow as caring and engaged global citizens.

ST. THOMAS MORE

Throughout the school year, students actively participated in a variety of social justice initiatives that reflected key principles of Catholic Social Teaching, including the dignity of the human person, solidarity, and a commitment to the common good. Each experience provided meaningful opportunities for students to grow in compassion, deepen their understanding of social responsibility, and put their faith into action.

The year began with the annual Terry Fox Run, where students came together in support of cancer research. This initiative emphasized perseverance, hope, and respect for the dignity of all people. Through their collective efforts, students demonstrated solidarity with those affected by cancer and contributed to ongoing research aimed at improving lives.



Building on this commitment, the school community participated in a fundraising campaign in support of the Ben Stelter Foundation. With an ambitious goal of raising \$3,000, students exceeded expectations, demonstrating generosity and determination. Funds raised contributed to advancing Proton Therapy in Canada for the first time, offering new hope for children and families impacted by cancer. This initiative highlighted the importance of working toward the common good and supporting advancements that can transform lives.

During the Advent and Christmas season, students took part in multiple initiatives focused on supporting families in need. One such project, “Stuff a Stocking,” invited the entire school community to contribute new items to fill a large stocking displayed at the front of the school. Students donated thoughtful gifts that would bring joy during the Christmas season, and a total of 40 individual stockings were prepared and distributed to families in the community prior to Christmas. This

initiative emphasized generosity, compassion, and the call to serve others with dignity and care.

In addition, students organized a bake sale in support of Hope Mission, focusing on serving those experiencing poverty and food insecurity in the local community. The funds raised provided enough meals to support approximately 160 individuals during the Christmas season. Through this initiative, students reflected on the call to care for the most vulnerable and recognized how acts of service, both big and small, can bring dignity and hope to others.

In addition to fundraising efforts, groups of students volunteered their time at the local food bank. This hands-on experience reinforced the



value of service and the importance of addressing food insecurity within the community. Students gained a deeper appreciation for the impact of volunteering, recognizing its benefits not only for those being served

but also for their own mental and emotional well-being. These experiences fostered a stronger sense of purpose, empathy, and social responsibility.

Across all initiatives, students developed a deeper understanding of Catholic Social Teaching and the importance of living out their faith through action. By engaging in acts of charity, advocacy, and service, they embraced their role as compassionate leaders committed to building a more just and hopeful world.

ST. TIMOTHY

Throughout the year, students and staff at St. Timothy lived out the Gospel through acts of compassion, awareness, and service rooted in the pillars of Catholic Social Teaching.

We began with reflection during the week of Truth and Reconciliation. Daily announcements helped students explore Indigenous worldviews and deepen their understanding of Human Dignity and Solidarity. Orange Shirt Day, Annual Métis Week, Rock Your Mocs, and Pink Shirt Day became visible signs of standing with the marginalized and living in Christian Anthropology, where all are seen and valued as children of God.

In the fall, our Terry Fox Run raised \$346.60 for cancer research and in April, our Grade 3 class organized a food drive to replenish the pantry at St. Edmund Parish via the St. Edmund St. Vincent de Paul Conference. These efforts reminded students of the Option for the Poor and Vulnerable and the importance of caring for those in need.

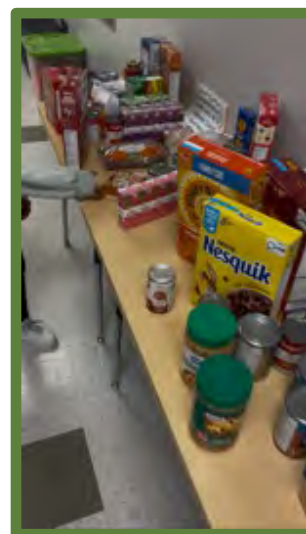


As winter approached, our focus shifted to Participation and Community. Students joined our snow angels program to shovel neighbourhood schools, the Grade 1 classroom dropped off homemade Christmas ornaments to our neighbours and students created Valentines Day cards for a local seniors' home, reminding residents they are remembered and loved. Staff-led initiatives, including a themed tree raffle and front-row seat fundraiser, raised \$550 for Dreams for Kids, helping to build up the common good.

Cultural heritage months opened doors to rich conversations and celebrations throughout the year. From Hispanic and Métis to Black History, Asian Heritage and National Indigenous History Months, students explored stories, music, and traditions that shape our world.

These moments encouraged Rights and Responsibilities and reflected our school's commitment to inclusion and equity.

Random Acts of Kindness Week reminded us that small actions uphold Human Dignity. Students completed Bingo sheets by completing kindness challenges. Staff joined in with their own kindness mission by spreading joy across the building. This included positive messages left on all bathroom mirrors to add encouragement throughout the day!



During Lent, students were invited to participate in daily challenges rooted in the Call to Family and Community. As a school we began by fasting on Ash Wednesday and journeyed through the Stepping Stones for Lent by practicing prayer and acts of service. For Easter and Earth Day, we demonstrated care for our common home, with students participating in Schoolyard Clean-Up Week during our Easter season and Earth Day, putting Stewardship of Creation into practice in a meaningful and lasting way.

Each month, through story, prayer, action, and learning, students encountered Catholic Social Teaching not just as ideas, but as a way of life. Whether in building relationships, lifting others up, or protecting creation, our school continues to be a place where faith becomes action and justice begins in the hearts of children.

ST. VINCENT

In the spirit of our Patron Saint, St. Vincent de Paul, our social justice activities were rooted in the Life and Dignity of the Human Person, the foundation of Catholic Social Teaching, and carried out as a commitment to the common good, solidarity, and stewardship. Our initiatives were an expression of Christian love; looking for Christ in every person and responding with justice. The life experiences of our students, along with the addition of our Generations classroom, helped inspire student-led initiatives that were grounded in the conviction that all people have worth and should be treated with compassion.

We began the year with our Terry Fox Run, which, while rooted in human dignity, also addressed the social themes of solidarity and rights and responsibilities. With the goal of raising \$300, students promoted the fundraising run on our daily broadcast and raised \$418.55. A schoolwide witness that we share responsibility for one another, and compassion can take an organized, concrete form.



During Advent, students collected food and personal items to donate to the Society of St. Vincent de Paul through our parish, St. John the Evangelist. Our school community traveled to St. John for our Epiphany Mass and brought the items to donate. Grade 4-6 students toured the St. John Food Bank depot and had meaningful conversations

with longtime volunteers. This strengthened our commitment to social dialogue grounded in respect of the dignity of every person. It was an enactment of the preferential option for the poor since it focused our attention on the hungry and vulnerable closest to us.

Our community also supported the Edmonton Catholic Schools Foundation Dreams for Kids Campaign with two fundraisers. First, inspired by the belief that solidarity serves, “the good of all and of each individual,” students hosted a movie afternoon to raise funds for the Conquer Hunger Fund, with students bringing a suggested \$5 donation,

raising \$345. Second, with our Shrove Tuesday Pancake Breakfast, supported by our Parent Council, raised an additional \$131.50. Scripture teaches us that, “Both are to be found in a gracious person”—a gift rightly offered, strengthened by a truthful and merciful word (Sir 18:17).

During Lent, students continued to demonstrate care for the poor and vulnerable through a campaign to support the St. John Food Bank depot at our school parish. Students brainstormed practical meal components such as pasta dinner, pancakes, and canned fish, considering Lenten fasting traditions. Items were delivered weekly addressing food insecurity in our immediate vicinity. This reflects the biblical truth that God provides for physical needs and human growth: “You cause the grass to grow for the cattle...plants for people to use...[bringing] bread to strengthen the human heart” (Ps 104:14-15).

For Earth Day, the classes united in Care for Creation, recognizing that human development and care for the environment belong together as part of respect for the person and the world God entrusted to us. Classes served in the wider neighborhood by cleaning up garbage in our schoolyard, the community, and our neighboring schoolyard. Students learned that stewardship is a social responsibility that impacts the future.



We are now collecting boxes of cereal for ECS D schools with breakfast programs. Our goal is 160 boxes with 33 collected so far. This effort reminds us that we should help people whose living conditions keep them from growing, especially those who lack basic needs. In every initiative, we are guided by the Lord’s teaching: “As you did it to one of the least of these who are members of my family, you did it to me” (Matt 25:40).

Our year at St. Vincent became a practical school-wide answer to the Gospel turning faith into solidarity, justice, mercy, and hope.

ST. VLADIMIR

Throughout the 2025–2026 school year, the community of St. Vladimir School demonstrated a strong commitment to faith, service, compassion, and Catholic Social Teaching through a variety of meaningful Social Justice initiatives. Students, staff, and families worked together to support local and global causes while learning the importance of empathy, generosity, and recognizing the dignity of every person.

The school year began with students participating in the annual “Toonies for Terry” campaign in support of the Terry Fox Foundation. Through classroom discussions and school-wide activities, students learned about Terry Fox’s perseverance, courage, and determination to make a difference for others. As a school community, St. Vladimir proudly raised \$250 for cancer research, recognizing the power of collective action in supporting hope and healing.



Throughout the fall, students and families participated in a Cereal Drive and a Food Drive in support of the local Food Bank. Generous donations helped support individuals and families experiencing food insecurity within the community. In addition, a Clothing Drive supported members of our own school community, ensuring that families within St. Vladimir were cared for with dignity and compassion. These initiatives encouraged students to better understand the importance of caring for those most in need and living out Christ’s call to serve others with love and compassion.

St. Vladimir School also supported the Dreams Foundation through a variety of fundraising initiatives, including Candy Cane Grams and Break a Rule Day raising close to \$1,000. Students learned about the importance of bringing joy and hope to children and families facing

difficult circumstances. These efforts helped foster empathy, gratitude, and a strong sense of social responsibility within the school community.



Kindness Day and Hearts of Hope activities further strengthened the school’s culture of care and inclusion. Students participated in classroom activities, shared positive messages, and engaged in acts of kindness that promoted respect and belonging. These experiences reinforced the belief that every person is created in the image of God and deserves dignity and care.

In the spring, students participated in Jump Rope for Heart, promoting physical wellness while supporting heart and stroke research. The event encouraged teamwork, perseverance, and school spirit, while also reinforcing the importance of helping others through active participation in charitable initiatives.

Rejoice in hope, be patient in suffering, persevere in prayer.

— Romans 12:12 —



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EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting 3.2

Date: June 17, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Katelyn Harris, Supervisor, Applied Research

Re: **ECSD Systems Excellence Survey Results Report 2025/2026**

Background:

The Edmonton Catholic School Division (ECSD) conducted the ECSD Systems Excellence Survey from March 2 to March 20, 2026, to engage Division staff from all schools and all departments with respect to their work and work environment. The survey items were developed during the 2023/2024 school year to reflect the *Division Plan for Continuous Growth 2023-2026*.

The attached ECSD Systems Excellence Survey Results Report provides Division results for the 2025/2026 survey administration. In addition to the Division results, individual school reports will be available to each school Principal and individual department reports will be available to each department Superintendent. The school reports and department reports are used by leadership for planning purposes. Staff members will be able to view the results for their school/department in the SharePoint Systems Excellence dashboard.

Recommendation:

That based on the evidence provided in the **ECSD Systems Excellence Survey Results Report 2025/2026**, the Board of Trustees determines that the following Quality Indicators have been met, as per **Board Policy 12 - Appendix B**, relative to the current evaluation period:

- QI 1.1 *Ensures that all school leaders actively promote education in a Catholic context.*
- QI 1.3 *Ensures religious celebrations and social justice are organized by schools and departments.*
- QI 5.6 *Implements requirements of Occupational Health and Safety legislation, including required staff professional development.*
- QI 8.1 *Ensures the three-year planning process involves appropriate input and results in high satisfaction.*
- QI 10.3 *Ensures information is disseminated to inform appropriate publics.*

Attachments:

- ECSD Systems Excellence Survey Results Report 2025/2026
- ECSD Systems Excellence Survey Highlights 2025/2026



Edmonton Catholic School Division ECSD Systems Excellence Survey Results 2025/2026 School Year

Division Monitoring: June 17, 2026



**EDMONTON CATHOLIC SCHOOLS
ECSD SYSTEMS EXCELLENCE SURVEY RESULTS
2025/2026 SCHOOL YEAR**

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EDMONTON CATHOLIC SCHOOLS ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR

I. INTRODUCTION

The Edmonton Catholic School Division (ECSD) conducted the ECSD Systems Excellence Survey from March 2 to March 20, 2026, to engage Division staff with respect to their work and work environment. The survey items were developed during the 2023/2024 school year to reflect the *Division Plan for Continuous Growth 2023-2026*. Division staff from all schools and all departments were invited to participate in the survey.

The ECSD Systems Excellence Survey was conducted using paper surveys. As paper surveys were administered, survey responses were voluntary and anonymous. The survey consisted of a series of statements with which respondents were asked to indicate their level of agreement. The analysis was based on a four-point scale (“Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”).

This report provides the Division results for the 2025/2026 survey administration. In addition to the Division results, individual school reports will be available to each school Principal and individual department reports will be available to each department Superintendent. The school reports and department reports are used by leadership for planning purposes. Staff members will be able to view the results for their school/department in the SharePoint Systems Excellence dashboard. Consistent with past methodology, results with fewer than six respondents are not reported to protect the identity of small groups.

The results provided in this report should be interpreted with caution, as several factors may have influenced participation and responses. The breakdown of contract negotiations between the Alberta Teachers’ Association (ATA) and the Government of Alberta led to a province-wide labour disruption that began on October 6, 2025. Classes were cancelled for over 700000 students across more than 2000 schools. On October 28, 2025, the Government of Alberta passed Bill 2 (the *Back to School Act*), invoking the notwithstanding clause to send teachers back to work and to impose a collective agreement that teachers had previously rejected. The labour disruption and the government’s intervention had significant effects on the education system, impacting students, families, and all Division staff.

The other Division employee groups also experienced changes to their collective agreements or compensation structures over the past year. In June of 2025, Edmonton Catholic Schools and Unifor Local 52-A ratified a new collective agreement, which was later followed by the ratification of a new collective agreement with AUPE Local 071, Chapter 013, in February of 2026. Additionally, over the past year, Edmonton Catholic Schools partnered with consulting firm Mercer Canada to conduct a comprehensive, multi-phase review of the Out-of-Scope (OOS) compensation structure. This resulted in a redesigned OOS salary structure that took effect on January 1, 2026. These changes to collective agreements and compensation structures across the Division may have had an impact on survey participation as well as overall survey results.

Due to these factors, caution should be used when comparing results across time. Additionally, as the survey items were newly developed during the 2023/2024 school year, the results are not comparable to previous surveys conducted in prior years.

II. TARGET POPULATION AND RESPONSE RATES

Surveys were distributed to Division staff from all schools and all departments. There were 4872 surveys distributed and 4211 surveys completed. Overall, the response rate for the 2025/2026 school year was **86.4%** for Division staff.

III. PRESENTATION OF RESULTS

The results for Division staff are provided in the appendices for both response percentages and dichotomous percentages. In this report, dichotomous results are presented in respect to **measures by themes** and through **data visualization charts**.

In **Appendix A**, the **response percentages** are provided.

- This table provides the percentages responding to the **actual scales** used in the survey.
- Overall, Appendix A provides **detailed** information in assessing the responses.

In **Appendix B**, the **dichotomous percentages** are provided.

- For the purposes of this table, the upper scale values (“Strongly Agree” and “Agree”) as well as the lower scale values (“Strongly Disagree” and “Disagree”) were **aggregated**.
- As a result, the table reflects a **two-point scale** (“Agreement” and “Disagreement”).
- Overall, Appendix B reflects **global** information. The aggregation also serves to make the Division’s results more comparable to Alberta Education and Childcare’s results.

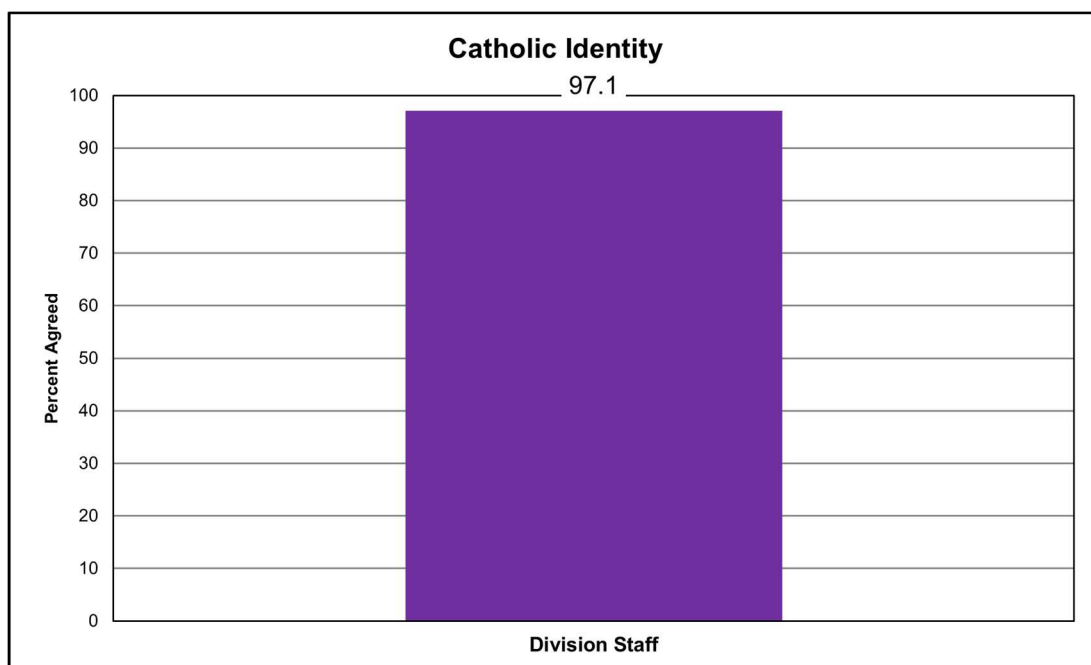
IV. MEASURES BY THEMES

In this section, the survey items are organized by themes using the dichotomous percentages. Dichotomous results reflect overall agreement and disagreement. At the end of each theme, a chart is provided for Division staff results. The percentages recorded in the charts are weighted averages. The themes also reflect the Division priorities as identified in the *Division Plan for Continuous Growth 2023-2026*.

1. CATHOLIC IDENTITY – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH”

In considering the **Division staff**, results indicated that:

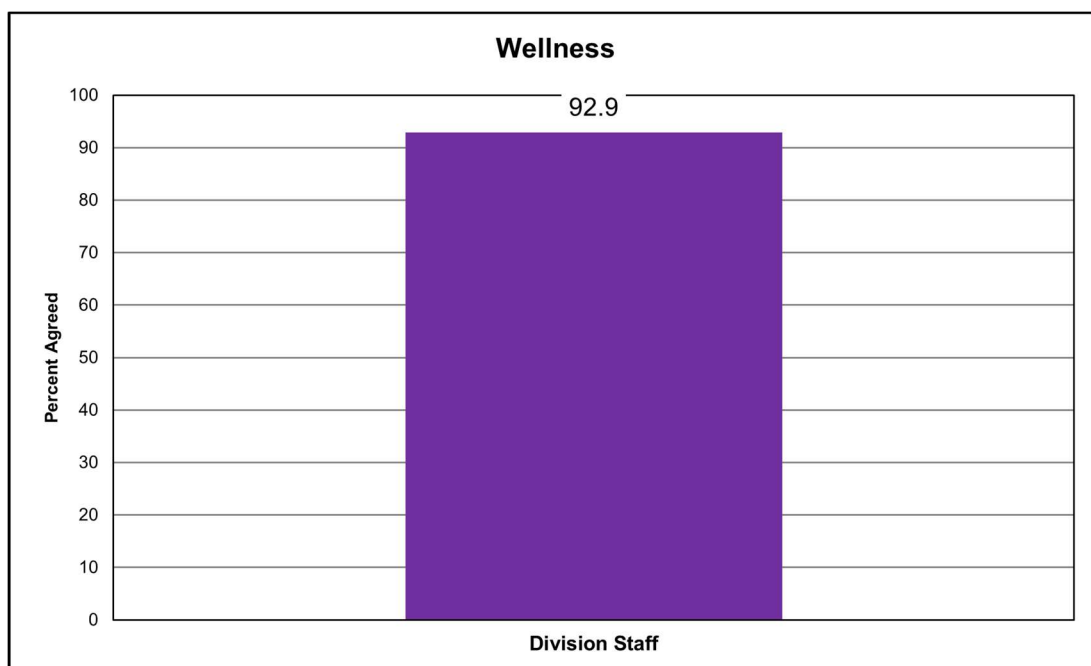
- **97.9%** indicated that they have opportunities to participate in religious celebrations at their school/department/site;
- **97.8%** agreed that they have opportunities to pray regularly at their school/site;
- **97.2%** indicated that their school/department/site creates and promotes a working environment that is grounded in the Catholic faith; and
- **95.4%** indicated that their school/department/site provides them with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).



2. WELLNESS – REFLECTS THE DIVISION PRIORITY “LIVING OUR FAITH”

In considering the **Division staff**, results indicated that:

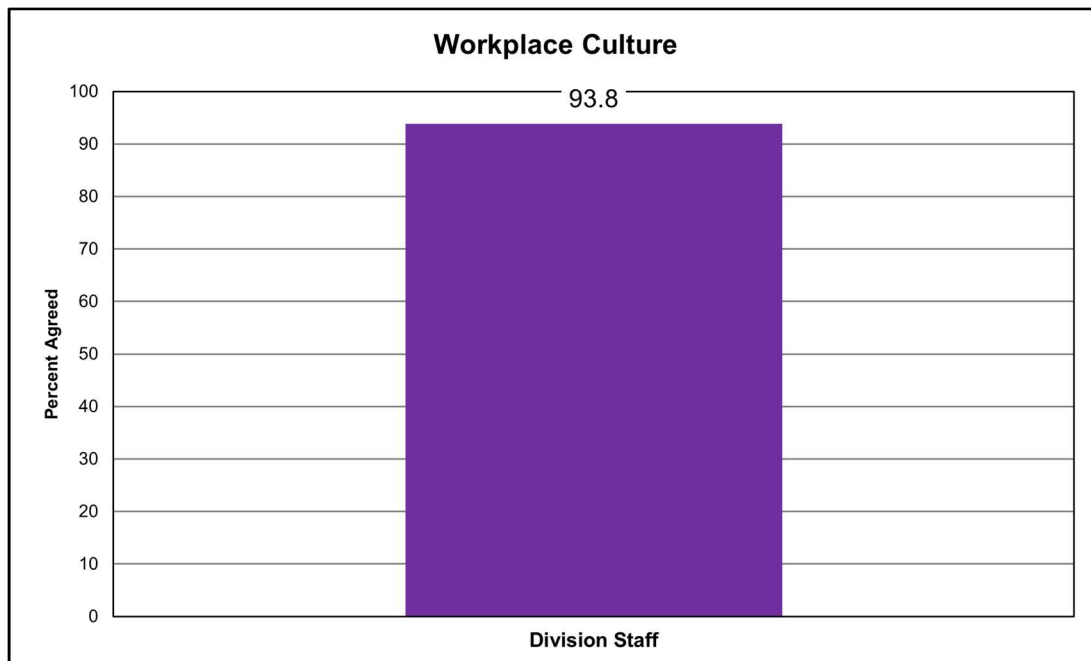
- **95.4%** indicated that they know where to find the tools and resources provided by the Division to help them manage their wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program);
- **95.3%** agreed that they have someone at their school/department that they can talk to if they feel like they need support;
- **91.4%** agreed that their school/site promotes a psychologically safe working environment; and
- **89.3%** indicated that the tools and resources provided by the Division to help them manage their wellness are valuable to them (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).



3. WORKPLACE CULTURE – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY”

In considering the **Division staff**, results indicated that:

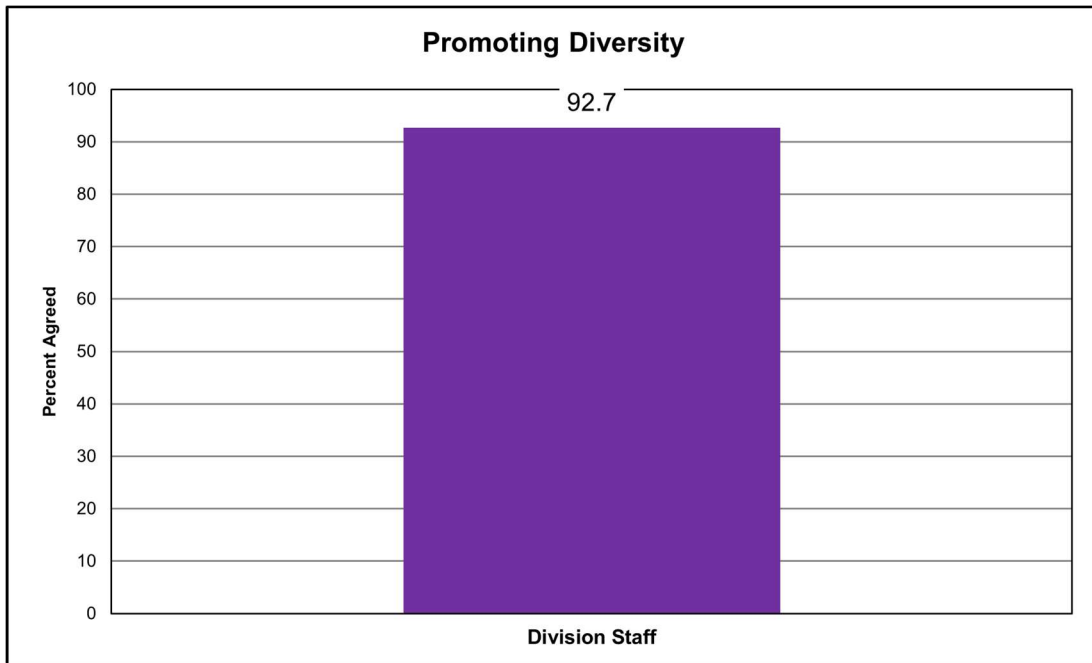
- **97.6%** agreed that their school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences;
- **95.0%** indicated that their school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure;
- **92.4%** agreed that conflict management in their school/department is handled using a respectful approach;
- **92.3%** agreed that they can go to their principal/supervisor if they feel like they need support; and
- **91.5%** indicated that their contributions to their school/department are acknowledged and appreciated by their principal/supervisor.



4. PROMOTING DIVERSITY – REFLECTS THE DIVISION PRIORITY “EMBRACING DIVERSITY”

In considering the **Division staff**, results indicated that:

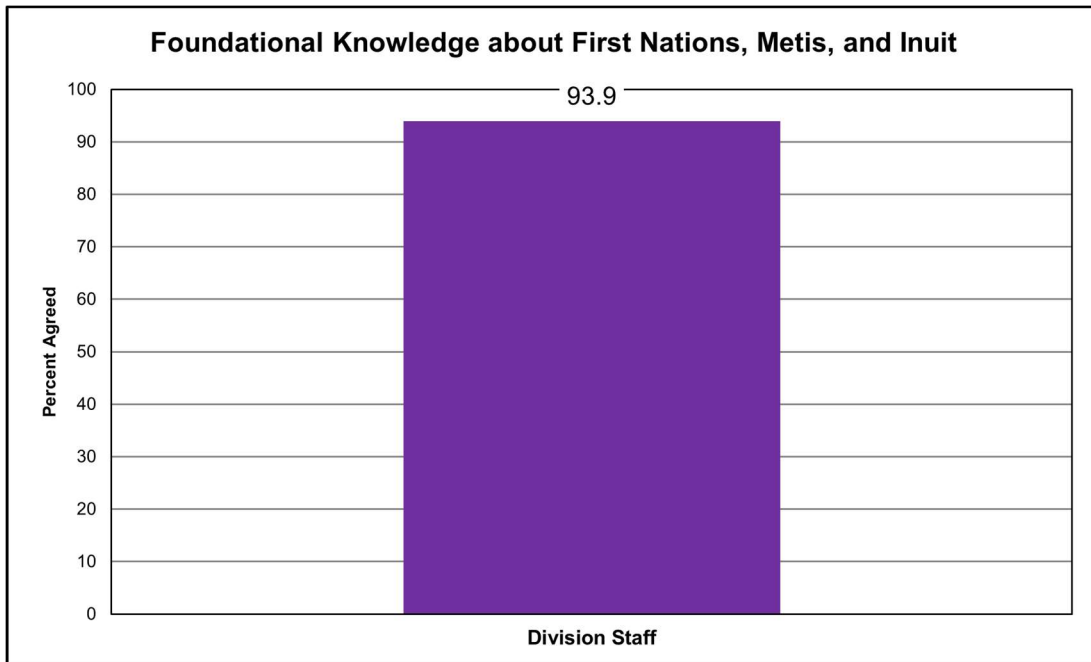
- **95.5%** agreed that their school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan; and
- **89.9%** agreed that their unique gifts and talents are recognized and celebrated at their school/site.



**5. FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS, AND INUIT – REFLECTS THE DIVISION PRIORITY
“ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

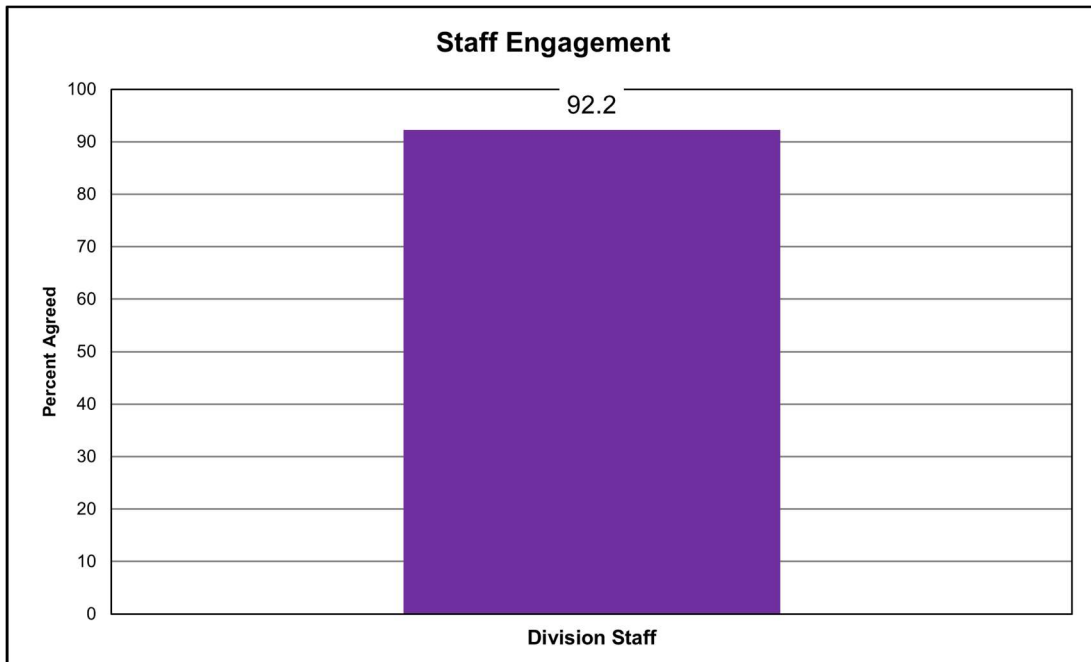
- **95.0%** indicated that the Division is working to advance the Truth and Reconciliation Calls to Action in schools and departments; and
- **92.9%** agreed that their school/department/site provides them with opportunities to build their foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.



6. STAFF ENGAGEMENT – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”

In considering the **Division staff**, results indicated that:

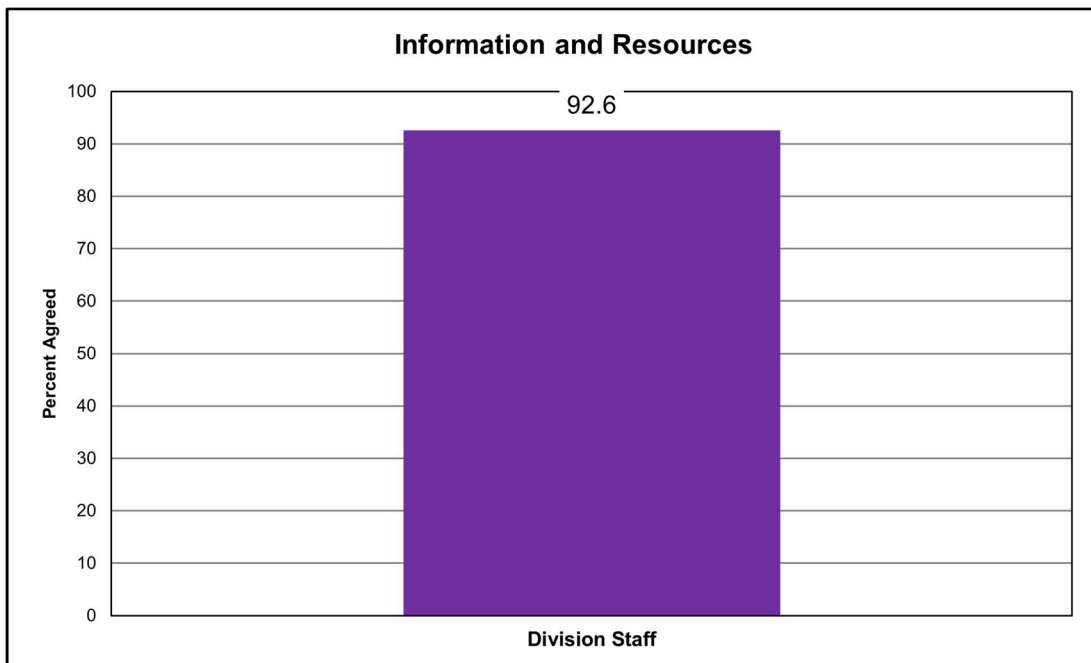
- **97.9%** agreed that they contribute as a team member in their school/department;
- **93.5%** indicated that their staff works as a team in their school/department;
- **91.4%** agreed that they have opportunities to voice their opinions and concerns at their school/department; and
- **86.1%** agreed that they have opportunities for a voice into decisions that affect their job at their school/department.



7. INFORMATION AND RESOURCES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”

In considering the **Division staff**, results indicated that:

- **96.1%** agreed that they are aware of the Division’s Occupational Health and Safety Procedures;
- **94.4%** indicated that their school/department provides them with the information they need in order to do their job;
- **92.6%** indicated that they read the communications from the Division (e.g., emails, WAGs);
- **91.3%** agreed that they are aware of the Division Plan for Continuous Growth for this school year; and
- **88.8%** indicated that they are provided with what they need to do their job given the limits on Division resources.



8. PROFESSIONAL LEARNING AND IMPROVEMENT – REFLECTS THE DIVISION PRIORITY “LEARNING EXCELLENCE”

In considering the **Division staff**, results indicated that:

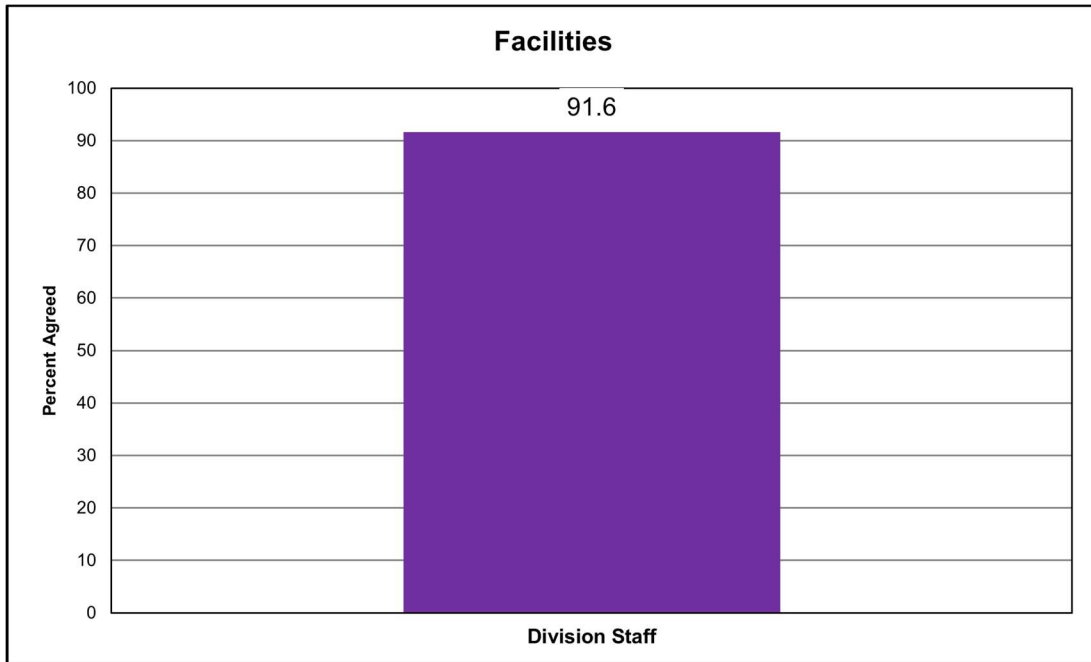
- **95.8%** agreed that their school/department expects them to participate in professional learning or training opportunities;
- **92.5%** agreed that their school/department focuses on continuous improvement through evidence-based decision-making;
- **90.6%** indicated that their principal/supervisor provides them with feedback to help them improve their work;
- **87.5%** agreed that school/department-provided professional learning or training opportunities are useful to them; and
- **81.7%** agreed that Division-provided professional learning or training opportunities are useful to them.



9. FACILITIES – REFLECTS THE DIVISION PRIORITY “ORGANIZATIONAL EXCELLENCE”

In considering the **Division staff**, results indicated that:

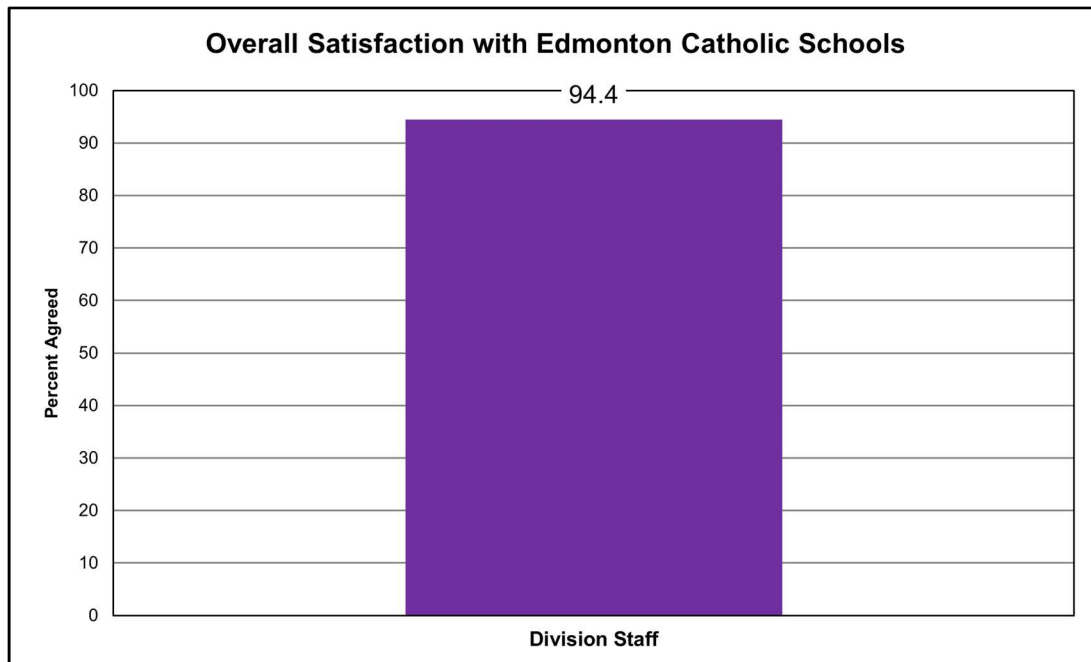
- **91.6%** agreed that their school/site building is a safe and well-maintained facility.



**10. OVERALL SATISFACTION WITH EDMONTON CATHOLIC SCHOOLS – REFLECTS THE DIVISION PRIORITY
“ORGANIZATIONAL EXCELLENCE”**

In considering the **Division staff**, results indicated that:

- **Overall, 95.0%** indicated that their school/department is a good place to work; and
- **Overall, 93.7%** indicated that the Division is a good place to work.

**V. COMMENTS**

In general, high rates of agreement were reported by Division staff. These results provide outcome measures necessary for Division assurance, information for setting priorities, identifying areas for growth, and recognizing areas of strength. A similar survey is planned for the 2026/2027 school year.

APPENDIX A

ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR

- **TABLE 1(A): DIVISION STAFF - RESPONSE PERCENTAGES**

EDMONTON CATHOLIC SCHOOLS

Table 1(A): Division Staff - Response Percentages

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. I have opportunities to participate in religious celebrations at my school/department/site.	4189	3.71	0.55	1.3	0.8	23.4	74.5
2. I have opportunities to pray regularly at my school/site.	4179	3.69	0.55	1.2	1.1	25.3	72.5
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4188	3.64	0.58	1.2	1.6	28.9	68.3
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4156	3.55	0.65	1.9	3.1	32.7	62.3
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4194	3.69	0.56	1.3	1.0	25.4	72.2
6. I contribute as a team member in my school/department.	4182	3.69	0.55	1.1	1.0	25.8	72.0
7. Our staff works as a team in my school/department.	4187	3.52	0.68	2.0	4.5	32.6	61.0
8. I have opportunities to voice my opinions and concerns at my school/department.	4180	3.43	0.72	2.6	6.0	36.8	54.6
9. My unique gifts and talents are recognized and celebrated at my school/site.	4164	3.39	0.73	2.3	7.8	39.0	50.9
10. Conflict management in my school/department is handled using a respectful approach.	4164	3.43	0.70	2.4	5.2	39.0	53.5
11. I can go to my principal/supervisor if I feel like I need support.	4191	3.56	0.71	2.7	5.0	26.0	66.4
12. I have someone at my school/department that I can talk to if I feel like I need support.	4174	3.60	0.63	1.6	3.1	29.3	66.0
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	4157	3.52	0.63	1.3	3.2	37.4	58.1
14. My school/site promotes a psychologically safe working environment.	4174	3.42	0.72	2.5	6.1	38.7	52.7
15. I am aware of the Division's Occupational Health and Safety Procedures.	4174	3.52	0.61	1.0	2.9	39.3	56.8
16. My school/site building is a safe and well-maintained facility.	4166	3.42	0.70	2.0	6.4	38.8	52.8
17. I know where to find the tools and resources provided by the Division to help me manage my wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4185	3.48	0.62	1.1	3.5	42.0	53.4
18. The tools and resources provided by the Division to help me manage my wellness are valuable to me (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4173	3.31	0.72	2.3	8.3	45.2	44.1
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	4152	3.53	0.62	1.0	3.5	37.2	58.2

Table 1(A): Division Staff - Response Percentages...continued

Scale: 1 to 4

Statement	N	Mean	Std. Dev.	Percentages			
				Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
20. I have opportunities for a voice into decisions that affect my job at my school/department.	4144	3.29	0.78	3.3	10.5	40.0	46.1
21. My principal/supervisor provides me with feedback to help me improve my work.	4162	3.41	0.73	2.7	6.7	37.9	52.7
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4175	3.45	0.72	2.6	6.0	35.6	55.9
23. My school/department focuses on continuous improvement through evidence-based decision-making.	4145	3.41	0.69	1.9	5.6	41.7	50.8
24. I am provided with what I need to do my job given the limits on Division resources.	4169	3.30	0.73	2.6	8.6	44.8	44.0
25. My school/department expects me to participate in professional learning or training opportunities.	4178	3.53	0.62	1.2	3.0	37.7	58.1
26. School/department-provided professional learning or training opportunities are useful to me.	4173	3.30	0.76	2.9	9.6	41.9	45.6
27. Division-provided professional learning or training opportunities are useful to me.	4170	3.17	0.84	4.9	13.4	41.4	40.3
28. I am aware of the Division Plan for Continuous Growth for this school year.	4160	3.38	0.69	1.7	7.0	42.7	48.6
29. I read the communications from the Division (e.g., emails, WAGs).	4187	3.42	0.68	1.8	5.6	41.7	50.9
30. My school/department provides me with the information I need in order to do my job.	4179	3.46	0.64	1.3	4.3	41.9	52.5
31. My school/department/site provides me with opportunities to build my foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	4160	3.43	0.68	1.7	5.4	41.1	51.8
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	4149	3.46	0.63	1.3	3.7	43.0	52.1
33. Overall, my school/department is a good place to work.	4198	3.56	0.65	1.9	3.1	31.8	63.1
34. Overall, the Division is a good place to work.	4192	3.46	0.67	1.9	4.4	39.6	54.0

APPENDIX B

ECSD SYSTEMS EXCELLENCE SURVEY RESULTS 2025/2026 SCHOOL YEAR

- **TABLE 1(B): DIVISION STAFF - DICHOTOMOUS PERCENTAGES**

EDMONTON CATHOLIC SCHOOLS

Table 1(B): Division Staff - Dichotomous Percentages

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
1. I have opportunities to participate in religious celebrations at my school/department/site.	4189	1.98	0.14	2.1	97.9
2. I have opportunities to pray regularly at my school/site.	4179	1.98	0.15	2.2	97.8
3. My school/department/site creates and promotes a working environment that is grounded in the Catholic faith.	4188	1.97	0.17	2.8	97.2
4. My school/department promotes an environment that is reflective of the Respect in the Workplace Administrative Procedure.	4156	1.95	0.22	5.0	95.0
5. My school/department expects staff to show respect for people of all faiths, cultures, backgrounds, and experiences.	4194	1.98	0.15	2.4	97.6
6. I contribute as a team member in my school/department.	4182	1.98	0.14	2.1	97.9
7. Our staff works as a team in my school/department.	4187	1.94	0.25	6.5	93.5
8. I have opportunities to voice my opinions and concerns at my school/department.	4180	1.91	0.28	8.6	91.4
9. My unique gifts and talents are recognized and celebrated at my school/site.	4164	1.90	0.30	10.1	89.9
10. Conflict management in my school/department is handled using a respectful approach.	4164	1.92	0.26	7.6	92.4
11. I can go to my principal/supervisor if I feel like I need support.	4191	1.92	0.27	7.7	92.3
12. I have someone at my school/department that I can talk to if I feel like I need support.	4174	1.95	0.21	4.7	95.3
13. My school/department is implementing the strategies and actions as outlined in the Equity, Diversity, Inclusion & Anti-Racism Strategic Plan.	4157	1.95	0.21	4.5	95.5
14. My school/site promotes a psychologically safe working environment.	4174	1.91	0.28	8.6	91.4
15. I am aware of the Division's Occupational Health and Safety Procedures.	4174	1.96	0.19	3.9	96.1
16. My school/site building is a safe and well-maintained facility.	4166	1.92	0.28	8.4	91.6
17. I know where to find the tools and resources provided by the Division to help me manage my wellness (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4185	1.95	0.21	4.6	95.4
18. The tools and resources provided by the Division to help me manage my wellness are valuable to me (e.g., Staff Wellness SharePoint site, Wellness Newsletter, Employee & Family Assistance Program).	4173	1.89	0.31	10.7	89.3
19. My school/department/site provides me with opportunities to participate in social justice activities (e.g., donations, collections, service opportunities).	4152	1.95	0.21	4.6	95.4

Table 1(B): Division Staff - Dichotomous Percentages...continued

Scale: 1 to 2				Percentages	
Statement	N	Mean	Std. Dev.	Disagreement (1)	Agreement (2)
20. I have opportunities for a voice into decisions that affect my job at my school/department.	4144	1.86	0.35	13.9	86.1
21. My principal/supervisor provides me with feedback to help me improve my work.	4162	1.91	0.29	9.4	90.6
22. My contributions to my school/department are acknowledged and appreciated by my principal/supervisor.	4175	1.91	0.28	8.5	91.5
23. My school/department focuses on continuous improvement through evidence-based decision-making.	4145	1.92	0.26	7.5	92.5
24. I am provided with what I need to do my job given the limits on Division resources.	4169	1.89	0.32	11.2	88.8
25. My school/department expects me to participate in professional learning or training opportunities.	4178	1.96	0.20	4.2	95.8
26. School/department-provided professional learning or training opportunities are useful to me.	4173	1.87	0.33	12.5	87.5
27. Division-provided professional learning or training opportunities are useful to me.	4170	1.82	0.39	18.3	81.7
28. I am aware of the Division Plan for Continuous Growth for this school year.	4160	1.91	0.28	8.7	91.3
29. I read the communications from the Division (e.g., emails, WAGs).	4187	1.93	0.26	7.4	92.6
30. My school/department provides me with the information I need in order to do my job.	4179	1.94	0.23	5.6	94.4
31. My school/department/site provides me with opportunities to build my foundational knowledge about First Nations, Metis, and Inuit culture, history, perspectives, and experiences.	4160	1.93	0.26	7.1	92.9
32. The Division is working to advance the Truth and Reconciliation Calls to Action in our schools and departments.	4149	1.95	0.22	5.0	95.0
33. Overall, my school/department is a good place to work.	4198	1.95	0.22	5.0	95.0
34. Overall, the Division is a good place to work.	4192	1.94	0.24	6.3	93.7

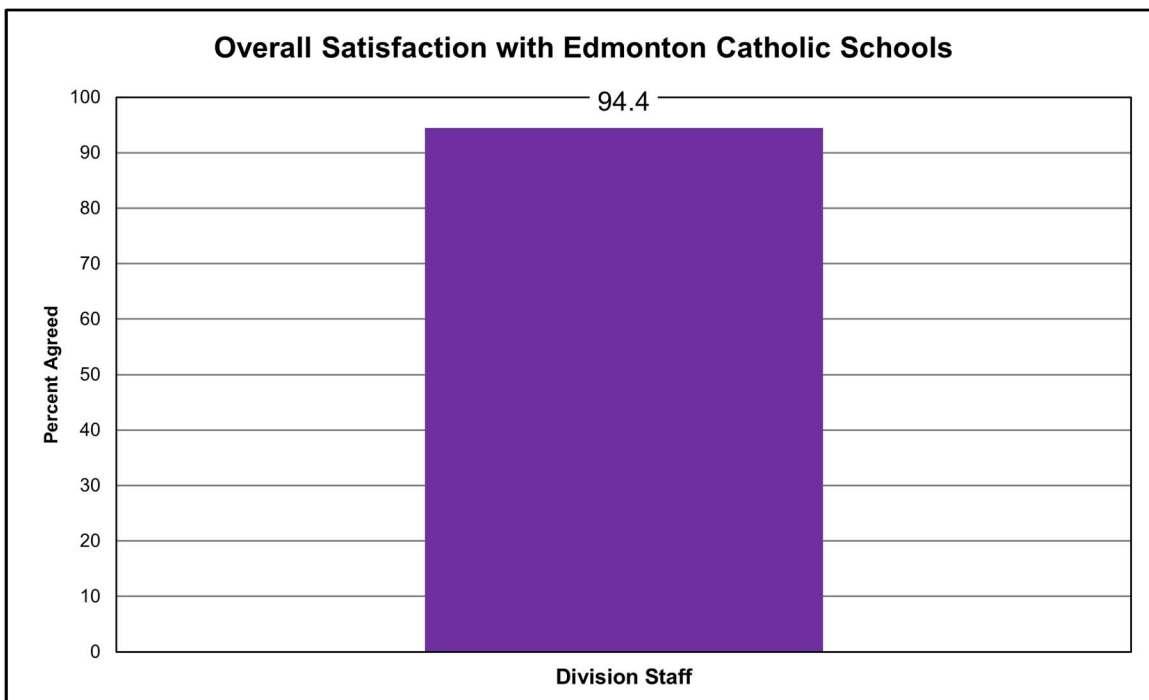


Edmonton Catholic Schools ECSD Systems Excellence Survey Highlights 2025/2026

The Edmonton Catholic School Division (ECSD) is pleased to present the ECSD Systems Excellence Survey Results 2025/2026. Division staff from all schools and all departments within ECSD were invited to participate in the survey. The details of the results are available in the ECSD Systems Excellence Survey Results Report 2025/2026.

Overall Satisfaction Survey Items for 2025/2026:

- Division Staff – Overall, their school/department is a good place to work (**95.0%**)
- Division Staff – Overall, the Division is a good place to work (**93.7%**)



Survey Themes:

Edmonton Catholic Schools also grouped the individual survey items into themes.

Top Performing Themes for 2025/2026

- Division Staff – Catholic Identity (**97.1%**)
- Division Staff – Overall Satisfaction with Edmonton Catholic Schools (**94.4%**)
- Division Staff – Foundational Knowledge about First Nations, Metis, and Inuit (**93.9%**)
- Division Staff – Workplace Culture (**93.8%**)
- Division Staff – Wellness (**92.9%**)
- Division Staff – Promoting Diversity (**92.7%**)
- Division Staff – Information and Resources (**92.6%**)
- Division Staff – Staff Engagement (**92.2%**)
- Division Staff – Facilities (**91.6%**)
- Division Staff – Professional Learning and Improvement (**89.6%**)

ECSD Systems Excellence Survey Themes 2025/2026 Satisfaction/Agreement Percentages

Theme	Division Staff (%)
Catholic Identity	97.1
Wellness	92.9
Workplace Culture	93.8
Promoting Diversity	92.7
Foundational Knowledge about First Nations, Metis, and Inuit	93.9
Staff Engagement	92.2
Information and Resources	92.6
Professional Learning and Improvement	89.6
Facilities	91.6
Overall Satisfaction with Edmonton Catholic Schools	94.4

Overall, high rates of satisfaction/agreement were reported by Division staff.



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting

3.3

Date: June 17, 2026

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Joe Naccarato, Superintendent, Student Services

Re: **Accountability Report – Truth and Reconciliation, June 2026**

Background:

The release of the Truth and Reconciliation Commission Calls to Action represented an important national milestone in advancing reconciliation across Canada. For the Edmonton Catholic School Division (ECSD), however, this work did not begin with the Truth and Reconciliation Commission. Rather, the Calls to Action affirmed and strengthened a long-standing commitment to supporting Indigenous peoples, building meaningful relationships, and fostering greater understanding of the truths surrounding Canada's historical treatment of Indigenous communities. ECSD's response to the Truth and Reconciliation Commission Calls to Action has been part of a broader and continuing journey—one grounded in relationships, guided by Indigenous voices, and built upon years of intentional work toward reconciliation.

This work directly addresses Edmonton Catholic School Division's Goal O1: Students, staff, and educational and community partners will work together for our common good.

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

Recommendation:

That based on the evidence provided in the June Accountability Report 2025- 2026, the Board of Trustees determines that the following Quality Indicators have been met, as per Board Policy 12 - Appendix B, relative to the current evaluation period:

- QI 2.1 *Conducts an analysis of student success and ensures school principals develop action plans to address concerns*
- QI 3.1 *Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment*
- QI 3.2 *Ensures that a continuum of supports and services are available to address the needs of students in their growth and achievement*
- QI 5.3 *Fosters high standards of instruction and professional improvement (Teaching Quality Standard)*

Attachment:

- Accountability Report Truth and Reconciliation June 2026

Accountability Report

Truth and Reconciliation

June 2026



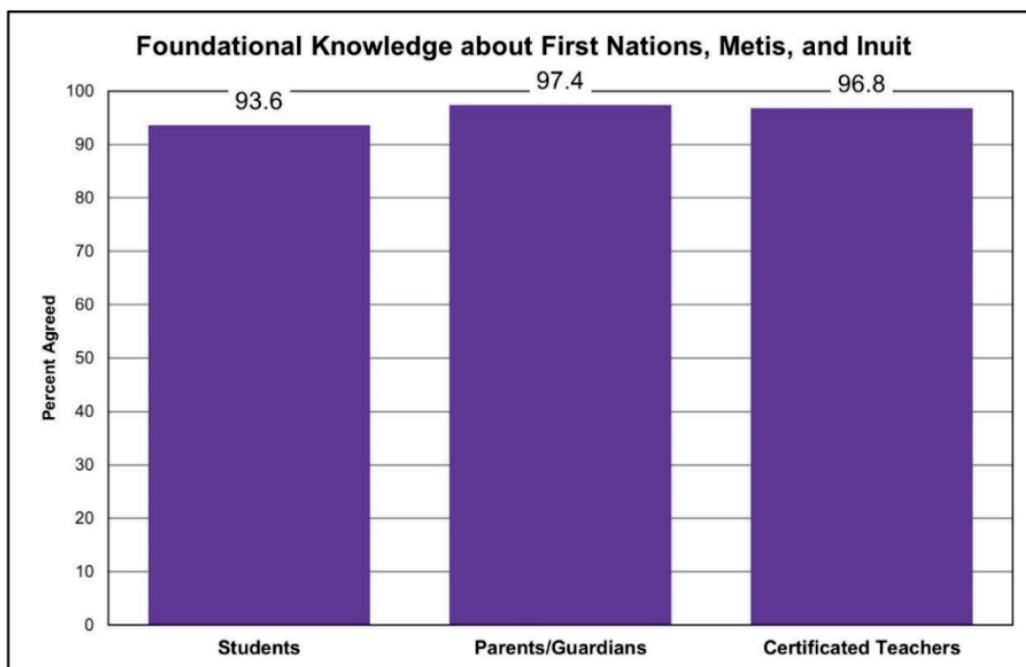
Student Services

Indigenous Learning Services



The release of the Truth and Reconciliation Commission Calls to Action represented an important national milestone in advancing reconciliation across Canada. However, for the Edmonton Catholic School Division (ECSD), this work did not begin with the Truth and Reconciliation Commission. Rather, the Calls to Action affirmed and strengthened a long-standing commitment to supporting Indigenous peoples, building meaningful relationships, and fostering greater understanding of the truths surrounding Canada's historical treatment of Indigenous communities. ECSD's response to the Truth and Reconciliation Commission Calls to Action has been part of a broader and continuing journey—one grounded in relationships, guided by Indigenous voices, and built upon years of intentional work toward reconciliation.

The Edmonton Catholic School Division conducted the ECSD Annual Survey from January 5 to January 23, 2026, to engage students, parents/guardians, and certificated teachers with respect to the quality of Catholic Education provided. Regarding Foundational Knowledge about First Nations, Métis, and Inuit, we are extremely proud of the of the results below which indicate the success of this intentional work being done by Student Services and the Department of Indigenous Learning Services.





Although we are extremely proud of the results of the Satisfaction Survey results from this year and years past, we recognize that reconciliation is an ongoing journey, and Student Services and Indigenous Learning Services remain committed to continually learning, improving, and moving this work forward.

The Truth and Reconciliation Commission's Call to Action #63 calls upon the public education system to develop and implement curriculum, share best practices, build student capacity, and identify related teacher training needs. Alberta's Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), and Superintendent Quality Standard (SQS) focus on building foundational knowledge, creating and sustaining relationships, and career-long learning relating to Truth and Reconciliation and Indigenous Education. Division Goals also outline a focus on building capacity, foundational knowledge, and the TRC's Calls to Action.

The entire Indigenous Learning Services (ILS) department is responsible for guiding our Division along the journey of Truth and Reconciliation. This includes the work of the Council of Elders, Manager, Knowledge Keeper, Braided Journeys Supervisor and staff, the staff of the Nehiyaw Pimatisiwin Cree Language and Culture programs, Indigenous Education Consultants, and Four Directions Wellness leaders.

This report will focus on the Truth and Reconciliation portfolio lead by the Truth and Reconciliation Consultant. This portfolio includes:

- Guiding our Truth and Reconciliation Lead Teachers
- Providing Gathering Circle support and resources
- Providing accurate information, resources and links about opportunities to build Foundational Knowledge and bring meaningful experiences into our schools and classrooms
- Communicating through the Week at a Glance, the numerous opportunities available to all staff to build Foundational Knowledge both within our Division and throughout the Indigenous community





Truth and Reconciliation Lead Teachers

The Truth and Reconciliation Lead Teacher champions the integration of Indigenous perspectives, histories, and ways of knowing into school culture, curriculum, and pedagogy. This role supports staff and students in deepening their understanding of the Truth and Reconciliation Commission's Calls to Action creating learning environments that honour Indigenous voices and experiences. Each site is encouraged to build capacity through site-based resource acquisition, ongoing Professional Development, and building relationships with local Elders, Knowledge Keepers, cultural advisors, and organizations.

Key Responsibilities:

- Support Indigenous students in achieving personal, emotional, spiritual, mental, physical, and academic success
- Lead school-wide initiatives that support the implementation of the Truth and Reconciliation Commission's Calls to Action
- Support teachers in embedding Indigenous content and perspectives across subject areas
- Facilitate professional learning for staff on Indigenous education, cultural safety, and anti-racism
- Build relationships with local Indigenous communities, Elders, and Knowledge Keepers to support authentic learning experiences
- Organize cultural events, land-based learning opportunities, and student-led reconciliation projects
- Provide opportunities for family engagement

Aligning with the Teaching Quality Standard (TQS):

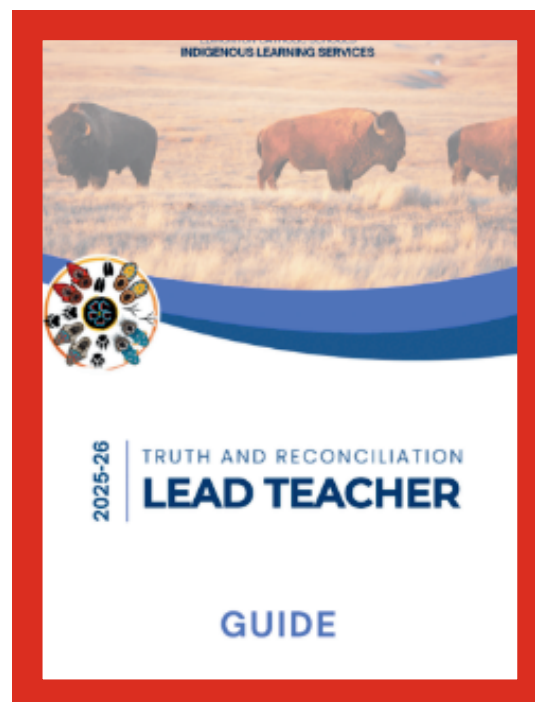
- **Fostering Effective Relationships:** Builds respectful, inclusive relationships with students, staff, families, and Indigenous communities
- **Engaging in Career-Long Learning:** Models a commitment to ongoing professional growth in Indigenous education and reconciliation
- **Demonstrating a Professional Body of Knowledge:** Applies deep understanding of Indigenous histories, cultures, and pedagogies in instructional leadership
- **Establishing Inclusive Learning Environments:** Creates safe, welcoming spaces that reflect and respect Indigenous identities and worldviews
- **Applying Foundational Knowledge about First Nations, Métis and Inuit:** Demonstrates and supports the application of foundational knowledge to benefit all students

“We are blessed to have a Braided Journeys program on site focusing on our Indigenous students, but the support we receive as Truth and Reconciliation leads has been instrumental in helping the rest of our student population make connections between Indigenous teachings and their own lives, demonstrating both empathy and critical thinking. Non-Indigenous students are showing greater openness to diverse worldviews, while Indigenous students are seeing their identities more meaningfully reflected and honoured. Both students and staff have been involved in creating and sharing personal land acknowledgements which has been very powerful for our community. This work continues to guide our school forward in living out Truth and Reconciliation in authentic and impactful ways.”



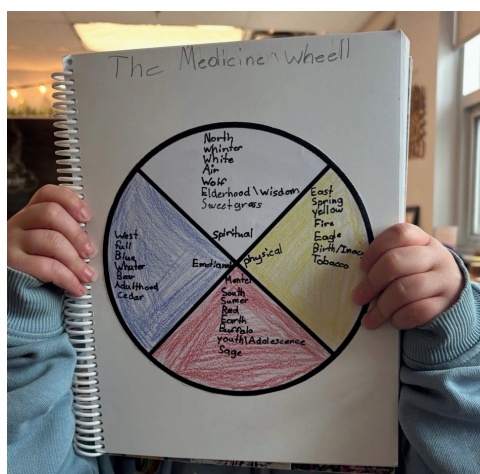
The Truth and Reconciliation Consultant provides support for these important leaders at the school site, through weekly emails, professional learning sessions and resource development.

The Truth and Reconciliation Lead Teacher Guide contains information about the First Nations, Métis and Inuit Grant, Self-Identification, Guidelines for Inviting Elders, Knowledge Keepers and Performers, Parent Engagement, Gifting and Honouraria information, sample letters to parents, as well as valuable information about Indigenous events that could be held school wide.



This year's professional learning sessions included:

- Orange Shirt Day Idea Share
- Strategies to support meaningful Truth-telling and Reconciliation in classrooms and schools
- The introduction of the new Gathering Circle Handbook 2025-2026
- Beyond Land Acknowledgements
- Treaty Education with Spirit and Intent
- Honoring Identity and Voice
- Sacred Medicines
- Indigenous People's Experience
- Preparation for National Indigenous Month
- Planning template for school teams to plan for the upcoming year



"As a Truth and Reconciliation Lead teacher within our district, I feel supported by Indigenous Learning Services staff as I continue to develop my own foundational knowledge about Indigenous peoples and look forward to using that to bring schoolwide activities to my school community, like recognizing National Indigenous History Month in June of each year. Professional Development that I have attended has been instrumental in widening my understanding of Indigenous issues and allowed me to reflect on my role as a non-Indigenous ally within Truth and Reconciliation. I am proud of the actions that Edmonton Catholic Schools has taken to support our school staff and our many our Indigenous students."

Truth and Reconciliation Lead Teacher

The Indigenous Leads Planning Guide was developed to guide Truth and Reconciliation Lead Teachers, with their administration teams, in reflection of this year and goal setting and planning steps for success for next year. It asks basic questions such as:

- Have you had a Blanket Exercise in the past 5 years? For staff? For Students?
- Do you have a dedicated space for smudging? Have you had a PD for staff teachings?
- Indigenizing spaces; Do you have a Treaty 6 Acknowledgement Canvas/Poster displayed at every entrance and personal land acknowledgment at meetings? Do you have 3 big flags displayed? Treaty 6, Metis, & Inuit Flags. What more can be done?
- Have you reviewed student data in PowerSchool for self-identification, achievement, attendance, wellbeing, tiered supports?
- Do you have time in staff meetings to share? Do you have a year plan for your school?
- Programming for Indigenous Students – has there been opportunities for Gathering Circles, Wellness Circles, Braided Journeys, or Bridging Futures?
- Calls to Action – What is your whole school Call to Action commitment? Is it part of your School Development Plan?

“...In addition to the rich classroom resources, the creation of easily accessible handbooks—including those for gathering circles, roles and responsibilities of the lead teacher, and other essential guidance—has been incredibly valuable. These documents have offered clarity, consistency, and confidence in my role, and they have supported our school in building practices that honour Indigenous ways of knowing.

The shared Google Classroom has also become a great tool for inspiration, and collaboration. Having a centralized space where lead teachers can access, share, and distribute resources has made collaboration more efficient and has ensured that all schools benefit equitably from the work being done across the division.

Professional development opportunities offered by ILS this year have been thoughtful, relevant, and clearly shaped by teacher feedback. These sessions have deepened my understanding and expanded my capacity to support both Indigenous and non-Indigenous students in meaningful learning. ...”

Truth and Reconciliation Lead Teacher

Beginning of the Year Reflection: Where is your school on the journey of Truth and Reconciliation toward the weaving in of Indigenous ways of knowing and being? Use the graphic below to consider your school's current journey.

→ Staff that have been a part of the last three years engaging in professional learning are **Getting Closer**. New staff are more **On the Road**.

SEED	SPROUT	SAPLING	TREE
1	2	3	4
Just Beginning	On the Road	Getting Closer	We're there!

- Staff feel they have personal foundational knowledge of Indigenous perspectives.
- Instruction and materials across the school reflect Indigenous ways of knowing and being.
- School and classroom environments reflect Indigenous culture.
- Elders and Knowledge Keepers are a part of the school and invited into classes.



The Indigenous Learning Services Department, including the Truth and Reconciliation Consultant, work to ensure that meaningful learning opportunities are accessible to all division staff at both the division and school levels. Some of these professional learning opportunities include:

- Blanket Exercise
- Land Acknowledgements
- Building Foundational Knowledge and Allyship in support of the TQS
- Honoring Indigenous Perspectives: Exploring Worldviews in Education
- Becoming Indigenous Trauma Informed
- Sacred Teaching: Understanding Smudging, Medicines and the Medicine Wheel

“Indigenous Learning Services plays a vital role in advancing Truth and Reconciliation by providing meaningful opportunities for professional growth and cultural learning through professional development sessions, gathering circles, and land-based experiences. In my role as a lead teacher, I support this work by engaging deeply in these opportunities and bringing that knowledge back to my school community, where it informs and strengthens our collective practice. While this is one contribution within a larger movement, it is an important step in embedding reconciliation into everyday learning.

The impact of this work is evident across our school community. Students experience a strong sense of pride and belonging when their cultures and traditions are recognized and celebrated. Through opportunities such as traditional dancing, storytelling, and preparing traditional foods, students are empowered to share their identities and talents. This not only enhances student engagement but also fosters a more inclusive and connected school environment where community is actively built and sustained.

We recognize that the work of Truth and Reconciliation is ongoing. At the school level, we contribute by creating space for meaningful dialogue and reflection around important events such as Every Child Matters and Red Dress Day. These moments of learning and remembrance encourage awareness, empathy, and continued commitment to reconciliation among students and staff. Our school is committed to embedding Indigenous perspectives and practices into daily learning. We provide opportunities for students and staff to participate in smudging within our sacred space and collaborate closely with community members and Elders who enrich our school through ceremonies and shared knowledge. Practices such as land acknowledgements, singing the national anthem in Cree, and incorporating Cree language and prayer into our routines reflect our dedication to honoring Indigenous cultures in authentic and ongoing ways.

Through these collective efforts, we are fostering a school environment grounded in respect, inclusion, and cultural understanding, contributing meaningfully to the broader journey of Truth and Reconciliation.”

Truth and Reconciliation Lead Teacher





Gathering Circles

Gathering Circle for K-6/ Wellness Circle for 7-12

Indigenous student gatherings are intended to be safe spaces where students can celebrate their identity, have fun, and take on a leadership role within their school community. The group may be hosted by a Truth and Reconciliation Lead Teacher and/or other interested staff members at your school site. It is helpful to have more than one staff coordinator to reduce the workload of a single individual. It is recommended to keep the meetings consistent as the intent is to build supportive relationships with students and for them to connect with each other. This is also a wonderful opportunity to invite parents into the school to share cultural knowledge and build a relationship with staff. Activities that can be incorporated into meetings:



Emotional and Physical Wellness:

- Sharing circles with Elders or Knowledge Keepers
- Journaling or storytelling sessions focused on identity and resilience
- Peer mentorship and team building games
- Art therapy through traditional crafts (e.g., beading, painting, or drum-making)
- Land-based activities like nature walks and talks
- Indigenous games
- Healthy cooking workshops and nutrition talks
- Pow-wow dance aerobics

Mental & Spiritual Wellness:

- Invite Knowledge Keepers to share smudge teachings
- Invite Four Directions staff to share Medicine Wheel teachings
- Goal-setting and leadership development sessions
- Inspirational films and guest speakers



Recommended Field Trips:

- Grade 7 and Grade 10 Welcome Excursions
- Volunteering (i.e food bank, local parish, senior centre)
- Post-secondary Days (Connect with Indigenous Student Centre)
- Career Days (As posted on Indigenous Learning SWAG)
- Telus World of Science (funding available for Indigenous patrons)
- INIW River Lot 1100 Indigenous Art Park (Land-based Learning)
- Royal Alberta Museum (free for Indigenous patrons)
- Fort Edmonton Park (free for Indigenous patrons)
- Transition to Ten Days (Hosted by Braided Journeys schools)
- Four Directions Junior High Symposium (Hosted by ILS)



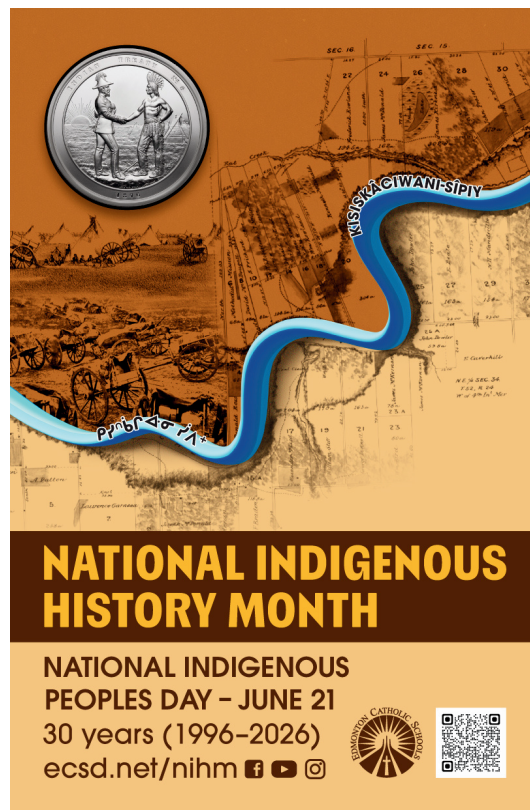
Whole School Initiatives

While it is essential that teachers and all staff continue learning about the Truth and Reconciliation Calls to Action, the most important work happens when this knowledge is brought meaningfully into our schools and classrooms. Our responsibility is not only to deepen our own understanding, but also to ensure that students – both Indigenous and non-Indigenous – engage with these teachings in ways that build awareness, respect, and relationships. By embedding this learning into everyday school experiences, we help create communities grounded in truth, reconciliation, and shared understanding. The Truth and Reconciliation Consultant supports the following school initiatives:

- Smudging Guidelines and Supports
- Gathering Circles for K – 6/Wellness Circles for 7 – 12
- Orange Shirt Day
- Remembrance Day
- Rock Your Mocs
- Métis Week
- Missing & Murdered Indigenous Women, Girls and Two Spirit Plus People
- Indigenous Youth Wellness Symposium
- National Ribbon Skirt Day
- National Indigenous History Month



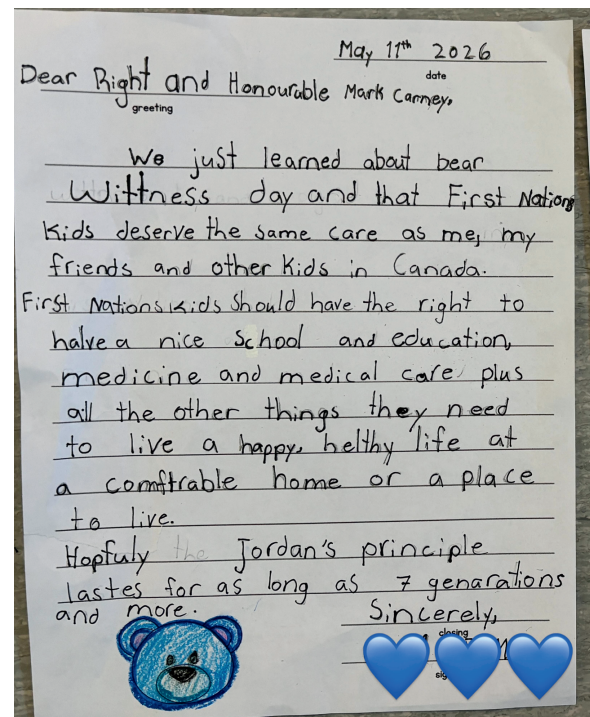
Student, Mary Bigcharles was selected as an honoree in the National Truth and Reconciliation 'Imagine a Canada' contest. She was incredibly proud to share her experience with her school community, and will be attending the conference in Winnipeg. This recognition is a powerful affirmation of her voice, her story, and the importance of creating spaces where Indigenous students feel seen and celebrated.






“Our professional development, resources, and Gathering/Wellness Circles have strengthened communities of belonging, encouraging students to act with kindness and stand up for others. Students now lead peer support initiatives, showing increased empathy and responsibility. Through Land Acknowledgments, smudging ceremonies, and discussions about Indigenous Medicines, we are advancing Truth and Reconciliation while inspiring both Indigenous and non-Indigenous students to embrace diverse worldviews. Inspired by these experiences, we plan to create medicinal gardens in our courtyard, giving students a tangible way to honour Indigenous knowledge and continue building a safe, inclusive, and respectful school community.”

Truth and Reconciliation Lead Teacher




Communication to Division Staff

Each week, through the Week at a Glance, the Truth and Reconciliation Consultant ensures that Division staff receive information and opportunities to advance their Foundational Knowledge.



Imagine a Canada - NCTR

The Imagine a Canada program invites Canadian youth from K-G12 and CÉGEP to envision a Canada reconciled. Youth who participate in the art and essay stream can submit an art piece, essay, or other representation to express their vision of a reconciled Canada and what they hope others will learn from their submission. Up



Indigenous Learning Services Presents
Wayi Wah! Book Club

Register here!

Open to all ECSD Staff!

ECSD EVENTS: Digital

In this practical and insightful book, you will have the opportunity to learn, reflect, and take action for reconciliation. Our gatherings will take place on Teams from October 22, October 29, November 5, and December 3.

Upon registration, you will be sent a copy of *Wayi Wah! An Act for Reconciliation and Anti-Racist Education*. We ask that, in the spirit of reciprocity, you commit to attending meetings as an active member of our learning community.



Indigenous Learning Services Presents
INDIGENOUS KNOWLEDGE AND CURRICULUM (K-6)

Join us on Teams on select Tuesdays (3:30-3:50) to help you accurately and respectfully address Indigenous-specific KUSPs in your classroom. All K-6 teachers are invited to attend!

Register today at events.ecsd.net

October 7 Introduction/Q & A
October 14 Terminology and Worldviews
October 21 Pedagogies and Environment
October 28 Resource Selection

Questions? Email Shannon.Louis@ecsd.net



Edmonton Catholic Schools - Indigenous Learning Services
YOUR DIRECTIONS WELLNESS PRESENTS
Indigenous Youth WELLNESS SYMPOSIUM

Junior High | Grades 7-9
MARCH 26, 2026
9:00 AM - 2:00 PM
Lumen Christi Catholic Education Centre

We are thrilled to host and invite Indigenous students, within the Edmonton Catholic School Division, from grades 7-9 to share, learn and participate in inspirational, health and cultural experiences!

Wellness and cultural sessions are facilitated by Indigenous speakers on topics that support holistic health among Indigenous Youth.

ENTER TO WIN A CHROMEBOOK OR OTHER PRIZES!

- Door Prizes!
- Draw for a Brand New Chromebook
- Lunch Provided!
- FREE to attend!

For more information contact Donna Large, Four Directions Wellness Specialist at Donna.Large@ecsd.net

Professional Learning Opportunity Two Worlds Approach to Introductions:

March 12 1:00-2:30 This professional learning session explores how language, culture, worldview, and communication styles influence interactions with Indigenous Peoples. Participants will develop a deeper awareness of how historical context, cultural protocols, and traditions shape meaning, interpretation, and relationships in conversation. This session will provide participants knowledge on: how Indigenous and mainstream ideologies of introductions vary; how introductions are connected to identity; how to assist Indigenous students to explore their Two Worlds Introduction (age appropriately); how to create your own introduction based on positionality; what is Indigenous self-identification versus legal/political status.

[ECSD EVENTS: Event Registration](#)

Are you curious about how Indigenous knowledge relates to AI? AI lacks spirit which means, from Indigenous perspectives, it is not an appropriate tool for creating prayers or land acknowledgments. Imagery generated by AI is also problematic, as it often relies on outdated and inaccurate stereotypes of First Nations, Métis, and Inuit. To learn more about digital colonialism, check out this article: <https://theconversation.com/digital-colonialism-how-ai-companies-are-following-the-playbook-of-empire-269285>

Braided Journeys staff provide individual and group programs to increase school engagement, cultivate a sense of belonging, build mastery, share generosity, and encourage independence. Students can gather to study, pray, learn, create, and support one another in a culturally safe space. Visit the SharePoint [BRAIDED JOURNEYS](#) to learn more.

Orange Shirt Day Curricular Resources Visit the ECSD SharePoint to learn more about, and find resources regarding, the tragic and painful history and legacy of residential schools which remain a vital component of the reconciliation process.

PROFESSIONAL GROWTH

Teachers/Staff may choose to focus their professional growth this year on learning about the history of Edmonton (amiskwaciwāskahikan) and our shared responsibilities as Treaty 6 people. It is not just about reading a land acknowledgement; it is more about acknowledging the land we live on. This goal invites educators to explore the local connections to this land, deepen understanding of the histories of Edmonton and area, and participate in meaningful learning opportunities such as land-based exploration in the River Valley or visiting the Indigenous Peoples Experience at Fort Edmonton Park. By building this knowledge and taking the Land Acknowledgement Professional Learning, teachers can strengthen their classroom practice, create more intentional land acknowledgements, and support yourself and students in learning accurate and respectful Treaty 6 and Indigenous histories. It is a way forward or next steps in Truth and Reconciliation, Calls to Actions.

Trail Tales: Looking for a versatile way to improve indigenous winter storytelling, physical activity and improve literacy at your school?

The indigenous Truth and Reconciliation consultant has created some storyboard kits called Trail Tales to place along the school grounds to be read during outdoor learning classes to promote physical literacy.

Trail Tales was adopted as an initiative with Ever Active Schools Physical Literacy Mentorship project and has other books as well.

Talk to your schools TRUTH AND RECONCILIATION LEAD TEACHER or contact Tess tess.cossey@ecsd.net to book your Trail Tail Kit. Some sample lessons will be available to the lead teachers from Tess.

The work being undertaken across Edmonton Catholic School Division demonstrates a meaningful commitment to advancing the Truth and Reconciliation Commission's Calls to Action through learning, reflection, relationship-building, and action. The Indigenous Learning Services team continues to play a vital role in supporting students, staff, schools, and communities in deepening understanding of Indigenous histories, perspectives, and ways of knowing.

We are proud of the collective efforts and accomplishments of the entire Indigenous Learning Services team, whose dedication and leadership continue to foster growth and meaningful change throughout the division. We celebrate the work of the Council of Elders, Manager, Knowledge Keeper, Braided Journeys Supervisor and staff, staff Nehiyaw Pimatisiwin Cree Language and Culture programs, the Indigenous Education Consultants, and Four Directions Wellness leaders. We also recognize the guidance and support provided by the Truth and Reconciliation Consultant that has helped empower school communities to engage in meaningful, site-based work that reflects the unique needs and journeys of their students and staff. Through collaboration with school leaders and educators, important work is taking place across school sites to encourage authentic engagement, respectful dialogue, and ongoing learning connected to reconciliation.

At the same time, we recognize that reconciliation is not a destination, but an ongoing journey. While we are proud of the progress being made, there is still important work ahead as we continue to listen, learn, build relationships, and respond to the Calls to Action in thoughtful and meaningful ways. Together, we remain committed to creating learning environments where Indigenous voices, cultures, and histories are honoured and respected for generations to come.





EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **4.1**

Date: June 17, 2026

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **May 2026 Board Chair Report on #ECSDfaithinspires**

As another school year draws to a close, we as Trustees find ourselves reflecting on the many moments that have defined this year across Edmonton Catholic Schools. From the excitement of the first day of school to the celebrations of graduation and year-end events, this has been a year marked by growth, learning, faith, and community.

Every day, the Board has the privilege of witnessing the impact of Catholic education through our students' achievements, talents, and acts of service. They remind us of the importance of the work we do together to support them. June provided many opportunities to celebrate our shared community, including significant school milestones, inspiring All-City Choir and Band performances, and Indigenous History Month. Together, these moments highlighted the strength of our Catholic learning community and our commitment to ensuring every student feels welcomed, valued, and connected.

On behalf of the Board of Trustees, I would like to extend our sincere thanks to the parents and guardians who entrust us with their children each day. Your partnership, encouragement, and involvement are essential to student success, and we are grateful for the role you play in fostering strong school communities.

I would also like to recognize our staff for their unwavering dedication and commitment. Our teachers, educational assistants, support staff, school leaders, and central services teams work tirelessly to create welcoming, faith-filled environments where students can learn, grow, and thrive. Your care, professionalism, and commitment to Catholic education make a lasting difference in the lives of students and families.

As we celebrate the achievements of this year, we also look ahead with hope and anticipation for the opportunities that await us in the coming school year. Together, we continue to build vibrant Catholic learning communities where every student is known, valued, and inspired to reach their God-given potential.

As summer begins, I hope you find time to rest, recharge, and enjoy meaningful moments with family and friends. May the weeks ahead bring renewal, joy, and many opportunities to create lasting memories. On behalf of the Board of Trustees, I wish all of our students, families, staff, and community partners a safe, happy, and blessed summer.

Attached is a summary of meetings, events, and activities undertaken in my role as Board Chair since my last report. This summary does not include those meetings and events that I attended as a Trustee representing my Ward.

Recommendation:

That the Board of Trustees acknowledges receipt of the **June 2026 Board Chair Report on #ECSDfaithinspires** for information purposes.

June 2026 Board Chair Report on #ECSDfaithinspires**Summary of Meetings, Events, and Activities****Meetings and Events:**

- Attended Alberta Youth Theatre Collective 4th Annual Gala with Chief Superintendent
- Attended tour of the Stollery Children's Hospital with Board of Trustees and Chief Superintendent
- Attended site blessing for St. Patrick Catholic Elementary/Junior High School with Board of Trustees and Chief Superintendent
- Attended Edmonton Catholic Schools' High School Anthology with Board of Trustees
- Attended Board Self-Evaluation Workshop with Board of Trustees
- Attended Edmonton Catholic Schools Foundation meeting
- Attended St. Vincent Catholic Elementary Playground Grand Opening with Board of Trustees
- Attended Edmonton Catholic Teachers' Local 54 Retirement Mass & Reception
- Attended school tour on complex classrooms with the Ministry and Chief Superintendent
- Attended meeting with Minister of Children and Family Services Searle Turton and Chief Superintendent
- Attended STEM Night at the Zoo Board of Trustees
- Attended the 2026 Woodall Cup with Board of Trustees
- Attended the Edmonton Catholic Schools' Spanish Language Award Ceremony Board of Trustees and Chief Superintendent
- Attended ECSD All-City Band Spring Concert with Board of Trustees and Chief Superintendent
- Attended Alberta School Boards Association Spring General Meeting with Board of Trustees and Chief Superintendent
- Attended meeting with Metro Chairs
- Attended virtual meeting with ASBA and Board Chairs
- Attended virtual meetings and briefings with Chief Superintendent, Administration, and Board of Trustees
- Attended virtual agenda setting meetings with Vice-Chair
- Attended Public, Governance, and Audit and Finance meetings with the Board of Trustees

Activities:

- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

June 17, 2026 Public Board Meeting **4.2**

Date: June 17, 2026

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **Chief Superintendent's Report on #ECSDfaithinspires – June 2026**

Background:

The 2025-2026 school year has been one which is marked with great hope. Our Division theme for the year, People of Hope, has served as an important hallmark for us all. This month brings many opportunities for celebration for the students and staff of Edmonton Catholic Schools as they look back on their accomplishments and growth. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings in our Division as they relate to the framework of our Division Priorities: Living Our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities can be explored more fully on ecsd.net under our Division Plan for Continuous Growth 2023-2026 (Year 3).

Living Our Faith

- Our schools are engaging in various celebrations this month as they mark transitions for students who are moving on to the next stage of their lives and give thanks to God for a successful year of growth and development.
- We have held site blessings for two of our new schools: St. Genevieve and St. Patrick Catholic Schools. This time-honoured tradition sees us pray for those who will build our new school communities, both literally and figuratively.

Learning Excellence

- Hundreds of athletes from Edmonton and surrounding areas gathered for the [Metro Athletics Unified Jamboree](#). Unified Sports, a Special Olympics program, brings students of all abilities together to train and compete as a team.
- The [ECSD Hockey Showcase](#) brought together 650 student-athletes from Grades 3-12 across our six Hockey Academies. Throughout the three-day event, the talent, commitment, and energy of our students were on full display.
- [ECSD's All-City Spring Concert](#) brought together student voices from across ECSD for an inspiring performance. It was also a chance to celebrate two major successes at the Alberta Provincial Music Festival: First Place, Grades 7-9: All-City Junior High Choir, and Second Place, Grades 10-12: Archbishop MacDonald Concert Choir. A strong showing for Edmonton Catholic Schools and a proud moment for our students and staff.

- Art students from Louis St. Laurent Catholic Junior/Senior High School are helping keep our community safe. As part of the [ETS “Why Wait?”](#) rail safety campaign, students in Grades 7 to 12 created original artwork encouraging pedestrians to stop, wait, and pay attention at LRT crossings. Selected designs have now been turned into permanent aluminum signs, installed along 111 Street near 40 Avenue, 43 Avenue, and Whitemud Drive.
- The 2026 High School Anthology: Rejoice in Hope features contributions from 49 students from 10 high schools across the Division. Students were asked to consider the line of scripture from the Division theme, "Rejoice in hope, be patient in suffering, persevere in prayer." (Romans, 12:12). Their responses to this theme took the form of articles, essays, short stories, poems, illustrations, scripts, and photography. This collaboration was an excellent developmental experience for our students under the guidance of our consultants and mentor teachers.

Organizational Excellence

- As we honour [National Indigenous History Month](#), our team from Indigenous Learning Services has created a highly engaging [interactive digital calendar](#) for students and staff to learn from.

Embracing Diversity

- The Division is pleased to [share a video](#) that highlights the amazing work of the Creating Communities of Belonging department as it supports schools and sites across our Division in creating environments where every student and staff member is welcomed and valued. This work is grounded in Catholic Social Teaching and our call to love and serve one another. Watch to learn more.

Recommendation:

That the Board of Trustees acknowledges receipt of the **Chief Superintendent’s Report on #ECSDfaithinspires – June 2026** for information purposes.

