



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Agenda 2024-2025

#10

Date: June 18, 2025
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 Glenn
- 1.2 Land Acknowledgement T. Harris
- 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 2025
 - 1.4.1.3 Emergency Executive Succession Plan 2025-2026
- 1.5 Minutes
 - 1.5.1 Minutes of Regular Board Meeting 9-2024-2025, May 28, 2025
 - 1.5.2 Matters Arising from the Minutes
- 1.6 Award Recognition
 - 1.6.1 ATA Council for School Leadership Distinguished Leadership L. Anderson
Award Recipients: Carmelina Shim, Heather Kaup, Lauren Hawes,
Marlene Forest-Wallace, and Nicole Falcone-Dempsey
- 1.7 Election of Father Paul Kavanagh as Archdiocesan Administrator S. Palazzo

2 Business of the Meeting

- 2.1 2024-2028 Unifor Collective Agreement L. Anderson, C. Kennerd
- 2.2 ASBA 2025 School Board Innovation & Excellence Award L. Anderson, T. Peterson
- 2.3 ASBA 2025 School Board Community Engagement Award L. Anderson, T. Peterson, J. Fiacco
- 2.4 School Resource Officer Program Update L. Anderson, R. Feehan
- 2.5 Chief Superintendent Evaluation 2024-2025 S. Palazzo
- 2.6 Board Self-Evaluation 2024-2025 S. Palazzo
- 2.7 Date for September 2025 Public Meeting L. Anderson

3 Presentation and Review of Accountability Report (s)

- 3.1 Embracing Diversity L. Anderson, T. Peterson
- 3.2 Social Justice in Edmonton Catholic Schools Report 2024-2025 L. Anderson

BOARD OF TRUSTEES

Terry Harris, Ward 71
Sandra Palazzo, Ward 72
Vacant, Ward 73

Lisa Turchansky, Ward 76
Debbie Engel, Ward 74

Alene Mutala, Ward 75
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

L. Thibert

5.2 Motion to Adjourn

BOARD OF TRUSTEES

Terry Harris, Ward 71

Sandra Palazzo, Ward 72

Vacant, Ward 73

Lisa Turchansky, Ward 76

Debbie Engel, Ward 74

Alene Mutala, Ward 75

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 18, 2025 Public Board Meeting

1.4.1.1

Date: June 18, 2025
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
Filipino Language and Culture – 9Y

The following junior high courses are up for renewal:

Course Name
EAL Academic Support 7,8,9

Course Name
Junior Achievement Company Program 9

Course Name
Knowledge & Employability Science 7

Course Name
Knowledge & Employability Social 7

Course Name
Reading Option For Literacy (ROLF) 7,8,9

Course Name
Filipino Language and Culture 9Y

Recommendation:

That the Board approves the renewal of the Elementary and Junior High Locally Developed Courses as outlined above to be implemented from September 2025 until August 2029.





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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.4.1.1

Date: June 18, 2025
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
Introduction to Artificial Intelligence 15	5 Credits (2023-2027)	LDC1026	2025-2026		2026-2027
Artificial Intelligence 25	5 Credits (2025-2027)	LDC2026	2025-2026		2026-2027
Artificial Intelligence 35	5 Credits (2025-2027)	LDC3026	2025-2026		2026-2027

Course Description:

Artificial Intelligence is a course sequence designed for students who would like to explore various facets of artificial intelligence (AI) and consider the impact of AI on individuals and society. In Artificial Intelligence, students develop skills of critical thinking and problem solving as they consider how AI tools can be used, designed and selected to effectively accomplish tasks. Students are encouraged to be creative problem solvers as they formulate ideas for tool design and future AI tools. Throughout the course sequence, students manage information as they access and synthesize information on a variety of key topics, including the history and future of AI, the interplay between AI and popular culture, AI policies and guidelines, and the impact of geopolitics on policy-making.

In Artificial Intelligence, students examine various ethical issues associated with AI, with a particular emphasis placed on the issues surrounding data, including bias, data privacy and intellectual property rights. Students also consider diverse perspectives on a variety of AI issues and synthesize their understandings to inform their own perspectives. As well, in

this course sequence students have the opportunity to consider how AI is impacting the nature of the workplace and workforce on a global scale.

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	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Beginner 15	5 Credits (2025-2029)	LDC1481	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	3 Credits (2025-2029)	LDC1482	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	5 Credits (2025-2029)	LDC1482	2025-2026		2028-2029
Academic Achievement through English Language Development 35	3 Credits (2021-2026)	LDC3149	2025-2026		2025-2026
Academic Achievement through English Language Development 35	5 Credits (2021-2026)	LDC3149	2025-2026		2025-2026

Course Description:

The primary goal of Academic Achievement through English Language Development 15, 25, 35 is to provide English Language Learners (ELLs) with the opportunity to build and extend academic language proficiency and overall communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing, representing) and across multiple subject areas. Academic language proficiency and communicative competence are fundamental to student success in school, the community, and the world at large.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Metis History and Stories 15	3 Credits (2023-2027)	LDC1873	2025-2026		2026-2027
Indigenous Art and Ceremony 25	5 Credits (2023-2027)	LDC2873	2025-2026		2026-2027
Pathways to Reconciliation 35	5 Credits (2023-2027)	LDC3873	2025-2026		2026-2027

Course Description:

All My Relations is a three-course sequence designed to build student understanding of the local Treaties and Sovereignty within the local region, alongside the history, stories, and culture of non-treaty people of the Metis Nations.

Students will begin to understand the complex history and relationships between treaty people, non-treaty people such as the Metis, and non-Indigenous settlers in Canada.



Students will then explore how these relationships are expressed through political and social commentary of contemporary art forms in comparison to the meaning and significance of traditional and historical forms of art and storytelling.

Finally, students will explore contemporary issues facing Indigenous Peoples across Canada and how these issues impact their local communities and the broader Indigenous population.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Beading (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1014	2025-2026		2026-2027

Course Description:

Why study beading? In many cultures, beading is a cultural activity that may be enjoyed by people of all ages and cultures. Beading is a universal practice that may contain important teachings specific to a culture or group of people. As a group activity beading may foster community. Many people regard beadwork as art.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Hide Preparation and Tanning 15	3 Credits (2025-2029)	LDC1171	2025-2026		2028-2029

Course Description:

Students will show an appreciation for the effectiveness of using ancient techniques and practical knowledge.

Students will show understanding that ancient technologies as practiced by the ancestors remain effective, practical and useful.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Smudging (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1015	2025-2026		2026-2027

Course Description:

Smudging: Elder Chronicles 15 is a unique course that offers a diverse study of burning incense, herbs and other ceremonial material as a way for students to develop respect for cultural rituals, and to also – through their own actions – act as a role model for his peers and community. In short, this course will study these traditions, with an eye toward Indigenous peoples of the prairies



Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Tipi Making (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1021	2025-2026		2026-2027

Course Description:

Tipi Making: Elder Chronicles 15 teaches the skills for assembling the materials, making and erecting a tipi.

By learning the fundamentals of design, how to sew, and how to assemble the parts into a whole work, students will enjoy a sense of accomplishment as they learn how to make a tipi, which is one of many forms of ancestral lodging. This course is suitable for all students in Alberta schools. Tipis are an integral part of Indigenous cultures in North America - as practical living structures, and just as important - opportunities to pass on traditions. Many Indigenous families erect tipis for recreation, alternative housing, or to showcase cultural teachings.

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Treaties and Sovereignty 15	3 Credits (2023-2027)	LDC1068	2025-2026		2026-2027

Course Description:

The course will engage students in examining the history of First Nations before the signing of treaties. This will include a review of the way of life, cultural practices, governance structure, role of Elders, family, and their relationship to other nations. Upon building a historical foundation, students will then begin examining the signing of their local numbered treaty as well as the treaty making process and the intentions of each signatory. Students will then analyze the resulting impacts of the treaty on their local First Nation including assimilation policies such as the Indian Act. Lastly, this course will examine contemporary issues including the impacts of Section 35 of Canada's Constitution and the Truth and Reconciliation Commission's Calls to Action and their relevance to First Nations self-government. This course will result in students becoming ethical citizens, aware of their treaty rights and responsibilities to one another, making them advocates to find new paths forward in reconciliation.

Recommendation:

That the Board approves the New Senior High Locally Developed Courses as outlined above to be implemented in September 2025 for the period specifically indicated for each course.





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.4.1.1

Date: June 18, 2025
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
Academic Achievement through English Language Acquisition - Beginner 15	3 Credits (2025-2029)	LDC1481	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Beginner 15	5 Credits (2025-2029)	LDC1481	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	3 Credits (2025-2029)	LDC1482	2025-2026		2028-2029
Academic Achievement through English Language Acquisition - Intermediate 15	5 Credits (2025-2029)	LDC1482	2025-2026		2028-2029
Band 15	3 Credits (2025-2029)	LDC1439	2025-2026		2028-2029
Band 15	5 Credits (2025-2029)	LDC1439	2025-2026		2028-2029
Band 25	3 Credits (2025-2029)	LDC2439	2025-2026		2028-2029
Band 25	5 Credits (2025-2029)	LDC2439	2025-2026		2028-2029
Band 35	3 Credits (2025-2029)	LDC3439	2025-2026		2028-2029
Band 35	5 Credits (2025-2029)	LDC3439	2025-2026		2028-2029
Chamber Ensemble 15	3 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 15	5 Credits (2025-2029)	LDC1417	2025-2026		2028-2029
Chamber Ensemble 25	3 Credits (2025-2029)	LDC2417	2025-2026		2028-2029
Chamber Ensemble 25	5 Credits (2025-2029)	LDC2417	2025-2026		2028-2029

Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Chamber Ensemble 35	3 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Chamber Ensemble 35	5 Credits (2025-2029)	LDC3417	2025-2026		2028-2029
Choir 15	3 Credits (2025-2029)	LDC1414	2025-2026		2028-2029
Choir 15	5 Credits (2025-2029)	LDC1414	2025-2026		2028-2029
Choir 25	3 Credits (2025-2029)	LDC2414	2025-2026		2028-2029
Choir 25	5 Credits (2025-2029)	LDC2414	2025-2026		2028-2029
Choir 35	3 Credits (2025-2029)	LDC3414	2025-2026		2028-2029
Choir 35	5 Credits (2025-2029)	LDC3414	2025-2026		2028-2029
Content Literacy Level 1 15	3 Credits (2025-2029)	LDC0010	2025-2026		2028-2029
Content Literacy Level 1 15	5 Credits (2025-2029)	LDC0010	2025-2026		2028-2029
Content Literacy Level 2 15	3 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Content Literacy Level 2 15	5 Credits (2025-2029)	LDC2035	2025-2026		2028-2029
Design Thinking for Innovation 15	3 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 15	5 Credits (2025-2029)	LDC1131	2025-2026		2028-2029
Design Thinking for Innovation 25	3 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 25	5 Credits (2025-2029)	LDC2131	2025-2026		2028-2029
Design Thinking for Innovation 35	3 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
Design Thinking for Innovation 35	5 Credits (2025-2029)	LDC3131	2025-2026		2028-2029
European History 35	5 Credits (2025-2029)	LDC3257	2025-2026		2028-2029
Extended Essay 35	3 Credits (2025-2029)	LDC3609	2025-2026		2028-2029
Film and Media Art 15	3 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 15	5 Credits (2025-2029)	LDC1092	2025-2026		2028-2029
Film and Media Art 25	3 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 25	5 Credits (2025-2029)	LDC2092	2025-2026		2028-2029
Film and Media Art 35	3 Credits (2025-2029)	LDC3092	2025-2026		2028-2029
Film and Media Art 35	5 Credits (2025-2029)	LDC3092	2025-2026		2028-2029
Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026		2028-2029
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026		2028-2029
Foundations in Industry Workplace Safety 35	5 Credits (2025-2029)	LDC3123	2025-2026		2028-2029
French Vernacular 15	5 Credits (2025-2029)	LDC1401	2025-2026		2028-2029
French Vernacular 25	5 Credits (2025-2029)	LDC2401	2025-2026		2028-2029
Instrumental Jazz 15	3 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 15	5 Credits (2025-2029)	LDC1431	2025-2026		2028-2029
Instrumental Jazz 25	3 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 25	5 Credits (2025-2029)	LDC2431	2025-2026		2028-2029
Instrumental Jazz 35	3 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Instrumental Jazz 35	5 Credits (2025-2029)	LDC3431	2025-2026		2028-2029
Paleontology 15	3 Credits (2025-2029)	LDC1293	2025-2026		2028-2029



Course Name	Version	Course Code	First Approved Year	Approved Start Date	Last Approved Year
Paleontology 15	5 Credits (2025-2029)	LDC1293	2025-2026		2028-2029
Paleontology 25	3 Credits (2025-2029)	LDC2293	2025-2026		2028-2029
Paleontology 25	5 Credits (2025-2029)	LDC2293	2025-2026		2028-2029
Paleontology 35	3 Credits (2025-2029)	LDC3293	2025-2026		2028-2029
Paleontology 35	5 Credits (2025-2029)	LDC3293	2025-2026		2028-2029
Polish Language Arts 15	5 Credits (2025-2029)	LDC1500	2025-2026		2028-2029
Polish Language Arts 25	5 Credits (2025-2029)	LDC2500	2025-2026		2028-2029
Polish Language Arts 35	5 Credits (2025-2029)	LDC3500	2025-2026		2028-2029
Polish Language and Culture 3Y 15	5 Credits (2025-2029)	LDC1406	2025-2026		2028-2029
Polish Language and Culture 3Y 25	5 Credits (2025-2029)	LDC2406	2025-2026		2028-2029
Polish Language and Culture 3Y 35	5 Credits (2025-2029)	LDC3406	2025-2026		2028-2029
Religions of the World 35	3 Credits (2025-2029)	LDC3450	2025-2026		2028-2029
Religions of the World 35	5 Credits (2025-2029)	LDC3450	2025-2026		2028-2029
Study of Film 35	3 Credits (2025-2029)	LDC3112	2025-2026		2028-2029
Theory of Knowledge (Higher) 25	3 Credits (2025-2029)	LDC2152	2025-2026		2028-2029
Theory of Knowledge (Higher) 35	3 Credits (2025-2029)	LDC3152	2025-2026		2028-2029
Vocal Jazz 15	5 Credits (2025-2029)	LDC1433	2025-2026		2028-2029
Vocal Jazz 25	5 Credits (2025-2029)	LDC2433	2025-2026		2028-2029
Vocal Jazz 35	5 Credits (2025-2029)	LDC3433	2025-2026		2028-2029
Workplace Essential Skills 25	5 Credits (2025-2029)	LDC2743	2025-2026		2028-2029
Workplace Essential Skills 35	5 Credits (2025-2029)	LDC3743	2025-2026		2028-2029

Recommendation:

That the Board approves the renewal of the Senior High Locally Developed or Acquired Courses as outlined above to be implemented in September 2025 for the period specifically indicated for each course.





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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.4.1.2

Date: June 18, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Delegation of Authority for the Summer Months 2025**

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 2025 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 2025.



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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.4.1.3

Date: June 18, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Re: **Emergency Executive Succession Plan 2025-2026**

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 2025-2026 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 2025-2026** for information purposes.



EDMONTON CATHOLIC SCHOOLS

BOARD OF TRUSTEES

Public Board Meeting Minutes 2024-2025

June 18, 2025 Public Board Meeting

1.5.1

#9

Date: May 28, 2025
Time: 3:00 PM
Location: Public Board Room, Lumen Christi Catholic Education Centre
9405 50 Street NW | Edmonton AB | T6B 2T4
Phone: 780-441-6004
Web: ecsd.net

1. Call to Order

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

1.2 LAND ACKNOWLEDGEMENT

Trustee Engel 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
Debbie Engel
Terry Harris
Alene Mutala
Laura Thibert

1.4 APPROVAL OF THE AGENDA

Trustee Mutala moved that the agenda of the May 28, 2025 Public Meeting of the Board be approved as circulated.

1.4.1 Consent Items

Minutes of the April 30, 2025 Regular Board Meeting were approved by the Board with the approval of the agenda.

1.4.1.1 Management Letter

CARRIED

1.5 MINUTES**1.5.1 Minutes of the April 30, 2025 Regular Board Meeting**

Trustee Harris moved that the minutes of the April 30, 2025 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 Excellence in Catholic Education Award Recipients**1.6.1 Christopher Ferguson****1.6.2 Daniel Moisan****1.6.3 Tia Myrick**

The Board of Trustees recognized and celebrated the three Edmonton Catholic Schools' recipients of the 2025 Excellence in Catholic Education Award.

2.	Business of the Meeting
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2.1 The Board of Trustees acknowledged receipt of the report **Student Voice 2024-2025** for information purposes.

2.2 The Board of Trustees acknowledged receipt of the **2025-2026 Student Transportation Fee Schedule** for information purposes.

2.3 **Trustee Harris** moved that the Board of Trustees of the Edmonton Catholic Separate School Division approves the **Division Operating Budget 2025-2026** as presented.

CARRIED

Trustee Harris moved that the Board of Trustees of The Edmonton Catholic Separate School Division:

- a. Approves the use of up to \$1.8 million for building envelope upgrades for Lumen Christi Catholic Education Centre from capital reserves.
- b. Approves the use of up to \$0.4 million for electronics, alarm and access control upgrades for numerous sites from capital reserves.
- c. Approves the use of up to \$0.5 million in deferred capital for accessibility upgrades at several school sites.

CARRIED

Trustee Harris moved that based on the evidence provided in the **Division Operating Budget 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 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 8.4 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 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 (timelines and quality).
- QI 10.3 Ensures information is disseminated to inform appropriate publics.

CARRIED

2.4 Board Policy Revisions

A. AMENDMENT OF BOARD POLICY 7 – APPENDIX F

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

Trustee Turchansky moved that the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees.

CARRIED UNANIMOUSLY

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix F, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

B. AMENDMENT OF BOARD POLICY 7 – APPENDIX G

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

Trustee Turchansky moved that the Board of Trustees unanimously approves a motion to proceed to third reading of the motion to approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees.

CARRIED UNANIMOUSLY

Trustee Turchansky moved that the Board of Trustees approve the amendment of Board Policy 7 – Appendix G, as attached and circulated to the Board of Trustees, effective October 21, 2025.

CARRIED

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

- 3.1 Trustee Thibert** moved that based on the evidence provided in the **Supporting Student Attendance in Edmonton Catholic Schools 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 3.4 Complies with legislative requirements to appoint an attendance officer for the Division.

CARRIED

- 3.2 Trustee Mutala** moved that based on the evidence provided in the **Engaging Voice Report**, 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 10.1 Facilitates effective home-school relations.
 QI 10.3 Ensures information is disseminated to inform appropriate publics.
 QI 10.5 Promotes positive public engagement in the Division.

CARRIED

- 3.3 Trustee Turchansky** moved that based on the evidence provided in the **5 Marks of Catholic School Identity and Faith Formation Plan 2024-2025 Progress Report and Plan for 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 1.2 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 8.3 Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.

CARRIED

4. Celebration of #ECSDfaithinspires:

4.1 Board Chair Report

The Board of Trustees acknowledged receipt of the Board Chair Report on #ECSDfaithinspires – **April 25, 2025 – May 22, 2025** for information purposes.

4.2 Chief Superintendent Report

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

5. Adjournment

5.1 Trustee Mutala said the closing prayer.

5.2 Trustee Engel moved the meeting be adjourned at 6:08 PM.

CARRIED



EDMONTON CATHOLIC SCHOOLS

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

BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.6.1

Date: June 18, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Re: **ATA Council for School Leadership Distinguished Leadership Awards**

Background:

The Alberta Teachers' Association (ATA) Council for School Leadership (CSL) Distinguished Leadership Award program annually recognizes outstanding principals, assistant principals, and school jurisdiction leaders who have succeeded in providing high quality learning opportunities for students. The awards:

- * recognize outstanding Alberta school leaders
- * honour creative, innovative and effective leadership
- * focus public attention on excellence in school leadership and celebrate leadership excellence.

These principals, assistant principals, and central office leaders are acknowledged by their peers for the exemplary contributions they have made to the profession. The selection criteria reflect the Leadership Quality Standard Competencies as outlined in the Alberta Leadership Quality Standard.

I am pleased to share that the following Principals have received the ATA CSL Distinguished Leadership Award for the 2024-2025 school year:

Carmelina Shim: Carm Shim serves as Principal of Cardinal Leger Catholic Junior High School. Carm expertly manages school operations and resources while demonstrating visionary leadership. Committed to continuous improvement and creating optimal learning environments, Carm actively enhances her leadership capacity by establishing reflective processes to guide future priorities. She has also developed collaborative response models for the school's professional learning communities, fostering a solution-focused approach that strengthens instructional and assessment strategies to improve student learning and outcomes. Carm also prioritizes strong relationships with parents and guardians, creating opportunities for them to be active participants in their child's education through transparent and consistent communication. As a servant leader, Carm goes above and beyond in demonstrating her commitment to a collaborative and inclusive school environment.

Heather Kaup: Heather serves as the Principal of Father Micheal McCaffrey Catholic High School. She has intentionally cultivated a horizontal leadership model that empowers staff, encourages collaborative decision-making, and promotes a sense of collective ownership. Through her leadership, Heather has established a school culture rooted in mutual respect, shared responsibility, and a commitment to student success. She has navigated the complexities of opening a new school with grace and aplomb. Heather has effectively managed logistical demands while maintaining a clear focus on fostering a positive and well-functioning learning environment. She has fostered relationships with families and community organizations to enhance student learning and well-being, advocated for appropriate supports and resources, and ensured that all students and families feel welcomed and valued within the school. Through her leadership, she has created an inclusive and responsive environment that reflects the diverse needs of the community.

Lauren Hawes: Lauren serves as the Principal of St. Bernadette Catholic Elementary School. She exemplifies exceptional leadership through her unwavering commitment to fostering a school environment rooted in love, kindness, and care. As a school leader, she has created a culture where students feel valued, supported, and excited to come to school each day. By ensuring that every student's emotional and physical needs are met, Lauren has transformed the school into a place where all children, regardless of their circumstances, feel safe, loved, and empowered to learn. Her commitment to equity ensures that no student is left behind, reinforcing the principle of Providing Instructional Leadership by recognizing that a child's ability to learn is deeply connected to their well-being. By removing barriers to success, Lauren allows students to focus on their education with confidence and dignity. By modeling care and service, she has set a powerful example of what it means to lead with heart, leaving a lasting legacy of hope, support, and unwavering kindness.

Marlene Forest-Wallace: Marlene serves as the Principal of Holy Cross Catholic Elementary/Junior High School. She prides herself on establishing and maintaining positive relationships within the school and the broader community, ensuring that education extends beyond the classroom. Not only is Marlene fully bilingual; she is fluent in English and French, but also, she has a passion for lifelong learning. Marlene has created a culture of professional growth, where teachers are encouraged to reflect, innovate, and lead. A dedicated advocate for continuous improvement, Marlene remains engaged with educational policies and emerging trends, ensuring that her school adapts to meet the evolving needs of students. Her leadership is defined by integrity, compassion, and a deep commitment to fostering a positive, inclusive, and high-achieving school culture. Marlene's dedication to excellence continues to inspire those around her, shaping the future of education with vision and purpose.

Nicole Falcone-Dempsey: Nicole serves as the Principal of Archbishop O'Leary Catholic High School. In her first year as principal of Archbishop O'Leary Catholic High School, she has demonstrated deep devotion and a genuine love for the community. She exemplifies the highest standards of educational leadership, fostering an environment where both staff and students thrive. Her unwavering commitment to student success, staff development, and community engagement sets her apart as an exceptional leader dedicated to excellence in Catholic education. Nicole's leadership is defined by innovation and a steadfast commitment to creating inclusive, high-quality learning experiences. She has spearheaded strategic initiatives that enhance student learning, support diverse educational needs, and promote a culture of collaboration. Nicole's emphasis on relationship-building ensures that staff and students feel valued, supported, and empowered to reach their full potential.

Recommendation:

That the Board of Trustees recognizes and celebrates Carmelina Shim, Heather Kaup, Lauren Hawes, Marlene Forest-Wallace, and Nicole Falcone-Dempsey, for receiving the ATA CSL Distinguished Leadership Award.





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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

1.7

Date: June 18, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Re: **Election of Father Paul Kavanagh as Archdiocesan Administrator**

Background:

The Board of Trustees acknowledges and celebrates the election of Father Paul Kavanagh as Archdiocesan Administrator of the Archdiocese of Edmonton by the College of Consultors. This appointment follows the formal installation of Archbishop Richard Smith on May the 23rd as Archbishop of Vancouver.

Father Paul Kavanagh was born on October 14, 1973, on Bell Island, Newfoundland. He moved to Sherwood Park with his parents when he was three, attended Elk Island Catholic Schools, and then graduated from Archbishop Jordan Catholic High School.

Father Paul was in Grade 5 when he first sensed a vocation to the priesthood; a calling that would remain with him throughout his schooling. After a few years of prayer and discernment, and with the support of his family and parish community, Father Paul began his seminary formation with the Catholic Archdiocese of Edmonton in 1993 by entering the Seminary of Christ the King in Mission, BC. He completed his Bachelor of Arts Degree in philosophical studies in 1997 and then transferred to St. Joseph Seminary and Newman Theological College in Edmonton, where he earned his Master of Divinity.

Since his Ordination in 2002, Father Paul has served as a Pastor in several rural and urban parishes. In 2008, he was named the Director of the Office of Divine Worship for the Archdiocese, and in September of 2021, the full-time Episcopal Vicar for Clergy and Senior Lead for the Mission Leadership Team.

On behalf of the Board of Trustees of Edmonton Catholic Schools, we extend our heartfelt congratulations and blessings to Father Paul Kavanagh as he guides the Archdiocese of Edmonton during this most important transitional period. May God continue to guide him with grace and strength.

Recommendation:

That the Board of Trustees recognizes and celebrates Father Paul Kavanagh's election as Archdiocesan Administrator for the Catholic Archdiocese of Edmonton.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.1

Date: June 18, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Originator: Terri Peterson, Superintendent, Learning Services
Re: **ASBA 2025 School Board Innovation and Excellence Award**

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 Autism Working Group**. Edmonton Catholic Schools has over 50,000 students in the division with more than 1,000 of whom are autistic. The number includes students from prekindergarten all the way to grade 12. In response to the urgent call from educators seeking enhanced support, the Autism Working Group was established, comprised of 22 dedicated members from Inclusive Education in the first year.

Since the inception of the Autism Working Group 3yrs ago, the number of autistic students has grown steadily by at least 100 per year. This group established a three-year plan aimed to shift the perception of autism from a traditional biomedical framework to a more inclusive social model. By bringing the latest research directly to educators, they promoted the use of neuro-affirming language over deficit-based terminology thus nurturing

communication that honors and empowers all voices. They emphasized the vital importance of leveraging each student's unique interests, strengths, passions, and fascinations as pathways to accessing the curriculum—moving beyond a one-size-fits-all approach to learning. Through a meaningful partnership with the University of Alberta's Occupational Therapy and Education departments, they introduced strategies to build authentic peer relationships. Additionally, they developed accessible resources and delivered professional development across multiple platforms to support educators in creating inclusive, student-centered environments.

The outcomes have been tremendous:

- **1,300** Staff in Professional Development Sessions on *Reframing Autism*
- **5000** page views and **70+** resources (*videos, handouts, other*) on SharePoint Website
- **4,000** students and **46** schools involved in Autism Celebration month
- **5** schools involved in University partner research
- OT managers presented at the Canadian Association of Occupational Therapy
- University partners presented at International Society for Autism Research
- 3 Podcasts produced

This translates to better outcomes for all students as we build the capability of staff and students to meaningfully engage all students in their individual and collective learning journey.

Recommendation:

That the Board of Trustees supports the nomination of the **ECSD Autism Working Group** for the ASBA 2025 School Board Innovation and Excellence Award.

Attachments:

- AUTISM WORKING GROUP: ECSD's Response to Supporting Autistic Students in Schools



AUTISM WORKING GROUP:

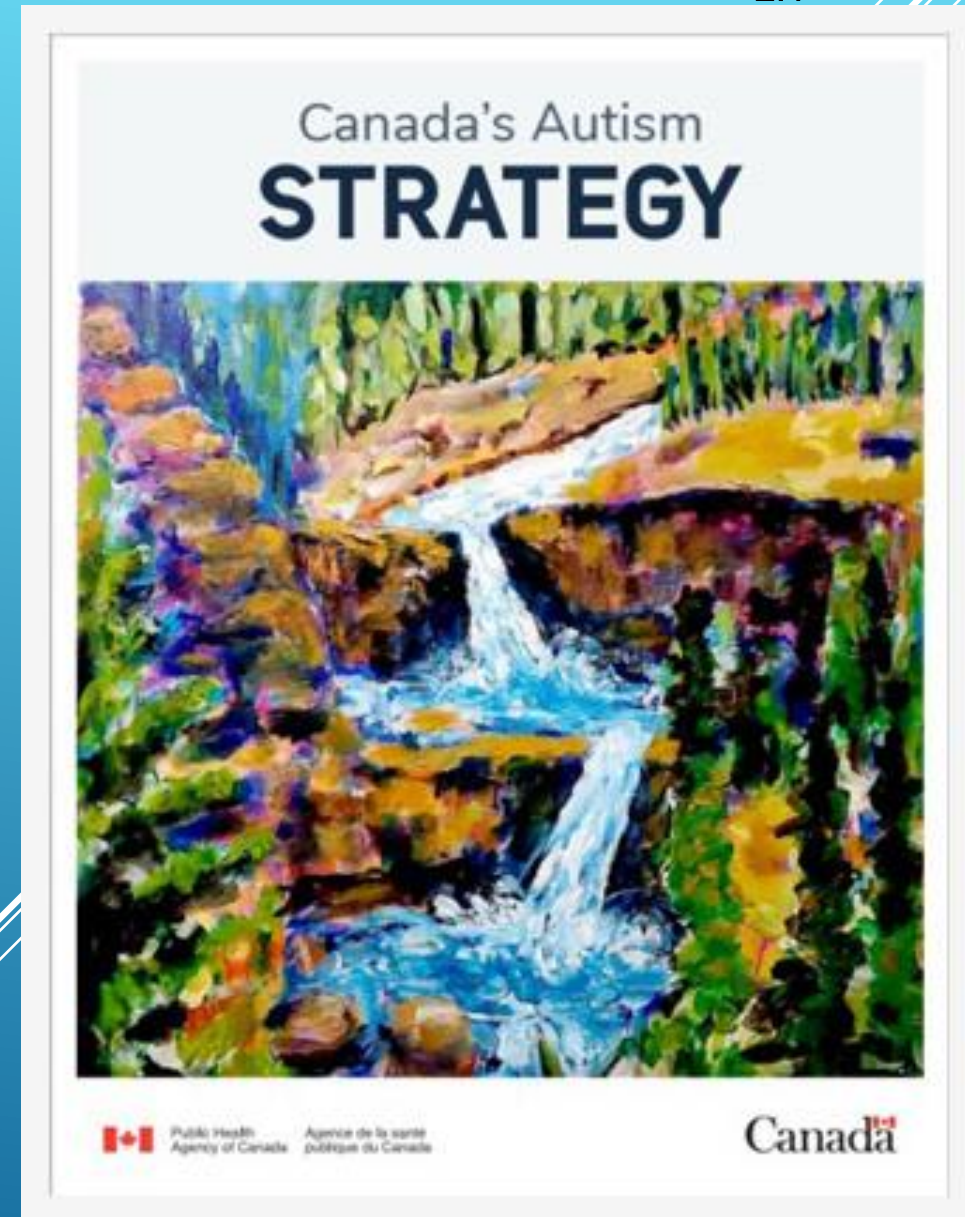
ECSD'S RESPONSE TO SUPPORTING AUTISTIC STUDENTS IN SCHOOLS

Shamala Manilall, Manager, Occupational Therapy and Mental Health,

Justin DuVal, Asst. Manager Occupational Therapy and Mental Health

Katerina Campbell, Curriculum Consultant, Science

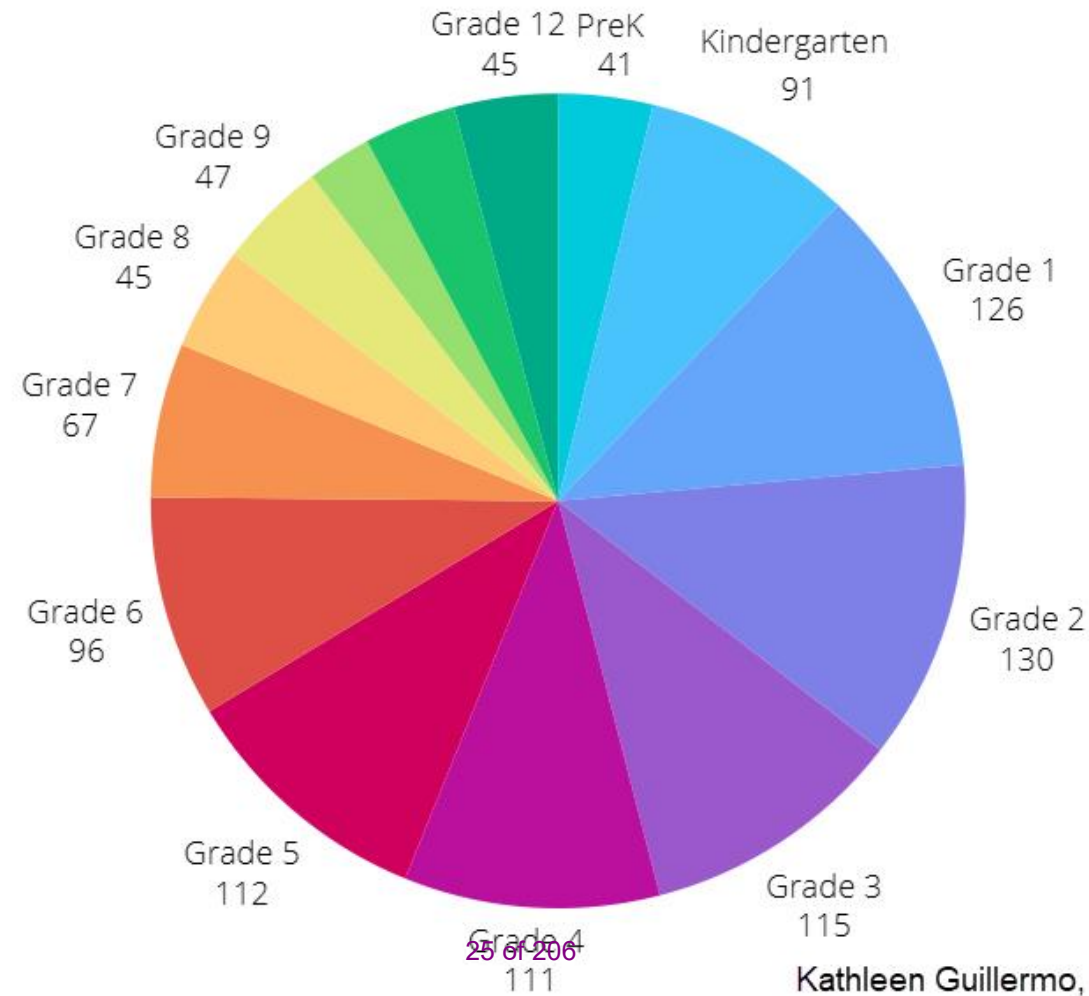
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June 11, 2025

PREVALENCE OF AUTISM WITHIN ECSD

ECSD ASD Student Numbers
SEPT 2024



Total: 1094

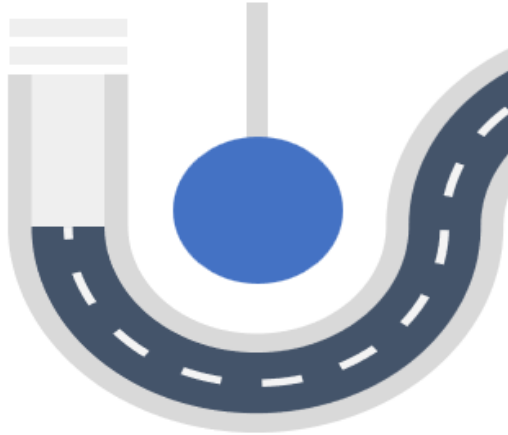
Kathleen Guillermo, Edmonton Catholic Schools

3 Year Plan

2.1

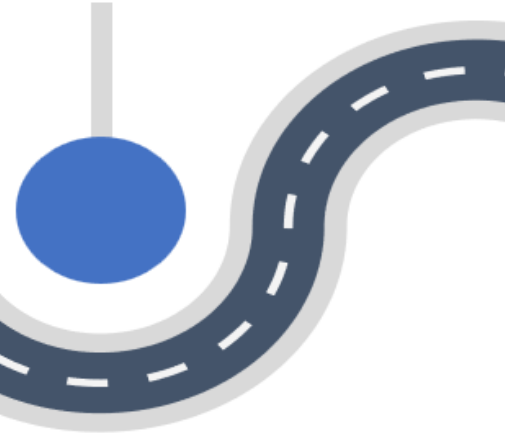
Year 1 Focus:

Reframing Autism: Celebrate, Value & Accept Neurodiversity in Schools



Year 2 Focus:

Student Voice, Choice & Autonomy



Year 3 Focus:

Evaluate Progress, Refine Supports & Services



Introduce ECSD staff to:

- Latest autism research and neurodiversity-affirming language, terminology, mindset shifts
- Evidence-based practices for classrooms with autistic students
 - Neurodiversity-affirming physical and social environments
 - Developing Student Autonomy
 - Peer acceptance & authentic relationships
 - Instructional Considerations
 - Communication

Support Implementation of Evidence-Based Practices:

- Explore research partnerships (U of A)
- Individualized Program Plans (IPPs)
 - Neuro-affirming goals
 - Student voice
- Classroom Reflection Tool
 - Instruction using high interest activities
 - Communication
 - Building & sustaining relationships
 - Meeting individual sensory needs

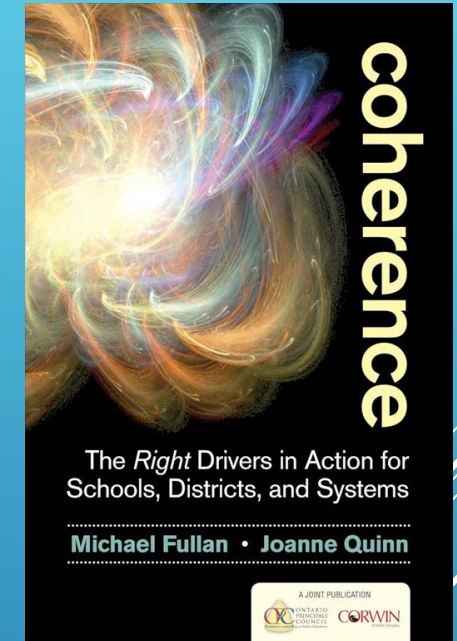
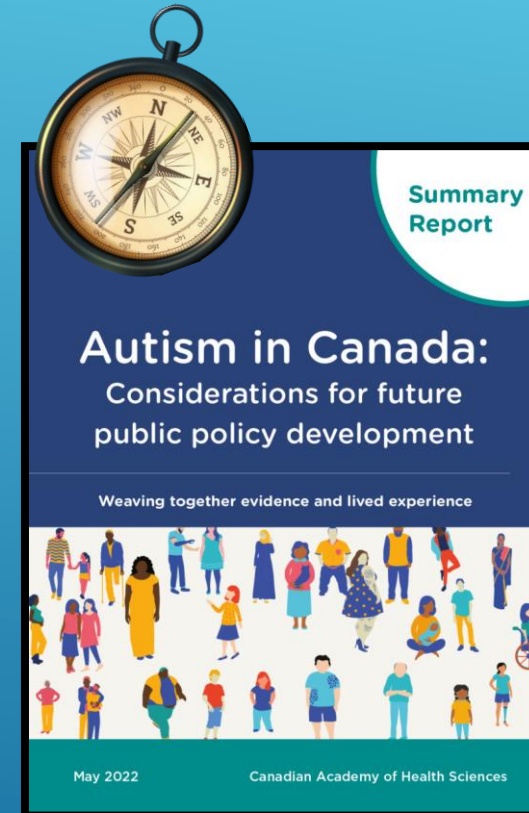
Conduct evaluation of key indicators:

- Universal Design for Learning practices in place (Classroom Reflection Tool)
- Evidence of student autonomy in programming, & voice in learning (IPPs)
- Evidence of active participation, peer acceptance, positive social contact and belonging for autistic students (U of A)
- IPP research on goal writing with University of Portland

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Creating Coherence

- ▶ Find Your Allies (internal and external)
- ▶ Group Meetings
- ▶ Group Goals
- ▶ Leadership Priorities
 - Provide leadership updates
 - Ask for leadership presence
- ▶ “Compass Point” Materials



External Allies

Division Collaborators:

Principals

Instructional Coaches

Supporting Kids Inclusion and Participation (SKIP) Lab

Dr. Sandy Hodgetts, University of Alberta

<https://bit.ly/skiplab>

Autism, NeuroDiversity and Academic Achievement (AIDAN) Lab

Dr. Heather Brown, University of Alberta

<https://www.aidanlab.ca/>

University of Portland IPP goals

Reframing Autism – UDL SharePoint site

Resource Creation

Communication & Sharing Resources

2.1

Supporting Neurodiversity

Resources to support representation and planning for neurodiversity



[Click here for texts in French](#)

[Click here for texts in Spanish](#)

[Click here for texts in Ukrainian](#)

What's In This Collection?

<i>This Is My Brain: A Book on Neurodiversity</i> by Elise Gravel	<i>Calling All Minds: How to Create and Think Like an Inventor</i> by Temple Grandin
<i>Comprehensive Literacy For All: Teaching Students with Significant Disabilities to Read and Write</i> by Karen A. Erickson and David A. Koppenhaver	<i>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin</i> by Julia Finley Mosca
<i>The Reason I Jump</i> by Naoki Higashida	<i>Being Autistic (And What That Actually Means)</i> by Niamh Garvey
<i>Do You Speak Fish?</i> by D.J. Corchin	<i>A Day With No Words</i> by Tiffany Hammond

Want more information and access to resources?

[Click here](#)

This collection is designed to equip teachers with the resources to support neurodiverse students, including those who are autistic. The books honor the representation of autistic individuals and fosters an environment where all students feel seen and valued. Additionally, the collection promotes neuroaffirming practices and acceptance of diverse minds.

The Classroom Reflection Tool:

Universal Design for Learning (UDL) for Teaching Autistic Students

About This Tool: Using evidence-based principles of universal design for learning and neurodiversity-affirming practices, the Classroom Reflection Tool is designed to support teachers in creating or enhancing their classroom environment to support learning for all students, including autistic students. It is composed of five key areas: (1) Environment, (2) Developing student autonomy, (3) Peer acceptance & relationships, (4) Instructional considerations, and (5) Communication.

Instructions: Review each statement and consider whether it needs addressing in your classroom to meet the needs of all students, including your autistic students. If new to working with autistic students, consider completing the form with an experienced colleague. Once finished, select 2-3 top priorities to address. For example, if you identify your student would benefit from increasing their autonomy, you may choose to address increasing their opportunities for activity choices during breaks.

1. Environment		
Physical Organization	Needs Addressing?	Notes
Classroom spaces are defined by visual, texture, sound & physical arrangement.	☐ Yes ☐ No	
Furniture arrangement (desks, rugs, taped in a way to create an organized flow to the room that minimizes barriers and interruptions).	☐ Yes ☐ No	
Labels with words and pictures clearly define all spaces in class, shelves and storage bins.	☐ Yes ☐ No	
Soft vs. Hard: Consider seating options, carpet corner, rug, sensory tools & centres.	☐ Yes ☐ No	
Open vs. Closed: The environment allows students to modify seating arrangement and tool use (e.g., computer, or writing & drawing) during flexible activities. Centres for younger students has a mix of open-ended vs. closed-ended activities.	☐ Yes ☐ No	
Transition or Seclusion: The class has a space for whole class, small group and individual work. The class also includes private space for rest or recovery, such as a sensory space.	☐ Yes ☐ No	
High or Low Mobility: The class has adequate open spaces to allow students to walk and engage in movement breaks.	☐ Yes ☐ No	
Simple or Complex Materials: To provide students with multiple means of engaging with a learning outcome, the class has a variety of: ☐ Media (Computer/iPad apps such as mind maps, graphic organizers, games, related media) ☐ Materials (art materials, writing tools, manipulatives, games)	☐ Yes ☐ No	
Classroom areas include identifiable spaces for instructional configurations. ☐ Independent work ☐ 1:1 instruction ☐ Small group ☐ Large group ☐ "Consider spaces for quiet work, alternate seating, or activity specific (e.g., reading nook).	☐ Yes ☐ No	
Instructionally relevant classroom materials are visible and well organized.	☐ Yes ☐ No	
Materials are grouped and labelled for easy retrieval during lessons (e.g. Math books stored in a single bin).	☐ Yes ☐ No	
During lessons, the whiteboard, SMARTboard and student desks have only materials relevant to the lesson.	☐ Yes ☐ No	

Classroom Reflection Tool: UDL for Teaching Autistic Students
 Developed by Edmonton Catholic Schools Learning Services
 Adapted from Facilitating Autism-Informed Practice for Students with ASD by Cernatelli & Lowery (2018)
 Incorporates key themes from the Autism in Canada (2022) report by the Canadian Academy of Health Sciences.

Page 1 of 6

10 THINGS YOUR AUTISTIC STUDENT WOULD LIKE YOU TO KNOW

- ENVIRONMENT**
 - When physical spaces in class/school (reading nooks, areas for group work, library) are clearly identifiable, I can better focus on learning!
 - Include labels, visuals, and floor markings to help me be more independent in using these spaces.
- RELATIONSHIPS**
 - I want to get to know my teacher and peers. Relationships grow when we learn about each other.
 - Help me share my strengths and interests with everyone, and help my peers see similarities in our interests and strengths.
- REGULATION**
 - Talk to my family and school team to understand my regulation needs (likes, dislikes, stressors, ways to feel better.)
 - When I don't seem myself, it means I'm having a hard time with the task or situation. I am ready to learn when my regulation needs are met first.
- COMMUNICATION**
 - I may use speech, my AAC system, visuals, gestures, or vocalizations to communicate with you and my peers. My family may know what my gestures and vocalizations mean.
 - I may even use chunked phrases that seem out of context, but actually convey a message.
- INTEREST-BASED PROGRAMMING**
 - You can teach me through my passions and fascinations. You can use them to help me engage with curricular outcomes and routines in my day.
 - I like when you include my interests in class activities, so I can show what I know!
- UNIVERSAL DESIGN FOR LEARNING (UDL)**
 - UDL supports all learners, especially me! For example, a classroom visual schedule helps all of us understand our plan for the day. I can learn to reference it without adult support. When I see my peers using the same universal supports, I know I belong.
- EVIDENCE OF LEARNING**
 - I may need many ways to show learning (e.g., interests, manipulatives, technology). When you show me how to meet learning goals and success criteria, I can learn. Documenting my learning helps show others what I know. Look for "mini magical moments!"
- AUTONOMY**
 - Give me the ability to have choice and input in my learning and day. I may need more time to process than others, but I am capable.
 - I feel confident when there are clear routines and consistent expectations.
- PLEASE REMEMBER...**
 - Some days I will need more support, and some days less. Things at home (sleep, breakfast, life events) will also affect me at school.
 - Consider a daily communication tool with my family to keep informed about what's new with me!
- SENSORY NEEDS**
 - I might hear, smell, see or feel things more strongly than my peers. For example, bright lights, fans, scents, and peers talking might be too much stimulation for me.
 - Get to know my sensory needs so I can manage these experiences and remain engaged at school.

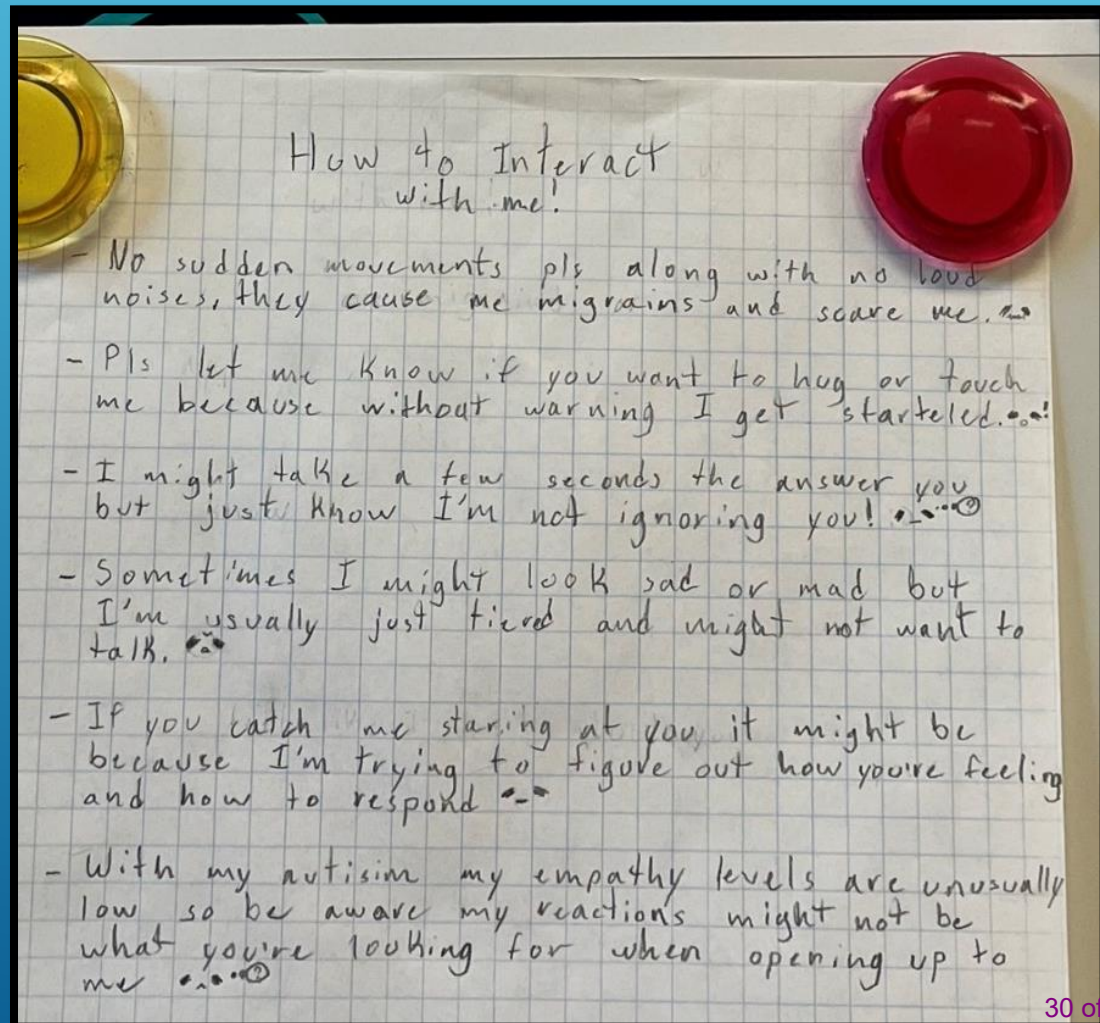
STAFF RESOURCES

- Classroom Reflection Tool
- All About Me Profile and Routine-Based Plans
- UDL Tips for Class and School
- Class Neurodiversity Activities

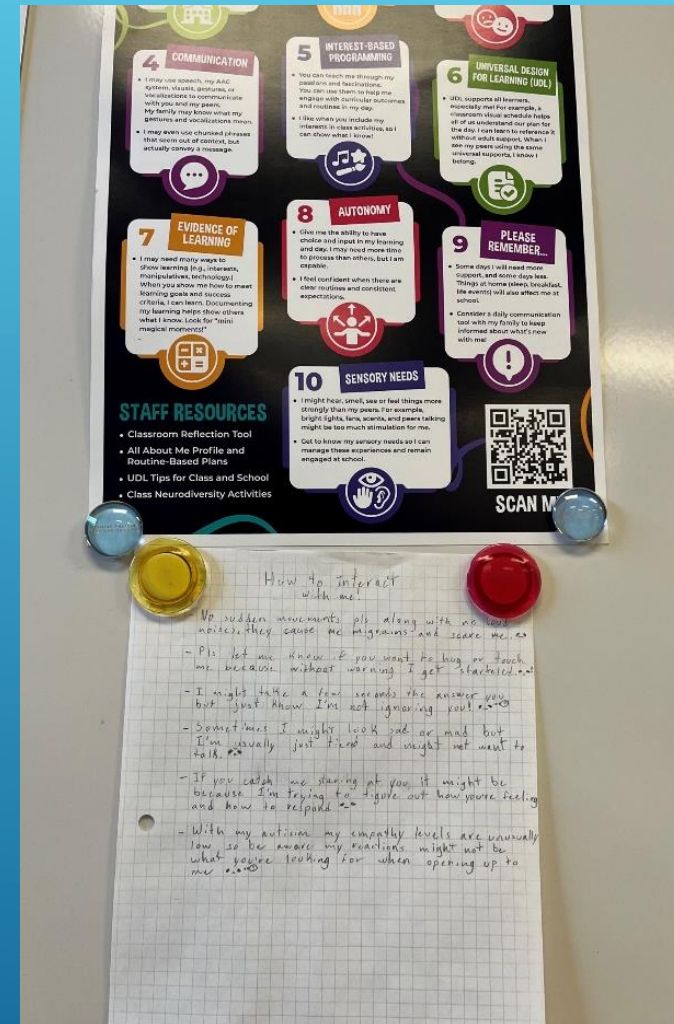
SCAN ME

Student Impact and Advocacy

2.1



30 of 206



APRIL IS:

AUTISM CELEBRATION MONTH



Autism Celebration Month in Edmonton Catholic Schools

Join us for a READ ALOUD event to celebrate
Autism Celebration Month!

Featuring:
Tiffany Hammond
author of [A Day With No Words](#)

Wednesday April 30th
1:30 pm

How to Register:

- ☒ Fill out this [form](#) to register (1 per school please)
- ☒ Visit the [Autism Celebration Month SharePoint Page](#)
- ☒ Sign up for our contest! Winners will be announced live on Wednesday April 30th! Click the image below

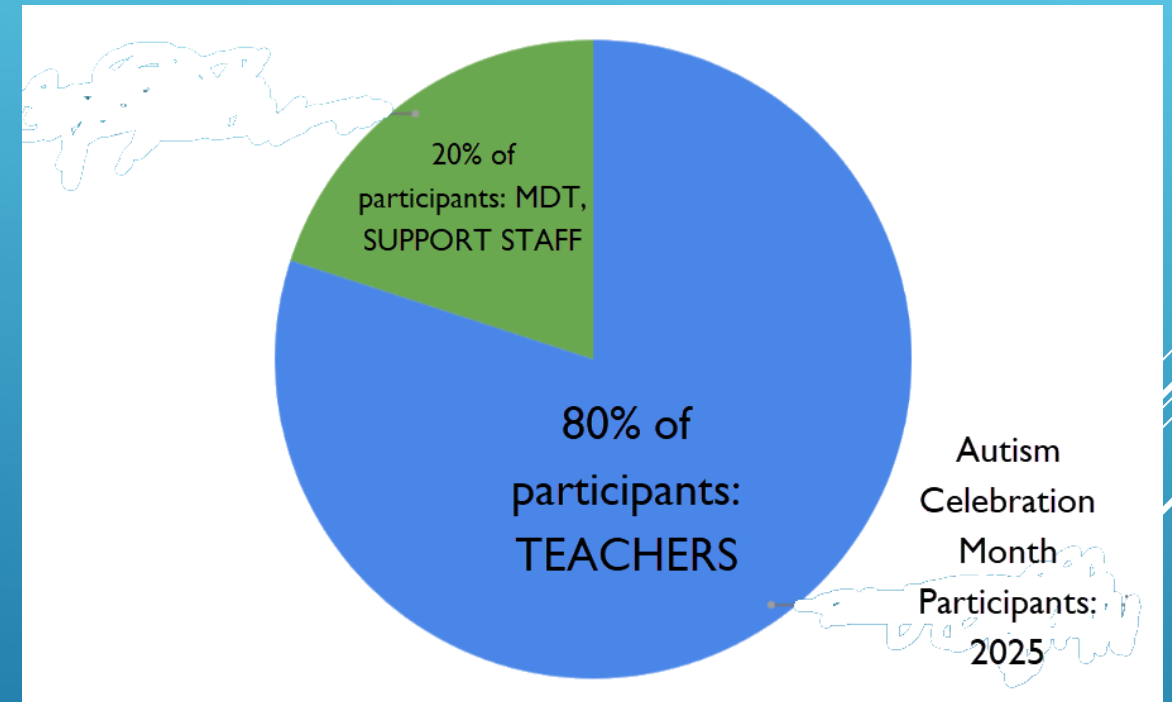
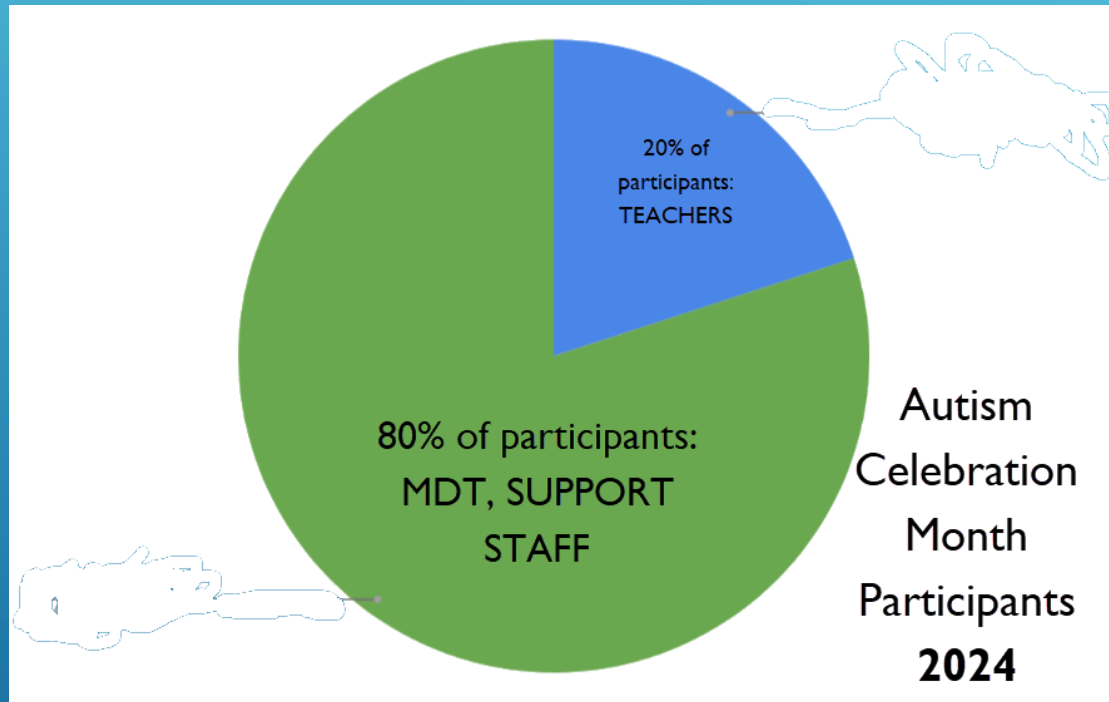


a link will be
emailed to all
registrants

2.1
What message do you
hope to share with
children about autism
through your book?
Campbell, Katerina



Autism Celebration Month



RESOURCES FOR TEACHERS AND OTHER STAFF FOR:
AUTISM CELEBRATION MONTH

Professional Development and Extending the Reach of AWG

- ▶ DWPD
- ▶ MDT callback
- ▶ Reframing Autism: Individual school invitations
- ▶ School Teams
 - ▶ Classroom Reflection Tool

Professional Development School Teams

2.1



ECSD Elementary School Teams

Cultivating Excellence: Growing Together

ECSD Elementary School Teams: Embracing Joy in Learning

Welcome to the fourth and final round of School Teams for this year! Our theme for this round is JOY. Deep learning, facing challenges, and tackling new concepts can all be filled with joy. This is not about Edu-tainment but about taking learning and making it come to life in the classroom!

Join us as we explore how joy can transform the educational experience, making it more engaging and impactful for both educators and students. This round will feature 12 inspiring sessions designed to empower K-6 teachers, instructional leaders, and coaches. We will delve into new curriculum subject areas, providing you with strategies to

Show More

Schedule Speakers Attendees Search

Event Schedule My Schedule 0

View

Download on the App Store GET IT ON Google Play

You're speaking at this event! Manage & promote your sessions

Monday, April 7

8:00am MDT

Registration and Check in (all participants please register for this session)

8:30am MDT

The JOY of Learning Trish

9:30am MDT

Ed-Win The Year: Joyful September Planning Katerina Campbell • Benjamin Prather

Embracing Joy in EAL Vanessa Gavin • Melissa Astle

The WRITE Stuff: Inspiring Writing Through Structure and Joy Stephanie Pedersen

11:00am MDT

Mathematizing Children Literature Benjamin Prather • Vanessa Chalfoux • Brandi Clark

Reframing Autism: Leveraging Strengths, Interests and Curriculum for All Learners Katerina Campbell

Filter By Venue

Lumen Christi Catholic Education Centre 9405 50 St NW, Edmonton, AB

Filter By Type

3-6

4-6

All Participants

K-3

K-6

Popular

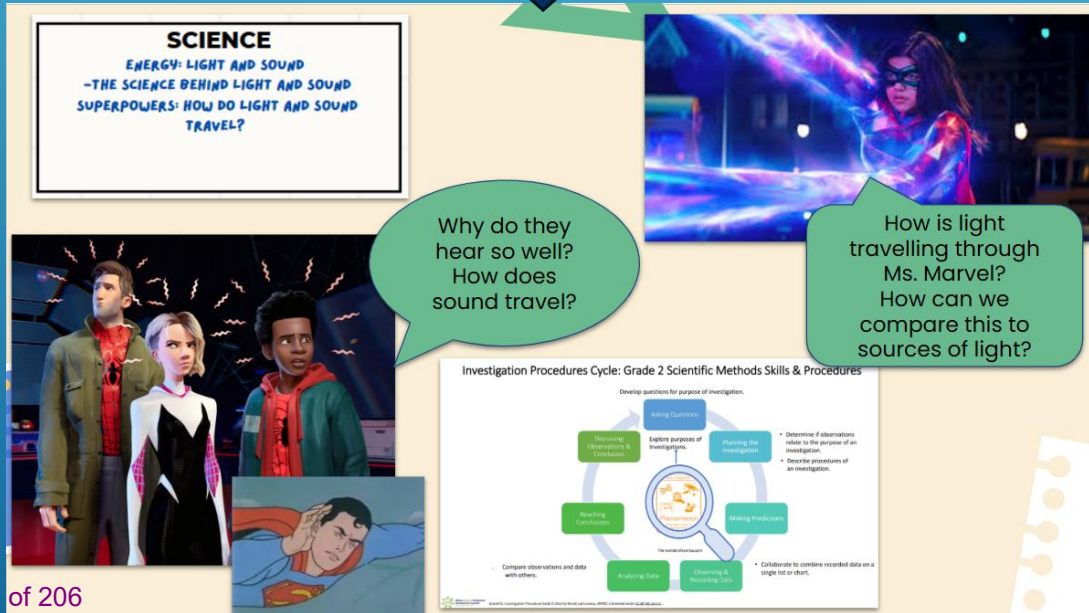
Recently active attendees

See all attendees

Reframing Autism: Neuro Affirming Resources and Fostering Peer Acceptance

Reframing Autism: Instructional Considerations and Curricular Planning

Reframing Autism: Leveraging Strengths, Interests and Curriculum for All Learners



SCIENCE

ENERGY: LIGHT AND SOUND

-THE SCIENCE BEHIND LIGHT AND SOUND

SUPERPOWERS: HOW DO LIGHT AND SOUND TRAVEL?

Why do they hear so well?
How does sound travel?

How is light travelling through Ms. Marvel?
How can we compare this to sources of light?

Investigation Procedures Cycle: Grade 2 Scientific Methods Skills & Procedures

Developing questions for purposes of investigation.

Asking Questions

Planning the investigation

Determining if observations relate to the purpose of an investigation

Describe procedures of an investigation

Collecting data

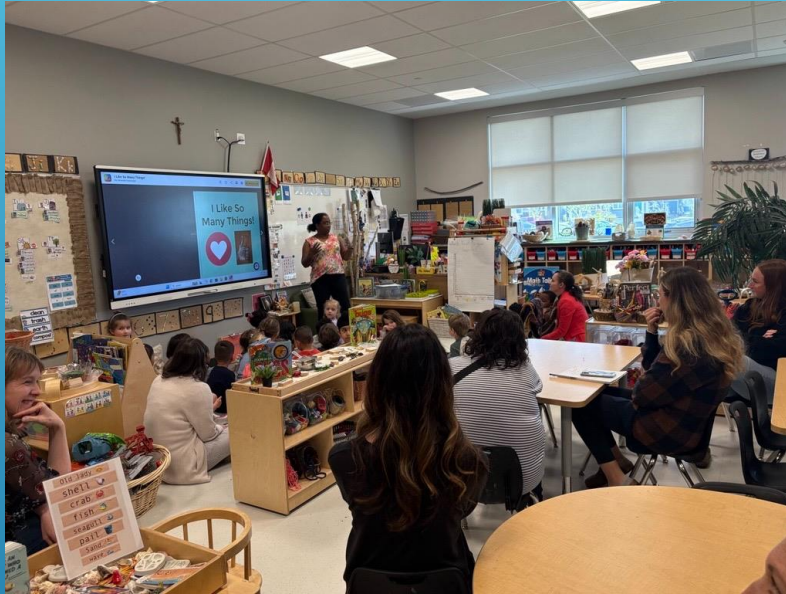
Analyzing data

Communicating & Representing Data

Comparing observations and data with others

Collaborate to combine recorded data on a single list or chart

Reframing Curriculum



"Ultimately, my goal is to create a more inclusive and supportive learning environment that empowers every learner to thrive. I need practical, manageable strategies that I can effectively implement with my large, diverse group of learners."
-participant

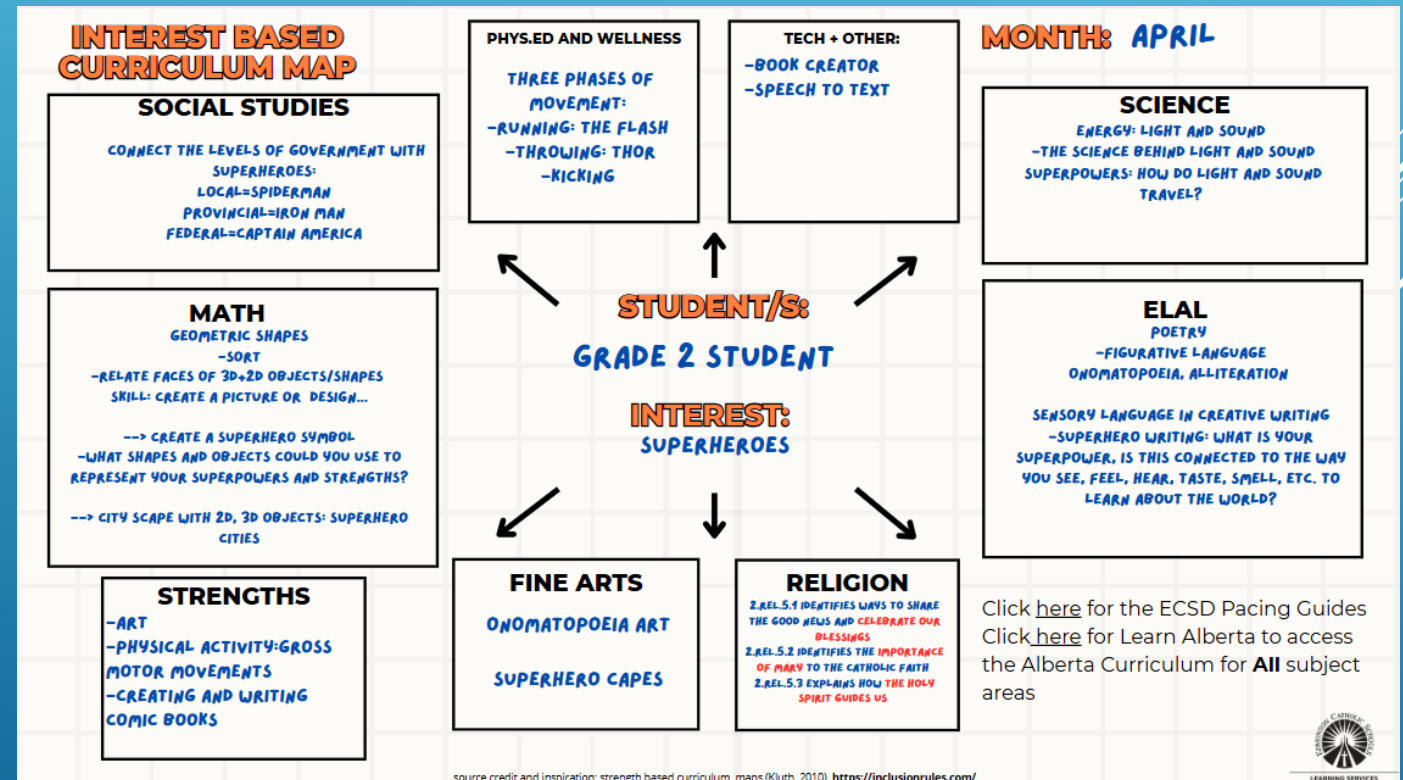


- 25 participants
- 4 full day sessions that included:
 - Curriculum planning with consultants
 - Model lessons
 - UDL and curriculum professional learning
 - School Tours

Tuesday April 8th, 2025 Session 3: ELAL and Math Considerations	In Session 3, we'll dive into the ELAL and Math curriculums. Math and ELAL consultants will join us to answer burning questions about curriculum and co-plan together. We'll also show model lessons in Math and ELAL, highlighting strategies for teaching neurodivergent students effectively. Location: Joan Carr Elementary/Junior High School 1140 Keswick Dr SW Time: 8:50-3:50 Lunch provided
Tuesday May 13, 2025 Session 4: Science and (New) Social Studies Considerations	For our final session, we'll dive into the new Science and upcoming new Social Studies curriculums. Science and Social Studies consultants will be there to support and co-plan with you and to answer any of your burning questions. You'll also see a cross curricular model lesson that combines both subjects, showing strategies for all students. Location: Divine Mercy 2720 Orchards Rd SW Time: 8:50-3:50 Lunch provided

Curriculum Connections	Learning Experiences	Learning Intentions and Success Criteria	Assessment (FOR, AS, and OF Learning)
Knowledge: The universe includes all of space and everything in it. Objects in space include - the Moon - the Sun (a star) - stars and their planets - planets and their moons Most objects in space are more easily observed at night.	Unit opener read aloud Optional Unit Opener: Coyote Science Video: Astronomy Teach what each object in space is "go to Edwin (Link	Learning Intention: We are learning to investigate and describe objects in space and their connection to daily life. I can: Identify objects in space, including the Moon, the Sun, planets, stars, and their moons.	1. Assessment FOR Learning (Formative Assessment) Journal to record the night sky Purpose: To gather evidence of students' understanding and adjust instruction accordingly. Activity: Space Observer Journal (consider Book Creator) Students will keep a journal over a

Supporting teachers with Universal Design for Learning and New Curriculum Implementation with a focus on Autistic students



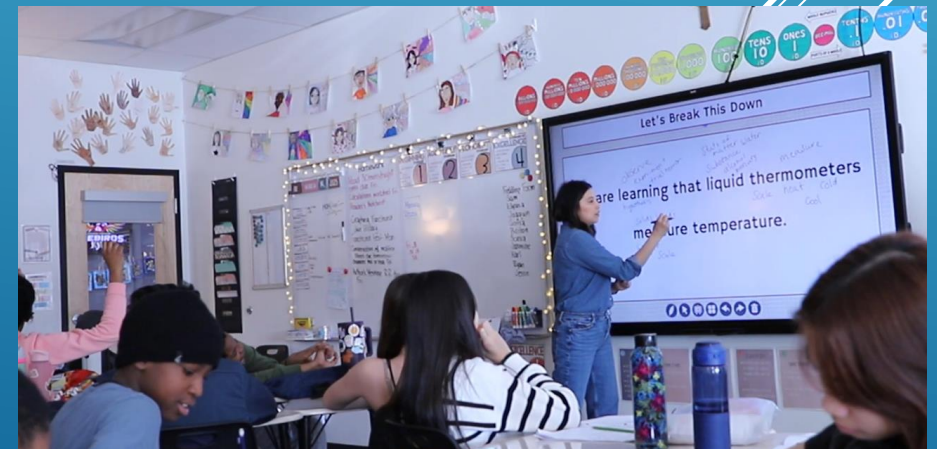
Reframing Curriculum

2.1

Student and Teacher Impact

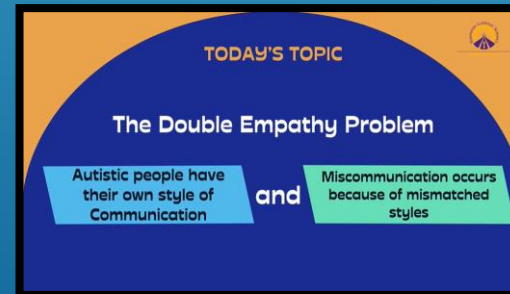


“As an Instructional Coach, I was also able to share many ideas and strategies with the teachers at our school such as teacher clarity, demonstrating how to break down the new curriculum, looking at the KUSPs and backwards planning. I have also been able to show how teachers can successfully use co-pilot to support their planning.” -participant



Outcomes

- **1,300** Staff in Professional Development Sessions on *Reframing Autism*
- **5000** page views and **70+** resources (*videos, handouts, other*) on SharePoint Website
- **4,000** students and **46** schools involved in Autism Celebration month
- **5** schools involved in University partner research
- OT managers presented at the Canadian Association of Occupational Therapy
- University partners presented at International Society for Autism Research
- 3 Podcasts produced





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.1

Date: June 18, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Christine Kennerd, Superintendent, Human Resource Services

Resource Staff: Tina Monaco, Manager, Employee Relations

Re: **Unifor Collective Agreement 2024 - 2028**

Background:

Our Collective Agreement with Unifor Local 52-A, representing our educational support staff, expired on August 31, 2024. A notice to bargain was received on June 14, 2024. Negotiations between the parties began on April 22, 2025 and concluded on June 6, 2025, with a Memorandum of Agreement.

Members of the Unifor 52-A negotiations team are: Wally Ewanicke, Unifor National Service Representative; Kristine Maudsley, Unifor Local 52-A Unit 1 Chair and Therapeutic Assistant – Behavioural Therapy; Elaine Lyttle-Cardinal, Unifor Local 52-A President and Educational Assistant; Lisa Mackenzie, Educational Assistant; Maureen Bertrand, Laboratory Technician; and, Kenya Soto-Monterossa, Educational Assistant.

Members of the ECSD negotiations team are: Dave Johnson, Labour Relations Consultant; Crystal Jones, Manager, Staffing; Nadia Brinton, Employee Relations Advisor; Lisa Turchansky, Trustee; Tina Monaco Manager, Employee Relations and Health Services; and, Christine Kennerd, Superintendent, Human Resource Services.

The Memorandum of Agreement outlines a four-year term from September 1, 2024 to August 31, 2028.

Bargaining was collaborative and respectful, with an interest in understanding the context for each other's proposals. Our discussions in bargaining resulted in negotiated changes to areas including salary, benefits, and family medical leave. Changes were also agreed to in the interest of language clarification for articles, including definitions, statutory holidays, and parental leave.

On June 16, 2025, our employees in Unifor Local 52-A voted in favour of the June 6, 2025 Memorandum of Agreement.

Recommendation:

That the Board of Trustees accepts and ratifies the Memorandum of Agreement reached on June 6, 2025 and as ratified by Unifor Local 52-A.



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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.2

Date: June 18, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent, Learning Services
John Fiacco, Superintendent, Educational Planning

Re: **ASBA 2025 Community Engagement Award Nomination**

Background:

The Alberta School Boards Association's Community Engagement Awards recognizes school boards that embrace community engagement as a method to inform, involve and gain input on school jurisdiction plans, programs and services.

The Community Engagement Award is open to any ASBA member school board that has engaged the community at any time in the previous school year cycle and can demonstrate two or more of the following as a result:

- An avenue for two-way communication with the community was created;
- The community had a tangible opportunity to participate in school board decision-making on a topic or issue;
- The community engagement effort involved a cross-section of participants;
- Input was sought from First Nations, Métis and Inuit stakeholders;
- Input was sought from the Francophone community;
- Data suggested that participants agreed their input was effectively used or considered;
- There was follow-up with participants and/or the community after the community engagement effort;
- The community engagement effort helped the school board make effective, informed decisions for students.

This year, the Administration of Edmonton Catholic Schools recommends the submission of the **French Immersion Engagement** for the ASBA 2025 Community Engagement Award.

In the **Engaging Voice Report** (May 2025), an overview of this engagement was shared with the Board. This three-year engagement process was designed to:

- Inform: Gather insights from community members on challenges within the French Immersion program and identify potential strategies for improving student retention.
- Shape: Influence program development by incorporating feedback from families, teachers, administrators, and students.

- Support: Provide data-driven recommendations for decision-making regarding the program's sustainability.

By focusing on these areas, the engagement initiative aimed to ensure that more students complete the K-12 French Immersion pathway, achieving fluency in an additional language and experiencing the associated academic, cognitive, and cultural benefits. The voices of French Immersion (FI) teachers, school administrators, students, and parents/guardians, as well as Division Program Leads, Senior Administration, the Board of Trustees, and the general public were used to develop and implement recommendations which will be monitored and evaluated for efficacy in the upcoming years.

Recommendation:

That the Board of Trustees supports the nomination of the ***French Immersion Engagement*** for the ASBA 2025 Community Engagement Award.

Attachment:

- Engaging Voice Report - Section on French Immersion Engagement



ENGAGING VOICE

REPORT

APRIL 2025

EDMONTON CATHOLIC SCHOOL DIVISION



FRENCH IMMERSION ENGAGEMENT

The Edmonton Catholic School Division (ECSD) is committed to sustaining and strengthening its French Immersion program, which has been a cornerstone of the division for over 50 years. With an 80% attrition rate presenting challenges to the program's long-term viability, ECSD took strategic steps to address these concerns through an inclusive engagement process.

Intent of Engagement

The engagement process was designed to:

- **Inform:** Gather insights from community members on challenges within the French Immersion program and identify potential strategies for improving student retention.
- **Shape:** Influence program development by incorporating feedback from families, teachers, administrators, and students.
- **Support:** Provide data-driven recommendations for decision-making regarding the program's sustainability.

By focusing on these areas, the engagement initiative aimed to ensure that more students complete the K-12 French Immersion pathway, achieving fluency in an additional language and experiencing the associated academic, cognitive, and cultural benefits.

How Engagement Supported Decision-Making

The insights gathered through this process play a critical role in guiding ECSD's strategic actions and decisions related to the French Immersion program. Partner feedback informs program modifications, resource allocation, and the development of targeted initiatives to address retention challenges and enhance overall program quality.

Engagement Strategies

The engagement process leveraged a variety of strategies to ensure comprehensive partner involvement:

- **Communication:** Sharing information about the engagement process and program goals with the wider community.
- **Consultation:** Seeking input from parents/guardians, families, teachers, and administrators through surveys and discussions.
- **Collaboration:** Conducting in-class questionnaires and organizing six student focus groups for Grades 7 to 12 to deeply understand their experiences.

Roles and Responsibilities

ECSD contracted a third-party research firm to facilitate the engagement process. Y Station played a pivotal role in designing and executing the consultation activities, analyzing partner feedback, and



providing actionable recommendations. ECSD staff supported the process by ensuring transparency and encouraging active participation from all partners.

This thorough approach reflects ECSD's dedication to engaging its community and utilizing diverse perspectives to shape the future of its French Immersion program.

Engagement Activities

ECSD started engaging with the French Immersion community in Fall 2023. By the end of the 2023-2024 academic year, the engagement process was complete. Through the 2024-2025 academic year, ECSD has reported back to the French Immersion community on the results on the engagement as well as provided recommendations for action and implementation.

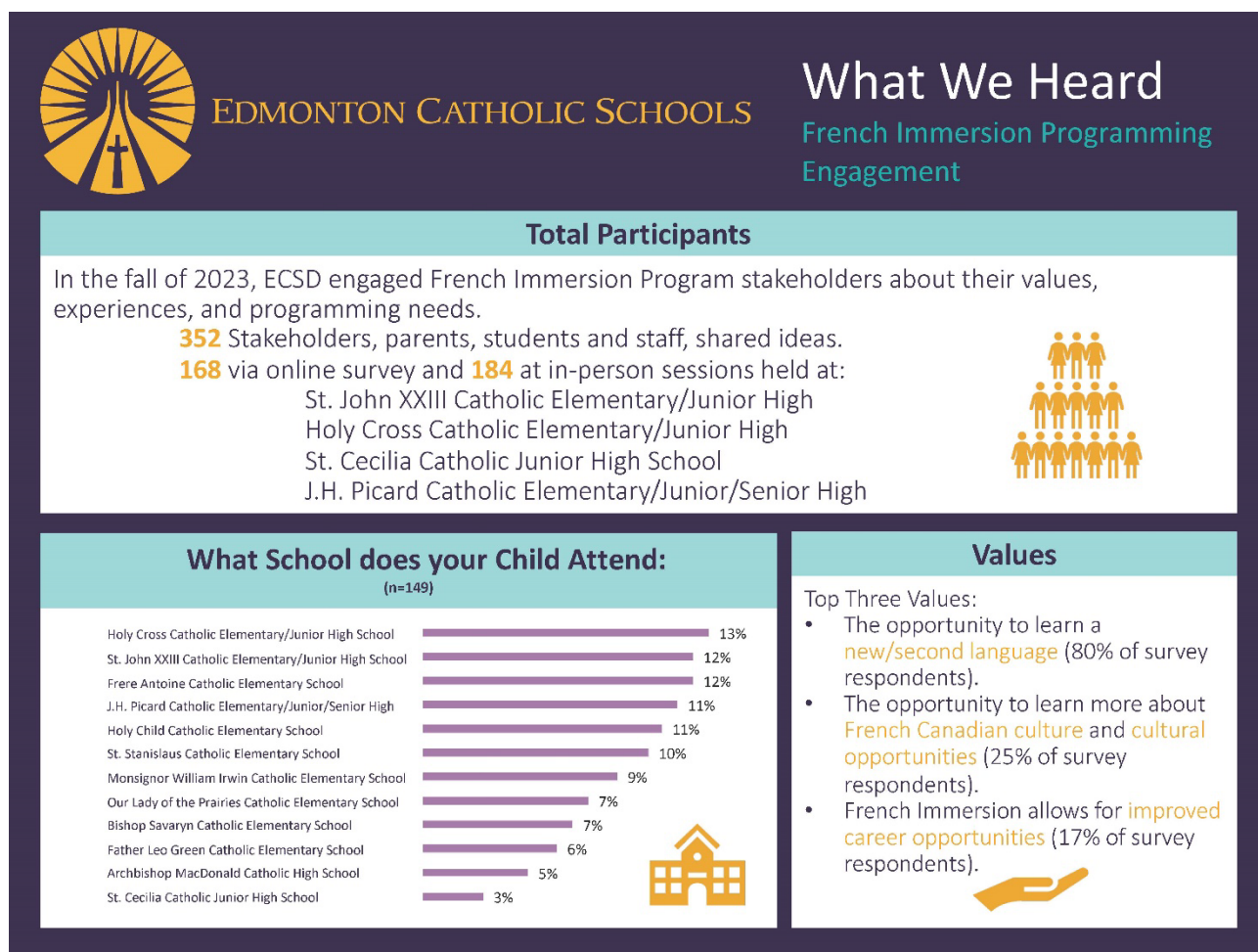
Activity Name	Target Audience	Status	Timeline	Key Purpose/Focus
Teacher & Administrator Feedback Sessions	FI Teachers & School Administrators	Complete	Fall 2023	Gather feedback on retention challenges, and recommendations.
Community Consultation Meetings	General Public & FI Advocates	Complete	Fall 2023	Engage broader community perspectives on FI program improvements and accessibility.
Parent/Guardian Surveys	Parents/Guardians of FI students	Complete	Spring 2024	Gather insights on program strengths, challenges, and support needs.
Student Focus Groups	Grades 7–12 FI Students	Complete	Spring 2024	Understand student experiences, motivations, and barriers to continuation.
Implementation Planning	ECSD Program Leads	Ongoing	2024-2025	Develop strategies to enhance retention and support student success.
Data Analysis & Reporting	ECSD Leadership & Board	Ongoing	Throughout 2024–2025	Analyze partner feedback, identify trends, inform strategic actions, and make recommendations.



Engagement Demographics

Fall 2023

The Fall 2023 What We Heard Report highlights the number of participants and demographics of the community partners who provided their valuable feedback on their values, experiences and programming needs.



Spring 2024

From April 29 to May 13, 2024, ECSD launched two questionnaires to capture insights, suggestions and feedback to help shape the future of French Immersion in the Division. The questionnaires were designed to reflect the two key French Immersion groups, French Immersion parents, guardians, staff, and students. There were 1383 community members who responded, representing 52% of ECSD's French Immersion families. Additionally, 902 French Immersion students in Grades 7 through 12, representing 89% of the French Immersion students in these grades, responded to the two questionnaires.

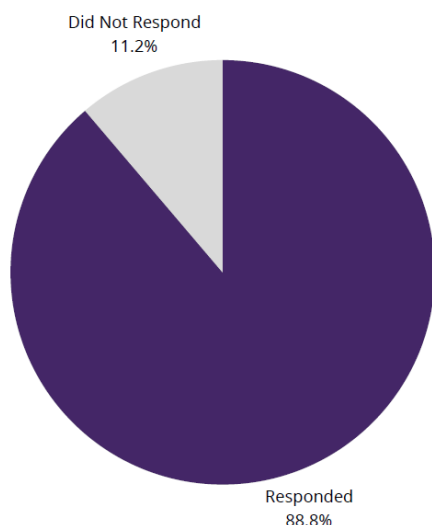


Outcomes and Decision Making

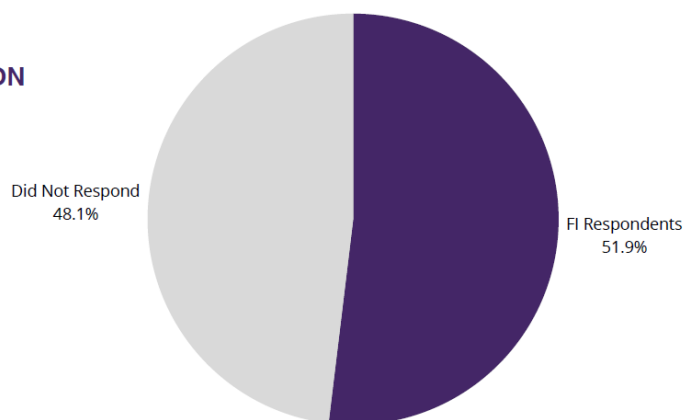
TWO QUESTIONNAIRES

Open from April 29 to May 13, 2024

RESPONSE RATE OF FRENCH IMMERSION STUDENTS (GRADES 7 TO 12)



RESPONSE RATE OF ECSD FAMILIES



SIX IN-PERSON FOCUS GROUPS

Archbishop MacDonald
J.H. Picard
Monsignor William Irwin
St. Cecilia
St. John XXIII
St. Stanislaus

There were four major themes that emerged from the French Immersion engagements. They were:

- Transportation
- Program Pathways and Locations
- Program Experience and
- Cultural Experience.

Following these themes, the following recommendations were made:

- Enhance bus services to French Immersion Junior High and Senior High schools.
- Review program pathways and locations to:
 - balance community school needs with French Immersion programming,
 - match areas of demand and population growth, and
 - reduce the number of school transition points.
- Enhance program and course offerings in French Immersion, particularly at the High School level; Enhance cultural opportunities.
- Enhance awareness of French Immersion resources for families.



Implementation

ECSD's Learning Services and Educational Planning have been working together on implementing the recommendations. While the implementation of all the recommendations is a longer-term process, Learning Services and Educational Planning began looking at what could be actioned and implemented in the first year. Here is a summary of the progress made in the first six months.



FI ENGAGEMENT Y1 - MID-POINT CHECK-IN

The "What We Heard" Report identified four key areas for action to enhance French immersion retention. This one-pager outlines the progress made in the first six months. A comprehensive Year 1 report will be available after the September 30th, 2025 enrolment count.

Transportation

Analysis

- Analyzed all FI bus routes for ride times
- Explore shuttle bus routes for a JH shuttle to JHP

Actions

- Additional bus routes will be added to decrease ride times
- One pager from transportation for admin/admin support to ensure common messaging
- Shuttle bus offered at St. John XXIII and Holy Cross for 2025-2026 but not viable at this time

Year 2

- Shuttle bus will be promoted earlier and regularly in Y2 to determine viability

Program Pathways

Analysis

- Inconsistencies in program pathway promotion between schools

Actions

- \$5000 (OLEP funds) allocated to each school to promote program pathways through targeted activities
- Time allocated at each FI principal meeting to plan activities
- Successes: increased social media posts, JH principals attending ELEM SAC meetings, JHP kiosk at every demo of learning, feeder volleyball tournaments, increased activities to promote JHP

Year 2

- Intentional planning to continue emphasizing program pathways, through targeted time at FI meetings

Program Experience

Analysis

- Students want engaging learning opportunities and choice.
- Parents want more tools to support their child's learning

Actions

- Individual schools have taken actions related to their specific feedback to enhance program experience.
- Ongoing principal professional learning on program experience
- Division allocated dollars
- Successes: Language Myth Busters promoted, MAC acknowledgement of FI completion at grad, St. John XXIII first trip to Quebec

Year 2

- Begin creation of a standard of program experience

Cultural Experience

Analysis

- Families and students value diverse cultural experiences

Actions

- \$5000 (OLEP funds) to provide cultural activities, \$1500 of ImmersArts funds used by all schools
- 2 Division events: Kitchen Party (100 people), Cabane à sucre (500 people)
- Successes: Significant increase in the number and variety of cultural activities facilitated by the Cultural Coordinator, Intentional planning and collaboration of diverse cultural activities

Year 2

- Continue to leverage the services of the Cultural Coordinator



Objectives

Objective	Timeline
Increase overall retention in French Immersion	By June 2027
Strengthen transitions from junior high to senior high	By June 2028
Enhance student satisfaction in the program	By June 2026
Improve parent awareness and engagement	By June 2027
Expand cultural and extracurricular participation	By June 2026

Monitoring and Evaluation

ECSD's Learning Services hosts French Immersion Principal meetings five times a year. The Implementation of the recommendations are a standing agenda item. Each meeting, Learning Services will lead the principals through a facilitated process to share what each school is doing to implement the recommendations at their site.

Additionally, Learning Services hosts professional development for all the French Immersion teachers (Somet) twice a year. These sessions will also provide the French Immersion teachers with the opportunity to discuss and share the implementation of the recommendations.

Finally, Educational Planning will look at updating the progress made based on retention and enrolment in the fall of each year, starting in September 2026.





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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.3

Date: June 18, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Ryan Feehan, Superintendent of Leadership Services

Resource Staff: Christine Ganon, Division Principal; Leadership Services
Joe Gulli, Division Principal; Leadership Services

Re: **School Resource Officer Program Update**

Background:

The School Resource Officer (SRO) Program is a collaborative initiative between Edmonton Catholic Schools (ECSD) and the Edmonton Police Service (EPS), designed to foster a safe, supportive, and inclusive school environment. By integrating police officers into the educational setting, the program enables SROs to work closely with students, staff, and the broader community to address safety concerns, offer mentorship, and build positive relationships.

SROs play a vital role in both proactive support and responsive intervention. They provide education and counselling. Their presence in schools allows for supportive responses to concerns ranging from bullying and behavioural challenges to more serious situations requiring police involvement. Through collaboration with school staff, SROs help promote a culture of safety and respect and help resolve issues effectively.

This presentation provides an overview of the SRO Program and identifies areas of strength and focus to ensure that best practices continue to be implemented across all school sites.

Recommendation:

That based on the evidence provided in the School Resource Officer Program Update, the Board of Trustees determines that the following Quality Indicators have been met, as per *Board Policy 12 - Appendix B*, relative to the current evaluation period:

QI 3.1 - Develops measurements and monitors progress relative to providing a welcoming, caring, respectful and safe learning environment.



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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting **2.4**

Date: June 18, 2025
To: The Board of Trustees
From: Sandra Palazzo, Board Chair
Re: **Chief Superintendent Evaluation Report 2024-2025**

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 2024-2025 school year. The Board contracted an external facilitator to complete the process.

Lynnette Anderson has continued in a profound journey of growth and evolution over this past year. She has truly embraced the ethos of servant leadership and has been intentional in all her actions, engaging in authentic listening to enhance her understanding of changing needs and challenges, thereby producing exceptional results. She has provided clear, concise, and timely communication to ensure all stakeholders are well-informed and aligned.

Lynnette's humility in leading with grace, integrity, and professionalism permeates all of her activities, and she shares her passion for Catholic education and portrays the tenets of truth, goodness, and beauty for our students.

The Board feels incredibly blessed and honoured to have Lynnette Anderson continue to provide astounding leadership in her role as its Chief Superintendent.

Recommendation:

That the Board approve the Superintendent evaluation report as developed during the evaluation workshop of June 4, 2025 as an accurate accounting of the Superintendent's performance for the period June 6, 2024 to June 3, 2025, and further that the Board authorize the Chair to make any required technical edits and to sign the report on the Board's behalf.



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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.5

Date: June 18, 2025

To: The Board of Trustees

From: Sandra Palazzo, Board Chair

Resource Staff: Courtney Naccarato, Corporate Secretary

Re: **Board Self-Evaluation 2024-2025**

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 May 29, 2025, the Board of Trustees of Edmonton Catholic Schools completed its 2024–2025 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 on May 29, 2025, 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.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

2.6

Date: June 18, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Courtney Naccarato, Corporate Secretary

Re: **Date for September 2025 Public Meeting**

Section s.2 Board Procedures Regulation Alta.Reg.82/2019 states: *The Board must hold as many regular meetings as it considers necessary to deal adequately with its business and that the resolution of the board establishing the regular meetings of the board shall state the date, time and place of the regular meeting.*

There are several business items for the Board to attend to after summer break. These items include: the Naming of Schools, updates to Board Policy, and the CEO report on summer activities. In that regard, Administration is recommending that the Board approves a public meeting to be held on September 17, 2025 to deal with these items of business.

Recommendation:

That the Board of Trustees approve a public Board meeting on September 17, 2025 from 3:00 PM – 6:00 PM to be held in the Board Room located at Lumen Christi Catholic Education Centre, 9405 50 Street, unless otherwise determined. The Chair of the Board of Trustees may change the time, cancel, or postpone any regularly scheduled public meeting of the Board upon receiving concurrence from a majority of trustees.



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting **3.1**

Date: June 18, 2025

To: The Board of Trustees

From: Lynnette Anderson, Chief Superintendent

Originator: Terri Peterson, Superintendent of Learning Services

Resource Staff: Claudia Pederson, Manager Equity, Diversity, Inclusion, and Anti-racism

Re: **Embracing Diversity Report 2025 and Creating Communities of Belonging Strategic Plan (2025-2028)**

Background:

Edmonton Catholic Schools embraces the values of equity, diversity, inclusion, and anti-racism (EDIAR) from a Catholic worldview. This is paramount and made evident through the implementation of the priorities, key strategies, and actions within the EDIAR Strategic Plan (March 2022). This report shares the vast array of work that is happening with students, staff, and families that truly demonstrates how the entirety of the Division is embracing diversity.

Key Strategies highlighted in this report are:

- Develop common understandings of EDIAR concepts and language from a Catholic worldview for students, staff, and families.
- Create opportunities for students and staff to develop and celebrate the uniqueness and diversity as children of God.
- Promote and support welcoming, caring, safe, and inclusive Catholic learning and working spaces.

This year also marks the end of the first cycle of the EDIAR Strategic Plan (March 2022). Through both qualitative and quantitative engagements, we have developed a new 3-year strategic plan, **Creating Communities of Belonging Strategic Plan (2025-2028)**, which is attached.

Recommendation:

That based on the evidence provided in the **Embracing Diversity Report 2025** and the **Creating Communities of Belonging Strategic Plan (2025-2028)**, 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 that reinforces and forms personal faith development and professional growth in effectively teaching religious education programs.*

- QI 3.1 *Develops measurements and monitors progress relative to providing a welcoming, caring, respectful, and safe learning environment.*
- QI 8.3 *Develops short- and long-range plans to meet the needs of the Division and provide for continuous improvement.*
- QI 10.5 *Promotes positive public engagement in the Division.*

Attachments:

- Embracing Diversity Report 2025
- Creating Communities of Belonging Strategic Plan (2025-2028)



EMBRACING DIVERSITY



JUNE 2025





PREAMBLE

In Edmonton Catholic Schools we believe that each person is created in the image and likeness of God and in the goodness, dignity and worth of each person. We honour the dignity of each person by treating one another with empathy, compassion, and respect. Equity, Diversity, Inclusion and Anti-Racism (EDIAR) are guiding values consistent with Catholic Social Teaching, reaffirming dignity at every level. In our Division Plan for Continuous Growth 2023-2026, our Board of Trustees has established, as one of its priorities, Embracing Diversity. Embedded in that priority is the following goal and key strategies.

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

- Develop common understandings of EDIAR concepts and language from a Catholic worldview for students, staff and families.
- Create opportunities for students and staff to develop and celebrate the uniqueness and diversity as children of God.
- Promote and support welcoming, caring, safe and inclusive Catholic learning and working spaces.



Inclusive Communities

Our Division is an inclusive community where the fundamental dignity and rights of everyone are honoured and where those who identify as 2SLGBTQ+ are welcomed and supported as children of God.



God saw
everything that was
made, and indeed,
it was very good.
GENESIS 1:31

Communautés Inclusives

Notre conseil scolaire est une communauté inclusive où la dignité et les droits fondamentaux de chacun sont honorés et où ceux qui s'identifient comme 2SLGBTQ+ sont accueillis et soutenus en tant qu'enfants de Dieu.



Et Dieu vit
tout ce qu'il avait fait,
et voici que c'était
très bon.

As a Catholic organization, we embrace the values of equity, diversity, inclusion and anti-racism as is evident through the implementation of the priorities, key strategies and actions within the EDIAR strategic plan. This report shares the vast array of work that is happening across the Division with students, staff and families that truly demonstrates how we are embracing diversity. To ensure continuous relevance, ECSD has committed to ongoing engagement with interested parties, including students, staff, and families.



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STRATEGIC PLANNING AND ADVISORY

EDIAR STRATEGIC PLAN IMPLEMENTATION COMMITTEE

The first Division-wide action in the EDIAR Strategic Plan was to, *“Create an EDIAR Strategy Implementation Committee who have the authority to guide, assess, and support the ongoing growth of the strategy across the Division. Membership of this committee should consist of a broad and diverse range of individuals from the ECSD community including representation from each department.”* This committee is now in year three of implementation and is comprised of managers and directors representing departments as well as Principals and Assistant Principals from Elementary, Junior High and High School. The committee meets five times during

the school year and drives implementation of the EDIAR strategic plan at the Division level. Each member brings the lens of their school or department as well as their personal lived experience creating a diverse body of knowledge to help promote the values of EDIAR from within a Catholic lens.

Members of the EDIAR Strategic Plan Implementation Committee also join the EDIAR Advisory Group for four meetings to listen to the perspectives of staff from across the Division and inform decisions.



BE PROUD OF YOUR ROOTS^{3.1}



EDIAR ADVISORY GROUP

The EDIAR Advisory Group is also in its' third year with each member serving a two- year term. Staff from all employee groups are invited to complete an expression of interest to put their name forward for consideration for the group. A matrix of criteria is utilized to select membership with the greatest diversity possible. Several identity factors are considered including faith background, race, gender, employee group, sexual orientation, disability, neurodiversity, years of experience in the Division, and experience and knowledge of EDIAR matters. There are 24 members in the group representing ATA, Unifor, AUPE and Out of Scope employee groups.

The EDIAR Advisory Group has played an integral role in helping the Division address the priorities within the EDIAR strategic plan and specifically embracing diversity.



EDIAR DISCUSSION BOOSTERS

EDIAR Booster videos and discussion guides support ongoing learning for all staff by building on the key concepts introduced in the Division's onboarding EDIAR training. Developed by the EDIAR team with input from the EDIAR Advisory Group and feedback from department managers and directors, the Boosters reflect multiple perspectives while intentionally permeating a Catholic worldview and embracing the diversity within Edmonton Catholic Schools.

A total of 12 EDIAR Booster videos and discussion guides are now available on the EDIAR SharePoint site to support ongoing learning in schools and departments across the Division. These boosters are designed to deepen understanding of equity, diversity, inclusion, and anti-racism, and are being used regularly by staff to facilitate meaningful dialogue and reflection. Informed by feedback from the EDIAR Advisory Group and grounded in our Catholic worldview, these resources have played a vital role in advancing our Division's commitment to fostering inclusive and equitable environments. The final three boosters mark the completion of this staff-focused series, as we now begin shifting our efforts toward the development of a new booster series designed specifically to support student learning and engagement in EDIAR.

Nine Boosters 2021-2024

PSYCHOLOGICAL SAFETY	INTERCULTURAL UNDERSTANDINGS	INCLUSIVE CONVERSATIONS
ANTI-RACISM	MICROAGGRESSIONS & UNCONSCIOUS BIAS	TRUTH & RECONCILIATION
REPORTING OF & RESPONDING TO DISCRIMINATION AND RACISM	ABLEISM AND NEURODIVERSITY	ACTIVE ALLYSHIP & EMPATHETIC LISTENING

Three New Boosters 2024-2025



Welcoming Newcomers and Embracing Diversity

This booster highlights how welcoming newcomers reflects our Catholic call to love others, affirm dignity, and foster belonging in our school communities.



Power and Privilege

This booster uses the Wheel of Privilege and Power to explore how identity shapes access, influence, and how people are treated.



Mental Health and Stigma

This booster clarifies the difference between mental health and mental illness, and challenges stigma through inclusive, person-first language and understanding.

EDIAR CONSULTANT

The EDIAR consultant role continues in the 2024–2025 school year and has been crucial in integrating EDIAR priorities into curriculum planning and programming. This role fosters collaboration across departments and demonstrates the connection between Catholic faith and EDIAR principles. EDIAR approaches accountability by building bridges of understanding, transforming respect, and restoring relationships.

Faith and EDIAR principles permeate all activities at ECSD, ensuring students celebrate success as unique children of God. The EDIAR consultant has contributed significantly to the Division's goal of embracing diversity, including expanding the annual Black Student Alliance Conference to include increased collaboration with division high schools, expanding the annual regional Be an Upstander Showcase introducing yet more schools to the program, and further developing curricular resources and presentations linked to student wellbeing and building community.

The following infographic highlights staff and student presentations led by the EDIAR consultant. These sessions build capacity across the Division by linking Catholic teachings with inclusive practices, creating spaces where all feel seen, heard, and valued.

EDIAR Consultant-Led Presentations for Staff and Students

STAFF PRESENTATIONS



Faith, UDL and EDIAR

Presented during the District Mini Conferences in collaboration with Religious Services, this presentation connected SEL and EDIAR through the lens of Universal Design for Learning (UDL) by making connections with our Catholic Faith Participants left with tools to build inclusive classrooms that celebrated every student's unique identity as a child of God.

Addressing Derogatory Language

This presentation helps staff, administrators, instructional coaches, and teachers navigate strategies to help confront inequity and derogatory language at their respective sites while simultaneously connecting to curriculum, permeating faith, and building community.

SEL and EDIAR

Presented during School Teams Round 2 in collaboration with Inclusive and Physical Education Curriculum Consultants, participants dove into the vibrant world of SEL and EDIAR through the lens of Universal Design for Learning (UDL). Discussions focused on practical strategies to create inclusive classrooms that celebrate every student's unique identity.

Unlocking Rigour: Pathways to Academic Success for EAL Learners

This four-part series was presented in collaboration with EAL Consultants. Participants learned about culturally responsive teaching and how to incorporate culture in all subject areas to honour the diverse perspectives of all students, newcomers or otherwise.

STUDENT PRESENTATIONS



God Makes Us Unique

This presentation speaks to the diversity that we see and the uniqueness we are blessed to experience in our world. In this presentation, we discuss what equity, diversity, inclusion, anti-racism and God's love looks like, sounds like, and feels like.

Addressing Language and Community

This presentation is tailored to meet the needs of school administration and staff in addressing concerns related to student relationships and community building. Centered around positive uses of language, strategies are shared that demonstrate culturally responsive approaches to struggles students may face. Tailored for each individual school, this presentation highlights the need for mutual respect, interpersonal understanding, and our common human struggle united in God's love. Group sizes range from small class groups to groups of up to 400 depending on the wishes of the site Administrator and the needs of the staff.

Restorative and Proactive Circles

Presented to classes and groups in both proactive and restorative formats, restorative practices are a transformational approach to building and maintaining positive relationships within our school community. Rooted in the principles of empathy, respect, and accountability, these practices focus on repairing harm and restoring trust when conflicts arise. This approach not only aligns with our Catholic faith, emphasizing forgiveness and reconciliation, but also strengthens our commitment to diversity and inclusion, ensuring that all students thrive as unique children of God.

EDIAR SPECIALIST

The EDIAR specialist continues to play a vital role in addressing peer conflict and de-escalating incidents involving racism and discrimination within schools. In collaboration with administrators, teachers, and school staff, the specialist provides coaching, facilitates restorative conferences, and often follows up with educational presentations for both students and staff. By approaching conflict through both a responsive and proactive lens, the EDIAR specialist helps create learning environments where all individuals feel seen, respected, and included.

With a strong focus on equity, diversity, inclusion, and anti-racism, the EDIAR specialist supports administrators in navigating the complexities of EDIAR-related issues, while encouraging awareness and thoughtful informed responses that consider broader societal contexts when responding to challenges. Approximately 6,500 staff and students in 60 departments were supported in 2024-2025. The EDIAR specialist works collaboratively with schools' teams to:



Identify areas
of growth



Implement proactive
measures to address
issues before they
escalate



Promote awareness,
understanding, and acceptance
of differences to foster a sense
of belonging for all individuals

The EDIAR specialist serves as a core member of the leadership team for Restorative Conferences and Restorative Circles, using a restorative approach to foster open dialogue, active listening, and consensus-building. This method has been instrumental in managing conflict, encouraging understanding of diverse perspectives, and bringing together all parties involved to address harm, repair relationships, and collaboratively develop solutions for nearly 300 people across the division.

Recognizing the deep connection between EDIAR and mental health, the EDIAR specialist also plays a key role on the Student and Staff Mental Health/Wellness Committee. This collaboration has enabled the integration of EDIAR principles into mental health initiatives, enriching the learning experience for both students and staff. For instance, during the Student Symposium, students explored how equity, diversity, inclusion, and anti-racism contribute to understanding different perspectives, the impact



of our words, and how values can be shared within peer communities. Meanwhile, staff engaged in meaningful conversations about equity and took part in self-reflective practices aimed at deepening their ability to foster inclusive and supportive environments.

The EDIAR specialist delivers presentations designed to cultivate a sense of belonging and community among students by encouraging mutual respect, understanding, and appreciation for diversity. Presentations on *Belonging and Inclusion*, *Words that Hurt*, *Words that Heal*, *Students Equity Sessions*, *Everyone has a Story*, and *Restorative Circles for All* were offered in 2024-2025. These presentations aim to positively influence students by increasing awareness, nurturing empathy, developing inclusive skills, and inspiring collective action. Through interactive discussions and active participation, students are empowered to lead initiatives, campaigns, or projects that advance social justice and equity.

EDIAR Specialist-Led Presentations for Staff and Students

STAFF PRESENTATIONS



Courageous Conversation about Race

These sessions guided participants in exploring the role of race in their lives through Dr. Singleton's Four Agreements. They reflected on their beliefs and worldviews, and in the second session, deepened their understanding by examining the Six Conditions and the Conversation Compass. Participants considered how these tools can support meaningful change with staff and students.

Equity Diversity Inclusion and Anti-Racism Staff Boosters

Equity, Diversity, Inclusion, and Antiracism (EDIA) Staff Boosters in 2024–2025 covered key topics including:

- Psychological Safety** – fostering environments where staff feel safe to speak up.
- Microaggressions** – understanding impact and intention in everyday interactions.
- Welcoming Newcomers** – emphasizing belonging as a reflection of Catholic values.
- Power and Privilege** – exploring how these dynamics shape relationships in schools.

Courageous Conversations for Students with a Faith Perspective

This District Wide session explores a framework for courageous conversations on inclusion, human dignity, and the common good. Participants will gain strategies to help students embrace their identity, relationships, and the diverse abilities of their peers. Three sessions in total were offered.

Restorative Conferences and Circles Training Sessions

In 2024–2025, educators participated in restorative training sessions. This two-day **Restorative Facilitator Conference Training** is focused on providing participants with the tools and strategies to address conflicts, bullying, and misconduct. The **Restorative Circles** session focused on proactive classroom strategies, with an emphasis on equity, inclusion, anti-racism, and EAL.

STUDENT PRESENTATIONS



Student Equity Groups Sessions

Brave Spaces, Bold Voices

In partnership with the Centre for Global Education, this two-part session united EDIAR student groups for thoughtful dialogue, reflection, and interactive activities to foster inclusive, equitable schools.

Student Equity Groups

Students learned how to start and maintain EDIAR groups while planning school-based equity and inclusion projects.

Belonging and Inclusion

Elementary students learn about belonging and inclusion with a focus on "The Invisible Boy." Belonging means feeling accepted, safe, and valued just for being yourself while inclusion is when everyone is welcomed, respected, and given a fair chance to join in and shine.

Words that Hurt, Words that Heal

Words that Hurt, Words that Heal

K–9 students participated in age-appropriate EDIAR learning, exploring the power of language, brave spaces, and courageous conversations. As students progressed through the division, their understanding deepened through discussions, reflection, and activities focused on intent vs. impact and discriminatory language.

Student Symposium

Elementary and junior high students engaged in conversations about the meaning and history of words and took part in activities to bring back and share with their schools.

Black History Month-Everyone Has a Story

This grade 4-6 presentation emphasized the achievement of a young black hockey player in Canada, breaking stereotypes, and helping students further develop their understanding of Black history month.

Restorative Circles for All

Restorative circles aim to strengthen relationships, build community, and cultivate a culture of trust and respect by offering a space for all voices to be heard before conflict occurs. K–9 and Inclusive students participated in these proactive circles to connect with others and collaboratively develop solutions to emerging issues.

DIVERSITY IN DIVISION PERSONNEL

RECRUITMENT AND RETENTION

Our recruitment and retention strategies are grounded in a Catholic worldview. All teacher applicants must submit a Faith Formation Plan, complete Religious Education courses (CHRTC 250/380/381), and provide a pastoral reference before being awarded a continuous contract.

In partnership with Human Resources, Religious Education Services, and Learning Services, new and beginning teachers engage in intentional formation through personalized Faith Formation Plans, Summer Summit sessions, and faith-permeated professional learning. Onboarding includes explicit support in faith integration, helping teachers live out Catholic identity in daily practice. Through this, we develop educators who model Christ's teachings and foster environments where each student is recognized as a unique child of God.

WELCOMING, CARING, RESPECTFUL, AND SAFE ENVIRONMENT

Our hiring practices promote inclusive, caring school communities. Teachers are placed in roles aligned with their strengths and specializations, enhancing job satisfaction, staff wellness, and student outcomes.

Efforts to diversify our workforce include international recruitment for Spanish and Ukrainian Bilingual Programs, culturally responsive hiring for French Immersion, a partnership with the Spanish Embassy, and collaboration with Indigenous consultants to attract First Nations, Métis, and Inuit and Cree Language Educators. We also promote the Bridge to Teacher Certification program for tradespeople entering CTS education.

Early engagement of preservice teachers includes events such as Application and Preparation Sessions and a Career and Resource Networking Event. In Fall 2024, over 200 preservice teachers were welcomed, with 246 more expected in Spring 2025. Beginning teachers attend four division-led learning days on topics such as classroom management, wellness, curriculum, and faith formation. Staff wellness is closely monitored through fill rates and workload reviews, with responsive supports in place. These actions ensure that all students and staff experience learning environments that are safe, respectful, and inclusive.

INCLUSIVE CULTURE

Effective inclusive culture building is built on proactive hiring and on comprehensive onboarding and inclusive culture-building. Recruitment is a shared responsibility, with principals, assistant principals, consultants, and division staff all involved in attracting and supporting new hires. This collective approach strengthens communication and fosters alignment across schools. Beginning teachers are matched with mentors, while divisional consultants maintain open dialogue and provide early support to prevent miscommunication. By building diverse classrooms and staff teams that reflect student needs, we promote mutual respect and understanding. Ongoing faith formation, inclusive practices, and professional growth help create healthier, more cohesive teams. These supports ensure that conflict is addressed constructively and that staff are equipped to build strong, inclusive school communities.

DIVERSITY IN LEARNING

CURRICULUM INTEGRATION

The Curriculum team is grounded in the belief that equity, diversity, inclusion, and anti-racism (EDIAR) from a Catholic worldview are essential to building the conditions for optimal learning. Our work is guided by the Teaching Quality Standard, particularly the expectation that teachers apply effective planning, instruction, and assessment practices to meet the learning needs of every student. With a deep commitment to TQS Competency 3, we support educators in designing inclusive, culturally responsive, and engaging learning experiences that reflect both the Catholic worldview and the diversity of our learners. This year, our curriculum projects have focused not only on equipping teachers with practical tools and resources, but also on creating spaces where student identity, voice, and belonging are affirmed through thoughtful integration of EDIAR principles across all subject areas.



ELEMENTARY CURRICULUM

Grade 4–6 Literacy Project – Seeing Ourselves in Story

This year, our team expanded our commitment to equity, diversity, inclusion, and anti-racism by launching the Grade 4–6 Literacy Project: a curated classroom novel collection designed to make every student feel seen, valued, and engaged in their learning. Building on our earlier work with mentor text bundles, this initiative placed class sets of hand-selected novels into schools across the division — titles chosen not only for their rich literary merit and connection to the new English Language Arts and Literature curriculum, but also for the diversity of voices, experiences, and identities they represent.

Our approach to resource selection was rooted in **three deliberate stances**:

1. Catholic Worldview:

Guided by Catholic Social Teaching and the belief that every human person is sacred and deserving of dignity, the texts reflect core Gospel values such as empathy, community, courage, hope, and care for creation. Books like *Wonder*, *Rain Reign*, *The Boy Who Harnessed the Wind*, and *Wishtree* exemplify how story can nurture compassion and a sense of belonging. This aligns with our call to ensure all students feel welcomed, respected, and supported in their journey as learners and as children of God.



2. Curriculum Connection:

Each text was mapped to specific Knowledge, Understanding, Skills, and Procedures (KUSPs) from the ELAL curriculum, with clear instructional opportunities for comprehension strategies, vocabulary development, writing, oral language, and cross-curricular integration. Texts also aligned with concepts like character development, author's craft, and multiple points of view to deepen students' engagement and literacy growth.



3. Resource Review Lens:

We applied the principles outlined in Alberta's Provincial Resource Review Guide to ensure that each resource was developmentally appropriate, fostered pluralism, and reflected inclusive, authentic representations of First Nations, Métis, Inuit, and global perspectives. Our selections emphasized themes such as environmental stewardship, resilience, identity, and social justice. For example, *Refugee* tells the stories of three children from different eras and regions, all fleeing their homes in search of safety. The themes of global perspectives, identity, and equity explore how global issues affect individuals and communities, emphasizing empathy and action towards a more just world.



This project was also deeply enriched by collaboration across departments. Our Indigenous Learning Services team provided vital insight to ensure respectful and accurate representation of Indigenous voices, while our English as an Additional Language consultants supported culturally responsive teaching strategies and language scaffolds for diverse learners. Additionally, a French language bonus bundle was developed in partnership with our Languages team to ensure our immersion schools also had access to inclusive, engaging texts that support biliteracy and reflect the multicultural nature of our division.

With intentional planning, deep pedagogical reflection, and cross-departmental partnership, this project stands as a model of how thoughtful resource curation can support both high-quality instruction and inclusive learning environments—where every student can see themselves, and others, with dignity and hope.

Religious Education Services

The Religious Education Services team is deeply committed to advancing Equity, Diversity, Inclusion and Anti-Racism (EDIAR) in ways that are firmly rooted in Catholic teaching. At the heart of this work is the belief that every person is created in the image and likeness of God, and therefore, each individual possesses inherent dignity and worth. This foundational truth guides our efforts to create inclusive, faith-filled environments where all students and staff are welcomed, valued, and celebrated as children of God.

Our collaboration with the Division Goal of Embracing Diversity and the Equity, Diversity, Inclusion and Anti-Racism team is both strategic and spirit-led. Together, we explore the intersections of identity, justice, and human dignity—areas where Catholic Social Teaching and EDIAR principles naturally converge. This partnership allows us to support schools in ways that are both theologically sound and pastorally responsive.

One of the most visible expressions of this collaboration is the participation of the Manager of Religious Education on the Equity, Diversity, Inclusion and Anti-Racism Implementation Committee. The Manager of Religious Education brings a Catholic lens to the development of Booster scripts, offering thoughtful revisions to ensure

that the language and concepts reflect the richness of Catholic tradition. Her contributions help shape resources that are not only inclusive but also spiritually grounded.

The Manager of Religious Education also created and presented a comprehensive Catholic Social Teaching (CST) presentation to the Equity, Diversity, Inclusion and Anti-Racism Advisory Committee. This presentation highlighted how CST principles—such as solidarity, the common good, and the preferential option for the marginalized—align seamlessly with the mission of EDIAR. It served as a powerful reminder that Catholic education is uniquely positioned to lead in the work of justice and inclusion.

In school communities, our Division Chaplain plays a vital role by participating in LIFE Group meetings. His presence supports teacher leaders in cultivating spaces where students from diverse backgrounds can express their beliefs, share cultural practices, and collaborate on social justice initiatives. These gatherings are sacred opportunities for students to encounter one another with empathy and respect, grounded in the Gospel call to love our neighbor.



“For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others.”

— ROMANS 12:4–5



Key Initiatives Supporting Equity, Diversity, Inclusion and Anti-Racism from a Catholic Worldview

- The Religious Education Consultants collaborated with Learning Services to develop and deliver “Creating Faith-Filled Inclusive Classrooms,” a session offered during ECSD’s Unity and Diversity Mini Conferences. This session explored the integration of Social Emotional Learning (SEL), Universal Design for Learning (UDL), and Catholic worldview, offering practical strategies and scripture-based resources to support inclusive classroom practices.
- The Secondary Religious Education Consultant worked with the Equity, Diversity, Inclusion and Anti-Racism Specialist to infuse Catholic perspectives into sessions on Courageous Conversations. The Secondary Religious Education Consultant aligned learning intentions with Catholic teachings on human dignity, conversion, and Christ’s example of compassionate dialogue. She also developed a Catholic framework for facilitating difficult conversations, emphasizing prayer, respectful space, and hope.
- Religious Education Services, the EDIAR Specialist and the EDIAR Consultant meet regularly to share insights, discuss school needs, and support one another in their work. These ongoing conversations ensure that Catholic teaching is thoughtfully integrated into all EDIAR initiatives and that consultants feel empowered to collaborate in service of school communities.
- Together, Religious Education Services and Equity, Diversity, Inclusion and Anti-Racism work to ensure that school environments are inclusive of spiritual needs. This includes providing accommodations for prayer, worship, and other expressions of faith, affirming that every student’s spiritual identity is respected and nurtured.

In recognizing the face of Christ in each person, we affirm that diversity is not a challenge to overcome but a gift to be embraced. Through collaboration, reflection, and action, the Religious Education Services team continues to support schools in building communities where every student and staff member can flourish in the fullness of who they are—beloved children of God.

Natural Connections – Learning with the Land, Through Story

Launched during our fourth round of School Teams in April 2025 and poised to grow into a divisional Community of Practice for the 2025–2026 school year, the *Natural Connections* project embodies our belief that the land is not just a backdrop for learning—it is a teacher itself. Designed in partnership with Indigenous Learning Services, this initiative brought together consultants from English Language Arts and Literature (ELAL), Science, and Physical Education and Wellness (PEW) to help educators explore how the natural world can anchor cross-curricular learning while fostering deeper student connection, wellness, and competency development.

As with many of our projects, literature served as the entry point. Carefully selected Indigenous texts such as *You Are the Land*, *Relatives with Roots*, and *Just Like Grandma* were used as mentor texts to invite storytelling, inquiry, and reflection rooted in both curriculum and lived experience. These resources were not only aligned with the ELAL organizing ideas and the KUSPs across subjects, but were chosen through a lens of cultural relevance, developmental appropriateness, and alignment with both the Provincial Resource Review Guide and the Catholic worldview—honouring creation, stewardship, community, and dignity of the person.

The *Natural Connections* series prioritizes holistic pedagogy, infusing Indigenous knowledge systems, environmental awareness, and inclusive practices. Each professional learning session guides teachers in building their capacity to move from teaching *in* nature to learning *with* nature. The sessions will demonstrate a commitment to fostering inclusive environments where all students feel valued and supported. The goals of the series are to ensure all students, regardless of background or learning preferences, can access the holistic teachings, feeling successful, but also recognizing they are a part of God's creation.

Next year, the project expands into a Community of Practice, offering participants sustained, cyclical support through collaborative planning, classroom modeling, and peer-to-peer mentorship. By aligning this work with *Natural Curiosity* and *Four Seasons of Reconciliation*, we are not only supporting curriculum implementation, but also furthering our division's commitment to Truth and Reconciliation, wellness, and student empowerment.

Natural Connections highlights the transformational power of land-based learning to support equity, identity, belonging, and a deeper understanding of our collective responsibility—to each other and to the world we share.

Reframing Curriculum – Planning with Neurodiversity in Mind

Recognizing the urgent need to design classrooms where all students feel seen, valued, and capable of success, our team launched *Reframing Curriculum*—a professional learning series and community of practice grounded in the principles of Universal Design for Learning (UDL). Sparked by the insights of the **ECSD Autism Working Group**, this initiative specifically supports the inclusion of Autistic and neurodiverse students through intentional, curriculum-connected planning.

Working closely with consultants across English Language Arts and Literature (ELAL), Math, Science, Social Studies, Physical Education and Wellness (PEW), EmTech, and Inclusive Learning, and in collaboration with educators from schools with site-based and division-wide specialized programs (The Learning Center, SPACES, Generations), we co-designed four immersive sessions. Each session invited educators to explore practical, neuro-affirming planning strategies—starting from understanding neurodiversity to implementing UDL-aligned lessons in core subjects. Teachers observed live model lessons, visited inclusive classroom environments, and co-planned strategies tailored to their learners.

To make this work tangible and scalable, we created a Reframing Curriculum Kit: a curated set of hands-on tools, mentor texts, accessibility supports, and planning templates designed to help teachers reimagine what curriculum delivery can look like when it begins with learner variability at the center. Books like *Rain Reign* and *A Boy Called Bat*, paired with planning frameworks and tech supports, helped bring inclusive instruction to life.

The foundation of this work aligns not only with Alberta's TQS Competency 3 and Competency 4, but also with our Catholic commitment to honoring the dignity of every learner. By embracing neurodiversity as a strength, and designing with all in mind, this project models how equity and excellence can live side by side in every classroom.

With strong interest from participants and school leaders, Reframing Curriculum will expand to more sites next year, continuing to support educators in building inclusive environments where all students—regardless of cognitive, social, or sensory profile—can thrive.

In anticipation of the new K–3 Social Studies curriculum rollout in September 2025, our Elementary Curriculum team undertook a comprehensive and deeply collaborative planning initiative to ensure teachers are ready to deliver inclusive, engaging, and developmentally appropriate learning experiences. At the heart of this work is a commitment to helping all students explore identity, place, and community through a lens that affirms diversity and amplifies underrepresented voices.

This past year, our focus has been twofold: curriculum design and resource development. Our team has created over 300 classroom-ready resources, including fully scaffolded lesson plans, rubrics, student templates, Book Creator tools, and teacher backgrounders. Our approach was not done in isolation. In deep partnership with Indigenous Learning Services, we ensured respectful, authentic integration of First Nations, Métis, and Inuit perspectives. Our consultants participated in sessions such as *Our Shared History, Our Shared Future* (ATA) and *Weaving Rupert's Land Metis Resources into Classrooms*—building shared understanding and capacity among teachers. We also supported the use of the Indigenous Canada MOOC and engaged in a final focused PD day examining the historical and contemporary realities of the Indian Act.

Language diversity was another key priority. In collaboration with our French language consultants, we developed materials in both English and French. Where full parity wasn't feasible, we ensured flexible translation formats (e.g., Google Docs and Book Creator) and created dual-language videos to support accessibility. These efforts support student pathways toward bilingual proficiency and respect the cultural and linguistic identities of our learners.

Across all materials, we placed the Skills and Procedures at the forefront to emphasize Social Studies as a *curriculum of doing*. Lessons encourage inquiry, action, and identity formation rather than passive content absorption. This framing also aligns with Catholic Social Teaching, particularly in how students explore themes like community, dignity, stewardship, and justice—connecting local and global perspectives through both faith and learning.

Our work is not only preparing classrooms for next September—it is also laying the foundation for a Social Studies experience where every student feels rooted, empowered, and inspired to engage with the world around them.



This year, our Physical Education and Wellness (PEW) team continued to embed mental health literacy (MHL) into the heart of curriculum planning and school wellness culture—recognizing that student well-being is foundational to equity, inclusion, and optimal learning.

Through our Mental Health Literacy half-day PD model, we reached 10 new schools, bringing the total to 34 ECSD schools that have now participated in the MHL professional learning series. These sessions provide educators with tools and strategies to support student mental health in developmentally appropriate, curriculum-connected ways. With a goal of expanding to 10 additional schools in the upcoming year, the impact continues to grow across the division.

A major milestone this year was the launch of the Integrated Plan for Well-Being. At its core is a shift toward using real-time school-based mental health data to drive responsive action. Instructional Leaders supported schools in reviewing their staff and student mental health data and identifying a “Top 3” priority list. Schools then worked with Wellness Champions—a newly formed role blending OHS staff reps and mental health champions—to develop school-wide strategies using the Comprehensive School Health Framework. These strategies were revisited in spring for reflection and refinement, ensuring continuous improvement.

This division-wide initiative has directly informed our planning for the upcoming Student Mental Health Symposium, which will centre on our division’s **top three student well-being needs**:

- Sleep and rest
- Having a trusted adult in the building
- Help-seeking behaviour

To address these themes, the Integrated Well-Being Committee recognizes the importance of scaling mental health literacy and social-emotional learning (SEL) initiatives. In response, next year will see the launch of SEL Pilot Schools—with up to 15 schools committing to focused implementation and reflection on evidence-informed SEL practices embedded across subjects and routines.

In addition, four ECSD schools earned Gold status in the national Healthy Schools Certification program—up from last year—demonstrating our division’s growing leadership in comprehensive school health.

To further support educators and families, the PEW team in conjunction with the integrated well-being committee, developed and launched a suite of targeted mental health resources aligned with our top three themes:

- A SharePoint hub featuring curated tools
- A “Wayfinder” tool that allows users to locate resources based on specific concerns
- Grab-and-go content for newsletters, announcements, and classroom connections

This work exemplifies our commitment to responsive, data-driven, and inclusive health and wellness education—ensuring all students have the skills, knowledge, and supports they need to thrive in body, mind, and spirit.

SECONDARY CURRICULUM

Junior High Math

We continue to engage in conversations about bias in our instruction, recognizing how it can limit student success in mathematics. By exploring these biases through the lens of teacher and student noticing, we aim to build connections across diverse perspectives to enhance student understanding. Our strategies include leveraging real-time conversations to gain insights into students' mathematical thinking and using these insights to inform instructional decisions. Additionally, we have collaborated with the EDIAR Specialist on the intersection of Culture and Mathematics and continue to implement social justice-themed math lessons through the "Math that Matters" initiative.

Senior High Math

Our focus has been on developing written response questions and math activators that use visuals and inclusive language to reflect diverse student experiences. We created a Combinatorics Teacher Resource that offers alternative approaches to traditional math instruction, providing diverse perspectives. High School Professional Learning Community sessions have concentrated on Universal Design for Learning (UDL) principles, promoting strategies from *Teaching Math to English Language Learners* by Adrian Mendoza and Tina Beene, which include scaffolding and visual support to help students engage with content.

Secondary English

We have developed a Text Selection Database that provides teachers with information on a wide range of texts highlighting the identities of authors and characters that connect with our ECSD student makeup. The "Book Club for All" initiative engages teachers as lifelong learners and readers who appreciate diverse voices. The High School Writing Anthology celebrates the diverse voices of our students, and we assist schools with their Dream Makers grant applications by selecting books by diverse authors with joyful stories. ELA content cards (manipulatives) provide equitable access to terms and materials, and our prompt-based book club honors the need for multiple means of response across student abilities.

Junior High Science

EDIAR principles have been integrated into the Junior High science context through resources grounded in a UDL framework. The ECSD Science Showcase invites students to build and share science projects that celebrate diverse perspectives. Professional development for teachers has included presentations on neurodiversity, curriculum planning, and incorporating Indigenous ways of knowing into science education. Our ECSD SharePoint highlights cultural observances, such as Black History Month.

Senior High Science

Science consultants continue to advance equity and diversity by applying UDL principles in the design of assessments and resources. Our ongoing book study, *Supporting EAL Learners in Science*, equips teachers with practical tools to support language development in science classrooms. Resources have been developed with diverse representation in mind, and this year's Science Academy incorporated land-based learning and Indigenous ways of knowing.

Secondary Social Studies

Junior and Senior High School Social Studies Consultants have advanced EDIAR and Truth and Reconciliation through professional development and collaborative initiatives. Regular collaboration through the Indigenous Learning Services/Social Studies Resource Working Group has focused on curating resources related to teacher foundational knowledge and Indigenous histories. Guest speakers such as Dr. Kisha Supernant have enriched teacher capacity to teach hidden histories and the ongoing impacts of colonization. In-class initiatives, such as inviting Métis knowledge keeper Dan Cardinal, bring lived experiences and Indigenous perspectives directly into classrooms.



EmTech

Our curriculum area has intentionally embedded EDIAR principles through the development of digital citizenship resources and inclusive digital learning tools. We have curated monthly Digital Citizenship Resources for various grade levels, emphasizing respect, empathy, and human dignity within online spaces. We developed K–6 Digital Learning Resources that draw from a range of cultural perspectives and experiences, with a central focus on using Book Creator to support UDL by removing barriers and fostering inclusivity. In collaboration with Indigenous Learning Services, we have built capacity in using Book Creator among educators and students, ensuring Indigenous voices are represented and empowered. Additionally, our involvement in the Alberta Research Network Artificial Intelligence Research Project with the University of Alberta has integrated Indigenous perspectives into the exploration of Artificial Intelligence in education.

Languages/Francophone Perspectives

We collaborate with the Coordinator French Culture, Special Events to connect with Francophone organizations and integrate authentic Francophone texts and resources into classrooms. Our efforts include creating a norm of celebrating all languages and cultures, developing new curriculum resources with Indigenous Learning Services, and fostering a culture of linguistic identity within the Languages programs. Initiatives such as Language Mythbusters videos and various school and community events further support these goals.

English as an Additional Language Team

Our curriculum area has integrated EDIAR principles into teaching, learning, and resource development. We emphasize cultural competency and culturally responsive teaching, ensuring that students see themselves in materials and creating a safe and caring culture. Collaborations with the EDIAR Consultant, Indigenous Learning Services, and other departments have supported this work. Our approach is rooted in the Catholic worldview, embracing diversity and acceptance with the belief that God loves us all the same.



Secondary Physical Education and Wellness

Professional learning opportunities for Physical Education and Health teachers have focused on integrating Social Emotional Learning and UDL to promote EDIAR within schools. Moving forward, our EDIAR consultant will be involved in supporting teachers with the implementation of new curriculum.

Assessment and Reporting

We reference *Grading for Equity* by Joe Feldman to explore best assessment practices that honor all students. Professional development on backwards design allows us to integrate UDL principles into learning experiences from the start. We are also working on making Summary Reports and Report Cards more accessible and understandable for all parents and families. SpacesEDU supports students accessing IPPs and provides a visual window into learning for families, including English as an Additional Language families.

STUDENT ENGAGEMENT AND SUPPORT

BLACK STUDENT ALLIANCE (BSA) CONFERENCE

The BSA Conference was an opportunity to bring together BSA Teacher leads and their students from all of the high schools within the division together. BSA and related equity groups within the division high schools had an opportunity to meet in a division wide networking event. As a Community of Practice, teachers were supported throughout all facets of their group development. This support can come in the form of presentations, strategy sessions, meeting with BSA groups, connecting with teacher leads, and providing a presence at different school and community events.

Our signature event, the BSA Conference, which was held on February 22nd, 2025 at Louis St Laurent High School. It was and continues to be an open invitation to students in ECSD to celebrate black excellence and attend a conference like atmosphere.



BE AN UPSTANDER

The Be an Upstander program empowers students to recognize injustice and use their strengths to create change. In coordination with the Canadian Museum for Human Rights, the program amplifies student voices and encourages them to take action and spread awareness about issues around social justice. This year, ECSD students shared their work at our regional showcase at Lumen Christi Catholic Education Centre. Approximately 150 students from 5 different schools participated. They set up presentation booths and spent the afternoon talking with visitors, educators and politicians about how they are taking action to turn injustice toward justice.

The EDIAR Consultant supported several sites throughout the year long process, engaging in multiple visits to classrooms and different schools over the course of the project from inception to the final regional showcase. Schools also participated in their own demonstrations of learning and carousels at their individual sites. Students covered many topics, including houselessness in Edmonton, poverty, self-esteem in boys, youth mental health, the link between food and environment, and more.



The showcase was an amazing opportunity for youth to interact with decision-makers, parents, and our community, allowing them to profile their work and highlight ways to make our world a better place for all.



SPECIALIZED INTERDEPARTMENTAL SERVICES AND CONTINUOUS DIALOGUE

IDENTITY-ROOTED DEPARTMENTS

Indigenous Learning Services

The Four Directions Wellness Specialist has made significant strides in fostering a welcoming and safe environment for Indigenous students and their families. Through innovative wellness programs, cultural inclusiveness initiatives, and professional development for all Division staff, we have enhanced the educational experience and overall well-being of Indigenous students within our school community.

KEY AREAS OF FOCUS

1. Wellness and Cultural Programs

Holistic Programming: Developed and led wellness programs integrating Indigenous ways of knowing and being, utilizing the Medicine Wheel. These programs have been instrumental in promoting mental, emotional, physical, and spiritual well-being among Indigenous students.

Trauma-Informed Care: Assessed and refined wellness programming to ensure it reflects Indigenous trauma-informed care principles, addressing intergenerational trauma and fostering resilience.

Safe Spaces: Established standards for space spaces for Indigenous students to experience belonging and success, ensuring culturally safe and inclusive educational environments.

2. Indigenous Student and Parent Engagement

Special Projects: Coordinated projects responsive to the holistic needs of Indigenous students, such as Indigenous arts and violence prevention initiatives.

Restorative Circles: Facilitated support and healing circles for students experiencing difficulties, promoting a sense of community and belonging.

Family Gatherings: Organized culturally based wellness-focused family gatherings to increase engagement and involvement.

Mentoring: Offered mentoring support to staff, helping them address the wellness needs of Indigenous students and families.

Training Sessions: Developed and facilitated professional development sessions focused on Indigenous anti-racism education, social justice, trauma-informed care, and wellness modalities.

Resource Development: Created culturally relevant wellness resources for staff, enhancing their ability to incorporate Indigenous content into school programming.



Professional Development

Building Knowledge About Indigenous Worldviews

This professional development workshop is designed to deepen participants' understanding of Indigenous worldviews, including First Nations, Métis, and Inuit perspectives. By exploring the foundational principles and cultural practices that shape Indigenous ways of knowing and being, educators and staff will be better equipped to create inclusive and respectful learning environments.



Selecting Indigenous Resources

This professional development workshop is designed to equip educators with the knowledge and skills necessary to select authentic Indigenous resources that accurately reflect the strength and diversity of First Nations, Métis, and Inuit peoples. Participants will learn how to identify and integrate culturally appropriate materials into their curriculum and programming, fostering a more inclusive and respectful educational environment.

Indigenous Trauma-Informed Care

This professional development workshop is designed to provide educators with the knowledge and skills necessary to implement Indigenous trauma-informed care in educational settings. Participants learn about the unique aspects of trauma experienced by Indigenous communities, including intergenerational trauma, and how to create supportive environments that promote healing and resilience.

PATHWAYS FOR YOUNG AND DIVERSE LEARNERS

One World...One Centre

At *One World...One Centre*, we recognize that successful student transitions begin with compassionate, culturally responsive support for families.

From August 2024 through April 2025, we welcomed 2,180 students from ninety-five countries helping newcomer families establish a home-school-parish connection grounded in trust and Catholic social teaching.

Highlights:

- Registration and Orientation sessions hosted throughout the year at Lumen Christi Catholic Education Centre.
- Intercultural Liaison staff from diverse cultures guided families, support families settling in at Edmonton Catholic Schools, and connect with families through shared experiences and common language.
- One World.... One Centre staff cultural identity during school multicultural days, by leading presentations and discussions on faith, family, and culture, which allows students to take pride in sharing their cultural identity.
- Supported the development of the EDIAR Booster focusing on newcomers and refugees.
- Conducted cultural learning sessions for staff and students to highlight diverse worldviews and traditions.
- Promoted inclusive classroom tools by collaborating with schools to incorporate stories, holidays, and values from multiple cultures.
- Supported the ECSD Teacher Recruitment Fair.
- Our Intercultural Liaison Staff facilitated restorative conversations to help staff navigate cultural misunderstandings and assisted with complex conversations between schools and families, including topics like parenting in two cultures.

One World...One Centre, continues to foster a community where every newcomer child can thrive—academically, socially, and spiritually.

Together, we celebrate the unique gifts of every individual and build a future rooted in faith and inclusion.



100 Voices

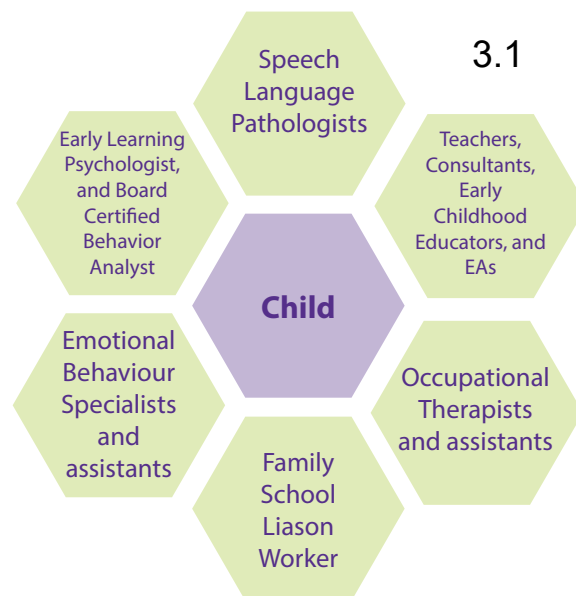
100Voices is our **Pre-Kindergarten program** that begins a child's journey in Edmonton Catholic Schools. 100 Voices is a diverse program. Children enter the program identified with moderate, or severe developmental delays, or medical needs. As **each child is supported with an individual program plan** to support access to learning. As the community of children that makes up 100 Voices is diverse we are constantly striving to create welcoming, safe, inclusive Catholic learning environments to support children, staff and families. Below are some of the actions we have taken this year.

Programs are offered at:

- St. Monica – 6 classrooms
- St. Vladimir – 5 classrooms
- Edmonton Valley Zoo/ St. Paul – 1 classroom
- Ben Calf Robe/ St. Clare – 1 classroom

Programs are supported by a full multidisciplinary team. New this year six Early Childhood Educators and a Board-Certified Behavior Analyst were added to the team to respond to an increase in the number of children with high support needs in our programs.

100 Voices Teachers partake in monthly professional learning which allows for professional reading, dialogue, and planning. A focus has been on **planning for our diverse learners**.



Planning for Diverse Learners: 100 Voices Professional Learning

Planning for regulation needs:

- Sensory play
- STEM opportunities
- Outdoor learning
- First Nations, Métis, and Indigenous Connections

Planning for communication needs:

- Augmentative and Alternative Communication (AAC) tools
- Music
- Stories
- First Nations, Métis, and Indigenous Connections

Planning for learning:

- Access to the curriculum (finding entry points)
- Spaces EDU: digital platform to highlight learning and success
- Environments which bring joy and offer choice

Many of the children in 100 Voices are working to develop communication skills. As such classrooms have been supported with both high and low technology options for all children to learn to communicate their needs, wants, ideas and preferences. We have **22 children** who are accessing **AAC iPad trials** to support their communication.

As many of the children in 100 Voices utilize a variety of tools and spaces to regulate their bodies, support has been provided to build sensory rooms, as well as sensory spaces within classrooms. **Additional proprioceptive materials as well as cause and effect toys were added to each site.**

To nurture the relationship between home and school as well nurture relationships between families, the Multidisciplinary Team **offered a variety of parent sessions** that included:



Two AAC iPads in each classroom (one with touch chat, one with Lamp)

Access to Chat Editor

Low technology supports: core vocabulary board and story boards

Regulation

Communication

Assessment Information

Parent Newsletters

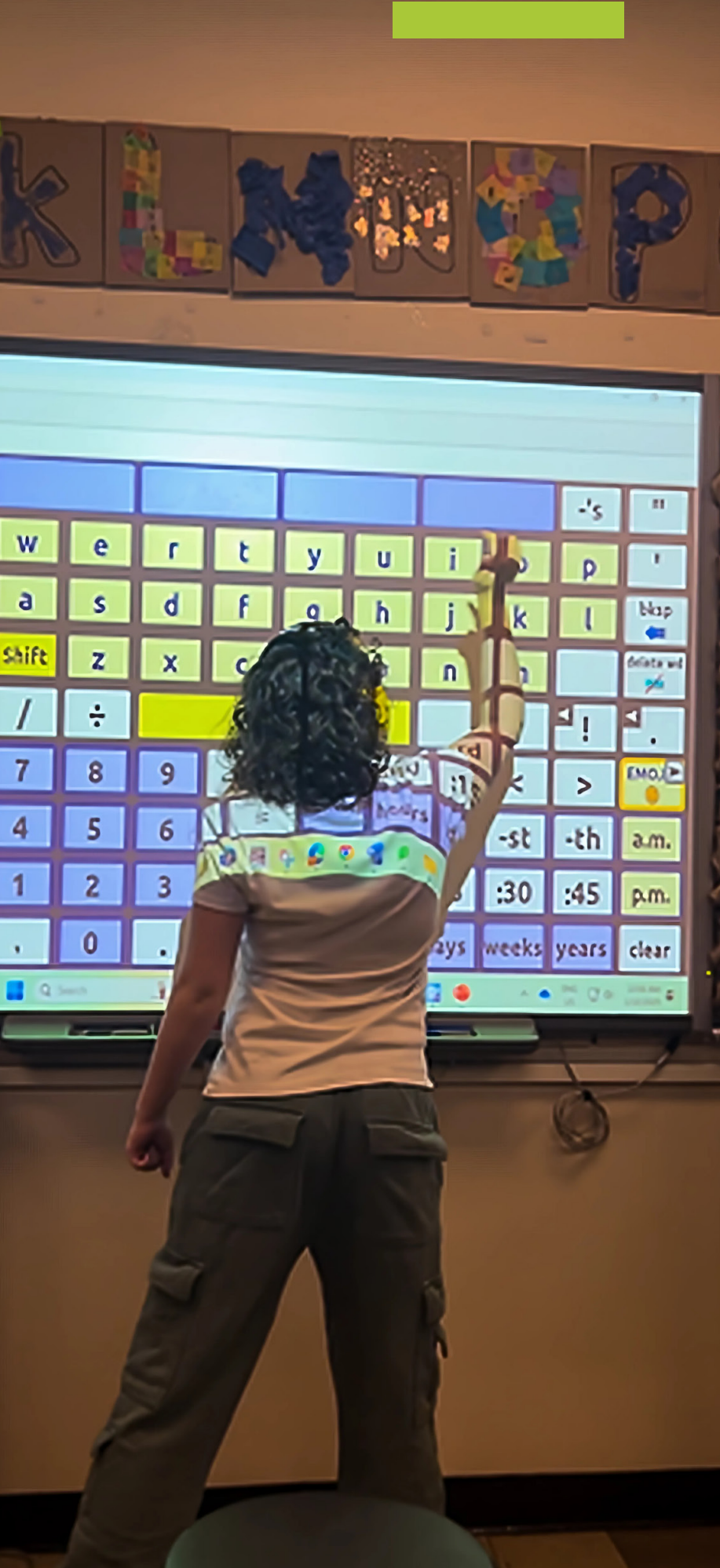
Parenting in Two Cultures

Generations

Generations is a Program of Choice pathway designed to support our most complex learners with a range of intentional actions to promote equity, inclusion, and diversity. We acknowledge the multiple exceptionalities and medical needs of each student and provide programming and specialized staff to create a safe environment to remove barriers, so all students have access to learning in their own unique way. The program ensures that each student has an Individualized Program Plan (IPP) tailored to their specific learning, medical, and developmental needs.

Also, a multidisciplinary team including therapeutic assistants, a licensed practical nurse, and educational assistants work collaboratively alongside the teacher to provide personalized support. Students have access to assistive technologies and adaptive learning tools, such as communication devices, buttons and switches, which allows equitable access in ways that align with their abilities. The program also invites students to participate in grade-level classrooms and option classes whenever possible alongside their peers. The students are invited to Art, Music, Physical Education, Science, and any other subject of interest. In this way, programming and learning experiences stem from student strengths and interests. This includes hands-on activities for students who, for example, enjoy building, cooking, music, and physical activity. This is intentionally designed to support the diverse learning needs of all students and foster equity and inclusion by engaging students in meaningful, personalized ways.

Generations is offered at St. Vincent Catholic Elementary School, Divine Mercy Catholic Elementary School, St. Mark Catholic Junior High School, and Austin O'Brien Catholic High School.



BEHAVIOUR, WELLNESS, AND MENTAL HEALTH SUPPORTS

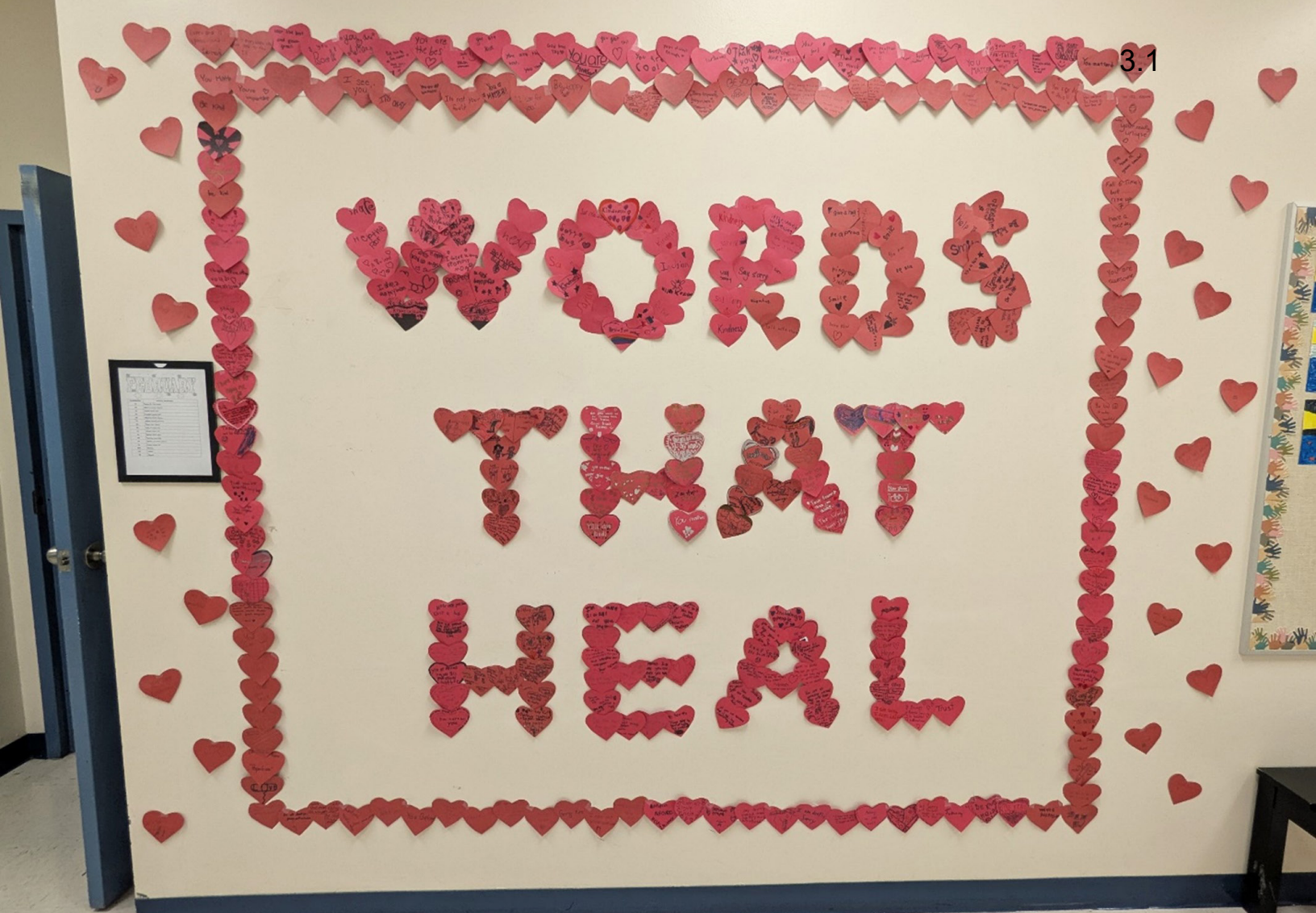
Emotional Behavioural Specialist (EBS) Team



The Behavioral Therapy Team remains committed to fostering a workplace and service environment that upholds the principles of equity, diversity, inclusion, accessibility, and reconciliation. Over the past year, our team has prioritized creating inclusive frameworks for both staff, students and families we serve. We've emphasized cultural competency training and actively encouraged open dialogue about diversity within our team. This ensures that our practices not only acknowledge but celebrate the unique perspectives and experiences brought by varied cultural, linguistic, and social backgrounds. This ensures that interventions and strategies are culturally responsive and respectful of diversity.

The EBS team will involve families and community members in developing behaviour support plans and implementing interventions, respecting their perspectives and contributions. Recognizing that each student is unique, an EBS will develop behaviour support plans in collaboration with the school, the community and student's families, that consider students' cultural backgrounds, experiences, and identities. The Behaviour Team is mindful to take into account the student's perspective and make the student a big contributor to their own support plans. The team also creates various small groups throughout the year to support students. These groups create safe spaces where students can share their experiences, celebrate their identities, and build meaningful connections with peers from diverse backgrounds. By focusing on collaboration, empathy, and active listening, small groups allow participants to explore perspectives different from their own, promoting mutual respect and understanding. These small groups provide tailored support that meets the unique needs of each participant. They provide opportunities for students to voice their concerns, develop interpersonal skills, and cultivate a sense of belonging. Through such interactions, small groups strengthen communal bonds and inspire collective action toward equity and inclusion. This collaborative environment lays the foundation for fostering sustainable change and creating a community where everyone is valued and included.





One School's Story

Earlier this year, one school's Behaviour Team collaborated with our EDIAR Specialist, to present the "Words That Heal" activity to each class in the school. Building on her "Broken Heart" exercise, the team provided small paper hearts to every student, encouraging them to think of kind words or actions that could heal a broken heart. Students wrote their ideas on the hearts, which were then displayed to inspire and share their collective insights. This simple yet impactful activity reinforced the principles of equity, diversity, inclusion, and anti-racism (EDIAR) by ensuring every student equally contributed their perspective, celebrating diverse viewpoints on kindness and empathy, fostering a sense of belonging through shared participation, making the activity accessible to

all abilities, and encouraging communal unity through empathy and healing. Together, this initiative nurtured an inclusive, empathetic, and collaborative environment that aligns with EDIAR values.

Looking forward, we aim to strengthen our efforts by implementing more robust strategies for accessibility and reconciliation. By embedding these values into our daily operations, we ensure that every team member and student feels respected, valued, and empowered to thrive. This ongoing commitment aligns with our broader mission of supporting well-being and fostering understanding in our community.

Occupational Therapy and Mental Health Team

The Occupational Therapy and Mental Health Team directly serve students across the division for whom equity, diversity and inclusion underpin all aspects of developing their capability to live, work and play at school with independence and self-authenticity.

With the priority of recognising and celebrating the unique gifts and differences of students and staff the Occupational Therapy team advocate in classrooms, schools and across teams to create communities that promote belonging and safe and caring learning spaces. One team priority this year relates to addressing inequities for autistic youth, such as non-autistic people's perceptions of autism, inclusion, positive self-identity and use of neurodiversity-affirming language and strategies.

To address equity and inclusion, the Occupational Therapy team organized the 2nd annual Autism Celebration Month to promote positive identities, neurodiversity-affirming practices and relationship-building with peers in support of over 1000 autistic students from pre-kindergarten to grade 12. Activities focused on learning from autistic and neurodivergent speakers. Over **6,000** students across **53** schools (K-12) engaged in learning activities focused on building peer acceptance and belonging for neurodivergent youth. [Families were also invited](#) to take part. Occupational Therapy management team presented a paper entitled *Taking Action: Occupational Therapy's Role in Addressing Autism Acceptance in Schools*. The session was attended by over 100 occupational therapists across Canada.

This year, the Occupational Therapy team has:

Expanded university partner research on peer inclusion to **5** schools.

Presented on promoting neurodiversity-affirming practices to approximately 250 Educational Assistants, 90 OT-MH discipline team members, 90 principals and over 100 Learning Service staff (consultants, Multi Disciplinary Team, managers and others).

Presented at schools on supporting neurodiversity in the classroom.

Mental health challenges affect people of all backgrounds, cultures, and life circumstances. It intersects with many aspects of equity, diversity and inclusion – through factors such as a person's cultural background, sexuality and gender identity, disability, socio-economic status, spoken languages, systemic & historical factors and more.

The Occupational Therapy and Mental Health team have used this lens to actively respond to the personal, social, structural and other factors that influence wellbeing and opportunity for students in ECSD. For example, In the annual Division Student Mental Health Survey, students identified mental health stigma (help-seeking) as the second highest area of need. To address this, our team members have focused on broader actions to reduce stigma through collaboration with curriculum consultants, classroom presentations, leadership presentations and Community of School Councils sessions on empowering parents to support mental health at home.

Speech Language Pathology Team

The Speech-Language Pathology Team recently gathered to reflect on their efforts to support the Division's Plan for Continuous Growth. In their commitment to **embrace diversity** and acknowledge the unique gifts and talents of every student, the team undertook several initiatives, resulting in the following outcomes:

INITIATIVES

Learn and implement neuro-affirming practices to support neurodiverse learners in all programs, including:

- Adopting strength-based terms and neuro-affirming language in speech-language assessment and progress reports to respect and acknowledge the identities and experiences of neurodivergent individuals, while avoiding terminology that suggests these students require correction
- Accepting students' unique and special interests to support and advance their learning and communication, replacing expectations to be play and interact in ways similar to their neurotypical peers
- Collaborating with school teams to support the creation of sensory and play-based learning spaces for autistic learners and other neurodiverse students

Commit to learning about and engaging in culturally responsive practices by:

- Ensuring diverse representation of cultures and abilities in materials, including our award-winning Language in Action therapy cards
- Utilizing intercultural liaison staff from One World One Centre to provide cultural insights and interpretation during speech-language assessments
- Considering cultural differences when evaluating communication skills, setting goals, and supporting families

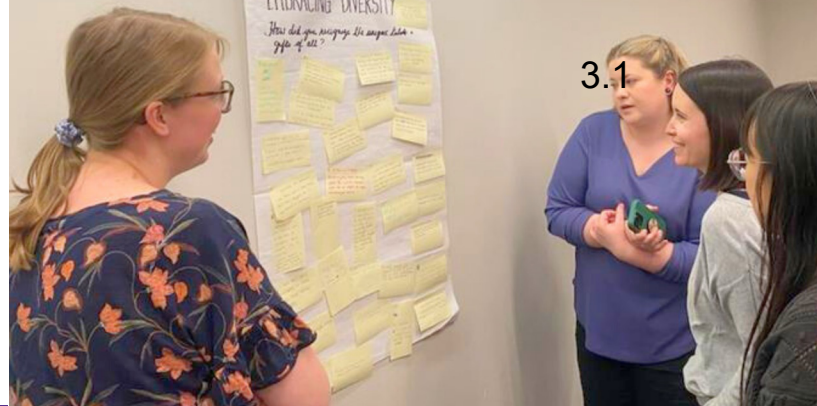
OUTCOMES

Celebrating neurodiversity allows us to flourish as individuals while becoming a stronger and healthier society.

- By reframing language and avoiding judgmental terms, neuro-affirming practices help in understanding and addressing behaviors as forms of communication. This approach reduces distress and promotes a more supportive environment
- Neurodiversity-affirming approaches influence how therapists view their students and their experiences, leading to more effective and empathetic support
- Neuro-affirming therapeutic practices lead to more inclusive, respectful, and effective therapeutic outcomes, enhancing the overall well-being and communication abilities of neurodivergent individuals

Validating the identities and diverse experiences of all learners allows students to feel empowered and accepted.

- Students who see themselves reflected in learning resources feel more connected and are more engaged
- Striving to uphold culturally respectful and inclusive practices leads to greater trust and stronger rapport between therapists, students, and families
- Reducing cultural and linguistic barriers to participation and progress leads to increased equity in service delivery and enhanced communication outcomes for students



3.1



INCLUSIVE EDUCATION AND SCHOOL-BASED SUPPORT

The Right to Choose Inclusive Education

Edmonton Catholic Schools is an inclusive school division that fosters a sense of belonging for all learners. Our students bring a wide range of strengths that enrich the diverse fabric of our schools. At the same time, they may require varying levels of support to thrive.

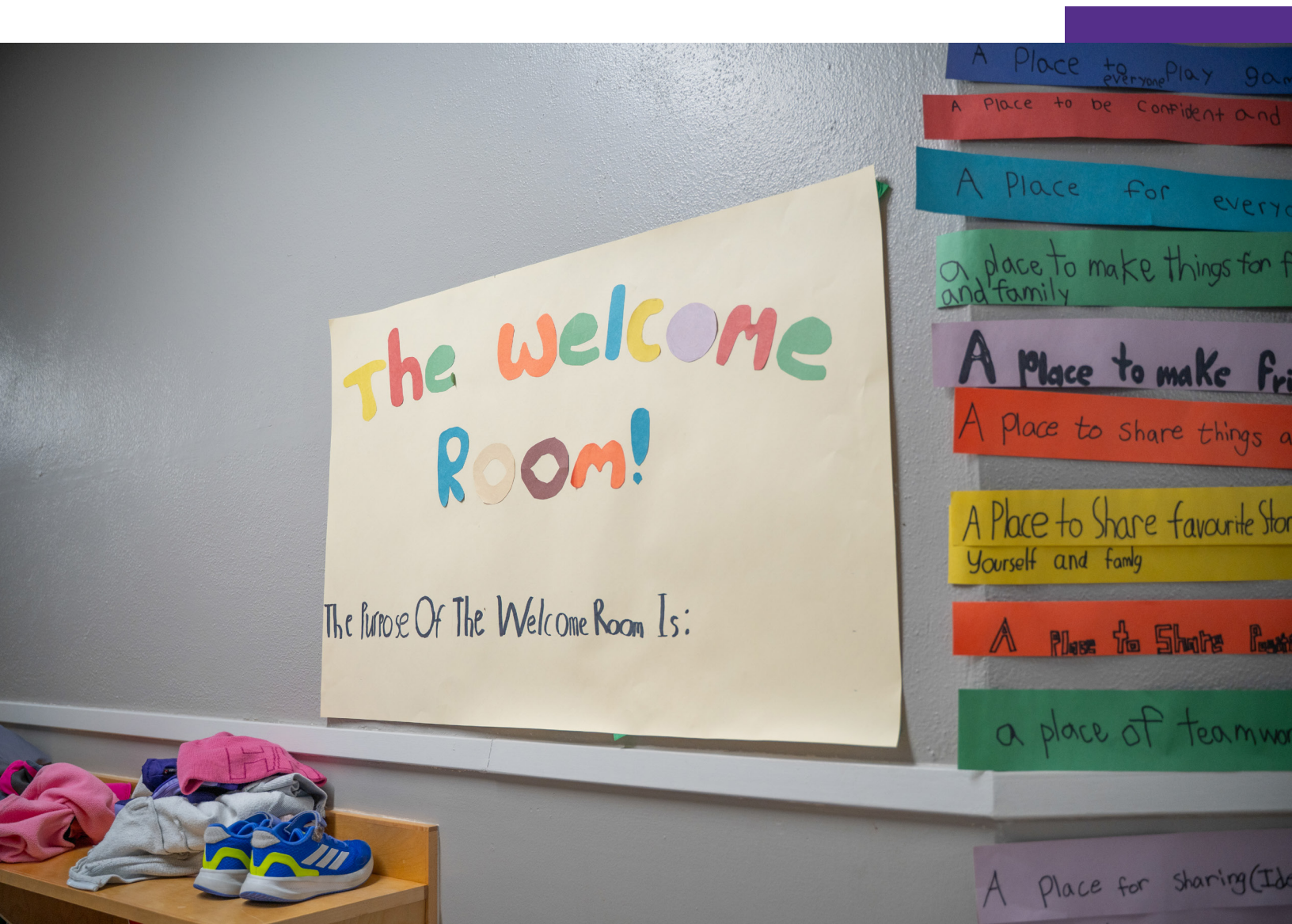
With this in mind, Edmonton Catholic Schools affirms the right of all families to choose inclusive education in their community school. This means that every student—regardless of ability—has the opportunity to learn alongside their peers in a supportive and welcoming environment.

Our community schools are committed to being flexible and responsive to the needs of their students. This may include adjusting the school environment, offering

diverse learning opportunities, implementing Universal Design for Learning (UDL) practices, and utilizing accommodations and adaptations as needed.

Ongoing professional learning—such as ECSD Mini Conferences, District-Wide Professional Development Sessions, School Teams, and In-School Professional Sessions—provides staff with access to tools and strategies necessary to support all learners.

We believe that inclusive education is a shared responsibility. We work in partnership with families, school team professionals, consultants and multidisciplinary team specialists to create learning environments where every student can succeed.



Actions of Autism Working Group

This year, members of the Autism Working Group presented a series of professional development sessions for teachers. These sessions were each based on a section of the Classroom Reflection Tool that was previously developed by the Autism Working Group. The objectives for each session in this series were to provide teachers with tools, strategies and resources to increase access to curriculum and learning for all students. The sessions provided teachers with lesson plans, videos, mentor texts and instructional strategies to support increased access for all learners in their community school classrooms.

Actions of Inclusive Consultants

The Inclusive Consultants provide support to their community schools and regularly collaborate with administrators, teachers and support staff to plan for students with diverse learning needs. Throughout the year, Inclusive Consultants provide professional development sessions for their community schools that align with each school's vision, goals and the needs of the students in those schools. Teachers will connect with Inclusive Consultants when they need guidance in making sure their students with diverse needs are being programmed for and included in a meaningful way in the daily life of their community schools.

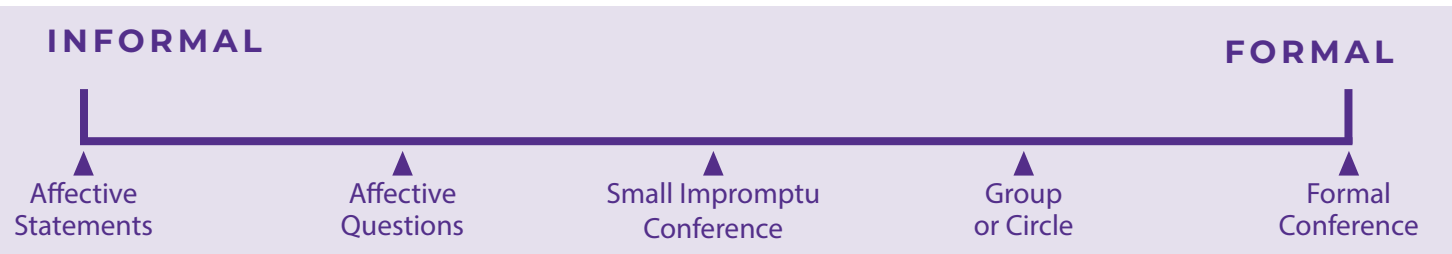
Inclusive Consultants

Restorative Practices continue to be a way in which ECSD is building relationships between students, repairing harm and restoring relationships. During the 2024 – 2025 school year, ten staff members, including Family School Liaison Workers (FSLWs), Inclusive Consultants, and Assistant Principals, were trained as Certified Trainers for Restorative Practices for Educators through the Train the Trainer program early in September 2024. This training took place over three days with a Trainer from the IIRP (International Institute for Restorative Practices). These trainers delivered presentations on Restorative Practices Conferences at schools during Professional Development (PD) days, Thursday afternoon staff meetings, Elementary New Curriculum



School Teams sessions, and Division-Wide Professional Development sessions. The team connected with over one hundred staff members from various schools across the division.

The focus for the 2025 – 2026 school year is to shift towards Restorative Practices for Educators, emphasizing ^{3.1} proactive skills that can be utilized in whole school environments for day-to-day interactions. This approach aims to provide schools with additional tools to support student relationships beyond the formal conference process. By moving away from formal conferences and working more in the informal realm, school teams will gain tangible strategies to build and foster relationships, as well as repair harm in the moment. The reason for this shift is to create opportunities to repair harm while being proactive, which should lead to fewer incidents of harm among students. Additionally, through a restorative lens, students develop skills to navigate relationships that extend beyond interactions with adults and can be applied in their daily friendships and interactions.



Our goal is to conduct training sessions three times next year, to have an additional 100 staff members trained in Restorative Practices for Educators by the end of the 2025 – 2026 school year, so more staff can provide strategies to foster positive relationships to create caring, respectful, and safe learning environments for all.

PROFESSIONAL LEARNING FOR INCLUSIVE PRACTICE

Mini Conference Report: Education for Everyone

The Education for Everyone Mini Conferences support ECSD’s goal of celebrating diversity and fostering inclusive, faith filled learning environments. The theme for this year’s mini conferences:

Edmonton Catholic Schools uphold the principle of solidarity by valuing diverse perspectives. During this conference we will apply Universal Design for Learning (UDL) principles to ensure equitable learning opportunities for all students, regardless of their backgrounds or abilities.

By acknowledging equity-seeking groups and promoting inclusive learning experiences, teachers will continue to learn how to foster a sense of belonging.

By linking diversity with UDL, schools create an inclusive environment where students learn from one another, appreciate unique identities, and grow together in mind, body, and spirit.

TEACHER REGISTRATION		
Location	Date	Registered Teachers
Christ the King	Feb. 20, 2025	~262
Archbishop O’Leary	Feb. 20, 2025	~136
Corpus Christi	Apr. 17, 2025	399
Father Michael McCaffery	Apr. 17, 2025	420

Total Registered Teachers: 1,217
Participating Schools: 83

Keynote Speaker

Each conference opened with a keynote address by Intercultural Liason, who shared powerful and personal stories of newcomers to our school division. These keynotes highlighted the challenges and strengths of students adapting to a new culture and education system, deepening educators' empathy and understanding of the newcomer experience.

Session Highlights and Impact

Sessions were designed to enhance teaching practices and create inclusive, engaging student learning environments. Key themes included:

- **Universal Design for Learning (UDL):** Designing flexible, accessible learning experiences for all students.
- **Culturally Responsive Teaching:** Affirming student identities and integrating diverse perspectives.
- **Social-Emotional Learning (SEL) & Wellness:** Building emotionally safe, supportive classrooms.
- **EDIAR Practices:** Promoting equity and inclusion through a Catholic lens.
- **Thinking Routines:** Encouraging student voice, collaboration, and critical thinking.

Lasting Impact

Teachers left the conferences feeling empowered with practical tools to renewed purpose to:

- Support diverse learners with inclusive strategies and thinking routines
- Fostering welcoming, faith based classrooms
- Enhance student engagement and academic success through equitable practices



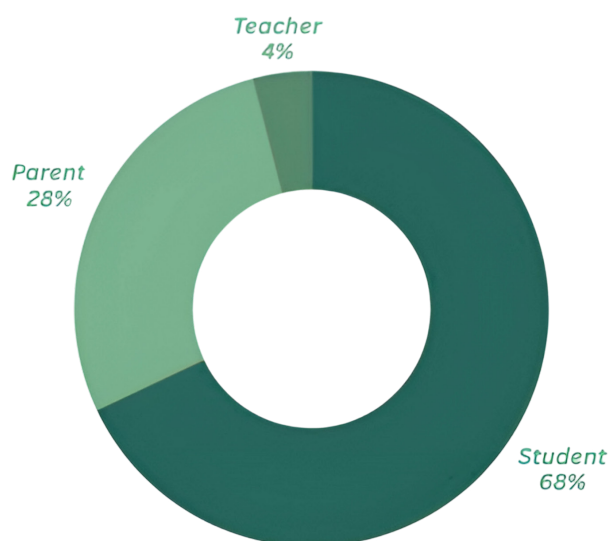
FOSTERING BELONGING THROUGH CARE AND ACCOUNTABILITY

MANAGING CONFLICT AND RESPONDING TO RACISM THROUGH A RESTORATIVE APPROACH

As of the time of the writing of this report in May 2025, the Division has received twenty-five submissions through the online reporting form for discrimination and racism. Students, staff and families are becoming more aware of how to seek support, who they can talk to at their school or site, and are also aware of the reporting process and formally report when they feel it is necessary. Each report was directed to the appropriate personnel to be addressed appropriately.

REPORTING DISCRIMINATION & RACISM

2024-2025



Student

Parent

Teacher

**TOTAL
REPORTS
25**



MEASURING OUR PROGRESS IN THE DIVISION PRIORITY OF EMBRACING DIVERSITY

The first Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Strategic Plan was released in June 2022, with implementation beginning in August 2022. Rooted in Catholic Social Teaching and the dignity of every person, the plan outlines key strategies to embed EDIAR principles across Edmonton Catholic Schools (ECSD) and is designed as a living document that evolves alongside the Division. As we entered the final year of the first strategic plan multiple engagement sessions across the division were planned for the 2024–2025 school year to gather feedback on the EDIAR plan's implementation and to inform next steps.

This engagement process included Listening Circles, Structured Listening Sessions, Visioning Sessions, and a follow-up survey. Guided by the teachings of Christ, ECSD remains dedicated to continuing the journey toward a more equitable and inclusive future for all. The table below outlines the engagement sessions that took place during the 2024–2025 school year in preparation for the revision of the EDIAR Strategic Plan.

DATE	PARTICIPANTS	METHOD
September 11	Senior Admin. Team	Visioning Session Facilitated by Manager of EDIAR and to Chief Superintendent
September 12	EDIAR Implementation Committee	Visioning Session Facilitated by EDIAR team
September 25	EDIAR Advisory Group	Visioning Session Facilitated by EDIAR team
October 15	Student Voice	Engagment Session facilitated by EDIAR Manager
October 25	ILS Advisory Circle	Visioning Session Facilitated by EDIAR and ILS team
November 5	Principals, APs, Managers and Directors	Structured Listening Sessions
November 13	Board of Trustees	Visioning Session Facilitated by Manager of EDIAR and to Chief Superintendent
December 12	Chaplains	Engagment Session co-facilitated by Manager RES and EDIAR Manager
November/December	Staff (ATA, OOS, AUPE, UNIFOR)	4 Listening Circles open to all staff who are interested in participating
October/Novemeber/December	Students	Listening Circles in 3 JH and 3 HS. Choose schools with 2 or more equity serving student groups (BSA, GSA/Braided Journeys)
January 20	Employee Liaison Group Representatives	Engagement Session
January 27 to February 14	Staff	Survey
January 27 to February 14	Students Grade 4 to 12	Survey
January 27 to February 14	Parents and Guardians of Students in Grade 4 to 12	Survey
January	Family Engagement evenings (Equity deserving groups)	3 Listening Circles offered with accommodations for equity deserving groups (i.e., Translators, confidential safe space, large print, etc.)
April/May	Data analysis & revised strategy writing	EDIAR Manager & Executive Director to the Chief Superintendent
April 30	EDIAR Advisory Group	Review of revised EDIAR strategy. Gather final feedback.
May 22	EDIAR Strategic Plan Implementation Committee	Review of revised EDIAR strategy. Gather final feedback.
June 3	Principals/APs/Managers/Directors	Presentation of Updated EDIAR Strategy
June	Board of Trustees	Presentation of Updated EDIAR Strategy
September 2025	N/A	Revised EDIAR Strategic Plan 2025-2028 begins implementation

Leadership	Staff
Family	Students

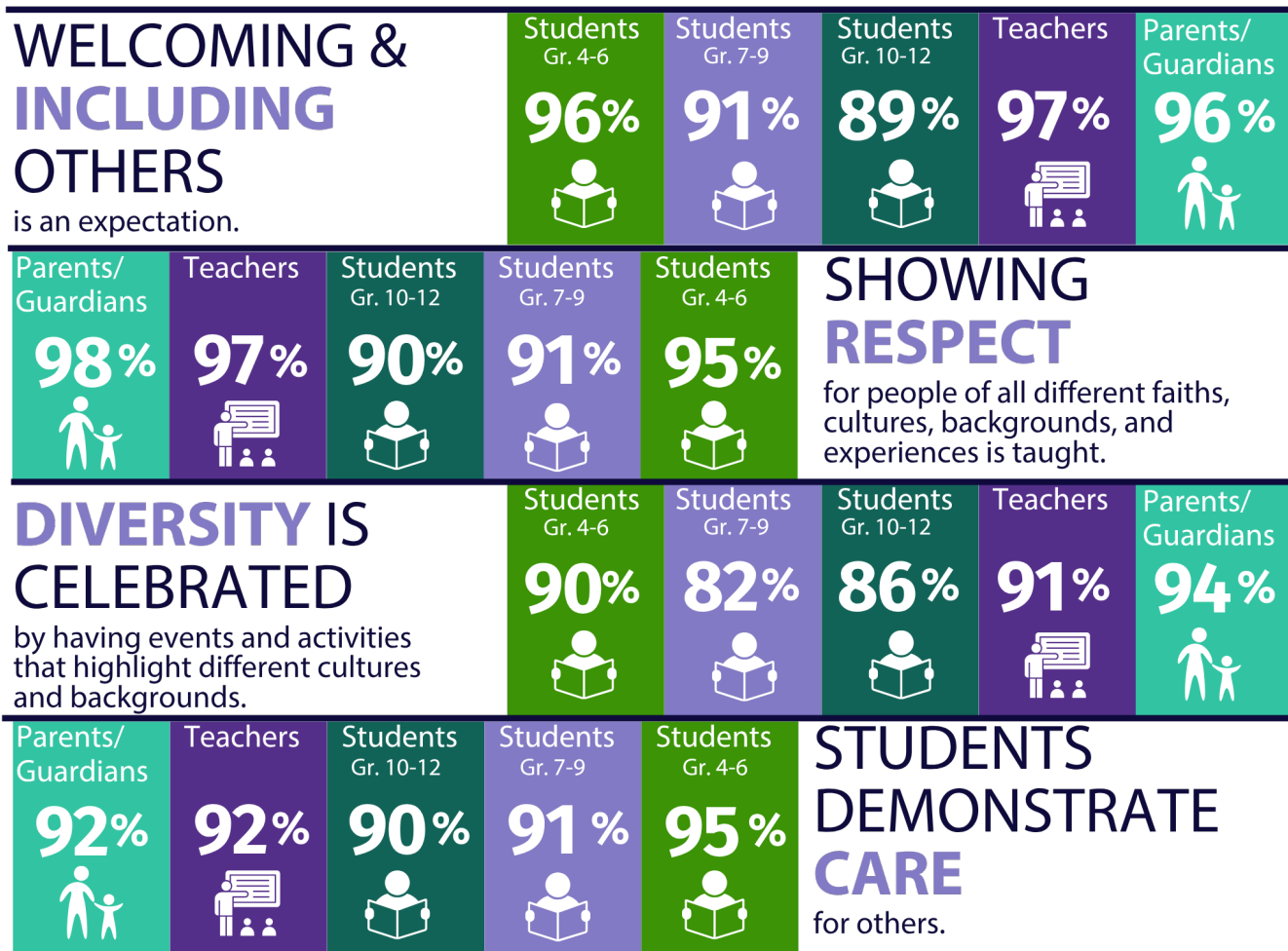
The ability to measure progress is a critical component of the continuous improvement cycle. The **ECSD Annual Survey**, administered to students in Grades 4–12, parents/guardians of all students, and all teaching staff, provides valuable insight into the lived experiences within our school communities. The survey results are thematized to align with the Division's priorities and help inform the development of the new strategic plan.

This year's results are as follows:

Inclusive and Caring Learning Environment:
reflects the Division's priority, Embracing Diversity.

Fostering an **Inclusive and Caring Learning Environment:**

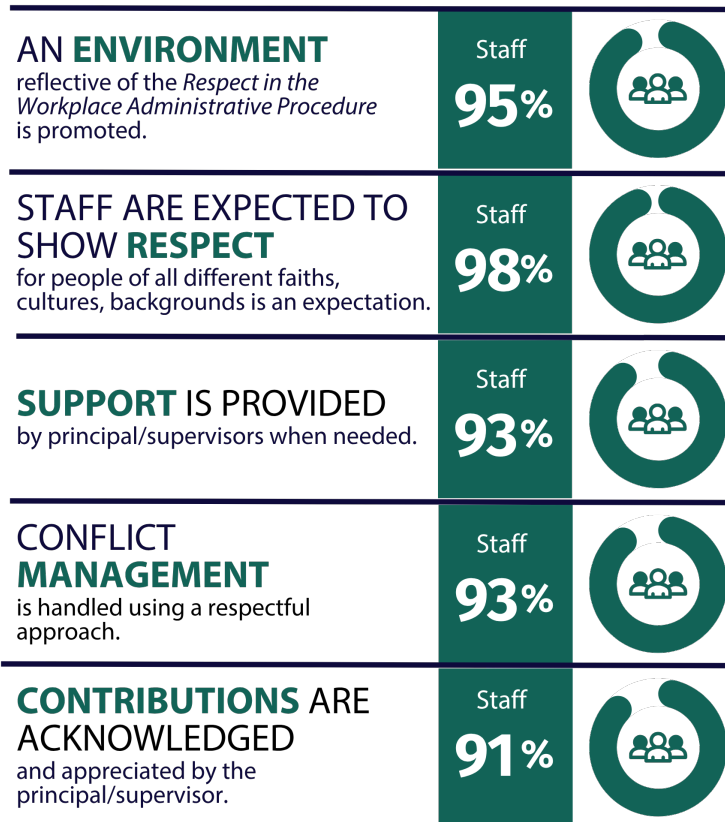
AT MY/MY CHILD'S SCHOOL...



The Division utilizes overall survey results to identify which supports and resources should be developed or expanded for schools to access. In addition, schools receive their individual data and use it to refine their School Plans for Continuous Growth, targeting areas in need of improvement. This data-informed approach directly supports the Division's commitment to advancing equity, diversity, inclusion, and anti-racism (EDIAR) at all levels. The insights gathered from these results also played a key role in shaping the new strategic plan.

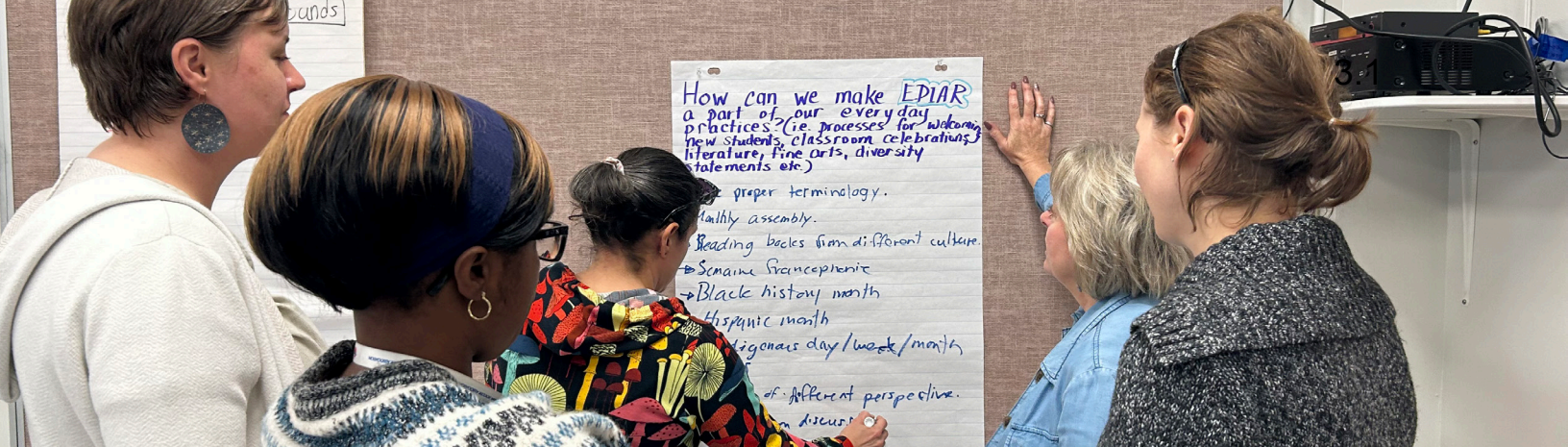
Designed to measure progress in Division priorities—including the staff experience—the **ECSD Systems Excellence Survey** captured key themes related to Embracing Diversity, such as Workplace Culture and Promoting Diversity. This year's results are as follows:

Fostering a **Positive Workplace Culture:** **AT MY SCHOOL/DEPARTMENT...**



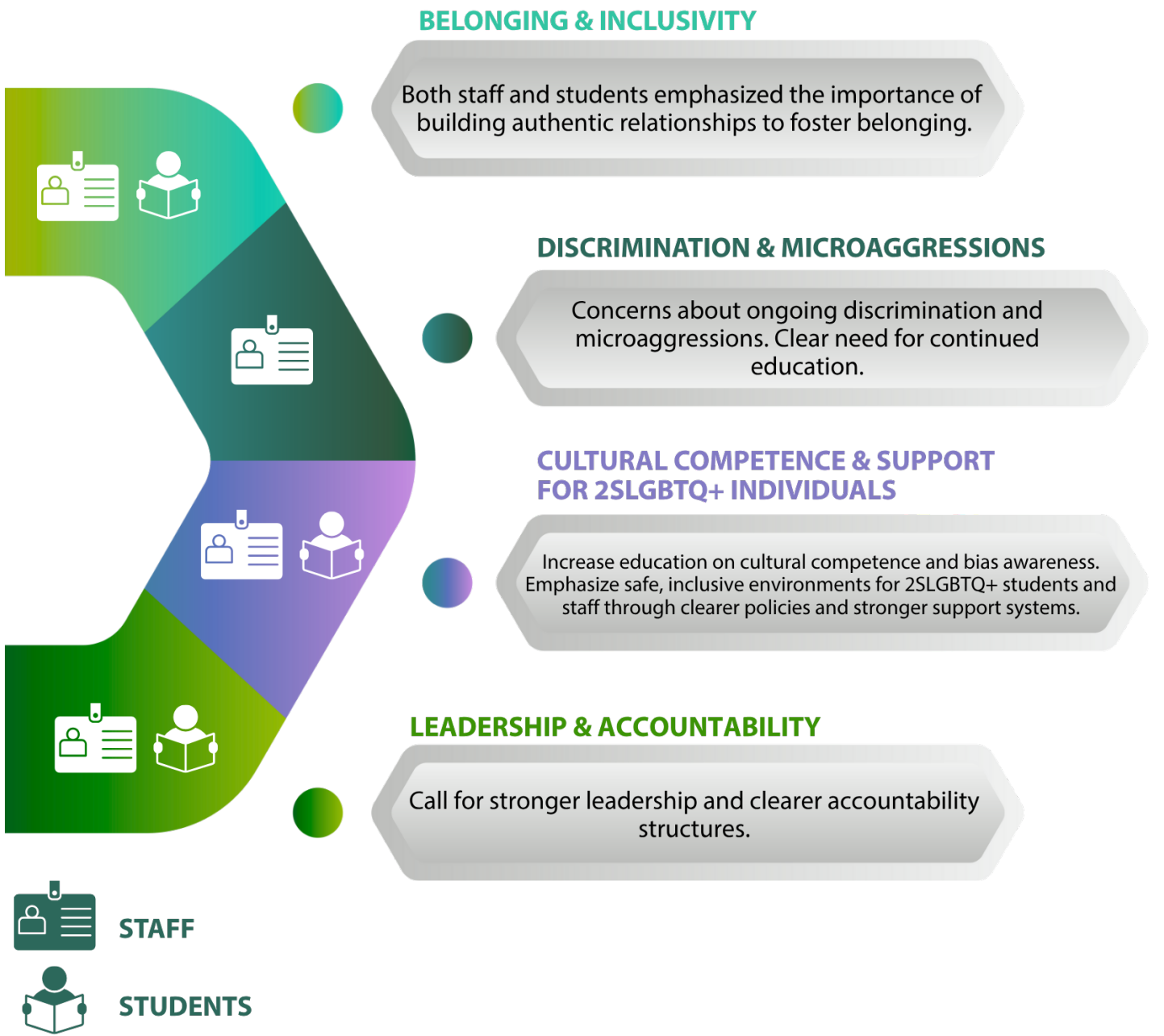
Fostering a **Workplace that Promotes Diversity:** **AT MY SCHOOL/DEPARTMENT...**



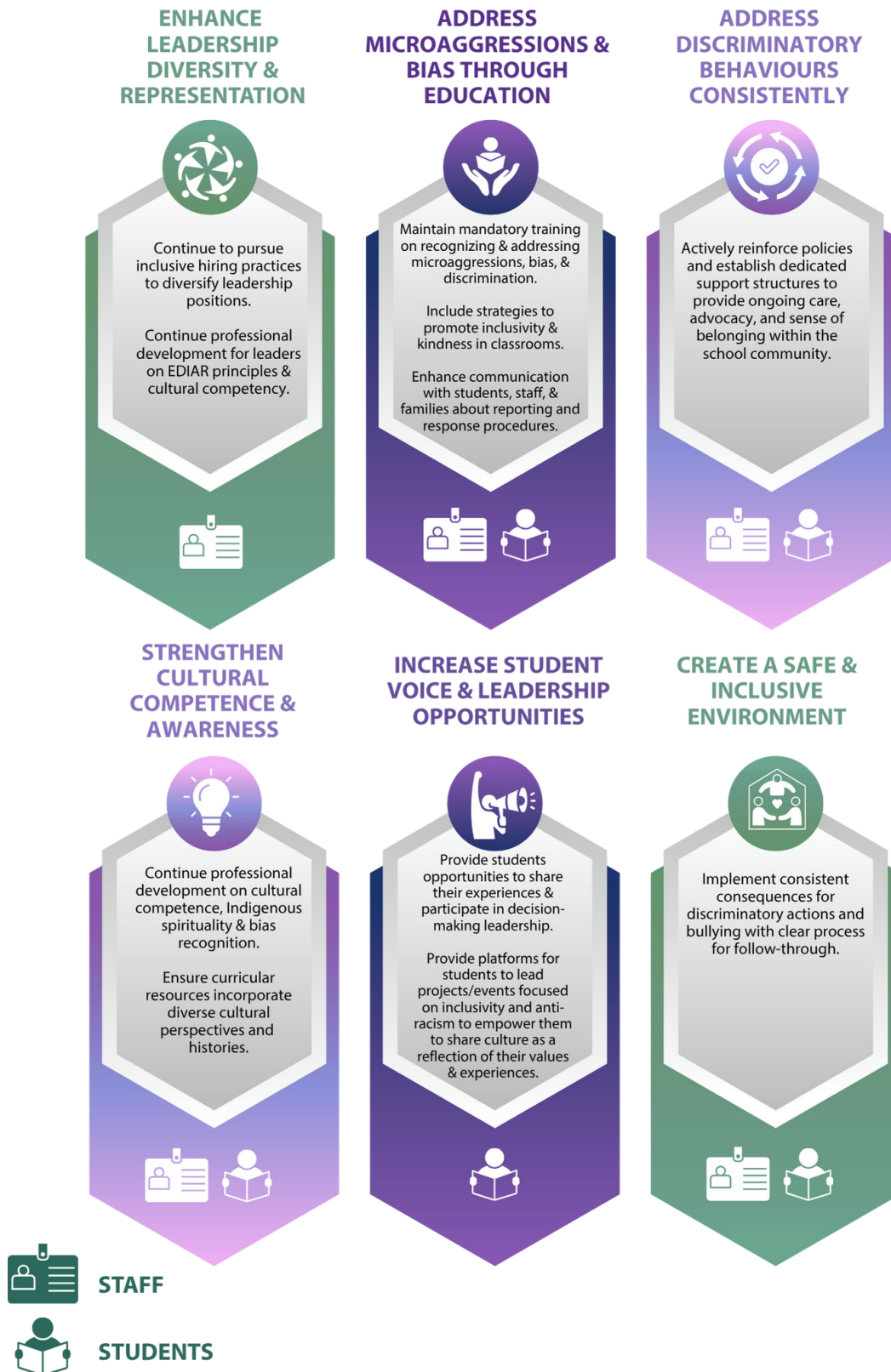


THEMES FROM STRATEGIC PLAN REVIEW

The feedback collected across Listening Circles, Structured Listening Sessions, Visioning Sessions, and Surveys highlighted several key themes that reflect the current state of EDIAR implementation within ECSD:



The following recommendations are based on insights gathered from Listening Circles, Structured Listening Sessions, and Visioning Sessions. They are intended to guide the next steps in advancing equity, diversity, inclusion, and anti-racism (EDIAR) within Edmonton Catholic Schools and informed the 2025–2028 Creating Communities of Belonging (EDIAR) Strategic Plan.





CREATING COMMUNITIES OF BELONGING:

Advancing equity, diversity,
inclusion and anti-racism

Strategic Plan: 2025-2028

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Land Acknowledgement

Edmonton Catholic Schools — Treaty Six Land Acknowledgement of Traditional Territories

We acknowledge 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 our collective communities to build a stronger understanding of all people who dwell on this land we call home.

Introduction

The Edmonton Catholic School Division (ECSD) is committed to ensuring that our mission to provide a Catholic education in a faith-filled, Christ-centered learning environment is inclusive of every child of God. This document outlines the strategic priorities and key strategies that will guide the integration of equity, diversity, inclusion, and anti-racism into the life and work of our Catholic schools.

Rooted in Catholic Social Teaching, our approach to equity and inclusion reflects our call to love and serve one another, with particular care for those who have been marginalized or excluded. These guiding principles sustain our steadfast commitment to uphold the inherent dignity of every human person.

This document is shaped by the voices of ECSD students, families, and staff gathered through both qualitative and quantitative engagement. It represents an ongoing journey toward advancing a Catholic school division that radiates the compassion of Christ while honoring the distinct identity of schools and departments within the Division.

This strategic plan is designed to grow and adapt alongside our division as we continue our collective journey rooted in respect, honesty, accountability, right relationships, and shared responsibility. We recognize that this work is ongoing and requires continuous reflection and collaboration.

Implementation will follow a site-based stewardship model that prioritizes the unique strengths and needs of each school. Schools are expected to undertake actions in areas of this plan where they have identified a need for growth. Acknowledging that this is a 3-year plan, the actions that are taken on a yearly basis will change based on the success of the school's strategic work and meaningful growth in this area.

Our commitment to the Division's mission is animated by Gospel values and guided by the Catholic understanding of human dignity, justice, community, and peace.

Priority: Belonging and Inclusion

By fostering a culture of respect and acceptance rooted in Catholic values, we seek to enhance student engagement and academic success. Inclusion is a proactive and intentional approach that fosters a culture of shared belonging and mutual respect. Jesus taught us to love one another as He has loved us (John 13:34). Belonging in our faith tradition is not simply a

social value—it is a Gospel imperative. When students, staff and families experience belonging, they encounter Christ in one another. Inclusion in representative education builds compassionate citizens and fosters dialogue and collaboration among people of different faiths, cultures, backgrounds, and lived experiences.

Key Strategies:

- A. Create opportunities for students and staff to understand and celebrate the uniqueness and diversity of themselves and others as children of God.
- B. Develop interpersonal and intercultural skills that reflect Gospel values of charity, respect, and mercy, to promote language and action that creates a welcoming, caring, safe, inclusive Catholic environment.
- C. Consistently use the “Diversity Criteria for Resources” template and the “Provincial Resource Review Guide” to ensure that resources reflect the diversity of our students, families and staff.

Division Actions:

- Facilitate listening circles and restorative conferencing opportunities for students, families and staff to engage in feedback on issues of equity, diversity, discrimination and inclusion.
- Implement restorative practices in responding to discrimination and racism.
- Provide professional development opportunities for staff in the areas of cultural competence, restorative practices, and trauma informed practices.
- Continue to curate age-appropriate videos and teaching resources to celebrate diversity within ECSD.

Possible School Actions:

- Respond to the need for, promote, and/or establish student groups that celebrate various identities and/or equity from a social justice perspective and respond to those needs as identified (LIFE groups, BSA, Equity Council/Group).
- Embed restorative practices and listening circles in classrooms and schools to support issues within the school community.
- Provide opportunities for students and student groups to share their perspectives on belonging and inclusion within their school community.
- Promote school activities—such as cultural days, cultural months, “Belonging Week”, religious celebrations and liturgies—that celebrate diversity and reflect our communion with people of all nations.
- Participate in “Be an Upstander” program.
- Collaborate with groups such as *Black Youth Mentorship Program* at the University of Alberta.
- Celebrate the achievements of individuals from diverse backgrounds and communities throughout the year, beyond the heritage months currently recognized.
- Create classroom displays and school-wide bulletin boards featuring students’ stories, family backgrounds, and personal talents under a theme such as “Made in the Image of God.”
- Implement peer mentorship or “buddy” programs between grades to support new or marginalized students, fostering empathy and understanding.

Priority: Building Competence in Diversity

St. Paul reminds us that the Body of Christ has many parts, each with unique gifts (1 Corinthians 12). Developing competence in diversity allows us to fully appreciate these God-given differences and contribute to a community that lives out the Christian call to “act justly, love mercy, and walk humbly with your God” (Micah 6:8). We are committed to fostering an inclusive and respectful environment within our Catholic educational community because it is essential for the well-being and growth of all members. Educating

students and staff about the diverse cultural and spiritual dimensions of our community helps build awareness and appreciation for the richness of our shared experiences. Empowering students and staff to reflect on how their actions contribute to a community free from discrimination and bias is vital. Self-awareness strategies are critical for creating a compassionate, just and equitable Catholic educational environment where every individual feels valued and respected.

Key Strategies:

- D.** Continue to curate, develop and utilize resources and learning opportunities to educate students and staff about diverse cultural and spiritual dimensions of the members of our Catholic educational community.
- E.** Build student and staff capacity in self-awareness to reflect on how their actions contribute to a community that is free from discrimination and bias (educating for community life).
- F.** Encourage dialogue and reflection that aligns anti-racism and equity with our faith’s call to uphold human rights and the dignity of all.

Division Actions:

- Continue to build capability and accountability for leaders and staff in advancing equity, diversity, inclusion and anti-racism in the division through professional development opportunities and through existing structures in leadership meetings.
- Provide training for leaders and staff on how to facilitate and engage in conversations with members of their school/work community about their lived experience by utilizing listening circles and restorative practices.
- Continue to provide restorative practices, trauma informed practices, and training on Gender-based Analysis Plus (GBA+) so that these paradigms can be used to inform decisions, practices, and policies at the school and Division level.
- Curate a bank of resources for on-demand staff professional learning on equity, diversity, inclusion, anti-racism and cultural diversity.
- Provide professional learning opportunities (small or large scale) that are focused on the interrelatedness of equity, diversity, inclusion and anti-racism and a Catholic worldview.

Possible School Actions:

- Monitor student data sources including discipline, attendance and achievement data through an equity lens to identify patterns and create responsive supports.
- Incorporate regular classroom reflection activities (e.g., journal prompts, morning meetings, circle discussions) that encourage students to examine their role in building a welcoming, caring, and just school community rooted in faith.
- Explore prevalent cultures and identities in your school community to be responsive to their needs.
- Systematically review school policies (such as Student Code of Conduct), procedures and documents through an equity lens to identify systemic barriers. Appropriate tools would include Catholic Social Teachings, Culturally Responsive Teaching, Gender-based Analysis Plus (GBA+), and Restorative Practices.

Priority: Education and Awareness

Catholic education nurtures the mind, heart, and soul. As Catholic educators, we are called to form disciples of Christ who live out justice, peace, and human dignity by weaving the Church's teachings—such as solidarity, subsidiarity, and care for the poor and marginalized—into all areas of learning.

Catholic Social Teaching calls for the protection of human rights and responsibilities, advocating for the well-being of all, especially the poor

and vulnerable. By promoting justice and solidarity, it fosters compassion, connection, and community, building awareness of God's call to appreciate and value diversity. Integrating these Catholic principles into various subjects enhances understanding of equity, diversity, and inclusion. Knowledge grows from sharing diverse experiences and perspectives, ensuring that all voices are valued and integrated, especially those often rendered invisible due to systemic barriers.

Key Strategies:

- G.** Explicitly connect Religious Education curriculum across the grades to build understanding of the concepts of equity, diversity, and inclusion from a Catholic worldview.
- H.** Intentionally and authentically connect principles of our Catholic faith to subject areas across the grades to build awareness of God's call to appreciate the diversity of all as we build and live in a just community (permeation).
- I.** Enhance the Community of Practice (CoP) model for teachers and staff to collaboratively examine their experiences, enabling deeper learning and the sharing of best practices.
- J.** Continue to engage in professional learning that builds knowledge of Catholic Social Teaching, human rights, and identifying and responding to racism and discrimination.

Division Actions:

- Create a scope and sequence to demonstrate how the Religion curriculum explicitly aligns with the principles of equity, diversity, inclusion and anti-racism.
- Provide professional learning and support on how to connect all curriculum to the topic of equity, diversity, inclusion and anti-racism from a Catholic perspective.
- Continue to curate resources on Catholic Social Teaching, discrimination, equity, diversity and inclusion for use in student learning that address responses to racism.
- Provide professional learning on how to respond to and address racism and discrimination.

Possible School Actions:

- Explore noteworthy Catholic figures and their contributions to equity, diversity, inclusion and anti-racism, e.g. Pope Francis, Pope Leo XIII, Saint Óscar Romero.
- Permeate Catholic Social Teaching (CST) principles—such as dignity of the human person, solidarity, and care for creation—into daily lessons.
- Provide presentations to help educate students on discrimination to help them understand how discrimination occurs, identifying and addressing what went wrong, and learning ways to prevent it.
- Provide equity, diversity, inclusion and anti-racism learning opportunities for staff during staff meetings and as options during division professional learning sessions.
- Participate in communities of practice (CoP) in the areas of restorative practices, trauma informed practices and GBA+.
- Increase representation of diversity within classroom materials or library resources from a Catholic perspective whenever possible.

Appendix

[Embracing Diversity Report 2024-2025](#)

[Strategic Plan 22-25: Past Division Wide Actions and Menu of Actions](#) (pages 8-14)

[Division Plan for Continuous Growth](#)

[AP 171: Respect in the Workplace](#)

[AP 171: Respect in the Workplace Guide](#)

[AP 172: Reporting of and Responding to Discrimination and Racism](#)

[AP 172: Guidebook for the reporting of and responding to discrimination and racism](#)

[Reporting Discrimination and Racism Online Form](#)



EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

3.2

Date: June 18, 2025
To: Board of Trustees
From: Lynnette Anderson, Chief Superintendent
Resource Staff: Joanne Burghardt, Executive Assistant
Re: **Social Justice Report 2024-2025**

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; 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 2024-2025.

Recommendation:

That based on the evidence provided in the Social Justice Report 2024-2025, the Board determines that the following Quality Indicators have been met as per Board Policy 12-Appendix B, relative to the current evaluation period:

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

QI 1.3 Ensures religious celebrations and social justice are organized by schools and departments.

Attachment:

- Social Justice Report 2024-2025

PEOPLE *of* HOPE



SOCIAL JUSTICE IN EDMONTON CATHOLIC SCHOOLS 2024-2025

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 children 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 2024-2025.



ANNE FITZGERALD

The staff and students at Anne Fitzgerald school participated in several Social Justice service projects this year, with each classroom selecting and leading a school-wide initiative. 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 the month of October, our kindergarten students organized a cereal drive to support our school meal program. Classroom discussions focused on the importance of proper nourishment for the body, caring for others and ensuring everyone has what they need. In total, our school was able to gather 75 boxes of cereal!

In November, our school's focus shifted to supporting Sacred Heart Church of the First Peoples in their outreach efforts on World Day of the Poor. Classroom conversations centered around Pope Francis' dedication to serving the poor, the dignity of every person, our call to serve others, and following Jesus' example of serving those in need. The Gospels of Matthew (Matthew 25:44-45) and Luke (Luke 3:10-11) guided our efforts as staff and students collected toiletries, socks and undergarments, and students created beautiful handwritten notes/cards that were distributed to our city's most vulnerable citizens on World Day of the Poor.



December once again focused on giving to others while also supporting our school community. Our grade 2/3 class led the school through a collection of non-perishable food items that were used to build Christmas hampers for families within our community. Conversations centered around food security, the importance of giving

what we can, and answering the call for those with plenty to give to those with less. Collectively, our school was able to build four hampers to support our families. This was a meaningful way for our school to support and connect with our community. In keeping with the theme of supporting community, our grade 6 students also volunteered their time

to help the Parish of St. John Bosco set up for their Christmas market. Students learned about the value of giving of your time as an act of service to others.



After researching several charitable organizations in the city of Edmonton, our grade 5 students chose to lead a Lenten service project in support of Basically Babies. This organization supports families in need who are welcoming a newborn child. The arrival of a newborn, a joyful gift from God, can sometimes be overwhelming for those struggling to make ends

meet. Our school was able to collect over 75 onesies, 60 sleepers, 50 tops, 40 pairs of pants, many bibs, hats, blankets, a box full of baby books, 2 boxes of toys and 3 black garbage bags of new stuffies.

In the month of April, our grade 3/4 class proudly donated packs of flower seeds to families in our school community. Each student made 2 greeting cards which read, "Roses are red, Violets are blue, We'd like to present these flower seeds, Just for you". As a class, the grade 3/4 students walked around to homes in our school area and left these gifts for families in their mailboxes. Our grade 1 students also organized and led our school community through a school yard clean-up day. Students learned about the importance of caring for the earth, showing respect for the land and honouring nature as a gift from God. These acts of service answered the call to build community while also fostering our call to Care for God's Creation.

Finally, our Grade 6 students hosted our school's second annual Lemonade Stand for Community and Hope in June. The project raised awareness about food insecurity in our community, especially during the summer when school meal programs pause. Students led the entire initiative, with all proceeds going toward creating food hampers for families in need.

ANNUNCIATION

Annunciation Elementary School focused on two specific Catholic Social Justice teachings this year, Stewardship of Creation and Rights and Responsibilities.

To support the Catholic belief that we are stewards of God's creation, staff and students started the process of learning by defining and exploring what is meant by stewardship and unpacking the full scope of creation. Annunciation celebrates creation as meaning all things that God has created, including our earth and natural world. Through this lens, we focus on ensuring all our actions are mindful of the need to engage with others and our world with care. The following steps have been taken to live out this social teaching:

1. Students and staff are invited to share prayer requests over morning announcements if they are concerned about a loved one.
2. "Boardgames and Buddies" has been implemented this year and runs at lunch time twice a week by staff volunteers. The goal of this lunch hour opportunity is help provide a low-pressure, structured environment for students to meet other students and make positive connections with peers. Through this opportunity, staff are beginning to take steps towards mentoring students to take on a leadership role in the school by looking for ways to ensure all students have access to welcoming activities.



3. Annunciation students have started a Care for Creation club that works with a staff supervisor a few times a month to safely collect garbage in our school field. Students are provided with gloves, bags for debris, and taught how to discern garbage that is safe to collect and which forms of garbage need to be left for an adult to pick up. This club is allowing an additional opportunity for students to participate with peers during recess time and is also showing signs of encouraging students to be more mindful of how they manage their own snack garbage.

The second Social Justice teaching that Annunciation is focusing on this year is Rights and Responsibilities. Staff and students are doing this in the following ways:

1. Students created posters as well as authored messages that were sent to families explaining our Christmas Donation Campaign that was based off the book titled Sparkle Box. The story is about a set of parents who, without telling their children, write down all the acts of service their family did during the season of Advent. Each small deed, such as shoveling the elderly neighbor's sidewalk, donating their extra jackets to a shelter, and giving to the Food Bank was written on a small slip of paper and added to a box wrapped in sparkling gift-wrap. On Christmas morning, after the children opened all their gifts, they noticed the small sparkly box under the Christmas tree; to their surprise and delight, the gift was addressed to Jesus. The children opened the box to see all the acts of kindness they had done were written down and placed in the box. They were told by their parents that every act of kindness they do is a gift to God. This activity was very well received by our families and we collected a large volume of clothing, food, and toys.
2. The student leadership team has brought forth the idea of having the first ever school-wide dance party at Annunciation. They will be selling chips and glow sticks for a dollar each and all proceeds are going to Dreams for Kids. Our student's enthusiasm even led to us accessing a professional DJ who provides his service free of charge.

ARCHBISHOP JOSEPH MACNEIL

The mission of Archbishop Joseph MacNeil School is to provide a Catholic education that inspires students to grow together into Christ, becoming lifelong learners committed to faith, service, and excellence. We take our mission very seriously. In the 2024-25 School Year we related that mission to being like a family. As a family, we treat everyone with dignity and respect and help those people in our family who are in most need by participating in social justice acts. Students were challenged to be the best version of themselves by answering the call to Family, Community, and Participation. Staff members shared their experiences on how cancer affected their life and the lives of their families. These compassionate speeches inspired the students to participate in the Terry Fox Run and raise a substantial amount of money for cancer research.



During the Advent season, our Elementary Choir brought the joy of the season to Seniors at the Good Shepard Millwood's Campus and Lumen Christi Centre. The Social Director at the senior's home booked us the next day to come and sing again next year. The children could not stop talking about how much fun it was to sing at these venues.

At Christmas, grade 8 students participated in our school's Elves of Edmonton Project where students were encouraged to find ways to raise money on their own merit and buy a toy for a less fortunate child. Through this Catholic Social Teaching of Preferential Option for the Poor, the grade 8 students, for a second year in a row, purchased a meaningful Christmas gift for every student from kindergarten to grade 6 at St. Leo School. To see the faces of joy on both AJM and St. Leo students was truly magical. On that day, the grade 8 students learned a valuable lesson on it is better to give than to receive.

The entire school learned about the Dreams for Kids Campaign and participated in a second example of the Catholic Social Teaching of Preferential Option for the Poor. By participating in a fun filled Christmas

Carnival Day, all money raised from this event went to the 2024 Dreams for Kids Campaign. The total funds raised were \$3,348.85.

During Lent, students participated in two more activities that brought attention to the Catholic Social Teaching of Preferential Option for the Poor. Students collected over 800 boxes of cereal to give to less fortunate schools and the St. Thomas More Parish Pantry. There was a friendly competition to see which class could bring the most cereal boxes. Besides gathering cereal for the less fortunate, some classes graphed the results in math class of the most popular cereal.



On Valentines Day to show Care for God's Creation, students raised funds for the Edmonton Humane Society by selling candy-grams after some students did some research on organizations that needed help. They also were stewards of the environment by cleaning the school grounds several times.

Catholic Social Teaching is a central and essential element of our faith. The above examples are a small portion of the various actions our students did to live out our mission of service. We look forward to next year when will be involved in many more activities that will ground our faith in Catholic social teachings.

ARCHBISHOP MACDONALD

At Archbishop MacDonald High School, we are committed to living out our school's charism: "To have the hearts of the Saints: To know God, to Love God, and to Serve God." This guiding mission forms the foundation of our Catholic identity and inspires our dedication to social justice. In everything we do, we strive to respond to the call of the Gospel by recognizing Christ in others and embodying the principles of Catholic Social Teaching through meaningful action.

Rooted in the teachings of the Church, our students and staff are reminded that faith without action is incomplete. The core principles of Catholic Social Teaching—Life and Dignity of the Human Person, Call to Family and Community, Preferential Option for the Poor and Vulnerable, Rights and Responsibilities, Solidarity, and Care for God's Creation—are not abstract ideals but lived realities in our daily life at MAC. These teachings remind us that loving and serving God must always lead to loving and serving one another.



This past year, our community lived out these principles in extraordinary and tangible ways. Our 24-Hour Bike-a-thon, a beloved school tradition, mobilized the entire school to action, raising an astounding \$90,000 for the ECS Foundation and the Stollery Children's Hospital Foundation. This event reflected our deep solidarity with children and families facing medical and

financial hardship and was a powerful testament to our students' desire to be the hands and feet of Christ in the world.

In the spirit of the Preferential Option for the Poor, our school community came together during the Christmas season to prepare and donate 34 Christmas hampers and contribute \$1,812.15 in cash to the Edmonton Food Bank. Our Gardening Club also contributed creatively by selling tomato plants, with all proceeds going to the Food Bank—offering nourishment not just for bodies, but for spirits.

The Art Club infused the season with joy and compassion by handcrafting 250 Christmas ornaments and cards, which were sold to



raise funds for local nursing homes. These gestures served as reminders to our elders that they are remembered, cherished, and loved.

Recognizing the dignity of every human life, students and staff participated in blood donation drives with Canadian Blood Services, quite literally giving the gift of life. This act of selflessness is a

profound witness to the sanctity of life and our call to care for one another in the most fundamental ways.

In support of young families in need, our community raised \$1,572.80, collected 150 sleepers, 45 onesies, and 280 baby books for Basically Babies—an organization supporting families facing poverty. These donations were made with a spirit of joyful generosity and compassion, reflecting our commitment to uphold the dignity of the most vulnerable in society.

Our staff, too, lived the charism of service by collecting 25 Christmas presents for students in the Our Lady of Grace program, ensuring that every child experienced the love of Christ through our actions.

During Lent, as we prepared our hearts for Easter, our community took up a special collection of feminine hygiene products for the Gianna Centre of Catholic Social Services, recognizing the often overlooked but vital needs of women and young mothers. This act reflects our understanding that justice includes ensuring access to basic human necessities and supporting life with dignity at every stage.

Throughout all of these efforts, the students and staff of Archbishop MacDonald High School continue to form a community that does not merely talk about justice but actively lives it. In knowing God, we root our actions in prayer and discernment. In loving God, we recognize His image in our neighbors, especially the poor and marginalized. And in serving God, we bring our faith to life through deeds that make a difference.

With hearts formed in the spirit of the Saints, our school continues to be a light in the world—one that not only educates minds but also transforms hearts. We are proud of the legacy our students are building: one of hope, compassion, solidarity, and justice.

ARCHBISHOP O'LEARY

The Archbishop O'Leary Spartans have worked tirelessly this year to make a positive difference in our world. Together, Spartans have poured their love towards these 11 most notable projects. (1) Edmonton Food Bank: Over the year, 80 O'Leary students were involved in volunteering at Edmonton's Food Bank. Students helped to sort food donations while learning about the impact of food insecurity and the work the Food Bank does to combat it. (2) NICU's. Students have worked all year on a Spartan Stitch Sends Love to NICU's initiative, knitting various baby



items (toques, bonding squares, etc.) that are paired with a handmade card and then donated to the various NICU's across the city. (3) St. Matthews Elementary School. All year, Religion 35 students spent time at St. Matthew working in classrooms to support students and teachers. Our Spartans helped by working one-on-one with elementary students, facilitating small groups, and helping

teachers with other classroom tasks. (4) Easter Food Hampers. This spring, Spartans came together to provide Easter food hampers for O'Leary families. We collected over \$2,000 worth of food and close to \$800 in cash donations. We also collected \$800 in funds from a charity sale of potted plants grown by our WIN students. This initiative was able to serve the need of over 40 Spartan families. (5) MS Society of Canada. This spring we have formed an O'Leary team that has been raising funds through bottle drive and selling cookies to donate to MS Society. On May 28th the team will participate in the 5km Walk to End MS. This is personal to many of our Spartan staff, students, and families. (6) Unified Sports (Partners with Special Olympics). Students volunteered as partners for Unified athletes (students with intellectual and physical disabilities) to play various sports at two events throughout the year. Students built authentic relationships with our WIN students in an inclusive environment where partners and athletes participated in practices as well as two full day field trips. The Special Olympics is dedicated to promoting social inclusion through shared sports training and competition experiences. In addition, the WIN program has run a garden fundraiser growing herbs and strawberry plants. \$800.00 has been collected towards the WIN student's participation in Unified Sport.



(7) Bishop Greschuk. Our Students Union and foods classes answered the call to family, community, and participation through servicing our ECSD family at Bishop Greschuk with making perogies. (8) Canadian Blood Services. Throughout the year, students and staff have contributed to blood donations, saving the lives of people in medical duress in life-or-death emergencies in hospitals across Canada. Our goal is 100 donors this school year. That is 100 lives saved across Canada. We are proud of our Spartans who have given of themselves to save the life of a stranger. (9) Sacred Heart Parish: World Day of the Poor. Students

donated various items to help clothe 350 unhoused and vulnerable people this winter. Donations included socks, scarves, toques, hand and foot warmers, underwear, and long-sleeve t-shirts. These items were given to Edmonton's vulnerable population alongside a hot meal. (10) Holiday Hamper Program. The Holiday Hamper program services families in need by providing hampers during the Christmas season. This year, Student Services identified 34 Archbishop O'Leary families who were supported. This highlights the importance of giving back to those in need and sharing God's love for his people. (11) Bike-A-Thon. In April students participated in our annual bike-a-thon where they raised funds and then biked for 24 hours in teams. Approximately \$30,000 was raised this year. 60% went to the ECS Foundation, 30% went to Catholic Social Services and 10% came back to O'Leary to help students in need. Overall, we are so proud of our school community and their outpouring of love through service.

AUSTIN O'BRIEN

The 2024–2025 school year has been a busy and inspiring time at Austin O'Brien, as both staff members and students dedicated themselves to serving others in meaningful ways.

We began the year by coming together as a school community for the annual Terry Fox Walk, raising over \$1,000 for cancer research. By participating in this event, we embraced the Catholic Social Teaching theme of Call to Family, Community, and Participation, showing how we can come together for a greater cause.

In October, our focus turned to supporting students in need of school snacks. Classes competed in a friendly challenge to collect the most granola bars, with a class breakfast awarded to the top contributors. We also hosted a lively teacher-student volleyball game, where admission was a granola bar. This initiative was rooted in the principle and Catholic Social Teaching of Life and Dignity of the Human Person, ensuring all students had access to food during the school day. Thanks to our collective efforts, we gathered over 4,500 granola bars, which were distributed to students and families in need.

During the Advent season, the AOB community continued its mission of giving by assembling over 40 Christmas Hampers for local families. To provide full and festive hampers, our WIN SR class applied for and received a \$1,000 grant from United Way. Their commitment ensured the hampers were well stocked with a variety of holiday food items for those who needed it most.

Beyond food initiatives, our school also led a clothing drive in partnership with the Canadian Museum for Human Rights through the Be An Upstander project. This campaign reflected the theme of the Preferential Option for the Poor, as we collected and donated clothing items to the Bissell Centre to support vulnerable individuals in our community.



when students volunteered at the Edmonton Food Bank. While there, they helped sort and pack food hampers, actively living out the Catholic Social Teaching theme of Helping Those in Need and experiencing firsthand the impact of service for others.

In addition, our Multicultural Day celebration brought students and staff together to proudly share their cultural traditions, dances, and cuisine. This vibrant event raised hundreds of dollars for the ECS Foundation and highlighted the strength found in diversity.



Finally, our annual Bike-A-Thon was a tremendous success, raising over \$23,000 for Catholic Social Services. This event exemplified our ongoing commitment to service, compassion, and advocacy for those in need. Our students worked hard to raise as much money as possible.

Our commitment to social justice extended into the wider community

BEN CALF ROBE – ST. CLARE

We raised money for cancer research in September by participating in the Terry Fox Run. Our students raised awareness for Every Child Matters by wearing orange on Orange Shirt Day and by tying orange ribbons onto our school fence. Our Leadership students led the school in prayer for this day. Our Grade 4 class collected items for the Food Bank in December. Our Grade 6 class collected hygiene items for those in need (Marion Center) in April.

We also plan to raise awareness (solidarity) for Missing and Murdered Indigenous Women, Girls, and 2 Spirit by having a ceremony and walk, and wearing red, in early May. Our students focus on supporting those who have less than them (and many of our students come from families struggling with poverty). They also focus on solidarity and advocacy - speaking up for those who can't speak for themselves.

BISHOP DAVID MOTIUK



Bishop David Motiuk students participated in a variety of social justice work this school year. On All Saints Day, junior high students were joined by Archbishop Richard Smith to celebrate their annual faith day. On this day, students made sandwiches for the poor

that are served by the Sacred Heart Parish community in the inner city. These sandwiches were made with ingredients donated by staff and then delivered by students to Sacred Heart. Also on this day, a couple of groups of students helped sort donations at the Mustard Seed's distribution warehouse. Students sorted 1383 lbs. of clothes and 499 lbs. of household goods. The Mustard Seed is a Christian non-profit organization that has been caring for individuals experiencing homelessness and poverty since 1984. At the Hope Mission, students helped to create Christmas decorations for the centre's homeless shelter. Students also attended a number of in-school sessions presented by members of Catholic social justice organizations such as Chalice, Catholic Social Services, and Development and Peace. They learned about the important work these organizations do in supporting the dignity of the human person, solidarity and their focus on the preferential option for the poor.

During Advent BDM students participated in a school-wide food drive in order to build hampers for families in the school community who were in need during the Christmas season. Ten hampers were assembled, and a box of food was donated to the Edmonton Food Bank.

During the Lenten season, a group of grade 9 students spent half a day at the United Way sorting clothing that was donated for homeless youth. A group of grade 5 students collected non-perishable food items from members of their classroom to donate to the Food Bank. Grade 4 and 5 students were engaged in stewardship of creation through a recycling challenge. Posters were created about the importance of recycling and students were encouraged to properly dispose of garbage and recycling materials. A group of grade 5 students made a prototype of a sustainable golf course to raise awareness on the environmental

impacts of the activity. Numerous groups of students also picked up garbage on school property as well. A group of grade 5 students also organized a gently used clothing drive to donate clothes for individuals



battling poverty. Grade 3 students learned about the importance of every person's rights and responsibilities and the dignity of every individual as a child of God as they learned about the negative impact that bullying

has on vulnerable students. Grade 5 students created a survey to gather cyberbullying data and compiled a list of resources to combat cyberbullying. Other grade 5 students taught their younger schoolmates about the impacts of bullying and ways to spread love, kindness and positivity in their community.

This spring, grade 5 and 9 students focused on the stewardship of creation by planting trees in southwest Edmonton.

BISHOP GRESCHUK



At Bishop Greschuk, our Social Justice Projects were led by our role model to, "Share the Warmth" as Bishop Greschuk would do. We began with our annual Terry Fox Run for cancer research. In September, the whole school participated in the Terry Fox Run as a community call to participation. We raised \$3365. In October, we had a food drive around Thanksgiving. The

overwhelming amount was given to two schools: who made hampers, and another who used all the cereal and fruit cups and juice boxes for their daily snack program. In November, the students donated quarters, loonies or two-dollar coins to give to the Veterans, Royal Canadian Legion, before Remembrance Day. The students also sent in pictures for the Veterans. The Legion then sent us pins as a "thank you." In November, as preferential option for the poor, we collected about 5 large bags of tuques, mittens, and scarves as part of our "Share the Warmth" for Sacred Heart Church of the First Peoples. In December the families donated online for Dreams for Kids, raising \$932. The whole school received popcorn and a movie for helping others in need. In February all our students created 155 hope-filled Cards of Kindness for residents of St. Michael's Extended Care, 60 cards for the residents at Extendicare Eaux Claires, and 75 'Thank you' cards for the nurses and staff at St. Michael's Extended Care. In March and April, for Lent, we collected one large bag of socks to give to the Marian Centre for those in need. Our school family is truly very generous. Our soft spot is giving to our community in solidarity, by ensuring that there is a preferential option for the poor.



BISHOP SAVARYN

The mission of Bishop Savaryn is to provide a Catholic education that empowers students to achieve their full potential as they journey toward becoming faith-filled, ethical, global citizens.



At Ecole Bishop Savaryn, our social justice initiatives are deeply student-centered, rooted in the Five Marks of Catholic Education and Catholic Social Teachings. Our dedicated social justice student leaders played a pivotal role in planning and organizing events throughout the year. Their efforts have led to a significant increase in participation, with more students actively

engaging in various leadership roles.

This year, we strived to move beyond mere charitable acts and focused on building meaningful relationships and community connections. This approach fostered a deeper understanding of the needs that exist in our world. It was crucial that our efforts to support others were intimately connected to the people we served. Social justice work at Bishop Savaryn was strongly aligned with our school mission, vision, and charisma.

Each month, during our assemblies, we took the time to learn about a saint and focus on a virtue that we aimed to embody both within and outside our school walls. Our close collaboration with our school parish, St. Charles, was integral to our initiatives. Deacon Joseph, a familiar and welcome presence in our school, scheduled classroom visits to discuss and explore Catholic Social Teachings, reinforcing Catholic values. He often shared personal narratives of his faith journey and its impact on his life, providing students with the opportunity to ask questions and build a relationship with him.

Our strong connection with the parish led us to support the St. Vincent de Paul Society. We organized two annual food drives, one in the fall and the other during the Lenten season. St. Vincent de Paul informed us of the needed food items, and they are always grateful for our contributions that help fill their pantry and support those in need.

This year marked the third consecutive year that our students led the Stations of the Cross at St. Charles Parish on a Friday evening during Lent. Students took great pride in leading this memorable event for the larger community. We have been using the Stations of the Cross provided by Development and Peace, which sparked an interest in their educational programming. We invited a representative from Development and Peace to our school. When the information was presented to the students, they eagerly joined the 'badge program,' which focuses on Catholic Social Teachings and the principle of acting



locally while thinking globally. The students demonstrated keen interest, leading to a lunch and learn workshop provided by the representative from Development and Peace. Students engaged in process work to better understand Catholic Social Teachings, and staff will experience the same workshop later in April.

We proudly earned two badges this year: Prayer Power and World Flipper. This initiative inspired students to request a communal prayer box, enabling us to pray for intentions as a whole school each week. The project included an educational component, allowing our students to learn about houselessness during our morning announcements and plan a successful clothing drive for the Mustard Seed.

Our Social Justice leaders also planned and organized a fundraiser for The ECSD Annual Dream Builders Challenge. This year, students organized a successful bake sale, raising over \$800.00.

As a result, social justice is deeply ingrained in our school culture, and both staff and students have developed a profound understanding of bearing witness and being living examples of Catholic Social Teachings.

BLESSED JOHN PAUL I

This year, our school has proudly engaged in a series of Social Justice initiatives, with the final project scheduled for June 9th.

Thanksgiving Food Drive: Our first project took place in October, in celebration of Thanksgiving. The Grade 1 classes led a school-wide food drive in support of the Edmonton Food Bank. All 17 classes participated by donating non-perishable food items, with each class contributing two to three boxes. These donations were gathered in the gymnasium during our Thanksgiving Celebration on October 11th, where our parish priest offered a blessing before the food was collected by representatives from the Food Bank.



Advent Winter Clothing Drive: The second initiative occurred during the Advent season. The Grade 6 classes organized a winter clothing drive to benefit The Society of Saint Vincent de Paul. Over the three weeks leading up to Christmas, students from all classes donated gently used winter apparel, including jackets, gloves, mittens, scarves, sweaters,

and socks. The collected items were brought to the gym on the day of our Advent Celebration. During the event, the Grade 6 students addressed the school community, sharing insights into the process of organizing a Social Justice project, the importance of supporting those in need, and the meaningful experience of leading a collective effort.

June Sandwich Bag Project: Our final Social Justice project will take place on Monday, June 9th. This initiative, led by the Grade 2 classes in collaboration with the School Chaplaincy team, involves assembling approximately 200 sandwich bags for The Mustard Seed Edmonton. Each bag will include a sandwich, a granola bar, a juice box or can, a piece of fruit (apple or orange), and a handmade card. Students in Grades 1 through 3 will create the cards, while students in Grades 4 through 6 will prepare the sandwiches and assemble the bags in the school gym. This effort is supported by the President's Choice Children's Charity grant, which funds our school's Lunch Program and will be used to purchase the necessary food items. In the week leading up to the

event, representatives from The Mustard Seed will visit the school to speak with students about the organization's mission, the needs within our Edmonton community, and the importance of compassion and hope.



Catholic Social Teaching and our students' Engagement: Catholic Social Teaching emphasizes the dignity of every human person, the importance of community, and our shared responsibility to care for one another—especially the most vulnerable. Through active participation in our school's Social Justice projects, students have had meaningful opportunities to engage in service, explore ethical issues, and reflect on current events that impact communities.

These experiences have helped foster empathy, a sense of belonging, and a deeper commitment to protecting human dignity. By contributing to these initiatives, students are not only learning about social justice but also developing compassion, responsibility, and a lifelong dedication to community involvement.

CARDINAL COLLINS ACADEMIC CENTRES

For the 2024-2025 school year, the four Cardinal Collins sites completed several social justice activities to support the community. This school year, they focused on supporting the Edmonton Food Bank, engaging with their local neighborhood communities, and the Knights of Columbus Wheelchair Project.

For the Edmonton Food Bank, the school community decided to collect egg cartons to assist the food bank in distributing their eggs. The Edmonton Food Bank serves over 34,000 people monthly with food hampers. In each food hamper, families are provided with at least a dozen eggs depending on the size of the family. Since the food bank purchases their eggs in bulk, they rely on donations of egg cartons to distribute these eggs. Cardinal Collins collected over 100 egg cartons this year!

Alongside supporting the food bank, the school community believed it was important that they stay engaged as members of their local neighborhoods. To support this vision, they decided to make and hand out Christmas Cards to their school's neighbors. In December, Cardinal Collins students went into the community and handed out these cards to spread Christmas cheer to the community. Alongside this, they also recognized that many of their seniors at their local senior's center, Matheson Seniors Residence, did not have family or support during the holiday time. Christmas can be a difficult time for seniors who may feel isolated, so they also made and handed out Christmas cards for the seniors' center. Cardinal Collins handed out more than 30 Christmas cards in the community!

Finally, their last project of the year was collecting pop tabs for the Knights of Columbus wheelchair project. The four Cardinal Collins sites had collection boxes around their schools for pop tabs to be gathered. These pop tabs are collected and recycled by centers that pay for the tabs by the pound. The money that is collected is used to purchase wheelchairs and other adaptive equipment for children.

CARDINAL LEGER



Throughout the school year, the Cardinal Leger community demonstrated a profound commitment to social justice through a series of meaningful projects rooted in Catholic social teaching. Guided by themes such as human dignity, solidarity, preferential option for the poor, and the call to community and participation, students and staff came together in service of others, deepening their understanding of justice, compassion, and the common good.

The year began with the annual Terry Fox Walk on September 25th, organized by the school's Leadership Team. In preparation for the event, students engaged in thoughtful discussions and viewed "The Terry Fox Story," gaining insight into the impact of cancer and the importance of perseverance and hope. Through morning announcements, social media, and parent messaging, the campaign raised awareness and rallied support. Cold Gatorade sales helped boost contributions, and the school exceeded its \$1,000 goal by raising over \$1,200 for the Terry Fox Foundation. This initiative taught students about the dignity of the human person and inspired them to be active participants in the fight against cancer.

In October, the school embraced the SOCKtober initiative to support senior citizens facing hardship during the cold season. The campaign's goal to collect 500 pairs of socks was surpassed with a total of 554 pairs donated. This project emphasized the principle of preferential option for the poor and vulnerable, reminding students of the importance of caring for society's often-overlooked members. The simple act of giving socks transformed into a lesson in empathy and service, as students learned that small gestures could bring warmth and dignity to others.

As Christmas approached, the school turned its focus to giving back to the ECS Foundation, an organization that had long supported its students. To contribute to the Dream Builder's Challenge, students organized a festive Christmas dance and a popcorn fundraiser during the school's holiday movie event. Together, these efforts raised \$467

for the Foundation. Additionally, the school came together to create 16 food hampers for local families in need, ensuring they could celebrate the holidays with dignity. These initiatives highlighted the importance of community and the call to serve, especially during seasons of joy and reflection.



In alignment with the school's commitment to reconciliation and education, the Math Department organized a unique fundraiser during Numeracy Week. Students donated to the Gord Downie and Chanie Wenjack Fund—a charity supporting Indigenous initiatives—and were rewarded with the opportunity to

"Pi(e)" a math teacher in the face. The event raised \$440 and sparked important conversations about truth, reconciliation, and Canada's history. It combined learning with fun, showing students that joy and justice can walk hand in hand.

April brought with it "Carnival for a Cause," a vibrant event hosted by EAP students, where carnival-style games were used to raise funds for Basically Babies, an organization supporting mothers and infants in need. This initiative emphasized the sanctity of life and the importance of supporting young families.

The school year concluded with "Grace for the Heart and Soul," a staff-led initiative in which care packages were assembled for women supported by the Elizabeth Fry Society. This final act of compassion demonstrated the principle of human dignity and reinforced the idea that justice must extend to all, including those who have experienced hardship and marginalization.

Through each of these initiatives, the Cardinal Leger community lived out the Gospel values and teachings of the Church, fostering a school culture where justice, love, and service guide both hearts and actions.

CHRIST THE KING

The students at our school have been actively engaging in various social justice initiatives, demonstrating their commitment to both their community and the environment. As Catholic stewards of creation, each class takes turns cleaning the school yard each week to care for God's world and live out our faith. They have also worked to protect local ecosystems by removing invasive plant species, thereby helping native plants thrive and promoting biodiversity. Our construction students built wishing wells and flower boxes to protect the erosion of the soil closest to our building. To begin our year, we participated in the Terry Fox Run collecting \$1,476.



Throughout the year, different classes have participated in various projects. The entire school has been involved in the Pantry of Hope cereal drive in December, sponsoring 5 schools with cereal for their breakfast program. The Flicker of Hope toiletry collection in February and March collected 1,414 items to donate to The Hope Mission.

Community clean-up activities were a huge part of Earth Day on April 22. We have partnered with Shoppers Drug Mart to create 20 care packages of toiletries for newcomers. We raised \$4,100 for Dreams for Kids Campaign and our own ECS Foundation when we held a movie day. 52 Christmas cards and art gifts were made by division two students for patients at the Royal Alexandra Hospital as well as 45 Easter cards and art gifts for patients at the Royal Alexandra Hospital.

We honored Orange Shirt Day, Asian History Month, Black History Month, the month of Mary, Missing, Murdered Indigenous Women and Indigenous Peoples Day and our own Christ the King Feast Day. Furthermore, the school has created Christmas cards for residents of Venta Care Centre and Miller Crossing Care Centre, written letters to teachers on Valentine's Day, and



sent letters to veterans, all of which reflect the students' dedication to spreading kindness and making a positive impact in their community.

CORPUS CHRISTI

Throughout the year, Corpus Christi Catholic Elementary/Jr High School has had the opportunity to embark on a variety of Social Justice opportunities that promote Catholic Social Teaching.

To start the year, students and staff participated in the annual Terry Fox Run held on Friday, September 27th. This year's event saw enthusiastic participation from our students, teachers, and staff. Students engaged in different activities leading up to the event, including designing their own "Terry Shoe", reading stories about Terry, and writing who they were running for on their race bib. On the day of the run, our Kindergarten to grade 5 and our grades 6 to 9 students came together and proceeded to run or walk for a 30-minute window. Overall, it was a powerful display of solidarity and community spirit, with the school collectively raising \$1,986.50 for cancer research. The entire school community—students, teachers, and staff—came together for a common cause. In Catholic teaching, solidarity emphasizes standing together in unity to support one another, especially in times of need. By running in honor of Terry Fox and those affected by cancer, the school demonstrated a deep commitment to this principle.

Terry Fox's legacy is rooted in the belief that every person deserves compassion, care, and access to essential resources like healthcare. Raising funds for cancer research upholds the dignity of the human person and those battling the disease, recognizing their worth and valuing efforts to improve their lives.



In November as part of our school wide wellness initiative for the month, staff and students collected mittens and socks for the Bissell Centre. Throughout this initiative students accepted the Catholic Social Teaching of Call to Family, Community and Participation as they strived to gather a mass collection in support of those in need.

In January, our school once again embarked on our annual food drive for the Food bank of St. Theresa's Catholic Church. As in years past, the

students had a goal each day of bringing in a certain type of food, ranging from Macaroni (Pasta) Monday, Tuna Tuesday, Wheat Wednesday, Thirsty Thursday (juice boxes) and Fruit Friday (canned fruit). We again amassed a huge collection of food that was organized by our Community Service option class and then delivered to St. Theresa's Church. The annual food drive for the parish directly supported individuals in need and helped our students and staff reflect and take action on the priority to help all those who are deserving.



Throughout the months of February to April, our students had the opportunity to take part in our school division's Upstander Project where they got an opportunity to learn and show how they could take a stand and bring calls to action. We had two lead teachers, one from primary and one from Jr High take on this initiative and organize it throughout the school.

To start, our students had the opportunity to take part in virtual field trips to the National Museum of Human Rights in Winnipeg. They then took their learnings and decided on projects that were dear to them in order to be a voice for others. Students throughout our whole school participated with students in kindergarten to grade 4 creating class projects and students in grades 5 through grade 9 completing group projects. Once completed, our students displayed their projects so that others could take a gallery walk to learn about their initiatives. We then had representatives showcase their projects at Lumen Christi. The Upstander Project emphasized standing up for human rights and advocating for justice, which aligns with the Catholic Social Teaching of Solidarity in recognizing the interconnectedness of all people and taking action for the common good. By engaging in these meaningful social justice projects, students had the opportunity to acknowledge and uphold the inherent dignity of every person, as a start to ensuring that their voices and needs are heard and respected.

DIVINE MERCY

In October, the students of Grade One and Grade Four embarked on a heartwarming project to express gratitude and foster community spirit. Together, they crafted thirty Thanksgiving cards, each one a colorful representation of their creativity and appreciation for the beautiful community. With cards in hand, the children set out on a walk through their neighborhood, sharing their handmade tokens of thanks with community members. Following the delivery of the cards, we had a community member come into the school to share her gratitude for the kind gesture as it truly had a joyful impact on her sad day. This act of kindness not only brightened the day of many but also embodied the Catholic social teaching principle of solidarity, emphasizing the importance of community and mutual support.



November saw the students of Grade Three and Grade Five channeling their efforts into a food drive for the St. Francis of Assisi Food Bank. With dedication and compassion, they collected four hundred non-perishable food items, understanding the significance of their contributions in alleviating hunger and supporting those in need. This initiative reflected the Catholic social teaching theme of preferential option for the poor, highlighting the moral imperative to prioritize the needs of the most vulnerable in society.

In February, the youngest students, the Kindergarteners, took to baking cookies with enthusiasm and joy. Two hundred cookies were baked with the loving hands of the students. These cookies were not just treats but symbols of love and care, destined for the residents of a local seniors' residency. The act of sharing these homemade goodies brought smiles and warmth to the elderly, showcasing the Catholic social teaching principle of dignity of the human person, which underscores the respect and value owed to every individual, regardless of age.

Simultaneously, Grade Two and Grade Three students continued their commitment to fighting hunger by collecting food for St. Theresa's Food Bank. Their efforts were a testament to their growing understanding of social justice and the importance of community service. This project

reinforced the theme of the common good, encouraging students to work towards a society where everyone's basic needs are met.

April was marked by a school-wide initiative, the Capital City Clean Up. Every student participated, from the youngest to the oldest, in a collective effort to beautify their school yard. Armed with gloves and garbage bags, they cleaned the front flower beds, the park and various pathways around the school, demonstrating environmental stewardship and care for creation. This activity was a practical application of the Catholic social teaching principle of care for God's creation, reminding students of their responsibility to protect and preserve the environment.

As a group of School Council members, the Helping Hands Committee organized two initiatives. The Great Mitten Match Up was run alongside the Christmas Concert and Very Visual Valentines were created and distributed in February. Canada wide events were also organized within the school. These included Jump Rope for the Heart and Terry Fox Run.



Throughout these projects, the students not only learned about social justice but also lived it, embodying the values of Catholic social teaching in their actions. Their projects fostered a sense of community, compassion, and responsibility, laying the foundation for a lifelong commitment to social justice and service.

FACILITY SERVICES

The Facility Services team located at the Service Center has participated in a variety of Social Justice initiatives throughout the 2024-25 year, in both small-group and department-wide initiatives.

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.

In the fall, under the theme “Call to Family”, surplus PPE in the Warehouse remaining from the COVID-19 pandemic was made available first to schools/sites, after which any remaining PPE such as protective masks and gowns was donated to the Mustard Seed for use in shelters and drop-in centers to support those in need who utilize their services. The estimated value of these donated supplies was just over \$21,000.

Within this theme “Care for God’s Creation”, Facility Services partners with Shanked Computer Recycling Inc to undertake the ethical and environmentally responsible practice of recycling electronic equipment from across the Division that has reached end of useful life. As part of that partnership, Shanked donated \$2,000 to the ECS Foundation, a practice that Shanked undertakes annually, with deepest appreciation.



Numerous opportunities in consideration of the theme “Preferential Option for the Poor” have been provided throughout the year. At Christmas, Facility Services staff contributed to the annual Food Bank collection leading up to our annual Christmas meal. At that meal, staff were reminded how fortunate they are and how donations contribute to making the season better for those less fortunate. In addition to the Food Bank boxes of food gathered, a monetary donation of \$804 was collected and provided to the ECS Foundation in support of the Foundation’s work within the ECSD community.

A similar donation is collected at the annual year end BBQ held in June, with proceeds again being contributed to the ECS Foundation.



This same theme was most capably lived out in the activities made available on Grace for the Heart and Soul/Care for Creation Day. Facility Services staff had the option of participating in a selection of opportunities, which included Blood Donation at Canadian Blood Services (18 staff), Edmonton Food Bank warehouse (two shifts with a total of 29 staff), City Litter Pickup around the Service Center neighborhood (total of 37 staff) and Edmonton Meals on Wheels meal delivery (14 staff working in pairs).

Through these concrete activities throughout the year, as well as in regular dialogue and reflection on the core mission of service which is at the heart of the Facility Services team daily operational mandate, the Facility Services team authentically fulfills the many aspects of Catholic Social Teachings in both their daily work and focused social justice activities.

FATHER LEO GREEN

This year, we were very proud to once again partner with United Way as part of the Make Your Mark program. As part of this initiative, we organized a special fundraiser in support of the Stollery Children's Hospital. As a Catholic school community, it is our mission to guide our young students in understanding the importance of compassion,



empathy, and social justice. In a world that is increasingly marked by deep divisions between the rich and the poor, we believe it is our sacred responsibility to teach children the value of sharing what God has given us—no matter how much or how little with those around us. Most importantly, we are called to prioritize the needs of the poor and the most vulnerable among us. This message of generosity and community came to life during our Movie and Pyjama Day on January 31st, when students, staff, and parent volunteers came together for a joyful and heartwarming event. To make the day

extra cozy, students were invited to wear their pajamas, and bring along their blankets and stuffed animals, transforming our gym into a space full of comfort and cheer. To support this charitable effort, students purchased tickets to attend the movie, and we offered chip and juice combos for just \$2 each. We are proud to share that 100% of the proceeds were donated to the Stollery Children's Hospital. Thanks to the incredible generosity and spirit of our school community, we were able to raise an amazing \$1,118.60 for this important cause. Beyond the funds raised, this day was a powerful reminder to our students that even small acts of kindness can make a big difference. It taught them that when we come together, when we each offer a little, we can accomplish something truly meaningful. As one united school family, we were able to spread joy and hope to children and families who are facing difficult times. This event beautifully reflected our Catholic values in action—putting faith into practice through service, compassion, and community. We are incredibly thankful to our students, staff, families, and especially our parent volunteers, whose presence and help made the day possible. Together, we made a mark—not just in our school, but in the lives of others.

This year, our Faith Day theme was: "I am a pilgrim of HOPE." In keeping with this inspiring message, our Social Justice Committee gathered suggestions and ideas from students and staff. After several thoughtful meetings and moments of reflection, the committee decided to focus on an act of service that would embody the spirit of hope and compassion:

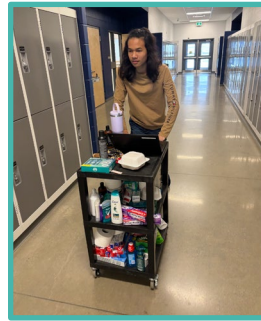


creating snack bags for people experiencing homelessness. As part of this initiative, students were invited to decorate snack bags with uplifting words and messages of comfort. The goal was not just to provide food but also to share kindness, encouragement, and dignity with those in need. To support this project, we purchased snacks bags and markers, and each student was given the opportunity to personalize a bag. While they decorated, students also watched short videos on "Humility" and the "Dignity of Work" to help

them reflect on the deeper meaning behind their actions. On Thursday, April 3rd, every student decorated and filled a snack bag, contributing to a beautiful community effort. In total, nearly 360 snack bags were lovingly prepared by our students! Later that day, staff members carpooled to deliver the bags to the Herb Jamieson Centre, a shelter that supports individuals in need. This delivery was not only a generous gesture but also a way for staff to actively take part in Faith Day and to walk as Pilgrims of Hope alongside their students. This Lenten social justice project had a lasting impact on both students and staff. Many students expressed how meaningful the experience was and asked to continue similar initiatives in the future so they could do even more to help others

FATHER MICHAEL MCCAFFERY

At McCaffery, we undertook two main social justice projects this year. The first was a food drive at Thanksgiving. We used the food collected to feed our families in need. This helped with the incredible food scarcity in our own school community. We spoke about the life and dignity of the human person as well as a call to all our families to support at our Thanksgiving Liturgy. Both of these two social justice themes were explored as we kicked off our food collection. At Christmas Time we did a “Toiletry Tower” competition



between our classes. Students were involved in the collection and our WIN students were involved in stacking the food in the chapel windows. We were able to donate a large amount of toiletries to the Youth Emergency Shelter. During this project, themes of acceptance, dignity and vulnerability were explored as a school community.



FATHER MICHAEL MIREAU

Father Michael Mireau initiated several impactful social justice projects throughout the year, deeply aligned with the themes of Catholic social teaching. These initiatives aimed to foster community, compassion, and active participation in social justice among students and staff.



A significant project focused on human dignity involved Father Michael collaborating with the Marion Center to raise awareness about its services and the needs it addresses within the community. Older students at FMM educated younger students about the organization. Through this project, the students learned the importance of respecting and upholding the dignity of every person, regardless of their circumstances, and how responding to those needs is a fundamental call for Catholics.

Another significant initiative centered around solidarity. The school partnered with the ECS Foundation to support Edmonton Catholic School communities. Students and staff engaged in fundraising activities, raising over \$6,500 to provide resources and support for various needs within ECSD communities. These projects emphasized the value of standing with those suffering and demonstrated the power of collective action to make a difference.

The theme of caring for God's creation was explored through initiatives focused on environmental stewardship and the care of God's creatures. Father Michael participated in a school-wide yard clean-up in connection with Earth Day. Kindergarten and grade 1 students had the opportunity to care for baby ducks and chicks, learning about the significance of God's creation. These efforts highlighted their responsibility to protect and preserve the environment as part of their faith and commitment to social justice.

In addressing the option for the poor and vulnerable, Father Michael collaborated with our school parish, St. Theresa, to combat hunger in the community. Our kindness club organized a food drive, collecting a

school bus full of food to support the St. Theresa Parish community. This initiative taught students the importance of prioritizing the needs of the poor and vulnerable and demonstrated the impact of their contributions in alleviating hunger.

The theme of rights and responsibilities was emphasized through "Student Vote." Students participated in CIVIX, which taught them the importance of having a voice and engaging in civic activities. This project empowered students to recognize the significance of active citizenship and the responsibility of participating in the democratic process.



Through these projects, Father Michael Mireau's students and staff gained valuable insights into the principles of Catholic social teaching. They learned about the significance of human dignity, solidarity, care for creation, prioritizing the needs of the poor, and advocating for rights and responsibilities. These experiences enriched their understanding of

social justice and inspired them to continue their efforts to impact their communities positively.

Father Michael Mireau's commitment to these themes and the successful execution of these projects demonstrated a profound dedication to social justice and the tenets of the Catholic faith. The collective efforts of students and staff resulted in meaningful contributions to various organizations and causes, reflecting their shared values and commitment to creating a more just and compassionate world.

FATHER MICHAEL TROY

This school year at Father Michael Troy Junior High School, we lived out Catholic Social Teachings through a series of meaningful social justice initiatives. Rooted in Gospel values and a profound sense of community, students and staff worked together to serve others, uplift the vulnerable, and respond to God's call to be instruments of justice and compassion.

The theme of Rights and Responsibilities was explored through multiple initiatives. Our second annual Terry Fox Run in September brought the school community together to walk or run in support of cancer research, raising \$242.60. Leading up to the event, students learned about Terry Fox's resilience, the impacts of cancer, and the importance of standing in solidarity with those who suffer. This theme continued with the Royal Canadian Legion Poppy Fund and No Stone Left Alone, where students raised \$54.55 and paid their respects at Holy Cross Cemetery, reflecting deeply on the sacrifices of veterans and the human right to peace.



Students also responded to the call for Community and Participation through a school-wide Food Bank Drive for St. Theresa's Parish in October. The Student Leadership Team collected 676 food items, emphasizing the importance of supporting the common good and recognizing that food

security is a right not enjoyed by all.

Preferential Option for the Poor was another major theme this year. The school supported vulnerable populations through several fundraisers. In November, students raised \$204 for the Alberta Science Network, ensuring equitable access to enriching science education for all. During Advent, \$240 was collected through Hot Chocolate Sales to support Boyle Street Community Services' program, and in February, \$236.25 more was raised during our Valentine's Day Candygrams and a dance concession stand for the same cause.

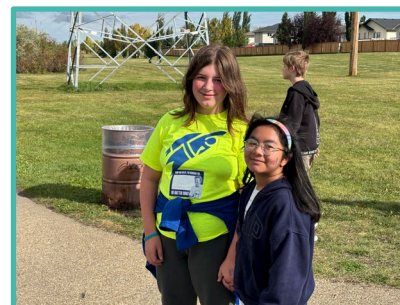
During the Halloween Dance, \$257 for Catholic Social Services' Refugee Relief Fund was raised through our canteen sales. In addition, students

also led a Multicultural Day in support of the same cause, raising \$389.85 through food sales and performances that celebrated the school's diversity. Wearing cultural attire and sharing traditional dishes, students built leadership skills while learning about the challenges newcomers face and how communities of faith can welcome and support them.

During the Christmas Concerts "Best Seat in the House" raffle, benefiting the Cross Cancer Institute, \$101 raised. Students grew in confidence and compassion, learning how their creativity and effort could bring real help to those in need.

The importance of mental health and community care was highlighted during Bell Let's Talk Week in January, when students organized a lunchtime dodgeball game that raised \$36 and helped reduce stigma around mental illness. We also participated in Hats On for Mental Health on May 7th. Both initiatives reinforced the Catholic understanding of caring for the whole person - body, mind, and spirit.

FMT also participated in Amnesty International's Write for Rights campaign. Students across all grades created 312 heartfelt cards of support for individuals experiencing human rights violations. This hands-on activity brought the concept of global human rights to life, showing students the impact of collective voice and compassion.



Finally, in celebration of Care for God's Creation, the school launched a series of Earth Week activities, including trivia, a litter-less lunch day, and a schoolyard clean-up with support from the City of Edmonton's Capital City Clean Up team. These efforts reminded students of their spiritual and ecological responsibility to protect the

environment and live in harmony with creation.

Throughout all these projects, the students and staff at Father Michael Troy grew in faith, empathy, and awareness. The lessons learned about justice, service, dignity, and stewardship have shaped our character and community.

FRERE ANTOINE

Frere Antoine undertook a series of impactful social justice initiatives, aimed to support the community and instill values of empathy, responsibility, and active citizenship in the students.



The school participated in a number of social justice projects supporting the Catholic Social Teaching of the Preferential Option for the Poor. In the fall, around Thanksgiving, the Grade 2 students led a school-wide collection of non-perishable food items for the Edmonton Food Bank. They actively participated by making

announcements, visiting classrooms weekly to gather donations, and organizing the items in a display case near the office. This project helped students understand the importance of caring for others and being active citizens, supporting key learning outcomes related to empathy, community involvement, and social responsibility. The students were proud of their efforts and saw firsthand how their contributions positively impacted others. Early in the new year, to celebrate the 100 days of school, the Grade 1 students aimed to collect 100 boxes of cereal for the Edmonton Food Bank. Throughout February, they collected just over 70 boxes. This initiative taught students about food insecurity and the importance of compassion and thankfulness, as they learned that not all families can afford food like theirs. In March and April, Grade 5 students led a school-wide collection of hygiene products for Hope Mission. Hope Mission expressed gratitude for the seven boxes of hygiene products received, highlighting the impact of the students' efforts. This drive emphasized that hygiene is crucial for health and well-being, and that we can help others by ensuring individuals have access to these items which helps to promote better health outcomes and helps to prevent diseases linked to poor hygiene. During the liturgical season of Lent, Grade 6 students and teachers prepared presentations about global hunger and coordinated a school-wide Hunger Lunch event. Students presented on food insecurities both globally and within their own school division. Emulating Jesus' fasting in

the desert, students ate just one piece of bread and cheese for lunch. Funds collected during this event, totaling \$877.55, were donated to the Conquer Hunger branch of the ECS Foundation Dreams for Kids.

During the Advent season, Grade 3 students led a winter clothing drive for the Catholic Social Teaching of Life and Dignity of the Human Person to support nearby ECSD schools in need. They created posters, made announcements, and collected donations every Friday. Their efforts resulted in three large bags of toques, mittens, and scarves, demonstrating a simple yet powerful way to show care and support others during the colder months.

Throughout the school year, Grade 4 students studied various methods of waste disposal in Science and took the initiative to collect juice boxes, cans, plastic bottles, and other recyclables for the entire school weekly. A sum of \$100 was donated to Conquer Hunger during the Hunger Lunch, and a second donation will be made in June. As of the end of April, \$660 had been collected by the Grade 4 students. This initiative spanned the entire school year from September to June. This demonstrated Care for God's Creation.



This Spring, during Lent and Easter, Kindergarten students collected cereals and other non-perishable foods for the Edmonton Food Bank. In Social Studies, they learned about community involvement, healthy foods, and how money is used to buy necessities such as food.

This year's social justice initiatives had a profound impact on the students at Frere Antoine. Through active participation, students developed a heightened sense of empathy, responsibility, and moral integrity. They learned that social justice is not just about charity but about advocating for change and standing up for the rights of the marginalized. This year was marked by a series of impactful social justice initiatives that addressed the needs of the poor, upheld the dignity of the human person, and promoted environmental stewardship.

GOOD SHEPHERD

This year Good Shepherd Catholic School lived out the values of Catholic Social Teaching through meaningful acts of service, reflection, and leadership. Rooted in the themes of human dignity, solidarity, participation, and the preferential option for the poor and vulnerable, both students and staff worked to create a culture of compassion and justice through a series of social justice projects that impacted their school and local community.

One of the year's key initiatives focused on addressing the needs of underprivileged students within the division. Guided by the belief in the life and dignity of the human person, the school community organized fundraisers such as: Best Seats in the House (Christmas Concerts), Movie Day, 12 Days of Christmas, and Bend-the-Rules Day resulting in \$3,382.58 donations to the ECS Foundation. This act of solidarity helped young people recognize the importance of ensuring all students have the essentials to learn and thrive.



During the fall, the entire school participated in the annual Terry Fox Run, raising \$877.50 for cancer research. The run was not just a fundraising effort, it reflected our lived faith and the belief that every person, regardless of their condition, deserves love, support, and hope. Students learned about perseverance, empathy,

and the dignity of human life through Terry's legacy.

In the spirit of preferential option for the poor and vulnerable, Good Shepherd School continued its tradition of supporting the St. Vincent de Paul Society through its annual food drive. The Society sent an acknowledgment that Good Shepherd School has donated the greatest number of non-perishable goods donations from a school this year.

As part of their commitment to care for God's creation, students also took part in the Capital City Clean-up. This annual civic participation continued the school's commitment to environmental stewardship.

Another example of this commitment to care for creation is the Grade 4's recycling program, which reclaims dignity—for both the planet and the people that the donations have helped. This program has been in place at Good Shepherd for several years, with the Grade 4 students indicating their charities of choice (SPCA, Kidsport and various school social justice initiatives). This year, 813.30 has already been raised from the recycling program.



The Saints Student Leadership Safety Committee, comprised of Grade 6 students, worked collaboratively with staff to promote safe and respectful school environments. They reviewed safety protocols, assisted with supervision during key transition times, and organized slide presentations during morning announcements. These

young leaders embodied the CST theme of participation, showing that everyone has a right and responsibility to contribute to society.

Our Grade 6 Saints Leadership Teams, made up of 10 core committees leads and approximately 40 additional student team members, take an active role in fostering a positive, inclusive, and engaged school community. Through a wide range of student-led initiatives and service projects, they help make our school a better place for everyone and bring the whole school community together. Their work promotes solidarity, encouraging students of all ages to stand united in care and action. Leadership meetings and initiatives focused on servant leadership, helping students reflect on how Jesus served others with humility and courage.

There are several volunteer opportunities for the students to encourage the CST aspect of participation. The Milk Club, Patroller, Monitor and Office Helper programs all provide a way for the young students to serve one another and reflect the School's Charism: Inspired by our Good Shepherd, Jesus, to learn, love and lead.

By the end of the year, Good Shepherd Catholic School had made a measurable impact: \$5,073.30 raised for charitable causes, hundreds of food items donated, and countless volunteer hours served.

H. E. BERIAULT

We raised over \$2,000 in our annual Terry Fox Run to kick off our year in September. We also have collected food and personal hygiene items to give to the Community Action Centre on Stony Plain Road, helping the homeless in the west in October teaching our students about compassion during Thanksgiving.

Our students have planned and carried through with Hot chocolate sales throughout the year to raise funds for Catholic Social Services.

Our Braided Journeys program coordinator organized three field trips to the Edmonton Food Bank this year bringing our grade 7,8, and 9 students to help sort food and learn about who receives these services in our city.

A fun way to help our very own charity was a Photo booth at Halloween \$ 1,000 raised for the ECS Foundation.

Warm clothing, and non-perishable food items were collected for Christmas Hampers for our most needy families in December.

Candy-gram/ Kindness Card sales at Valentines raised \$250 for Catholic Social Services.



Leadership students visited the Misericordia hospital and the Meadowlark senior center to help decorate for Christmas. Visiting the elderly bringing a smile to their faces was a gift of joy for everyone.

Grade nines learned about sustainability and donated their time at Goodwill in April. They came to

understand about stewardship and responsibility to care for the land is a shared one.



Finally, our staff worked together to donate, shop and assemble hampers for our most needy families during our Grace for the Heart and Soul afternoon together on April 24th.

HOLY CHILD

Throughout the academic year, Holy Child School remained committed to Catholic Social Teaching through a variety of social justice projects that encouraged students and staff to live out compassion, empathy, and service. Each month, a virtue rooted in the teachings of Christ guided school-wide initiatives that aimed to serve both the local and extended community.

In October, the theme of gratitude inspired donations to the local Food Bank, emphasizing the Option for the Poor and Vulnerable. This effort helped students understand the importance of supporting families in need, especially during the Thanksgiving season.

November's focus on kids' rights, respect, and remembrance emphasized Human Dignity and Solidarity. Grade 3 students sent postcards to veterans for Remembrance Day, while classroom discussions highlighted the Golden Rule and its connection to children's rights.

In December, the themes of joy and happiness led Grades 1 to 3 to share music and companionship through caroling at St. Joachim Manor. This initiative reflected the principle of Community and Participation, bringing joy to others during the Advent season.



In January, the theme of empathy guided a school-wide contribution to the United Way's Make Your Mark campaign, benefiting Kids Kottage, a respite facility for children in crisis. This act supported the principle of Preferential Option for the Poor.

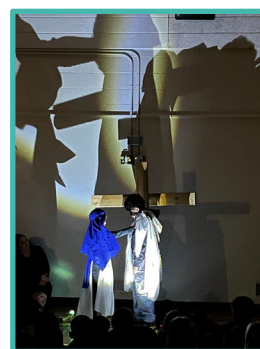
February's focus on kindness saw Kindergarten students become "Kindness Ninjas," spreading joy through random acts of kindness. Their efforts modeled The Call to Family, Community, and Participation.

In March, the themes of laughter and temperance were expressed through staff-led fundraising for a family in need and the creation of prayer cards and positive messages by Grade 6 students for residents at

Edmonton General Continuing Care Centre—living examples of Solidarity and Human Dignity.

April highlighted care for creation, with students participating in an Earth Day yard clean-up, reflecting Stewardship of Creation. In addition, staff volunteered at Kids Kottage for their spring clean-up, demonstrating active service to vulnerable families.

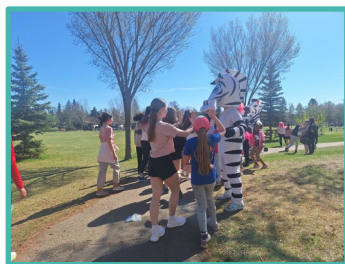
In May, the school embraced helpfulness and the Month of Mary. Grade 4 and 5 students gathered every Friday to pray the Rosary with special intentions, reinforcing Rights and Responsibilities and the power of intercessory prayer.



Throughout the year, the students and staff of Holy Child School developed a deeper understanding of Catholic Social Teaching. Through meaningful action and reflection, they embraced the call to love and serve one another, building a culture of justice, compassion, and faith-filled citizenship.

HOLY CROSS

During the 2024-2025 school year at Holy Cross, staff and students had many opportunities to engage in being the hands and feet of God by serving their community. Students have had multiple opportunities to learn about how they can help and serve the community in which they live with focusing on helping those who are marginalized, struggling and having trouble meeting their basic daily needs (i.e. food, clothing, shelter etc.). During the year Holy Cross has collected over 700 items for the food bank and donated 134 bags to the food bank as well. During the month of December, students had the opportunity to purchase candy grams for their friends with all the proceeds going to the ECS Foundation. They were able to raise over \$490 to support this cause, which helps the community by serving those in need in our community.



The importance of connection and being present for each other was highlighted through a variety of initiatives where students reached out to each other and different groups through creating cards and sharing their caring. At Christmas, the grade 3 class created cards for someone in the school and delivered them. In November, students wrote and sent cards of support and thanks to soldiers serving our Country. These cards were designed to support and give hope to those who fight for equality and justice.



Students are learning how being connected to their community can give them a sense of belonging and how giving back to the community makes our school an amazing place to be! Students participated in Terry Fox Run and raised over \$1,000 for the Terry Fox Foundation. In May, students and staff participated in 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 to create a future where every child and youth is heard.

HOLY FAMILY



During the months of April-May, Holy Family school participates in the St Theresa Family of Schools food bank support drive. This year our school collected over a truck load of items to help our community members through the parish. This initiative is celebrated during the month that our grade 6 students attend the Grade 6 Faith Carousels at Corpus Christi Parish to help students see the immediate impact of how the parish provides ministries of hope.

HOLY TRINITY

Holy Trinity staff and students were very active in Social Justice initiatives during the 2024-2025 school year. At Holy Trinity, we have several groups and clubs who are passionate about and dedicated to Social Justice initiatives in our school and larger communities, such as Holy Trinity Student Council, Holy Trinity Solidarity Club, Holy Trinity Braided Journeys, Holy Trinity religion classes, and Holy Trinity cultural groups. Holy Trinity participated in the Terry Fox Run in the fall, raising \$733.30 for the Terry Fox Foundation. All grades at Holy Trinity were welcome to participate in this initiative and Holy Trinity had a fantastic turnout on a beautiful fall day in Millwoods Park. The Catholic Social Teaching theme for this initiative was "Call to Family, Community, and Participation".

Throughout the year the Braided Journeys program at Holy Trinity organized four 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". All grades were welcome to participate

and give up their own time for this cause. In January, Holy Trinity was able to collect and deliver five extra large bags of brand new toiletries for vulnerable youth through 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, as part of Earth Week, Holy Trinity religion students participated in a Capital City Cleanup initiative organized by the Student Services and Religion departments of Holy Trinity. Student volunteers were able to collect twenty bags of garbage from Holy Trinity school ground and surrounding Millwoods Park. All grades were welcome to participate, 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 food drive 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 literal bus-load of food items to the St. Theresa Parish community. 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

Over the course of the year, École J.H. Picard has actively engaged in numerous social justice projects, embodying the principles of Catholic Social Teaching, particularly the theme of Solidarity as we worked as a school community with our parents, families, non-profit organizations, ECS Foundation, and Anne Fitzgerald Elementary school. The mission of École J.H. Picard is to provide a French Immersion Catholic education that inspires students to become community builders who live out God's teachings. Guided by the charism of their Patron Saint, St. André Bessette, which emphasizes "Stewardship with humble service," the school community has demonstrated a profound commitment to serving others.



One of the notable initiatives was the Santas Anonymous Toy Drive, where the school successfully collected and donated 350 toys for children in need. This act of generosity brought joy to many young lives during the holiday season. Additionally, the Advent Hampers project, organized by

the Parent Council and Pumas leadership, saw the community come together to donate hampers filled with essential items. This initiative was a tremendous success, providing much-needed support to numerous families.

The school also participated in the Terry Fox Run, with all students and staff contributing to raise an impressive \$1,800 for cancer research. This event not only fostered a sense of unity but also highlighted the importance of collective action in addressing significant health challenges.

In another effort to support those in need, the elementary students organized a Thanksgiving project, donating 750 items to the local Food Bank. This initiative underscored the values of compassion and solidarity, ensuring that families in the community had access to essential food items.

The Mustard Seed project, inspired by the Grade 9 Courageous Leadership class, involved collecting clothing and toiletries for individuals facing homelessness. This project emphasized the importance of hope and kindness, demonstrating the school's commitment to supporting vulnerable populations.

Throughout the year, the school's Community Care groups dedicated over 40 hours to volunteering within the community. As part of their partnership with the Good Samaritan Society, students spent time with seniors at the Dr. Gerald Zetter Care Center, organizing games and connecting with residents. This initiative highlighted the value of Christian Hospitality and the importance of building meaningful relationships.

J.H. Picard students also made significant contributions to addressing hunger in the community. They purchased food and prepared breakfast bags for hundreds of clients at the Mustard Seed. Additionally, they volunteered with CANAVUA (Canadian Volunteers United in Action), sorting donations and food for the local Francophone Food Bank, and spent hours at the Edmonton Food Bank, making food hampers for Edmontonians.



J.H. Picard Pumas leadership group launched a school-wide Lenten Project, encouraging all students to bring in donations for the Anne Fitzgerald meal/snack program. This initiative resulted in over 4,500 servings of food being donated. Students had the chance to deliver the items and see the difference they are making within this community by the generosity of our community, making a substantial

impact on students in need.

Our annual bikeathon with 92 participants raised \$8,000 for ECS Foundation and JHP initiative projects. Through these diverse projects, École J.H. Picard has fostered a sense of unity and interconnectedness among its students and staff, recognizing that they are all part of one human family and responsible for one another. The school's commitment to social justice and solidarity has not only made a difference in the lives of those they served but also instilled valuable lessons in compassion, generosity, and community building.

J. J. BOWLEN

Over the course of the year, the J.J. Bowlen school community engaged in a series of impactful social justice initiatives, all rooted in the principles of Catholic Social Teaching. These efforts focused on upholding the dignity of every person, caring for the vulnerable, and responding to the call of solidarity and justice in the world.

The year began with the Terry Fox Run, where students and staff participated in a community event to raise awareness and funds for cancer research. This initiative highlighted the importance of the life and dignity of the human person and encouraged students to consider the power of perseverance and empathy in the face of hardship.

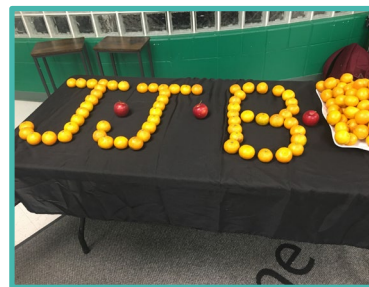


As winter set in, the school organized a sock drive for the Salvation Army, collecting over 600 pairs of new socks for individuals experiencing homelessness. This project emphasized the theme of rights and responsibilities, reminding students of the importance of providing basic necessities and dignity to those in need.

During Advent, the school came together to assemble Christmas hampers for 30 local families. These hampers, filled with food, gifts, and necessities, exemplified the values of family, community, and participation. Additionally, food donations were collected for both St. Dominic Parish and St. Alphonsus Parish, which serve local communities, reinforcing the school's commitment to preferential care for the poor and collaboration with parish efforts.

In the Lenten season, the school hosted an Easter basket raffle to raise funds for the Salvation Army, connecting the themes of solidarity and renewal. This project offered students an opportunity to reflect on the Paschal message of self-giving love, while supporting those in need during the season of Lent.

In the spring, the school launched a socio-economic justice project, raising funds for two important causes: the Stollery Children's Hospital



Foundation, which provides critical pediatric care, and the ECS Foundation, which supports students in need of educational resources.

This project reflected Catholic teachings on solidarity and the option for the poor and vulnerable, encouraging students to reflect on social inequality and take action to support those who need it most.

Throughout the year, classes also attended Mass at St. Dominic Parish regularly as a school community. These Masses provided opportunities for prayer, reflection, and spiritual growth. Students actively participated in various liturgical roles, including music ministry, altar serving, and scripture reading, deepening their understanding of vocation, participation, and their relationship with the broader Church.

Each of these projects not only supported local and regional organizations but also helped students grow in their understanding of their role as agents of change in the world. Through reflection and action, students learned to address issues of social injustice and inequality with compassion, empathy, and faith. The year's initiatives were not just acts of charity, but powerful lessons in living out the Gospel call to "love your neighbor as yourself" and to seek justice in everyday life.

JOAN CARR

This past year, students at Joan Carr were involved in a number of Social Justice Initiatives that focused on becoming educated about issues in our world and taking steps to lift the burden of others, especially those who are vulnerable through disability, disease or homelessness.

Our year began with the Leadership students educating our community on the history of the Terry Fox Run and how cancer impacts families. We fundraised over \$7,200.00 for the Cancer Society.

During Advent, Leadership continued their learning through a passions – values – actions unit in which they explored their values connected to homelessness, a lack of housing and health care. As a group, they decided to lead a whole school in various fundraising initiatives including a hot chocolate canteen as well as collecting clothes and socks. The fundraiser raised over \$1,200 for the Hope Mission.

As well during Advent, December, Grade 4D participated in a fundraising initiative to support the ECS Foundation. To contribute, students were invited to make a \$1.00 donation for each “privilege” they chose to enjoy. Some students chose to bring a toy, be the teacher for a lesson, bring a treat or chew gum. Students were encouraged to earn their contributions by helping out at home with household chores, promoting a spirit of service both within their families and the wider community.

Many of our Elementary classes delivered homemade Christmas cards to the community to maintain connections in our neighborhood.



In the new year, our grade 7-9s educated themselves regarding Autism through research and class discussions. They learned that those who are Autistic often have specific sensory needs. As our school has close to 50 autistic students, they wanted to support their sensory preferences. Through a process of

brainstorming, researching, budgeting and designing, our students built games for our Targeted Learning Classroom. They gathered together with our TLC students to explore the games and enjoy time together.



Later on in March, all students “Rocked our Socks” to support Down Syndrome awareness.

Grade 2 and Junior High shared Joan Carr “HEART” in organizing the making of a valentine craft. These valentines were then delivered to a local nursing home.

KATHERINE THERRIEN

In the spirit of perseverance and community, students and staff participated in the annual Terry Fox Run, raising a total of \$315.70 in donations. These funds were sent to the Terry Fox Foundation to support cancer research. This event helped our students reflect on the values of courage, determination, and collective action, while directly contributing to the ongoing fight against cancer.

Orange Shirt Day was a significant opportunity for our school to engage in meaningful dialogue around truth and reconciliation. Students created personal prayers and decorated orange hearts that were placed on sticks and planted in our front garden to serve as a visible sign of remembrance. Classrooms and buddy groups took part in activities to deepen their understanding of the history and legacy of residential schools, fostering empathy and a commitment to justice for Indigenous Peoples.



In preparation for Thanksgiving, students and their families collected food and care products to support Edmonton's most vulnerable. Sister Mary Claire personally collected boxes overflowing with donations, which were then distributed through the Care-a-Van Program. This act of giving offered students a tangible way to express gratitude while embodying our Catholic call to feed the hungry.

Students extended the joy of Halloween by donating part of their trick-or-treat candy haul to the Hope Mission. Our school collected 82 pounds of sweets which brought smiles and treats to those in shelters and on the streets. This initiative encouraged students to think beyond themselves and consider how a small act can brighten someone else's day.

Throughout the colder months, our school collected 284 pairs of socks, along with mitts and non-perishable food. These donations supported Sacred Heart Church's Outreach Program, which serves some of Edmonton's most at-risk populations. Our community's warmth was truly felt as these winter essentials were distributed to those in need.

In honour of Canada's veterans and military personnel, students and staff contributed donations for poppies through the Royal Canadian Legion's Poppy Trust Fund. These funds help support veterans and their families. Students also took time to write postcards with messages of hope and gratitude to current Canadian soldiers, thanks to PCL's generous postcard donation. These simple gestures were powerful reminders of the sacrifices made for our freedom.

Our Grade 5 students extended the Christmas spirit by creating heartfelt cards for Canadian soldiers. Filled with prayers, blessings, and words of thanks, the cards helped spread joy and remind our troops they are not forgotten during the holiday season.

Led by our Faith Explorers group, the Kindness Envelope offered students and staff tangible ideas to spread kindness within their homes and school. Located in the front foyer, the envelope was filled with simple, yet powerful kindness prompts that anyone could take and act upon, helping cultivate a spirit of love and service in our daily lives.



In the true spirit of stewardship, leftover food from our annual Christmas turkey dinner and a school BBQ hosted by PCL was not wasted. Our principal and her family packaged and delivered these meals to inner city shelters, including the Mustard Seed. These warm, home-cooked meals brought comfort and nourishment to Edmonton's less fortunate during the cold winter months.

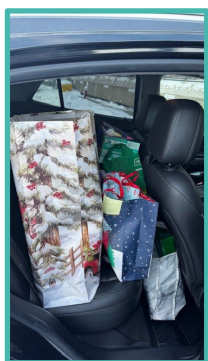
Our most impactful initiative this year was our participation in the United Way's "Make Your Mark" Project. Spearheaded by our Faith Explorers, this year-long initiative empowered students to lead with purpose and compassion. After a visit to Sacred Heart Catholic Church of the First Peoples, the students chose this parish as the recipient of our efforts. Every class was responsible for a day of sandwich-making, with each group preparing over 100 sandwiches complete with snacks and bottled water. Students lovingly decorated brown lunch bags and added heart-shaped messages of faith, hope, and love. Staff also joined the initiative during our Grace for the Heart and Soul Day on April 24th. Lunches were delivered by students, families, and staff, with some even staying to help serve. This project showcased the power of collective compassion and leadership.

LEARNING SERVICES

Throughout the 2024–2025 school year, the Learning Services team embraced the principles of Catholic Social Teaching through a range of community outreach projects. Rooted in the themes of solidarity, option for the poor and vulnerable, human dignity, and care for God's creation, these initiatives reflected the team's ongoing commitment to faith in action.

One of the central efforts was an ongoing collection for One World One Centre, which supports refugees and newcomers with essential household items and personal necessities. The Learning Services team contributed consistently throughout the year, ensuring families arriving in Edmonton felt welcomed and supported. This initiative highlighted the theme of welcoming the stranger and reinforced the belief that every person deserves to be treated with dignity and respect.

In collaboration with St. Francis of Assisi and Ben Calf Robe School, staff coordinated a cereal and snack drive to help address food insecurity. These items supported school nutrition programs, ensuring students had access to nourishing food during the school day. The success of this initiative reflected the community's shared belief that no child should go hungry and emphasized our collective responsibility to care for the most vulnerable.



During the Advent season, the team at St. Edmund School came together to collect Christmas gifts for a family in need. Staff donated warm clothing, toys, and gift cards, creating a joyful and dignified holiday experience for the family. This effort was a tangible expression of love, generosity, and the Catholic call to care for others, especially during seasons of hope and giving.

In addition to donations, the Learning Services team engaged in direct acts of service. Several members volunteered at Sacred Heart Church of the First Peoples, contributing time, presence, and support to a

community long served with faith and resilience. Through this experience, staff deepened their understanding of reconciliation and affirmed the Church's call to honour the dignity of all people.

The team also participated in two volunteer shifts at Edmonton's Food Bank, on April 2 and May 12, 2025. During these shifts, staff helped sort and package food hampers for families across the city. This hands-on service allowed the team to reflect on the realities of food insecurity in the community and to live out the Gospel mandate to feed the hungry.



Together, these initiatives demonstrated the profound impact of small, consistent acts of service. More than just meeting material needs, they offered students and staff opportunities to live out their faith, reflect on injustice, and build stronger relationships with those they served. As the year progressed, the team witnessed a growing sense of unity, purpose, and empathy among all involved.

The Learning Services Social Justice Initiative was a living example of how Catholic Social Teaching can be practiced meaningfully within a school division. By walking with others in solidarity, honouring the dignity of every person, and responding with generosity, the team helped foster a culture rooted in justice, compassion, and hope.

LOUIS ST. LAURENT

Throughout the 2024–2025 school year, students and staff at Louis St. Laurent Catholic School were deeply engaged in a variety of social justice initiatives, each grounded in the core themes of Catholic Social Teaching. These experiences offered students the opportunity not only to serve others, but also to reflect meaningfully on their role as members of a faith-based community committed to justice, dignity, and solidarity.

The school year began with the Terry Fox Run, an event that unified the school in support of cancer research and awareness. Rooted in the Catholic teaching of the life and dignity of the human person, students participated in memory of loved ones and in solidarity with those battling illness. Through their collective efforts, the school raised over \$3,500 for the Terry Fox Foundation, reinforcing the idea that every life is sacred and worthy of support and advocacy.

Later in the fall, Louis St. Laurent launched a Clothing Drive for The Mustard Seed, an organization dedicated to supporting individuals experiencing homelessness and poverty in Edmonton. Students collected items, including winter coats, gloves, and warm clothing. This initiative embodied the theme of the preferential option for the poor and vulnerable, prompting students to consider how basic needs like clothing can restore dignity and hope to those facing hardship.



In February, the teachers created Valentine's Day cards for residents at Whitemud Lifestyle Options, a long-term care facility for people living with Alzheimer's and dementia. This act of compassion highlighted the theme of solidarity, as students expressed care for individuals who are often isolated or forgotten. The activity reminded

students that human connection—especially across generations—is a powerful expression of Christ's love.

During Lent, our junior high CSI and leadership team undertook the filing of St. Thomas More parish's Foodbank. Hundreds of items were collected and delivered to the Parish on Holy Thursday.



Multiple groups of students sorted food at the Edmonton Food Bank, where they prepared hampers for distribution. This direct engagement helped bring the principle of rights and responsibilities to life, reinforcing the idea that food security is not a privilege but a fundamental human right. Students reflected on how small, consistent acts of service can help uphold the dignity of others in their own city.

At Christmas, the school community came together to support families in need by creating food hampers. Dozens of families received hampers filled with non-perishable food, gift cards, and handwritten messages of encouragement. This project underscored the CST theme of call to family, community, and participation, as students, staff, and parents united in the spirit of giving, recognizing the role of community in nurturing hope during difficult times.

To conclude the year, students launched a spring charity campaign benefiting the ECS Foundation. Entirely student-led, the campaign included a week of events, with all teams paying an entry fee to participate.

MARY HANLEY

Throughout the year, the students and staff of Mary Hanley embarked on a journey of social justice, guided by the principles of Catholic Social Teaching. Each initiative reflected the call to uphold human dignity, care for the vulnerable, and foster solidarity within the community.

The year began with Orange Shirt Day, a solemn reminder of the lasting impact of residential schools. Through discussions and reflections, students deepened their understanding of the dignity of Indigenous peoples and their responsibility to work toward reconciliation. Soon after, the Terry Fox Run brought the school together in a shared mission—raising awareness and funds for cancer research, reinforcing the value of human dignity and perseverance.

As Thanksgiving approached and one more time in the spring, the community embodied the spirit of preferential care for the poor by collecting food bank donations. Their generosity extended to World Day of the Poor, when donations of socks were gathered by the staff for Sacred Heart Parish, ensuring that those in need felt seen and supported. The Giving Tree initiative for WINGS further reinforced the school's commitment to helping marginalized groups, as students provided clothing and gifts to families seeking refuge from domestic violence. A hot dog sale also helped raise funds for the Sign of Hope campaign to support Catholic Social Services.



Acts of kindness continued through Christmas, with handmade cards distributed throughout the neighborhood, reminding the community of the importance of compassion and solidarity. Another grade made cards that accompanied a private company's gifts for seniors. Students also participated in Break a

Rule Day for Burundi, creatively raising funds for our student attending the Burundi English School. Candygram sales for the Make-A-Wish Foundation allowed students to play a small but meaningful role in bringing joy to children facing serious illnesses.



working toward a cleaner environment.

Environmental stewardship emerged as another key theme, with juice box recycling efforts supporting the Winnifred Stewart Foundation's programs for individuals with disabilities. Similarly, students engaged in a neighborhood garbage clean-up, demonstrating care for creation by

As Mother's Day arrived, the school hosted a flower sale to benefit the Humane Society, encouraging reflection on the responsibility to care for all of God's creatures. These projects, though diverse, were united by a common purpose: to instill in students the values of justice, charity, and service.

Through these experiences, the students and staff of Mary Hanley grew in their understanding of Catholic Social Teaching. They learned that justice is not merely an abstract concept, but a lived commitment—one that takes shape through small, everyday actions. By reaching out in compassion, they strengthened their bonds with one another and with the broader community, answering the call to serve with open hearts and unwavering dedication.

MONSIGNOR FEE OTTERSON

Monsignor Fee Otterson, a Kindergarten to Grade 8 Catholic school, believes that it is our responsibility as a Catholic school to serve those both within our school community and in the greater community. Students are educated on making a difference by supporting Social Justice initiatives and programs, and fulfilling God's desire for us to make a difference. "If someone who has the riches of this world sees their sister or brother in need and closes their heart to them, how does the love of God abide in them?"

The grade 2 and 5 students prepared for the Thanksgiving Liturgy by running a successful food drive for the Edmonton Food Bank throughout the month of October. This initiative was linked to Social Justice during Morning Announcements and in Religion classes.

Our Semester 1 Grade 8 Team Leadership option class had Social Justice as one of their curricula themes. The class explored this theme from the Catholic lens, studying examples such as Pope Francis and Saint Mother Teresa, connecting to Scripture, and then preparing for their chosen Social Justice field trip in the community. This grade 8 class was divided between The Edmonton Food Bank, the Mustard Seed Prairie Manor, and Rutherford Retirement Residence. The students researched each organization, their work, and how they would best contribute when on the field trip. The students at The Edmonton Food Bank, packed hampers on their 4 hour shift so that they can be delivered or picked up that day, as well as learning more about the scope of their work. Those attending the Mustard Seed Prairie Manor,



chatted and carved pumpkins with the residents as they learned more of homelessness and how this residence houses and turns the lives around of those who once experienced homelessness. The students who visited Rutherford Retirement were well prepared to share morning tea and engage in conversations with the elderly, bringing joy to their lives. One follow up to this particular day in the community was a class discussion and agreement on how they could best help one of the agencies visited. The realization of

the plight of the homeless resulted in the decision to run an Ice

Creamery each Friday, during which \$883.45 was raised for The Mustard Seed Prairie Manor, with an additional \$300 being raised for school community support.

During our MFO Wellness Day, a number of the student activities focused on Social Justice. Approximately 130 students made several sandwiches each, while many others decorated bags and made cards with messages of hope and encouragement. These were given directly to Edmontonians experiencing homelessness. Many cards were also made for the elderly to remind them that children were thinking of them.

Another food drive occurred during Lent, with the goal being to bring the donations to St. Thomas More when MFO attended our Easter Liturgy. Again, the school community was generous in this Social Justice initiative.

MFO is also dedicated to bridging the language gap of our EAL students with a specialist dedicated EAL teacher, as well a Ukrainian staff member dedicated to this group of students.

Our hope is that the students will view participating in Social Justice as a part of living a full Catholic Christian life.

MONSIGNOR WILLIAM IRWIN

Monsignor William Irwin School (MWI) is a place where the spirit of hope, compassion, justice, and service flourishes. Every initiative reflects a shared mission: to uplift the vulnerable, care for creation, and live out a faith grounded in love and solidarity.

The school came alive with energy and purpose during the “Try Like Terry” campaign. Inspired by Terry Fox’s courage, students and staff united to raise funds and awareness for cancer research. This effort honoured a national hero while encouraging students to reflect on human dignity and the strength of community. It showed how even the smallest actions, led by young voices, can make a powerful difference.



That same spirit of service thrived in the Sock It to YEG campaign, led by the student leadership team, the Superheroes of Faith. Shocked by rising poverty in Edmonton, these young leaders mobilized the school and broader community to collect over 10,000 socks for the Bissell Centre, bringing warmth to those experiencing homelessness. Their

dedication attracted a Calgary sock distributor, who donated multiple boxes of socks. The students also partnered with the Bissell Centre’s CEO, the campaign’s founder, and an ECSD trustee, and were even featured on Global News. This project embodied the Catholic Social Teaching of the preferential option for the poor, turning service into a living expression of faith.

Another wave of student-led generosity emerged through the Care Bear leadership team, supported by a \$1,000 grant from the United Way’s Make Your Mark campaign. Students chose to support those in need within the MWI community, raising \$2,300 by selling candy grams, cookies, and hot chocolate. They also gathered food donations for local families needing “a little extra.” These efforts, alongside the school’s Scare Away Hunger campaign for the Edmonton Food Bank, St. Thomas More Parish’s Food Pantry, and the ECS Foundation, reinforced the Gospel call to feed the hungry and care for our neighbours.



Environmental leadership flourished as Grade 4 students, dubbed “Eco-heroes,” led a school-wide initiative focused on caring for creation. Inspired by *Laudato Si’* and Pope Francis’s call for global action, they launched a bottle and electronics recycling drive. With creativity and purpose, they used announcements, flyers, and community outreach to raise awareness. Their collaboration with YEG Electronics Recycling and Windermere Green Bottle Depot resulted in \$1,258.10 in donations, while nurturing a

deeper sense of environmental stewardship in students as a moral and shared responsibility.

During Lent, a Grade 1/2 class led a meaningful initiative rooted in almsgiving. They invited the MWI community to donate unused or gently used household items to support the St. Vincent de Paul Society. With help from parents, they hosted presentations to explain the organization’s mission, helping students see that almsgiving is not just a seasonal tradition but an enduring act of justice and compassion.

In spring, young students embraced the Little Green Thumbs gardening programme. Grade 1 and 2 students experienced the joy and responsibility of nurturing life, from planting seeds and caring for them daily to celebrating the harvest. This immersive learning journey cultivated a deep sense of care, wonder, and stewardship. Though no funds were raised, the real reward was the growth in understanding and joy, echoing Jesus’ Parable of the Sower: “But the seed sown on rich soil is the one who hears the word and understands it.”

Community, culture, and belonging came alive through the Grade 5 classes’ vibrant Multicultural Day. Students shared family traditions, foods, languages, and stories, reflecting how Canada’s rich cultural diversity fosters a more just, inclusive future. Students created a community rooted in empathy and understanding by learning to walk alongside one another toward a common good.

MOTHER MARGARET MARY

At Mother Margaret Mary High School, a strong commitment to community service and social justice is woven into the fabric of school life. Throughout the 2024–2025 school year, students and staff demonstrated compassion, leadership, and a deep sense of responsibility through a variety of impactful initiatives.

One of the cornerstone events was the 6th Annual Food Fight, a spirited fall tradition that challenges classes to collect non-perishable food items. This year's campaign was a resounding success, with over one tonne of food donated. Contributions supported families within the MMM community, the St. Thomas More Parish Pantry, and the Edmonton Food Bank, ensuring that those in need had access to essential nourishment.

In addition to food donations, the school organized a sock, underwear, and toiletry drive to benefit the Youth Emergency Shelter. This initiative addressed the often-overlooked needs of vulnerable youth, providing them with dignity and comfort through basic necessities.

Another heartfelt effort was Grace for the Heart and Soul Day, during which staff members came together to assemble backpacks filled with items valued by teenagers. These thoughtfully curated backpacks were delivered to the Youth Emergency Shelter, offering not just supplies, but also a message of care and solidarity.

Looking ahead, the school is excited to announce plans for its first-ever Bike-a-Thon, set to launch during the 2025–2026 school year. This new initiative aims to combine physical activity with philanthropy, further strengthening the school's culture of giving and engagement.

Through these initiatives, Mother Margaret Mary High School continues to inspire a spirit of generosity and social responsibility, empowering students and staff to make a meaningful difference in their community.

OUR LADY OF MOUNT CARMEL

Throughout the year, Our Lady of Mount Carmel School actively engaged in a wide range of social justice initiatives inspired by Catholic Social Teachings, particularly emphasizing solidarity, care for creation, the dignity of the human person, community and participation, and the option for the poor and vulnerable. These initiatives provided meaningful support to a variety of organizations and helped students and staff grow in faith and moral responsibility.

In September, the school launched the year with the Terry Fox Run. Families joined students in walking and running in support of cancer research, raising \$560 for the Terry Fox Foundation. This event honoured human dignity and brought the community together in a shared mission of hope and perseverance.

October focused on literacy and compassion. During Read in Week, 47 new books were collected for Ronald McDonald House Charities (RMHC). The Grade 2 class personally delivered the books to the residence, reinforcing the value of solidarity and presence with families facing medical hardship.



In November, students combined creativity with charity at the STEM Carnival. They designed arcade games using recyclable materials and STEM tools, charging Halloween candy as entry. Over 4 pounds of candy were collected and donated to Youth Empowerment and Support Services (YESS), bringing joy to youth who may not have had the opportunity to celebrate the holiday. This initiative reflected both environmental stewardship and preferential care for the vulnerable.

December was marked by acts of generosity and community support. Food hampers were assembled and delivered to 10 local families by staff, and through a partnership with The Mustard Seed, eight families were able to purchase holiday gifts at reduced prices. More than 60 new toys were collected during the OLMC Hockey Classic toy drive and donated to RMHC, with the Hockey Academy students placing the gifts

under the tree—an act of joyful giving that honoured both dignity and hope.

January introduced the “Packages of Hope” campaign. Each grade collected specific items to support those experiencing homelessness. Leadership students assembled care packages, complete with encouraging messages, and delivered them to the Hope Mission. This hands-on project highlighted the call to serve the poor with compassion and intentionality.

In February, Grade 6 students attending City Hall School prepared bagged lunches for The Mustard Seed. Through this activity, they engaged directly in service and civic responsibility. Staff also participated in “Grace for the Heart and Soul,” fostering spiritual and communal growth through volunteer work at RMHC.



dignity of every person.

In April, environmental consciousness was at the forefront. On Earth Day, Grade 6 and Grade 1 students partnered to create and deliver seed bombs, each accompanied by an uplifting message, to residents of the Queen Alexandra neighbourhood. This project emphasized care for creation while building community beyond the school walls. That same month, staff returned to RMHC to prepare meals and beautify shared spaces, including the BBQ area and front landscaping, once again embodying solidarity and the

In May, the Go Green Club hosted a successful plant sale, offering 140 plants—ranging from corn and lettuce to beans and other vegetables. All proceeds were donated to the ECS Foundation. This initiative promoted sustainability, stewardship, and community engagement, reinforcing that even small actions can nurture both the earth and the common good.

These projects offered students and staff an opportunity to live out the Gospel values through concrete action. Whether delivering meals, planting seeds, collecting gifts, or raising funds, the school community responded to the needs of others with compassion, creativity, and faith, growing as disciples committed to building a more just and loving world.

OUR LADY OF PEACE

Throughout the 2024–2025 school year, Our Lady of Peace School remained committed to living out the values of Catholic Social Teaching through a variety of meaningful social justice initiatives. Students and staff were consistently engaged in service, reflection, and community-building, guided by principles such as human dignity, solidarity, care for creation, and the preferential option for the poor.



The year began with the annual Terry Fox Run, a community-wide event that honored the dignity of the human person and the strength found in perseverance. Shortly after, the school marked Truth and Reconciliation Week by engaging students in age-appropriate learning, including reading *The Orange Shirt* by Phyllis Webstad and participating in a school-wide walk wearing orange. These activities fostered empathy, historical awareness, and a commitment to reconciliation.

In February, the school recognized Pink Shirt Day as part of its ongoing focus on human dignity and solidarity. Students reflected on the importance of kindness, inclusion, and standing up against bullying, reinforcing the belief that every person is worthy of love and respect.

In January, the school celebrated its Faith Day and Feast Day. Students gathered in cross-grade family groups to engage in activities that deepened their understanding of Catholic identity and devotion to Mary, our Blessed Mother. They created faith-inspired crafts such as five-finger prayers, rosary bead art, decorated rocks with messages of hope, and assembled a "Tree of Hope." These activities supported spiritual growth and highlighted the importance of prayer and community.

Acts of service remained central throughout the year. Staff assembled toiletry backpacks for Hope Mission, providing essential hygiene items to those experiencing homelessness. Grade 1, 1/2 and 4 students folded over 1,500 sets of cutlery for Hope Mission's Thanksgiving and Christmas meals, accompanied by handmade holiday cards created by

various classes. These acts of kindness offered students a tangible way to practice compassion and solidarity.



During the Christmas season, Grade 5 and 6 students participated in neighborhood caroling, spreading joy and fostering community presence. The school also organized holiday hampers for 18 families within the community, demonstrating the preferential option for the poor and ensuring that families felt supported and included.

Care for creation was emphasized during a schoolyard clean-up, teaching students the value of stewardship and shared responsibility for the environment. Literacy was celebrated as a tool for empowerment during Read-In Week and a Division 1 Literacy Night, encouraging a love of reading while strengthening home-school connections.

Ongoing partnerships also contributed to the school's mission. The Family School Liaison Worker continued working with the local food bank to provide healthy snacks, supporting student wellness and reinforcing the importance of meeting basic needs as part of human dignity.

These initiatives wove together a powerful narrative of faith in action. Through service, prayer, learning, and outreach, students and staff at Our Lady of Peace School not only explored the themes of Catholic Social Teaching but brought them to life in ways that nurtured both hearts and minds.

OUR LADY OF THE PRAIRIES



Grade 6 students packed shoeboxes for Operation Christmas Child with toys, hygiene items, school supplies, and letters for children in need in countries like Ukraine, the Philippines, and El Salvador. This initiative taught students about generosity, kindness, and global citizenship. It emphasized the importance of social responsibility and living out their faith through service.

Our Grade 1 students at Our Lady of the Prairies created Nativity-themed Christmas cards for the Sisters of Holy Cross. This activity fostered creativity and a sense of connection with the religious community and retired teachers.

Our Grade 4 students made Christmas and Easter cards for seniors at Touchmark. This project encouraged empathy and intergenerational connection, bringing joy to the elderly.

The school community collected adult socks for Sacred Heart Church of the First Nations, which were distributed to the poor and unhoused for World Day of the Poor. This effort highlighted the importance of supporting marginalized communities and promoting dignity and hope.

Our Social Justice activities at Our Lady of the Prairies focused on Human Dignity, by providing essential items and heartfelt messages, students affirmed the inherent dignity of every person, especially those in vulnerable situations.

Solidarity initiatives fostered a sense of global and local solidarity, teaching students that they are part of a larger human family.

The focus on helping those in need, such as the poor and unhoused, reflects the Church's commitment to prioritizing the needs of the most vulnerable.

Engaging students in Community and Participation activities promoted active participation in their community and encouraged them to contribute positively to society.

These projects not only provided immediate support to those in need but also instilled in students the values of compassion, service, and faith in action.

OUR LADY OF VICTORIES



Throughout 2024-25, the students of Our Lady of Victories have participated in numerous Social Justice initiatives, with a focus on supporting our neighbouring community, our affiliated Parish, and students within ECSD. Food items were collected for Annunciation Parish, staff donated Christmas trees, Christmas decor and Nativity sets for Society of St. Vincent de Paul, students performed Christmas carols at a nearby nursing home, collected needed items for the Humane Society, delivered Valentine/Kindness cards to our neighbours and conducted a winter clothing drive for

students within ECSD. The Lenten project of students supporting other students (winter clothing drive) came from our youngest students, with the help of our student Leadership Team. This was a school-wide initiative with families donating gently used winter clothing, to be donated to another school within our division.

Throughout this year, the Social Justice initiatives have touched on Rights and Responsibilities, and the Preferential Option for the Poor.



SIR JOHN THOMPSON



Our journey began with our yearly Terry Fox Run. Students raised over \$400 towards cancer research and students were able to get outside and enjoy God's creation. Our next focus was on supporting the Sign of Hope. Sir John Thompson has a long history of supporting this worthy cause. Students created sessions for other students to attend during our flex sessions. Students donated money to attend these sessions. Other students raffled off prizes and sold food items for students to buy. Our community raised

over \$600 for this organization. The Food Bank was the next focus for our year. Our students worked hard collecting items to donate to those in the community that were in need of this valuable support. We collected over 600 items for the Food Bank. Our students also served their direct community by shoveling the walks and driveways of our neighbours. Several times this year, different groups of students provided this service to our community. We also served our direct community by creating cards for the Shepherds Care Foundation in Kensington Village. These cards provide a wonderful way for our students to show their appreciation to those in our neighbourhood.



SISTER ANNATA BROCKMAN

The students and staff at Sister Annata Brockman School were involved in several social justice projects this year.

The first initiative included a raffle for front row seating at the school Christmas concerts, with proceeds going to the ECS Foundation. This was hosted by the School Council, and a focus since the Sister Annata Brockman school community believes in the importance of supporting students, families, and schools within Edmonton Catholic School Division. The total donated amount to the ECS Foundation was just over \$1,000. Following this, the whole school collected food and monetary donations to create several Christmas hampers for the Sister Annata Brockman families in need, as well as the St. Teresa of Calcutta community. Each family in need received 3 large boxes with food items, presents, and gift cards. During the collection, discussion was had within classes on necessary food items and supporting families so that all can have a nice Christmas.



Later in the year, the grade 5 classes connected with the Mustard Seed, creating 300 breakfast bags with the monetary donations brought in by the students in grade 5. Each breakfast bag contained oatmeal, sugar packs, creamers, spoons, juice, and applesauce.

During the ECSD Care for Creation, staff contributed treats such as granola bars, cookies, chips, crackers and toiletries such as toothbrushes, toothpaste, and deodorant, which were donated to YESS.

Finally, the Sister Annata Brockman leadership class led the Warm Hands, Warm Hearts social justice initiative, whereby they collected essential winter items such as mitts, toques, scarves, and socks, which they donated to those in need in the inner city.

Finally, also led by the leadership class, socks were collected during the Rock Your Socks initiative, which were then donated to Sacred Heart Church of the First Peoples, along with backpacks and toiletries. The



focus of the final 4 school initiatives was on helping the larger community and giving back to those in the greatest need.

ST. ALPHONSUS

As part of the school's growth plan, a collective commitment was made to engage all students in meaningful, age-appropriate social justice projects. These initiatives were rooted in the principles of Catholic Social Teaching, with a particular emphasis on the dignity of the human person, care for creation, and solidarity with others. Teachers participated in professional learning with the district's Religion consultants, where they explored how social justice could be authentically integrated with curriculum, and how students could take the lead in service-driven action.

Throughout the year, classrooms across all grade levels engaged in a wide variety of projects that reflected deep student learning and compassion. Many of these projects focused not on financial donations, but on the giving of time, voice, and presence—honoring the call to participate in community and uphold the dignity of every person.

Several classes participated in schoolyard and community cleanups, demonstrating a tangible commitment to Care for God's Creation and environmental stewardship. Others wrote heartfelt letters to thank those who serve their school community—including bus drivers, the parent council, breakfast program volunteers, out-of-school care staff, and mentors. In addition to expressing gratitude, students also researched and presented to their peers how these programs support and strengthen the wider school family, emphasizing Rights and Responsibilities and Solidarity.



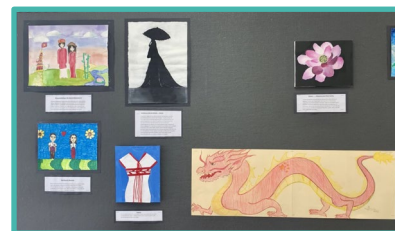
belonging, while teaching students about Community and Participation through connection and mentorship.

A younger class created Christmas cards for residents at a local seniors' home, and later partnered with even younger students for shared learning activities such as reading, math games, and collaborative card-making. These inter-grade efforts nurtured a sense of

Environmental responsibility was further explored through student involvement in a marker recycling initiative, supported by the school's student recycling group. In doing so, students recognized their shared role in protecting creation and reducing waste.

In junior high, students took on leadership roles through a number of meaningful initiatives. Foods classes baked cookies to support a sister school's Christmas fundraiser, modelling the Option for the Poor and Vulnerable. Art students contributed original work to school celebrations, including the 100th Anniversary and both Christmas and Spring concerts—sharing their gifts to foster beauty, joy, and community.

Grade 9 students conducted research on Christian-based organizations making a global impact and shared their findings with peers and staff. This project deepened their understanding of Global Solidarity and the Church's call to serve the common good beyond our local community.



One of the year's most powerful student-led efforts was the planning and delivery of a whole-school Multicultural Day. Junior high students organized 19 cultural activity stations that celebrated diversity and heritage.

They also curated an art exhibit that honored their countries of origin, helping the school community recognize the sacredness and value of each person's story and background—bringing to life the Catholic principle that we are all one human family.

Throughout the year, students also participated in a range of initiatives around Orange Shirt Day and Missing and Murdered Indigenous Women, engaging in learning, reflection, and dialogue that acknowledged truth, promoted justice, and honored the dignity of Indigenous Peoples.

Through these diverse, student-led projects, the entire school community deepened its understanding of what it means to live out Catholic Social Teaching. These experiences did not just teach students about justice, they invited them to become people of justice: thoughtful, compassionate, and active in their care for others and the world around them.

ST. ANGELA

This year, St. Angela Catholic Elementary School embraced its mission of living out the Gospel message through a rich tapestry of Social Justice Projects rooted in the core principles of Catholic Social Teaching. The school community—students, staff, and families—worked together to answer the call to serve, learn, and grow in faith.



The theme Call to Family, Community, and Participation was evident throughout the year. The annual Terry Fox Run united students and staff in support of cancer research, emphasizing the importance of collective action for a greater good. During Read in Week, families, staff, and community members came together to celebrate literacy, reinforcing the belief that education and participation are vital components of a healthy society. Students created and delivered heartfelt Christmas cards to local

seniors, spreading joy and reminding others that they are loved and not forgotten. Acts of kindness were promoted during the Kindness Walk and through the initiatives of the Kindness Club, which empowered students to be intentional in their compassion. Events like the PJ and Popcorn Dream Builders Challenge fostered a spirit of joy and generosity, building a stronger school community where every child felt valued and seen.

In alignment with Care for God's Creation, students took active steps to protect and nurture the environment. The Planting Club gave students the opportunity to connect with nature, learn about sustainable practices, and cultivate beauty in their surroundings. Schoolyard clean-up initiatives not only maintained a clean environment but also instilled a deep sense of responsibility for the Earth, reinforcing the belief that creation is a sacred gift that must be preserved for future generations.

Through the lens of Life and Dignity of the Human Person, the St. Angela community prioritized outreach to vulnerable members of society. Students participated in the Shepherd's Care project, engaging with and supporting residents in senior care facilities. The Stollery Superstars initiative celebrated the strength of children undergoing medical care,

reminding students of the inherent dignity of every person, especially in times of suffering. Support for Lady of Grace parenting students provided help to families in need, affirming the value of life at all stages and circumstances.

The principle of Preferential Option for the Poor guided several meaningful outreach projects. Contributions to Sacred Heart Parish and the Edmonton Food Bank—including participation in the Stuff A Bus campaign—helped address local food insecurity. The Socks for the Homeless drive and Lenten snack food collection were led by students who learned firsthand the impact of sharing and generosity. These actions reinforced the Christian call to place the needs of the poor and vulnerable first and taught students the transformative power of compassion in action.

Lastly, the theme of Solidarity was deeply woven into the school's commitment to reconciliation and inclusivity. Truth and Reconciliation teachings were integrated into learning activities, allowing students to reflect on the history and ongoing journey of Indigenous peoples in Canada. Orange Shirt Day served as a solemn and important reminder of the children who endured residential schools, while also inspiring hope for healing and unity. On St. Angela Day, the school community came together to celebrate its patron saint and reaffirm its shared values of love, justice, and peace.



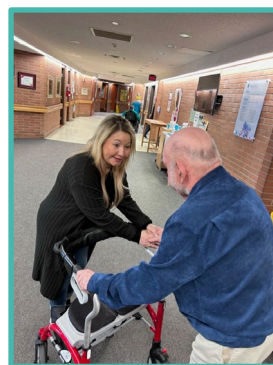
Throughout the year, students and staff at St. Angela Catholic Elementary School not only explored the themes of Catholic Social Teaching but also lived them out in meaningful, impactful ways. These experiences nurtured empathy, deepened understanding, and inspired a lasting commitment to faith in action. The social justice journey of the school this year stood as a powerful testament to the belief that even small acts, when rooted in love and faith, can change lives and build the Kingdom.

ST. ANNE

As a Catholic school community, we came together this past September to participate in the Terry Fox Run, not only to honor Terry's legacy of courage, determination, and compassion, but also to embody the values of our faith in action. Terry Fox's Marathon of Hope reminded us that each step we take in service of others is a step toward justice and healing. Rooted in the Gospel message of love, mercy, dignity, and care for the vulnerable, we walk in solidarity with those affected by cancer and those who suffer in silence across our world. As we ran or walked, we committed ourselves to acts of kindness, hope, and healing in our community and beyond. Our participation in the Terry Fox Run was more than a fundraiser; it was a witness to the power of faith and love in action. Like Terry, we learned to not be discouraged by hardship, but instead follow in the footsteps of Jesus by serving others with compassion, courage, and perseverance.

This past April, we gathered to celebrate Earth Day by taking part in a schoolyard cleanup—an act that reflects our deep responsibility to care for God's creation. Our faith teaches us that the Earth is a creation by God, entrusted to us to be stewards, not owners. In the Book of Genesis, God calls us to "till and keep" the garden (Genesis 2:15)—a sacred duty to protect and nurture the natural world. This means caring for the land, water, air, and all living things with reverence and gratitude. We acknowledged that environmental care is not optional but essential to justice, especially for those most impacted by pollution and climate change, the poor, the vulnerable, and future generations. This act of service is not just about cleaning up litter. It is about restoring beauty, showing respect for the Earth, and answering Pope Francis' call in *Laudato Si'* to listen to both the cry of the Earth and the cry of the poor. Earth Day is a reminder that small actions rooted in love can have a big impact. For our school community, our cleanup was an expression of faith in action—loving God through the care of His creation. Together, as disciples of Christ, we care, we clean, we renew.

Our visit to the Capital Care Dickenfield Centre this past May was more than just an outreach activity; it was a reflection of our commitment to live out the Gospel message of Jesus, by loving, serving and caring for each other. In bringing Cards of Care to the residents, we offered more than words and art; we offered presence, prayer, and hope. Each card was a symbol of our respect for the elderly, who hold the wisdom of



generations and reflect the enduring image of God in every stage of life. Our faith calls us to honor and care for the elderly. As it is written in Leviticus 19:32: "You shall rise before the aged and defer to the old, and you shall fear your God." This visit reflects our belief in the inherent dignity of every person, regardless of age or ability. We understand that our elders deserve to feel seen, valued, and loved. Many in long-term care face isolation or loneliness. Our simple act of kindness was a response to that need—a way to be Christ's hands and heart in the world. As we connect across

generations, we are reminded that love is a bridge that brings healing, joy, and peace. This visit was a celebration of community, a moment of grace, and a living expression of our Catholic faith in action.

As we gathered together to celebrate the joy and hope of Christmas through song, community, and the spirit of giving, we also came together to support those in need through our Christmas Basket Raffle. This year, the funds raised were donated to the Dream Builders Challenge, an initiative dedicated to helping those who are most vulnerable and working toward a brighter future for all. In the season of Advent, we are reminded of the coming of Christ, who brought light to the world, and the call for all of us to be His hands and feet in caring for those in need. The Gospel tells us that whatever we do for the least among us, we do for Christ Himself (Matthew 25:40). The Dream Builders Challenge provided an opportunity to create positive, lasting change—helping others to reach their full potential and build the life God dreams for them. By supporting this raffle, we collectively worked toward a more just and compassionate world, where everyone has the opportunity to flourish. This past Christmas, we learned the true meaning of the season: not just to give, but to give generously and selflessly. This raffle was a reminder that even small actions, when done with love, have the power to bring about significant change. As we raised funds for the Dream Builders Challenge, we also raised our hearts in prayer for all those whose lives we touched. Together, we celebrate the gift of hope. Together, we build a brighter future.

ST. AUGUSTINE



This year at St. Augustine, the community has been committed to social justice initiatives, focusing on serving the poor, marginalized, and those in need of compassion and support. Through a variety of outreach efforts, students and staff worked together to make a meaningful impact. Seventeen families received food

hampers filled with essential items, helping to ease their burdens during difficult times. At Christmas, the community extended warmth and care to seniors in long-term care by sending heartfelt cards and donating over 200 pairs of socks to ensure they felt remembered and valued. Additionally, letters of kindness and gratitude were delivered to neighbors during Thanksgiving and Valentine's Day, fostering a sense of connection and community spirit. These projects reflect the school's ongoing dedication to living out its values through action, empathy, and outreach.



ST. BENEDICT

The grade ones sent Valentines to the Catholic Social Service centre. The grade ones also made and delivered Christmas cards to the neighborhood before Christmas. The grade ones are collecting 100 food items for the food bank for 100 days as our social justice project.

Grade 2 handed out kindness cards to the neighbors around the school.



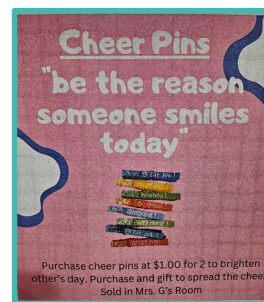
To celebrate caring for others and showing love the grade 3A students made Valentines Cards for Shelter Workers. They wrote messages into the cards expressing their gratitude towards these important members of our community. Students felt proud that they were able to brighten someone's day by making a meaningful card. They learned that small actions can have a big impact on the people around them. Many learned about the people behind the shelter for their first time. Some students didn't realize there are people who organize, clean and cook for the shelter.

4A is collecting socks for the homeless, as part of our Almsgiving for Lent.

Grade 5 created Christmas cards. Funds went to ECS Foundation.

With Thanksgiving approaching, we are so thankful for the many gifts of our St. Benedict students and families! As one of our social justice initiatives, we are asking students to bring in non-perishable food items for the food bank. This year, we are challenging classes to see who can collect the most food items! As a reminder, our Thanksgiving Mass will take place on October 11th at 9:30 a.m.

Involving students in food collection for our local foodbank helps to raise awareness about poverty, hunger, and food insecurity. It teaches our students about social justice issues and encourages empathy, compassion, and a deeper understanding of the realities faced by others.



Grade 6 created cheer pins to brighten the days of others. Money went to ECS Foundation.

For the Ben Calf Pow Wow, we collected kitchen storage items for the giveaway.

For Grace for the Heart and Soul we collected funds and animal toys/items for the Humane society.

ST. BERNADETTE

At St. Bernadette School, Catholic Social Teachings are not just principles—they are lived experiences woven into the daily life of the school community. The dignity of every human person is honored through events like the Terry Fox Run, where students raise funds for cancer research, and the Stations of the Cross Shadow Play, where Grade 4 students lead the school in a moving reflection on Christ's suffering. These moments teach students to recognize the sacredness of life and the value of every individual. The school also places a strong emphasis on the Call to Family, Community, and Participation, seen in the joyful gathering of the entire school for the Christmas Lunch, the inclusive Family Picnic, and the heartfelt celebrations of Mother's (My Special Gal) and Father's (Dads and Dudes) Day, where caregivers are invited to share in special moments with their children. Events like the Community Walk and Kindness Creation projects further strengthen community ties, encouraging students to actively participate in and contribute to the world around them.



Students are also taught about their Rights and Responsibilities through opportunities like leading Morning Prayers and Bible Lunch Readings, where even the youngest learners take on the responsibility of sharing faith with their peers. The Finding the Jesus' activity invites students to reflect on how they can embody Christ's presence in their daily actions, reinforcing the importance of personal responsibility and moral decision-making. The school's commitment to the Preferential Option for the Poor and Vulnerable is evident in the Thanksgiving Food Collection, the Jewels for Jesus fundraiser supporting the ECS Foundation where students collected \$420, and the Snow Angels initiative, where older students shovel driveways for neighbors in need. These acts of

service teach students to prioritize the needs of others, especially the most vulnerable.

In the spirit of Solidarity, St. Bernadette School fosters unity through shared worship and global awareness. The entire school community

gathers for Masses in the gym and at St. Clare Parish, and joins in weekly recitations of the Jubilee Prayer. Students watched in anticipation for the white smoke during the New Pope Live Stream, connecting them to the universal Church. The school's partnership with Ben Calf Robe School for Indigenous Peoples Day is a profound act of solidarity and reconciliation, where students share food, stories, and cultural learning. Finally, the school's commitment to Care for God's Creation is reflected in the School Yard Clean-Up, where students take responsibility for their environment, and in the Jubilee Art Tree of Hope, where each student contributes a personal hope for the future of their school, home, or world.



Through these rich and meaningful experiences, St. Bernadette School brings Catholic Social Teachings to life, forming students who are compassionate, responsible, and deeply rooted in faith. Each event is a testament to the school's mission to nurture hearts and minds in the image of Christ, preparing students to be thoughtful stewards of their communities and the world.

ST. BONAVENTURE

Throughout the school year, the community at St. Bonaventure School engaged in a variety of meaningful social justice projects rooted in Catholic Social Teaching. These initiatives were grounded in the principles of human dignity, solidarity, and care for the poor and vulnerable. Students, staff, and families worked together to serve others through both action and prayer, deepening their understanding of what it means to live out the Gospel message.

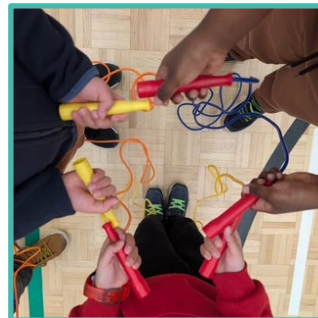
The school participated in a project of helping to make a difference to others in need, which involved several smaller initiatives. Students created cards and artwork for veterans at the local Legion, offering appreciation and gratitude through acts of kindness. They also collected \$76 for the St. Vincent de Paul Society at St. John Bosco Church to support Christmas outreach efforts for families in need. We also partnered with our school's Parish, we helped provide names of families who would benefit from a Christmas hamper put together by St. John Bosco Church and the Pint Restaurant group.



In the spirit of community and compassion, students donated non-perishable food items for hampers, warm clothing such as mittens and scarves, school supplies like pencils and Kleenex, and other items to support classmates and community members facing hardship. Leadership students and volunteer monitors helped organize and distribute the donations, while the whole school community contributed through prayer for the sick, for those grieving, and for world leaders, including the Holy Father. These acts of service and prayer fostered a culture of empathy, gratitude, and responsibility.

During the Advent season, the entire school participated in a sock drive, contributing dozens of pairs of socks that were donated through the Alberta Teachers' Association to Catholic Social Services. This initiative served as a tangible expression of the Catholic Social Teaching

principles, reminding students that even small actions can bring warmth and dignity to those experiencing homelessness or poverty.



In February, the school took part in Jump Rope for Heart, a national initiative that promotes physical well-being and raises funds for heart disease and stroke research. Students in Kindergarten to Grade 6 learned about the importance of heart health and participated in a Jump Day event. Together, they raised \$626.35 for the Heart and Stroke Foundation. This project encouraged stewardship of the body and highlighted the connection between health, learning, and social responsibility.

One of the culminating projects of the year was a partnership with The Mustard Seed, an organization that supports people experiencing poverty and homelessness. Representatives from The Mustard Seed visited the school to speak with students about their mission and the realities of poverty in the community. Following this visit, each grade level was assigned specific hygiene items to collect, such as soap, toothpaste, and deodorant. These items were gathered and donated to The Mustard Seed's resource center. This initiative reflected the principle of dignity of the human person and provided students with a deeper understanding of systemic poverty and the importance of treating all individuals with respect and compassion.

Through these varied experiences, students and staff at St. Bonaventure grew in their understanding of Catholic Social Teaching and were reminded of their collective responsibility to be the hands and feet of Christ in the world. Each act of service, whether through giving, praying, or learning, became a step toward building a more just and loving community.

ST. BONIFACE

At the start of the school year, the entire school student, staff and parents participated in the annual Terry Fox Walk to raise money for cancer research. As Pope Francis noted in *Laudato Si*, Social problems must be addressed by community networks and not simply by the sum of individual good deeds. (nos. 179, 219) Collectively St. Boniface raised \$272.70



As a community we continued our participation and support of families and the community, by raising funds for Amy's House, through our Christmas Market. Families donated gently used items for students to do Christmas shopping. Amy's House was founded by a former parent in our community in 2019. Amy's House offers free accommodations for families who must travel more than 100 km to Edmonton for cancer treatments.

Now consisting of two homes located side by side, Amy's House is just a 12-minute drive from three key hospitals: the Royal Alexandra Hospital, the University of Alberta Hospital, and the Cross Cancer Institute.

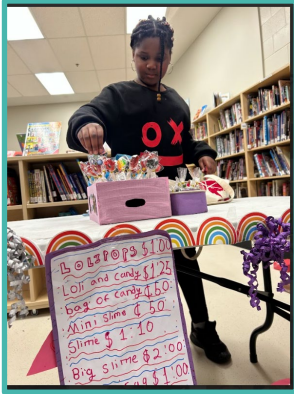
Each home hosts one family at a time, typically for extended stays ranging from 2 to 6 weeks, depending on the patient's treatment schedule. These homes provide a safe and comfortable environment, allowing families the privacy and space they need during their stay, similar to being in their own home. This proximity to treatment centers provides much-needed convenience during a challenging time, helping to ease both the emotional and logistical burdens faced by patients and their loved ones. St. Boniface raised \$558.95

The grade one's continued to support the poor and vulnerable by making breakfast bags for the clients of the Mustard Seed.



Finally, in April as part of Care for Creation staff cleaned the river valley during Grace for the Heart and Soul. As part of a reflection on our Catholic identity, we had students clean our school yard to give back to the community

ST. BRENDAN



Students developed their empathy and global citizenship through various acts of service and collections. Our school participated in raising funds for numerous organizations and causes, including Terry Fox, Hampers for families in need, Jump Rope for Heart, and supporting a family in our community who faced a tragedy. Additionally, we collected food for our families and the food bank to foster a sense of care for those less fortunate.

Our elementary students organized a toy drive and delivered Christmas cards to the neighborhood, helping them understand their role in the community and the significant positive impact they can make with minimal effort. Junior high students conducted pizza sales, candy grams, and other fundraising activities to support those in need. These initiatives helped students develop compassion and understand the importance of giving back to help others.

Moreover, these activities align with and enhance our religious education outcomes by encouraging students to live out the values of kindness, generosity, and community service. Through these acts, students learn to embody the principles of their faith, such as helping those in need, showing empathy, and contributing positively to society. This holistic approach not only strengthens their academic and social skills but also deepens their spiritual growth and understanding.



ST. CATHERINE



St. Catherine is a place of welcome. Our first act of social justice was how we greeted our students back to school in August and welcomed all the students new to St. Catherine School. For many of our students new to Canada, St. Catherine was their first

experience of formal schooling. We as a school community worked hard to install the value of respecting the life and dignity of the human person. We also took the time as a school staff to explain to students their rights and responsibilities as St. Catherine community members. We spent much time creating common language for everyone to use (e.g. expected and unexpected behaviours) and reminded students of what is expected of them at school and in the community.

Next, we as a whole school community participated in Terry Fox Day, with the theme of the call to family, community and participation. Students learned about Terry Fox and his journey with cancer and across Canada on announcements the week prior to the event. All students and staff participated in a walk/run on September 13, 2024. Additionally, we raised and donated money to the Terry Fox Foundation.

One of the options offered for junior high students was community care. The students in this class contributed to our school and the wider community in a variety of ways. The students created a School Yard Clean Up schedule that involves all the classes from Kindergarten to Grade 9, which allowed our whole school community to participate in care for God's creation. The students in community care also helped in classrooms and various jobs around the school.

The community care option also worked in the community, volunteering at the Food Bank at least four times throughout the school year. Here, the students were able to help sort donations and talk with Food Bank employees, experiencing what the preferential option or the poor can look and feel like. The students also volunteered at the Edmonton Humane Society where they helped take care of the animals for the afternoon.

Leading up to Remembrance Day, we had information being shared with students during broadcast and our school commemoration ceremony. Many classes created cards for people who were living in various veterans' homes in the city. As many of our students come from war torn and countries with conflicts, we were able to create a sense of solidarity with our students.

As we headed into the season of Advent, many of our classes created cards for seniors living in homes who may not have had visitors during Christmas (life and dignity of the human person). Also, as a school community, we came together to break bread with a Christmas Turkey Dinner, creating an opportunity for our students new to Canada to experience a 'Canadian' tradition and provide food students. A class in our school took on the job of peeling 600 potatoes and making mashed potatoes for all our staff and students (call to family, community, and participation).



As spring progressed, we had our gardening club outside prepping our flower beds and doing some clean up. Students assisted the teacher with planting, watering, and maintaining the planters to ensure the front of our school looked amazing (care for God's creation).

In April for our staff Grace for the Heart and Soul afternoon, one of the activities our staff participated in is creating backpacks for the House of Rescue Mission. Staff donated toiletries, snacks, and other items to fill the backpacks being donated (preferential option for the poor). It was a beautiful afternoon where staff had the time to pray, reflect, break bread and participate together in making the world a better place.

ST. CECILIA

Throughout the school year, students and staff at École St. Cecilia demonstrated a willingness and commitment to social justice through a variety of meaningful initiatives. Guided by Catholic social teachings and a shared sense of responsibility, the school community engaged in acts of service that showcased the dignity of every person and fostered a spirit of compassion, solidarity, and hope.



In September, the school community raised over \$500 for the Terry Fox Foundation in support of cancer research. This initiative was followed by a school-wide walk/run, symbolizing unity and resilience in the face of adversity. It served as an opportunity for the community to experience the power of collective action rooted in hope and care for others.

others.

During the month of December, students and staff turned their attention to those who had risked their lives for the protection of the country. Veterans at the Kipnes Centre received handmade Christmas cards written in both French and English by students. These heartfelt messages served as personal tributes, acknowledging the service and humanity of those who had defended Canada's freedoms. This gesture reinforced the Catholic value of honoring the dignity and worth of every individual. Additionally, staff created Christmas hampers for the resident veterans. Each department contributed specific items—ranging from non-perishable food to clothing and hygiene products, demonstrating generosity and a spirit of service to others within the broader community.

Winters in Edmonton are notoriously cold! With this said, in partnership with Hope Mission, homeroom class 8D created winter packages for the less fortunate. They assembled about 30 backpacks that contained gloves, scarves, heat packs, and socks. These grade 8 students were able to take this opportunity for reflection of gratitude but also made it a teaching opportunity as they created these packs with a grade 7 class.

Service is a central value within our school community. Our Physical Education Leadership students visited our feeder schools to share their passion for physical education, build connections, and serve as positive role models for future Tigers. As a school, we are dedicated to empowering our students to understand social justice as acts of service to both the school and the wider community. Our Phys Ed Leadership students have taught physical education to elementary students from grades 1 to 6. Braided Journeys students had organized buddy reading groups for our Indigenous students. Cecilia's Kitchen's full-year Foods class has cooked for all major school events and held bake sales, while our drama production and band concert have charged admission for their productions, with all proceeds donated to the ECS Foundation. Social justice is truly embodied at St. Cecilia, where our students recognize the importance of acts of service.



Finally, the staff at École St. Cecilia School further deepened their commitment to social justice by volunteering at Hope Mission. Through the initiative "For the Grace of Heart and Soul," during the month of April, they sorted and organized donated items for individuals in need. This hands-on experience offered a deeper understanding of the daily challenges faced by the less fortunate and reinforced the call to serve with humility and compassion.

Pope Francis has said: "You pray for the hungry. Then you feed them. That's how prayer works." This quote had deeply resonated with the school community as students and staff saw the importance of bringing mercy, dignity, and hope into the lives of others—through actions instead of words.

Through these experiences, the École St. Cecilia community not only strengthened its commitment to faith in action but also grew in humility and gratitude. Together, students and staff grew in empathy, faith, and awareness of their shared responsibility to care for one another.

ST. CHARLES

Throughout the school year, students and staff at St. Charles Elementary embraced Catholic Social Teaching: Living the Gospel Through Social Justice. The school embraced the themes of Catholic Social Teaching through a variety of meaningful social justice actions. Rooted in compassion and faith, their work reflected a growing understanding of dignity, community, and the call to serve.

The year began with participation in the Terry Fox Run, where students raised funds through toonie donations to support cancer research. This action connected to the theme of the Life and Dignity of the Human Person, as students learned the importance of advocating for those suffering and honoring the value of every life.

In October, the school organized a Thanksgiving Food Drive, collecting hundreds of items for the St. Charles Parish Food Bank. This experience helped students explore the Option for the Poor and Vulnerable, learning that access to food is a right, not a privilege. Later that month, students donated leftover Halloween candy and assembled over 350 treat bags for inner-city homeless individuals, reinforcing the lesson that no act of kindness is too small.

During St. Charles Faith Day, students created prayer cards for clergy and prepared food hampers for families in need, fostering both spiritual growth and acts of service. These actions highlighted the Call to Family, Community, and Participation, as students reflected on their role in supporting both Church and family life.



In November, students took time to reflect on peace and sacrifice during the No Stone Left Alone initiative. By placing poppies on veterans' headstones and creating thank-you cards, they honored those who served and learned about the Dignity of Work and the Rights of Workers and the Christian call to be Peacemakers.

On World Day of the Poor (November 17), students collected essential items such as socks, gloves, and hygiene products. These

were donated to Sacred Heart Church of the First Nations People, who distributed them to the city's poor and unhoused. This act deepened students' understanding of Solidarity and Rights and Responsibilities, reminding them that justice begins with recognizing the needs of those on the margins.

As part of the Grace for the Heart and Soul project, staff prepared and donated over 150 sandwiches to Sacred Heart Parish, continuing the commitment to serve Christ in the face of the poor and vulnerable, embodying the Preferential Option for the Poor.



In December, the school hosted a Christmas concert fundraiser called Best Seats in the House, with all ticket proceeds—over \$700—donated to the ECS Foundation, supporting students across the division. This demonstrated the theme of the Common Good, as students saw how small contributions could uplift others in the broader Catholic community.

During Lent, students supported Development and Peace "Turn Debt into Hope" campaign. Through donations and ticket sales from student-led events, over \$500 was raised to assist communities worldwide facing poverty and injustice. This initiative helped students understand the theme of Global Solidarity and their role in building a more equitable world.

To close the year, students took part in a School Yard Clean-Up. This act of stewardship taught the importance of Care for God's Creation, encouraging responsibility for the environment as a sacred trust from God.

These experiences were not just acts of charity, but opportunities for students and staff to reflect, pray, and grow in their understanding of the Gospel. At St. Charles Elementary, Catholic Social Teaching was not simply taught—it was lived in community, one faithful step at a time.

ST. CLEMENT

Throughout the year, St. Clement Elementary/Jr. High School engaged in a series of impactful social justice initiatives, embodying the Five Marks of Catholic School Identity and fostering a tangible expression of the Catholic worldview. Each month, students, staff, and families participated in activities that emphasized stewardship, community building, and living faith through action.

In October, the school community launched the READ to FEED Initiative, a food drive for the local food bank. This effort resulted in the collection of 12 photocopy paper boxes filled with non-perishable food items, demonstrating the collective commitment to addressing hunger and supporting those in need.

November saw the Grade 8 students embrace their call to stewardship and community building through various social justice projects. These initiatives were closely aligned with the Grade 8 Religion curriculum's focus on living faith through action. Students formed clean-up crews to ensure classrooms and shared spaces reflected respect for God's creation. They also led presentations on mental health and fostering positive relationships, promoting awareness and support within the school community. Additionally, the "Tree of Hope" display served as a symbol of inspiration, with students contributing leaves that shared personal sources of hope, encouraging reflection and a sense of unity.



In December, the school-wide Mitten Tree campaign collected 30 pairs of mittens and 26 toques, providing warmth and comfort to those in need during the cold winter months. This initiative highlighted the importance of caring for others and addressing basic human needs.

January's focus was on collecting urgently needed items such as hygiene supplies and winter clothing. Grade 7 students secured a total of 60 items and created 70 cards of gratitude, which they shared with Hope Mission during the delivery in

February. This project emphasized the values of gratitude and service,

reinforcing the importance of supporting vulnerable members of the community.



February's "Kindness Express" Valentine's Day initiative involved students creating cards of gratitude for various community agencies. Each grade intentionally chose their location, and students hand-delivered their cards of thanks, expressing gratitude in person. Over 400 cards and care packages were delivered throughout the city of Edmonton, fostering a spirit of kindness and appreciation.

In March, Grade 9 students conducted research on social justice issues and calls to promote action. They created diverse presentations linked to issues they were passionate about and planned realistic strategies to achieve change. This initiative encouraged critical thinking, advocacy, and the development of actionable plans to address social justice concerns.

Throughout these initiatives, students and staff explored themes of Catholic social teaching, including stewardship, community building, gratitude, and advocacy. These projects not only provided valuable learning experiences but also strengthened the sense of a caring, faith-filled school community dedicated to making a positive difference in the world.

ST. DOMINIC

Throughout the 2024–2025 school year, St. Dominic School has joyfully embraced the call to serve others, living out the principles of Catholic Social Teaching through a variety of meaningful social justice projects. Each grade level contributed in unique and impactful ways, demonstrating compassion, solidarity, and a deep commitment to the dignity of every person.



Our youngest students in Kindergarten began the year by collecting candy for the local Women's Shelter, offering a sweet gesture of kindness to those in need. They also participated in a cereal box collection, helping to provide breakfast for families facing food insecurity - 80 boxes were collected for the Edmonton

Food Bank!. These acts reflect the principle of the Option for the Poor and Vulnerable, teaching even our youngest learners the importance of caring for those most in need.

Grade 1 and Grade 6 students collaborated to write heartfelt thank-you cards and letters to veterans, honoring their service and sacrifice. This project exemplifies the principle of Call to Family, Community, and Participation, as students engaged with the broader community and expressed gratitude to those who have served the common good.

In Grade 2, students assembled bags filled with toiletries for the Hope Mission, directly supporting individuals experiencing homelessness. This initiative highlights the Life and Dignity of the Human Person, recognizing that every individual deserves basic necessities and respect.

Grade 3 students took on two projects: collecting pop can tabs to be melted down and repurposed into items like wheelchairs, and creating Christmas cards for neighbors in the school community. These efforts reflect both Care for God's Creation—through recycling and sustainability—and Solidarity, as students reached out to bring joy and connection to others during the holiday season.

Grade 4 students participated in a community clean-up, taking responsibility for the environment and their neighborhood. This hands-on project brought to life the principle of Stewardship of Creation, encouraging students to care for the Earth as a gift from God.

In Grade 5, students collected "Toonies for Turkeys," raising funds to create Christmas hampers for families in need. For every toonie collected, a feather would be added to Terrence, our school turkey! This initiative beautifully embodied the Preferential Option for the Poor, as students worked to ensure that others could enjoy a warm and joyful holiday season.

Finally, Grade 6 students extended their compassion to the elderly by writing cards for residents at a local nursing home. This act of kindness reinforced the principle of Respect for Life and Human Dignity, reminding students of the importance of honoring and valuing all stages of life.



Each of these projects not only provided tangible support to those in need but also nurtured a spirit of empathy, generosity, and faith in our students. At St. Dominic School, social justice is not just a concept—it is a lived experience, rooted in the teachings of Christ and the values of the Catholic Church. Through these initiatives, our students have grown as

compassionate leaders, ready to make a difference in the world.

ST. EDMUND

Throughout the school year, students and staff came together in meaningful ways to live out the Gospel message through acts of service, compassion, and justice. Rooted in Catholic Social Teachings, each initiative undertaken by the school community reflected a deep commitment to human dignity, the common good, and preferential care for the poor and vulnerable. These projects were not simply acts of charity—they were moments of formation, empowering students to become thoughtful and active citizens of faith.



One of the most impactful undertakings came from the Grade 3 students, who took on a mission to bring joy and comfort to families in need during the Christmas season. With the support of the United Way's "Make Your Mark" grant and the creativity of organizing both a candy sale and a donut sale, the students raised the necessary funds to build seven generous Christmas hampers. Guided by the principle of option for the poor and vulnerable, the students engaged directly in the planning and execution of the project, learning that the hands and hearts of the young can make a powerful difference.

The experience culminated in a hands-on shopping trip, where the students carefully selected food items and toys tailored to the needs of each family. The act of delivering the hampers personally added a human dimension to the project, allowing students to witness firsthand the impact of their efforts. It was a transformative moment in which the value of solidarity—walking alongside those in need—came to life.

Throughout the year, the school also collected over 1,500 items for Edmonton's Food Bank. This community-wide effort reflected a deep commitment to participation and the common good. Every student contribution became part of a larger act of justice and care for those facing food insecurity.

Grade 4 students, moved by the need for warmth during the winter months, collected over 100 items for the "Coats for Kids" initiative. Through this effort, students recognized the importance of protecting

the dignity of every person, especially those most vulnerable in their community.

In the upper grades, social justice took on a relational and creative form. Grade 9 students completed their Community Projects by making over 190 Christmas cards, 100 for a local fire station to thank first responders, and 90 for a seniors' center to brighten the holidays for the elderly. Cards were also created for children receiving care at the Stollery Children's Hospital. These thoughtful gestures reflected a deep respect for life and a commitment to bringing hope and comfort to others.



Each of these projects served not only the physical needs of others but also became opportunities for students to grow in faith, empathy, and awareness. Through their efforts, students came to understand that justice is more than a concept—it is a way of living that demands compassion, action, and a willingness to see Christ in every person.

As a Catholic school, these initiatives reflected more than good deeds; they were extensions of the Church's mission in the world. By placing faith into action, the students learned the true meaning of discipleship—to love, to serve, and to be a voice for the voiceless. Their experiences this year formed a foundation not only for academic growth but for lifelong spiritual development.

The story of this year's social justice efforts is ultimately a story of transformation—of hearts moved by compassion, of students inspired by the Gospel, and of a community united in purpose. Together, the students learned that when they act in love and justice, they do not act alone; they become part of something greater—God's work in the world.

ST. ELIZABETH



Through our School-wide Comprehensive Health and Wellness Plan and various Social Justice projects throughout the school year, the St. Elizabeth community has been working toward the understanding and living of the Catholic Social Teachings of Solidarity and Option for the Poor and Vulnerable.

Throughout the entire year, students have taken turns writing and saying prayers on our broadcast morning announcements. All students in K-6 participate in this opportunity

to pray together as a community. In January 2025, we were given the Jubilee Prayer by our beloved Pope Francis, may he rest in peace, and we pray it as a community on the same broadcast announcements every Wednesday morning.

As a school, we are focusing on Nutrition and Physical Activity as wellness goals. We have completed four Social Justice activities that have helped students not only understand how important it is to take care of our bodies as God created them for us, but to help others that may not have the means to do so.

Staff, students and parents participated in the Terry Fox Run, a food drive for the St. Theresa Church Food Bank. Our Go Green Club grew lettuce and arugula in our Go Green Room throughout the school year to help feed our vulnerable population who participate in our Nutrition Program and receive a daily lunch. Our TASL worked with a group of students receiving Speech and Language supports to make a hot lunch for the same population once a month while improving their language and cooking skills! Approximately 50 students within our school benefited from these last two social justice projects. The hot lunch was made possible through staff donations.



ST. ELIZABETH SETON

Throughout the school year, the students and staff of St. Elizabeth Seton Catholic Elementary/Junior High School journeyed together through a meaningful exploration of Catholic Social Teaching. The year began with a reflection on the dignity of every human person. In September, the school community united for the Terry Fox Run, raising over \$400 for cancer research. Teachers emphasized that every life is sacred and that walking or running in solidarity with those affected by cancer was a tangible way to affirm the dignity of the sick and suffering.



A powerful moment of reflection came in September during Orange Shirt Day, when students and staff wore orange and gathered to remember and honour the survivors of residential schools, as well as those who never returned home. This day, rooted in the story of Phyllis Webstad, became a profound entry point into discussions about the inherent

dignity of every human person and the importance of reconciliation with Indigenous Peoples.

In October, the theme of care for the poor and vulnerable was brought to life through the We Scare Hunger campaign. Students collected more than 1,000 non-perishable food items for the local food bank, reminding them that access to basic needs is a right, not a privilege. Staff helped students make connections between hunger and systemic poverty, and how small acts of kindness could be transformative. These food items were then donated to our families in need in our own school community.

During Advent, the school prepared for Christ's coming by organizing Christmas Hampers for families in need. Students helped package the hampers, learning firsthand about the joy of giving and the importance of putting others before themselves during the holiday season. We created over 18 hampers for our families.

In February, the school participated in Pink Shirt Day, standing against bullying and affirming the dignity and worth of every individual. Through

class discussions and assemblies, students explored the themes of human dignity and the importance of standing in solidarity with those who feel isolated or oppressed. All the students wrote a pledge of how they would stand up to bullying and be part of the change that the world needs.

In April, we participated in the City of Edmonton Capital City Clean-Up that connected to the principle of stewardship of creation. Equipped with gloves and garbage bags, students from all grades took part in beautifying their environment, understanding that caring for the earth is part of their moral responsibility. Teachers used the opportunity to teach about ecological justice, linking it to Pope Francis' encyclical *Laudato Si'*. We also participated in the Grace for Heart Soul activity Connection with Creation and donated funds to St. John Bosco Parish as a staff.

During Mental Health Awareness Week, we turned our focus inward to recognize that caring for mental health is a vital aspect of respecting the inherent dignity of every person. Staff emphasized that mental health challenges should be met not with shame or silence, but with compassion, support, and understanding. Students created posters taking down the barriers of the stigma around mental health and what it means to build peer connections; with this reflection it reminded them that emotional and spiritual health are deeply intertwined.

Recently, in response to the devastating Wyndham Crossing Apartment Fires, the school community mobilized quickly. Clothing, household supplies, and over \$4,000 in monetary donations were gathered and sent to displaced families from our school community. The effort highlighted the principles of solidarity and the call to community—students learned that when one member of the community suffers, all are called to respond.



Throughout all these events, staff and students deepened their understanding of Catholic Social Teaching not just through learning, but by living it.

ST. FRANCIS OF ASSISI

Throughout the school year, St. Francis of Assisi School undertook a series of meaningful Social Justice Projects inspired by the core principles of Catholic Social Teaching. These initiatives reflected the themes of human dignity, community and participation, and solidarity. This allowed students and staff to live out their faith through service, generosity, and compassion.

The year began with the annual Terry Fox Run that took place outside the school on September 24, 2024. Students laced up their shoes and ran through the school community to honour Terry's legacy and raise funds for cancer research. Their efforts brought in \$196.80, and honored the dignity of those affected by illness and the importance of coming together to support a common cause. This cause highlighted the key theme of Family, Community and Participation.



In celebration of St. Francis of Assisi Feast Day on October 4, 2024, students participated in a courtyard hot dog fundraiser. With each student donating \$2, a total of \$250.10 was raised. This joyful community event reminded students of the power of small contributions and the importance of celebrating our school Saint, St. Francis of Assisi. All proceeds were donated to the Animal Rescue Crew Society. This cause highlighted the key theme of Care for God's Creation.

Later in the year, students took part in a Dream Builders movie afternoon on November 29, 2024. With a donation, students were treated to a pajama day, a movie, and snacks including chips, fruit snacks, and juice boxes. This event raised \$285.85 and served as both a celebration of community spirit and a lesson in how generosity and joy can coexist in our school community. This cause highlighted the key theme of Life and Dignity of the Human Person.

On February 14, 2025, the school participated in a Valentine's Day Walk. Students created handmade Valentine's cards while expressing a warm message inside and delivered them to homes around the

neighborhood. This act of kindness was meant to bring smiles and warmth to local families, promoting the Catholic value of building community and spreading love to others. This cause highlighted the key theme of Call to Family, Community and Participation.



One of the most impactful initiatives of the year was the division-wide Grace for the Heart and Soul event on Thursday, April 24th, 2025. Staff at St. Francis of Assisi extended their service to the wider community by volunteering their time at WINGS (Women In Need Growing Stronger), a local organization supporting women and families who have fled

domestic violence. Alongside this, the school hosted a toiletry drive, with students and staff collecting and donating over 300 items to support WINGS. This powerful effort embodied the Catholic call to stand in solidarity with the vulnerable and to care for the most marginalized members of society. This cause highlighted the key theme of Life and Dignity of the Human Person and Solidarity.

To close out the year, staff from St. Francis of Assisi School contributed toys for the Ben Calf Robe Annual Powwow on May 10th, 2025. These gifts supported the individuals in attendance and represented a gesture of unity and respect toward Indigenous communities and a commitment to reconciliation and justice. This cause highlighted the key theme of Solidarity.

Together, these projects formed a powerful example of faith in action. Students and staff of St. Francis of Assisi School deepened their understanding of Catholic Social Teaching through hands-on service and reflection. In every initiative, they responded to the call to be stewards of compassion, working together to build a more just and loving world.

ST. FRANCIS XAVIER

This school year, our high school community continued to live out our commitment to social justice through a series of initiatives rooted in the principles of Catholic Social Teaching. These events reflected our shared mission to uphold human dignity, care for the vulnerable, and work toward the common good.



In the fall, dozens of students participated in the CIBC Run for the Cure, raising thousands for cancer research and support. Around Thanksgiving, our senior football team partnered with Grade 1 students at Annunciation Elementary

for a shared celebration that raised nearly \$1,000 and collected food for the Society of Saint Vincent de Paul, showing a strong option for the poor and vulnerable and solidarity with our neighbours. We collected the food in the gym for our Liturgy, showcased it during the liturgy, and then our football team transported and sorted the food at Annunciation Parish for the Society of Saint Vincent de Paul to administer as they deemed appropriate.

During Read-In Week, our football players returned to Annunciation to read and lead wellness activities with younger students, modeling the call to community and participation through mentorship and connection. That spirit continued during our St. Francis Xavier Feast Day Turkey Lunch, where our students and guests joined in fellowship and raised funds once again for the Society of Saint Vincent de Paul.

In December, the Battle at the Bill Charity Hockey Game (Matt Cook Classic) and Stahl Peterbilt Toy Drive collected toys and over \$5,000 for children and families facing illness and/or hardship. Our largest fundraiser, the Bike-a-thon, engaged nearly 500 participants and raised over \$70,000 for Catholic Social Services, the ECS Foundation, and our own fund for at-risk students; this was an extraordinary and humbling display of promoting the common good through collective effort.

Perhaps the most personal initiative came in March, when our school raised nearly \$4,000 to support a student newly diagnosed with cancer who immigrated to Canada barely two years ago. In a grassroots campaign, our community rallied around one of our own, powerfully living out the values of solidarity, compassion, and the dignity of the human person.



Each of these initiatives represented more than charity; they were expressions of our faith in action. Through service, generosity, and unity, we lived the call to be people for others and to build a more just, compassionate world grounded in the teachings of Christ and the heart of our Catholic tradition.

ST. GABRIEL CENTRE FOR DIVERSE LEARNING

The staff, students and families of St. Gabriel Centre for Diverse Learning participated in a food drive in support of the Edmonton Food Bank. Donations were collected in each of the classrooms and delivered to the food bank by our staff. As part of the school community advent celebrations, staff contributed and collected donations of new toys which were delivered to Santa's Anonymous.

ST. GERARD



This year our St. Gerard community focused on a call to family, community and participation. Many activities were undertaken which worked towards supporting this theme. During the month of September, our students created beautiful cards of kindness to be shared with the families living around St. Gerard school. We also looked at

the importance of our indigenous families through orange shirt day and shared ways in which we could make a difference. During the month of October, our students shared being thankful for the people in our lives. During the month of November, students in grades 4 to 6 participated in No Stone Left Alone and placed a poppy on the gravestones of fallen soldiers. Prayers and a special ceremony enabled students to develop deeper appreciation of sacrifices others have made to enable them to experience a more peace-filled and joyful world. Students wrote and shared beautiful letters of reflection. During the month of December, St. Gerard students designed and delivered Christmas cards to families in our St. Gerard community. St. Gerard also had a Christmas story and craft evening for families to gather together, and a beautiful Christmas concert. During the month of February, students shared kindness cards and our St. Gerard community gathered for a family dance. During the month of February, Black History was explored and everyday over morning announcements, a story of a key Canadian black individual in history was shared as well as a bulletin board which shared both the accomplishments as well as the important roles they shared in the creation of our Canadian identity. During the month of April, students helped develop and prepare numeracy games which they shared with our St. Gerard family on a Family Fun Math Night. In the month of May, our St. Gerard our students prepared a special Evergreen presentation to share with families. The importance of family, community and participation at St. Gerard have been an



important focus to help a school which experienced significant growth unite together with a community experience. At St. Gerard we are called the Superbees. Every day we share a Superbee welcome to guests, substitute staff who join us. We share our St. Gerard Creed every week and during special celebrations. We also share a message that as Superbees we are called to "work hard and be kind."

ST. HILDA

St. Hilda was a woman of great energy; a skilled administrator and teacher. As a landowner she had many in her employ to care for sheep and cattle, farming, and woodcutting, however she also had a concern for ordinary folk. All who knew her called her mother because of her outstanding devotion and grace.

St. Hilda Catholic Junior High School is a small and vibrant community with a diverse population with differing needs and abilities to give. They strive to live out the mission of St. Hilda, having great reverence for education and grace, especially for women and ordinary people working to do extraordinary things to make the world a more beautiful place. With their school charism of Hawks Helping Hands to guide them they participated in several events in the 2024/2025 school year to raise money or awareness in their students, families and the community. In the fall they participated in the Orange Ribbon campaign, tying the words "Every Child Matters" on their playground fence along 76th street.



They also completed the Terry Fox Run in our field and raised approximately \$200. In November, 25 students accompanied their chaplain and a pre-service teacher to St. Anthony's Cemetery and participated in the No Stone Left Alone Campaign. This is their second year honoring the fallen service men and women. Closer to Christmas the students and staff collected 300

lbs. of food for St. Theresa Parish, including 3 large packages of diapers and \$40 in cash.

Additionally, throughout the year they collected donations from students and staff, with each mass receiving approximately 10 lbs. of food for St. Theresa Parish. The St. Hilda family of students and staff also took on the central roles of the liturgy, with 15-20 student participants every celebration. The students also participated in creating Remembrance Day, Christmas, and Valentine's Day cards for their local nursing home and war veterans. Most recently St. Hilda staff and students completed a pizza making event to celebrate the work of Youth Empowerment Support Services, making 50 pizzas and 50 sandwiches for the disenfranchised youth in the City of Edmonton and surrounding area.



Their school is small but mighty, accepting all who come to their door hungry or with challenging homes, supporting the vulnerable and neglected. Each morning and lunch period their staff operate a breakfast and lunch program for students who won't see the right food to grow healthy and strong, let alone to help their brains learn. St. Hilda is truly a place of hope with teaching and support staff who see our students and families as Children of God first and students and community members second. They have an Indigenous advocacy program that brings

together the Indigenous students and families in their community with weekly smudging, Mistatim Wellness Ranch opportunities, and a teepee at the school's entrance to mark the Red Dress Campaign. All these initiatives, not monetarily based, bring the Light of Christ to those entrusted into their care.

ST. JOHN BOSCO

Social Justice is an integral part of the culture of St. John Bosco School. Traditional giving to various charities makes us steadfast stewards of our long-standing responsibility to be generous. Additionally, we are a responsive community to the needs of our community, the world, and what is currently an area requiring support. We are proud of our ability to give to others both locally and internationally.



St. John Bosco kicks off the school year with its biggest campaign for Operation Christmas Child. Admin facilitates the creation of shoe boxes to be filled by all the families of our school community. As a visual reminder, shoe boxes are stacked in front of the school to

showcase the volume of generosity in our school. These shoe boxes are distributed to children in need by children giving to others at the most giving time of the year.

Many other wonderful campaigns continue to show stewardship and legacy of giving during the Terry Fox Run/Walk Foundation. Staff and students lace up to walk/run on behalf of survivors and loved ones who have passed.

Truth and Reconciliation happens throughout the year. This year the staff placed a symbolic orange shirt on a birch tree to give light to those who have suffered under the Residential Schools. Many books are showcased during Read in Week to highlight these necessary topics as we shall always continue to tell the stories of our sisters and brothers who have endured suffering during the decades of Residential Schools.

The Read-A-Thon campaign benefits students for the love of reading while supporting the betterment of their school community. Various opportunities are available from these funds raised.

At Thanksgiving time, we remember most of how food costs have been rising and family's needs are increasing to make a special family dinner. Each homeroom campaigns to bring in food for those in need. Students

see the abundance of generosity in our school halls with the boxes filling throughout the fall.

Mental Health is a key component to the success of all individuals. Relieving barriers and stigma around the topic of mental health is an important goal at St. John Bosco School. Students met staff via broadcast as to find safe adults who work and interact in the place they learn and play. Leadership Club continues to empower peers with healthful tips and advice on Wellness Wednesdays throughout the year.

Upper elementary classes created postcards for our Veterans as we remembered the sacrifices of those who served on behalf of our country and those who have died for peace around the world. Remembrance Day poppies were distributed and donations were collected in the office.

This year we were excited to offer No Stone Left Alone as a schoolwide opportunity to view via the online broadcast. Students were able to make meaningful connections to peace and being a peacekeeper.

During the Advent season, classes signed up to collect donations to create Christmas hampers to those families in need from our community. The School Council also coordinated a Christmas poinsettia plant fundraiser.



Alberta winters can be very cold and unbearable to those who are unhoused. Toques were collected for the Sacred Heart Parish. Students, families, and staff contributed and delivered the toques to the community who were very much

appreciative of the robust donation. Additionally, students fundraised items to share and bring to the We Care Marketplace. This action-filled event enabled students to see first hand how many people in Edmonton require supports to make ends meet.

Pink Shirt Day, Random Acts of Kindness Week, and Bell Let's Talk Day offer students opportunities to talk and bring awareness to the many issues and barriers people face on an ongoing basis. Understanding it is okay to ask for help and advocating for others to stand up are great skills to build a more resilient and hope filled community. Most recently, teachers participated in an act of Social Justice as they volunteered their time at the Food Bank of Edmonton.

ST. JOHN XXIII

Catholic Social Teaching is 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). Through our relationship with God, we experience the conversion of heart necessary to truly love one another as God has loved us. St. John XXIII focuses on the following Social Justice initiatives:

- Call to Family, Community, and Participation
- Rights and Responsibilities
- Preferential Option for the Poor
- The Dignity of Work and the Rights of Workers
- Solidarity
- Care for God's Creation

In September, students donated cereal to St. Thomas More Church for needy families in the parish/school community, focusing on Preferential Option for the Poor and Call to Family, Community, and Participation. The entire school participated in the Terry Fox Run, raising donations for cancer research, focusing on Solidarity and Life and Dignity of the Human Person.



In October, staff and students donated canned or boxed food for the Edmonton Food Bank in our Thanksgiving Food Drive focusing on Life and Dignity of the Human Person and Preferential Option for the Poor. Students donated Halloween candy to the homeless at the Mustard Seed, focusing on Life and Dignity of the Human Person, Preferential Option for the Poor, and Solidarity.

For Remembrance Day the school honored veterans and elderly through the Poppy Fund, inviting them to our Remembrance Day Mass, and raising money for the Canadian Legion's Poppy Fund. The focus of this was Call to Family, Community, Participation, The Dignity of Work and the Rights of Workers, Solidarity, and Rights and Responsibilities.



In December, Advent activities included fundraising and food donations for the Edmonton Food Bank and partnering with St. Gerard School to provide shoebox gifts to students. The focus of these activities was call to Family, Community, and Participation, Rights and Responsibilities, Preferential Option for the Poor, Solidarity, and Care for God's Creation.

In March and April, the school participated in Shrove Tuesday where students raised \$2,000 for the ECS Foundation to begin Lent, focusing on Call to Family, Community, and Participation, Rights and Responsibilities, Solidarity, and Care for God's Creation. For Lenten fundraising, students raised \$4,462 for Catholic Social Services baskets for new immigrants and the homeless. Each class aimed to raise enough for one basket, costing around \$100. Students earned the money through various activities, in the community and at home, and donated it, focusing on Call to Family, Community, and Participation, Rights and Responsibilities, Preferential Option for the Poor, The Dignity of Work and the Rights of Workers, Solidarity, and Care for God's Creation.

ST. JOSEPH

Over the course of the school year, the staff and students of St. Joseph engaged in a variety of meaningful Social Justice Projects that brought Catholic Social Teaching to life through direct service and compassionate outreach. These experiences allowed students to deepen their understanding of key Gospel values while making a tangible impact on the lives of others in their local community.



The year began with a creative outreach initiative: the Bookmark Project for the local Remand Centre. Students from St. Joe's designed and crafted hundreds of bookmarks featuring uplifting messages, prayers, and artwork. These were shared with individuals awaiting trial or sentencing, offering a small but powerful reminder of human dignity and hope. Students reflected on the shared humanity of those who are often overlooked or stigmatized and saw the importance of community support in every stage of life.

One of the cornerstone experiences was a day of service at The Mustard Seed, where St. Joseph students sorted clothing donations in the warehouse. More than just a task, this opportunity became a moment of encounter. Through conversations with staff at The Mustard Seed, students learned firsthand about the struggles faced by individuals experiencing homelessness. This project helped students understand how simple acts of kindness and respect can affirm the worth of every individual.

Later in the year, students visited the Gianna Centre, a ministry of Catholic Social Services that supports pregnant women and new mothers, many of whom are newcomers or navigating crisis situations. At the Gianna Centre, students helped prepare soups for the Centre's market, sorted clothing donations, and made cards with messages of encouragement for mothers. Students listened intently as staff and volunteers shared stories of the barriers vulnerable mothers face, growing in empathy and a desire to support those most in need.

In response to the urgent needs of the local community during the colder months, St. Joe's also supported Sock it to Taz, collecting and donating hundreds of new socks to be distributed to individuals experiencing homelessness. This simple yet powerful initiative reminded students that even small acts of generosity can help meet basic human needs and bring warmth and dignity to those struggling.

In one of the most impactful hands-on service activities, St. Joseph students prepared 300 bagged lunches for Sacred Heart Parish. These



sandwiches, assembled with care and prayer, were delivered to the parish and distributed directly to individuals in need by parish staff. Through this act of service, students not only provided physical nourishment but also experienced the joy of giving and the responsibility of caring for the most vulnerable in our city.

Throughout the year, these projects fostered a deeper sense of empathy, responsibility, and community in both students and staff at St. Joseph. Rooted in the teachings of Christ and inspired by the Church's call to action, each initiative served as a living example of faith in action. Students emerged from these experiences not only more informed about the realities of poverty, marginalization, and social inequality but also more committed to building a world rooted in compassion, justice, and the common good.

ST. JUSTIN



This year, our school community lived out the call of Catholic leadership through a rich variety of social justice initiatives that honored the dignity of every person and reflected our Gospel values in action. We began with the Terry Fox Run, uniting in a spirit of hope and perseverance to support cancer research. In the spirit of compassion and charity, we collected food for the local food bank, helping to address hunger in our community. Our school yard clean up allowed us to connect to God's creation and help us understand our need to care for our

planet. We also participated in a walk for mental health, showing solidarity and raising awareness for emotional well-being. In a beautiful expression of creativity and care, our students used the book *Beautiful Hands* to inspire artwork made with their handprints, which we shared with a seniors' centre and a hospital—bringing joy, comfort, and connection across generations. These meaningful activities not only allowed us to serve others but also gave our students opportunities to grow in empathy, build a sense of responsibility for their community, and deepen their understanding of Catholic social teaching. By actively participating, students experienced the joy of giving, the power of unity, and the importance of being witnesses of hope and kindness in the world.



ST. KATERI

Over the 2024–2025 school year, the St Kateri school community engaged in a series of meaningful social justice projects that reflected the core principles of Catholic Social Teaching and encouraged students to live out their faith through concrete actions. These initiatives fostered a deeper understanding of the dignity of every person, the importance of caring for the poor and vulnerable, and the call to participate in building a more just and compassionate society.

Early in the year, students focused on fostering a spirit of community and human connection. They created and delivered thoughtful cards to individuals and organizations throughout the local area—neighbors, community workers, and seniors—reminding others that they are seen, valued, and loved. This simple yet powerful gesture affirmed the Catholic belief in the life and dignity of the human person and emphasized the importance of building inclusive, caring relationships.

As the needs of the wider community became more visible, the school responded with generosity. A collection for the parish food bank was launched, encouraging families to donate non-perishable food items. Through this effort, students learned about the preferential option for the poor and the shared responsibility to ensure that all have access to basic necessities. The food drive not only supported families in crisis but also taught students about the structural issues that contribute to poverty and hunger.



In the fall, the school marked World Day of the Poor by collecting new underwear for individuals experiencing homelessness or financial hardship. This initiative helped students reflect on the importance of meeting basic needs with dignity and care, reinforcing the theme that every human being deserves respect, regardless of their circumstances. Through conversations and classroom discussions, students considered the principle of rights and responsibilities, learning that even small acts can uphold the dignity of others.

Throughout the year, students and staff also participated in fundraising efforts for the ECS Foundation. By supporting the Foundation, the school community contributed to programs that benefit students across the division, including those related to mental health, faith development, and access to learning resources. This initiative reinforced the idea of solidarity and the power of collective action to support the common good.



The Terry Fox Run was another highlight of the year, uniting students in a physical and spiritual journey of hope. By raising funds for cancer research, students honored Terry Fox's legacy and stood in solidarity with those battling illness. This event underscored the values of perseverance, compassion, and community, while providing an opportunity for students to engage in service that has both local and national impact.

As the school year drew to a close, students turned their focus to the needs of women and children in crisis. A collection drive for local women's shelters invited families to donate essential items such as toiletries, household supplies, and baby care products. This final project of the year emphasized the call to protect the dignity of vulnerable individuals and respond to situations of injustice with compassion and action.

Together, these social justice initiatives formed a powerful narrative of faith in action. Students were not only encouraged to perform charitable works, but also guided to reflect on the deeper meaning behind them. Through these experiences, the themes of Catholic Social Teaching—human dignity, solidarity, the common good, the option for the poor, and care for others—were brought to life in ways that shaped hearts, formed conscience, and built community.

ST. LEO



This year, St. Leo School participated in a variety of social justice initiatives. Some of the activities we are proud to highlight include Bend the Rulz Day, during which students raised over \$500. The funds were generously donated to the Stollery Children's Hospital and the ECS Foundation. To spread love and kindness during the holiday season, students delivered Christmas cards to homes within our community. Additionally, they wrote and sent kindness cards to their pen pals

at Joan Carr School.

We are also proud of our Student Leadership Team, who organize and lead activities during recess. Their efforts help promote physical activity and increase student engagement in a fun and structured way.

ST. LUCY

Over the past year, the St. Lucy school community undertook several Social Justice Projects that brought the principles of Catholic Social Teaching to life in meaningful and transformative ways. Rooted in the call to uphold the dignity of the human person and a commitment to the common good, students and staff alike embraced their roles as faith-filled citizens, called to act in love and solidarity with those in need.

One of the central themes explored was Preferential Option for the Poor. This theme guided the school's tradition of collecting food for the less fortunate, where staff organized a school-wide food drive that collected non-perishable items for some St. Lucy families, St. Charles church and another Catholic school. In addition to food donations, the school raised \$1,250 through our Break a Rule Day, Grade 1 candy bag sales, and candy cane/water bottle sales at the Christmas concert. The money raised went to the ECS Foundation Dreams for Kids. Another social justice project that connected with the theme of helping the poor was the grade 2 campaign to collect gently used eyeglasses for the Lion's Club Glass Collection. The school came together to collect 77 pairs of glasses for this wonderful cause.



The theme of Solidarity found expression through a few social justice projects. One was our Sock Drive collection where our grade 5 students and teachers invited the school community to bring in socks for St. Pius School. The students collected over 750 pairs of socks for students without warm socks for the winter. Another project was the grade 2 chip sales for the Kipnes center, and the grade 4 book drive/sale for the Make a Wish Foundation that raised \$490.

Environmental stewardship, inspired by the theme of Care for God's Creation, was addressed through our Marker recycling program. Teachers and students collected whiteboard markers, sharpies,

mechanical pencils, pens and student markers to send them to be recycled rather than thrown in the garbage. St. Lucy school collected over 250 items and saved these items from being thrown in the trash.



Throughout the year, these Social Justice Projects provided authentic opportunities for students to embody the Gospel call to love and serve others. More than just acts of kindness, these initiatives reflected a collective commitment to building a more just and compassionate world.

The St. Lucy School community achieved remarkable things this year through its social justice initiatives. Both students and staff took pride in their contributions while gaining a deeper understanding of Catholic Social Teaching.

ST. MARIA GORETTI

The students and staff of St. Maria Goretti school have been involved in various social justice activities this year.



We began the year with the school wide Terry Fox run (Funds were raised and donated) and school wide Truth and Reconciliation activity where students shared their hopes for indigenous families through acts of truth and reconciliation. Then we enjoyed Read in Week where we had many guests who came and shared their love of reading with the students, including an Edmonton Elks football player and the Chief Superintendent of ECSD. The students participated in a school wide challenge to bring in non-perishable food items to donate to St. John Bosco church,

which was displayed during our Thanksgiving Celebration with a Division Chaplain.

Students wrote get well cards for the Head custodian who had emergency surgery. He was very touched and could not wait to come back to work.

In total, \$700.00 was raised and donated to Santa's Anonymous through the sale of tickets for basket raffles that were created from donations from students and staff. It was an awesome example of the gift of giving. Our FSLW organized the giving of Christmas hampers and gifts to our families that are the most in need through JCI.

The grade 6 students, with the help of volunteer parents, organized and implemented 2 bake sales and a hot chocolate sale to raise \$500.00 for the grade 6 Farwell.

In February, students created valentine cards and delivered them to houses in the community spreading hope and joy. On Shrove Tuesday, Sobey's Belmont provided pancakes and sausages to all of our students. Students truly appreciated the food and created Thank you cards and brought them to Sobey's to show their gratitude. For Pink shirt day the students began the Kindness challenge. Our SMG Tree of kindness

grows every day with leaves and blossoms filled with acts of kindness and good deeds.

The student Leadership Team created, organized, and facilitated a Book Sale, from donated books, to give students who could not afford Scholastic book Fairs, a chance to buy a book. The students raised \$260.00 which was donated to the ECS Foundation.

Recently, the staff participated in The Grace for the Heart and Soul activity of Connecting to Creation through an Indigenous Lens. We went for a walk in a nearby Ravine, learning how to walk alongside nature. We carried through with a closing activity where we have walked alongside a student from Burundi for the last 10 years by donating funds to pay for his education. Now in grade 13, he is graduating and applying to University. As a staff we put pledges forward in the amount of approximately \$675.00 to send to him as a small bursary type donation to help him with University expenses.



Recently we had traditional Indigenous dancer and his father come and share their story of Truth and Reconciliation with the staff and share cultural teachings with us. This was quite meaningful for the staff as they gained a better understanding of how residential schools affected the following generations and how these indigenous peoples chose to turn that around and bring awareness and the richness of their culture to their family and others.

ST. MARK

St. Mark Catholic School: A Year of Compassionate Action and Faith in Practice.

During the 2024–2025 school year, the students of St. Mark Catholic School continued to embody the core values of Catholic Social Teaching, embracing their calling to serve those most in need. This commitment was evident in a series of heartfelt initiatives and community-driven efforts that not only raised funds but also deepened students' understanding of empathy, service, and faith in action.

Our journey began in September 2024 with the annual Terry Fox fundraiser, where students and staff united in the fight against cancer, raising an impressive \$919.80. This event set the tone for a year rooted in compassion and collective purpose.

As the holiday season approached, our Team Leadership students organized the sale of Christmas and Valentine's Day candy grams, raising \$220.80. These small tokens of kindness brought joy to our school community while supporting our broader mission. In December, students also collected food items to create Christmas hampers for families within our own school who were in need, ensuring that the spirit of giving was felt close to home.



The highlight of our fundraising efforts came in the spring with our annual Carnival for a Cause and bake sale. This vibrant and joyful event raised \$1,264.30, with proceeds benefiting the ECS Foundation Dreams for Kids, Sign of Hope, and our school's breakfast and lunch program. These initiatives not only provided tangible support but also reinforced the importance of community and shared responsibility.

Throughout the year, students demonstrated remarkable growth in their understanding of service as a lifelong calling. At St. Mark, our close-knit school community fosters a culture where students are eager to create

meaningful change. They learned that while change may not always be immediate, the act of giving—especially the gift of time—can have a lasting impact.



Religion classes played a pivotal role in reinforcing these values, drawing connections between biblical teachings and real-world applications of social justice. In April, we celebrated our annual St. Mark Feast Day, a cherished tradition where we gathered in gratitude for the gifts of the Holy Spirit. During the liturgy, we reflected on our school's charism and the importance of serving one another to create lasting, positive change.

Our spiritual journey was further enriched by our ongoing relationship with our parish priest. We celebrated Mass together on multiple occasions at St. Andrew Parish, and he also led us in Reconciliation twice during the year. His presence and guidance were especially meaningful in a time when issues of social acceptance, equality, and tolerance are at the forefront of global conversations.

As we look ahead to the 2025–2026 school year, we remain committed to our Social Justice journey. With the continued support of students, staff, and parents, St. Mark Catholic School will strive to create even more opportunities for positive contributions and transformative change in our community and beyond.

ST. MARTHA

Over the course of the year, the school community embraced several meaningful Social Justice Projects, each rooted in the principles of Catholic Social Teaching. These initiatives reflected the call to live out faith through action, focusing on the dignity of every person, solidarity with others, and care for the poor and vulnerable.



The year began with the annual Terry Fox Run, where students and staff came together to raise funds in support of cancer research. This event provided an opportunity to explore the theme of solidarity, reminding students that they are part of a wider community of people working together to bring hope and healing. Through their participation, students learned about perseverance, compassion, and the

importance of contributing to the common good.

As the holiday season approached, the school turned its focus to supporting families within its own community through the Food Hamper Project. Students and staff collected non-perishable food items and essential household goods, assembling hampers to be shared with families from their own school in need at Christmas. This initiative invited students to reflect on the importance of human dignity and the call to care for those closest to us, recognizing the needs that exist right within their own community.

Another meaningful outreach was carried out through visits to Capital Care Laurier House Lynnwood, a senior home, on two separate occasions. On the first visit, school staff brought “blessing bags” filled with treats, played board games, shared coffee, tea, and conversation, and offered companionship and warmth to the residents. The second visit was led by the school’s Leadership Club students, who delivered additional blessing bags, played board games, shared juice and treats, and spent time in joyful conversation with the seniors. These visits highlighted the themes of respect for life and the dignity of the human person, teaching both staff and students the importance of honouring

and valuing people of all ages while building meaningful connections rooted in kindness and respect.

In support of the Sign of Hope Campaign, the school hosted a special movie and snack afternoon, with students contributing donations to participate. Funds collected through this event were directed to support essential social services within the community, offering hope and assistance to vulnerable individuals and families. This initiative reinforced the importance of community support, generosity, and solidarity in addressing social challenges close to home.

Through these Social Justice Projects, students and staff witnessed firsthand the impact of faith in action. They learned that living out the Gospel means responding with empathy, generosity, and hope, whether by offering food to a hungry family, walking in solidarity with those facing illness, or bringing companionship to a lonely heart.

The projects strengthened the community’s understanding that social justice is both a responsibility and a privilege, rooted in the shared belief that every person is a beloved child of God.



ST. MARTIN

Our Edmonton Catholic theme is Hope, and our staff and students are called to be beacons of hope for the community. Our new mission statement also incites us to be hope bearers by stating that St. Martin School is to provide a Catholic education that empowers students to realize their potential as children of God. As children of God, we are called to look after our neighbour if they are poor, suffering, or in need of care.



St. Martin's created social justice opportunities to support people in our own community as well as in Ukraine. Over \$7,000 was raised through our Terry Fox Run, Read a Thon for the Stollery Hospital, Bake Sale for Children in Ukraine, Angel Hair for Kids Toonie Drive, and currently selling sunflower seeds to raise money for the Friends of the Ukrainian Village Society so they can rebuild after the fire.

Not only did the students raise money, but they also showed that they care for others by going through the community on Earth Day and cleaning garbage. Students created cards with nice messages for the soldiers in Ukraine to brighten their spirits. The students at Christmas time collected 6 large bags of clothes for the Hope Mission so people in our city could be warm. In gratitude for having so much of their own food, the students collected 321 kg. of food for the Food Bank. One of our Grade 1 students shaved her head to donate her hair to make a wig for a child with cancer.

All of these actions are small unto themselves, but we hope will make a ripple effect of love and support for others in our community and the world. As Mother Teresa says "We cannot do great things. Only small things with great love."



ST. MARY

At St. Mary Elementary, our approach to social justice is deeply rooted in our Catholic faith and guided by the principles of Catholic Social Teaching and Living Our Faith Through Action. Throughout the school year, students and staff have put their faith into action through meaningful programs and outreach that reflect our commitment to compassion, equity, and community.

We believe that strong communities are built when everyone is included and given a voice, Call to Family, Community, and Participation. Events like the Terry Fox Run brought the whole school together in support of cancer research, highlighting the power of collective action. During Read-In Week, students, parents, and community members participated in classroom story times, promoting a love of literacy and building intergenerational connection. As part of the celebration, the school also collected gently used books to donate to children and families in need, helping to spread the joy of reading beyond our school walls. Additionally, students participated in the No Stone Left Alone initiative, showing respect and support for those who served in Canada's military by placing poppies at veterans' gravesites, honoring their sacrifice and remembering their service.

As stewards of the Earth, our students took responsibility for protecting and respecting the environment, Care for God's Creation. This included a schoolyard clean-up initiative, where students collected litter, learned about the importance of sustainability, and reflected on how their actions impact creation. These experiences reminded us that caring for the Earth is part of caring for one another.

St. Mary's students answered the call to serve the most vulnerable through tangible acts of service, Preferential Option for the Poor and Vulnerable. Students participated in a school-wide food drive in support of the local Food Bank at our parish, collecting non-perishable items for families in need. In addition, the school extended its generosity by donating to schools in need and providing essential supplies to help support their students. Students also took part in making sandwiches for the poor, which were donated to Sacred Heart of the First Peoples, providing direct care to those experiencing homelessness or hunger.



In September, the school observed Orange Shirt Day as part of our ongoing commitment to Truth and Reconciliation with Indigenous Peoples, Solidarity. In addition to meaningful classroom learning and storytelling, students participated in a collaborative Truth and Reconciliation art project with Lance Cardinal, a local Indigenous artist and community leader. Through art and dialogue, students explored themes of healing, unity, and respect, creating a powerful visual representation of reconciliation that now hangs proudly in the school as a reminder of our shared responsibility. Students wrote prayers at Christmas accompanied with a monetary donation to support the ECS Foundation.

Recognizing the inherent dignity of all people, students reached out with kindness and compassion through visits to local seniors' homes, where they spent time sharing stories, singing songs, and spreading joy, Dignity of the Human Person & Rights and Responsibilities. Additionally, students created handmade cards and letters for seniors and members of the school's surrounding neighborhood, reminding others they are seen, valued, and loved. These small but heartfelt actions helped build bridges between generations and reinforce the importance of human connection.

These initiatives, large and small, show how St. Mary Elementary is answering the Gospel call to "act justly, love tenderly, and walk humbly with our God." While we know there is more to do, we are proud of the progress our community is making to live out our faith through service, learning, and love.

ST. MATTHEW

St. Matthew Catholic Elementary School proudly took part in many Social Justice activities in the 2024-2025 school year. Students participated in the Terry Fox Run while raising funds for the Terry Fox Foundation (Rights and Responsibilities).

During the Thanksgiving season, our school community collected food items in support of Edmonton's Food Bank ('Preferential Option for the Poor', supporting our most vulnerable members in our community).



During the Christmas season, St. Matthew classes made Christmas cards for residents at St. Michael's Extended Care Centre to brighten their spirits (Call to Family, Community, and Participation).

In February, our St. Matthew School choir & Ukrainian Dance Academy performed for the residents at St. Michael's Extended Care Centre (Call to Family, Community, and Participation). Also, our classes participated in Jump Rope for Heart. This initiative taught students to reduce their risk of heart disease and stroke later in life and helps raise life-saving funds for heart and brain research. At St. Matthew, students spent a portion of each physical education class for the month of February skipping rope. Each class received paper hearts for students to draw or explain why it is important to eat healthy, rest, get enough exercise each day and how we can all keep our brains and hearts healthy! (Rights and Responsibilities).

In April, St. Matthew students and families collected food items in support of the St. Matthew Catholic Parish Food Bank which supports families in our local community, including families in our school (Preferential Option for the Poor).

During our school Fun Day/Fun Run in June, we will be collecting funds to support the ECS Foundation - a way of giving back to a cause that has supported our school (Life and Dignity of the Human Person).

ST. NICHOLAS

St. Nicholas Catholic Junior High School engaged in a variety of social justice initiatives throughout the school year rooted in the themes of Catholic social teachings.

This could be seen in Social Justice class where students spent time volunteering at the local Beverly Seniors Center where students visited at least once a month. The consistency of the students attending throughout the year allowed students to build authentic relationships with the seniors and learn the value in giving back to our local community. Students played games, did crafts, took seniors on walks around the property and so much more. The seniors in the facility made a point of reaching out and highlighting that these visits were the best parts of their days.

Students also volunteered at the Food Bank sorting food and ensuring it was suitable to be sent out as donations. Students learned about food insecurity and how this is seen in all areas of our city.



We also had students participate in the No Stone Left Alone event where students visited, honored, and laid a poppy at the on the headstones of soldiers to ensure their sacrifice was acknowledged. Students were given the opportunity to learn about how these sacrifices that allow us to live the way we do today.

The class also volunteered at the Edmonton Humane Society, Mustard Seed, and Hope Mission supporting their organization's needs and learning valuable lessons.

Our WIN class built a special bond with Operation Friendship and volunteered multiple times helping fold donated socks that were distributed to Edmontonians in need. This relationship and the amount of time spent by the WIN class volunteering at their location resulted in

the President of the organization visiting our school to deliver a personalized thank you.

Our soccer academy started a soccer leadership group where our junior high students coach and mentor elementary soccer players from other ECSD schools. This happens once a week and our students were able to build their leadership skills while sharing their gifts and talents with younger ECSD student athletes.



As a whole school we had a 'Baby Drive' campaign collecting baby items to donate to a specific family in our community as well as other families with newborns who are in need.

Our whole school also participated in and fundraised for the Terry Fox Walk/Run raising funds and bringing awareness to cancer treatments in our community. It is through these acts of service that our

students and staff gathered a greater understanding of Catholic social teachings.

ST. OSCAR ROMERO

It was a busy and meaningful year at St. Oscar Romero High School, as the school community responded with open hearts to the call of Catholic Social Teaching, inspired by the life and witness of their patron, St. Oscar Romero.

The year began with a spirit of solidarity and reconciliation. In September, the Social Justice Team baked and sold Orange Shirt Day cookies, raising awareness about truth and reconciliation and standing in solidarity with Indigenous peoples. This simple yet powerful act reflected the Catholic call to respect the dignity of every human person and to stand with those who have been marginalized.

In the same spirit, the school proudly launched “Hands of Romero”, a new initiative offering students meaningful volunteer opportunities both in school and within the larger community. Among the first volunteer projects, students dedicated time at Capital Care, serving the elderly with compassion and joy. This initiative embodied the Catholic principles of option for the poor and vulnerable and call to family, community, and participation, allowing students to put their faith into action.

Later in the fall, the Social Justice Team hosted a bake sale during one of the school dances, raising funds for ongoing justice initiatives.

Our social justice members collaborated with our Social Studies department to encourage students to write messages of hope, peace and remembrance.



During Advent, the school embraced the spirit of giving through the 9 Days of Giving campaign in support of the Mustard Seed. Students generously donated clothing, hygiene products, infant items, socks, toys, and much more, filling over five boxes with essential goods. This campaign highlighted the principles of

rights and responsibilities, calling students to care for neighbours near and far.



achievement showcased the power of solidarity, community participation, and the promotion of peace and justice.

For Lent, the school came together once again with the Hearts for Romero campaign, a food bank drive supporting the St. Vincent de Paul Good Shepherd Conference and the local parish community. Students collected over six boxes of food and essential items, living out the call to care for the poor and vulnerable and to be stewards of God’s creation.

In the spring, the Social Justice Team led the School Year Cleanup in partnership with the City of Edmonton. Over 150 students participated, cleaning the area around the school and collecting more than 140 bags of garbage. This remarkable effort demonstrated the Catholic commitment to care for God’s creation, stewardship of the environment, and active civic responsibility.

Throughout the year, St. Oscar Romero High School stood as a living witness to the Gospel values that St. Oscar Romero himself championed: justice, peace, and a deep love for the marginalized. The entire school community was reminded that social justice is not just an event or a campaign but a way of life, deeply rooted in the teachings and spirit of Christ.

ST. PAUL

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

The year began with the annual Terry Fox Run, a tradition that highlighted the dignity and perseverance of every human life. The school rallied together to raise \$500 in the "Toonies for Terry" campaign, with students learning about Terry's legacy and the importance of supporting cancer research as an act of hope and healing.



As the seasons changed, gratitude took centre stage during the Thanksgiving Cereal Drive. Demonstrating the Option for the Poor and Vulnerable, the school collected 200 boxes of cereal to support St. Francis of Assisi School, where many families benefit from food supports. Through classroom reflections and prayer, students were reminded that meeting the basic needs of others is a way of recognizing their inherent dignity.

During Advent, the focus turned to preparing hearts through acts of generosity. The Boxes of Hope project saw the school community collect and fill 9 boxes of essential items for WINGS (Women in Need Growing Stronger), an organization that supports women and children fleeing domestic violence. This initiative brought the theme of Rights and Responsibilities to life, as students discussed the right to safety and the responsibility to protect the vulnerable.

The Christmas season continued with a spirit of giving during the Christmas Concert Evening at St. John the Evangelist Parish. Families were invited to bring snack items, which were donated to schools with lunch programs. This act of solidarity reminded the community that

Participation in society includes supporting others in their daily needs, especially when it comes to nourishing young learners.

The school also hosted a Movie Afternoon and "Best Seats in the House" raffle as part of the Christmas celebrations, raising \$800 for the ECS Foundation. These funds supported the Foundation's work in enhancing educational opportunities for students across the division. Through this initiative, students learned how joyful giving can be, especially when it directly supports their peers.

In the spirit of Lent, a time for reflection and almsgiving, the school returned its focus to St. Francis of Assisi School by collecting personal care and hygiene items for their Care Closet. This Lenten Project deepened students' understanding of Human Dignity and Preferential Option for the Poor, encouraging them to see their sacrifices during Lent as a way to uplift others in need.

Across all these projects, staff and students embraced their call to be Christ's hands and feet in the world. These collective efforts did more than meet material needs—they nurtured empathy, fostered community, and strengthened the school's Catholic identity. Through prayer, learning, and action, St. Paul Catholic School demonstrated that when a school comes together in faith, even small acts of service can bear great fruit.



ST. PHILIP

During the 2024-2025 school year, the staff and students of St. Philip School engaged in numerous social justice initiatives aligned with Catholic Social Teaching. These efforts, led by dedicated staff, aimed to instill a deep understanding of social justice, human dignity, and the common good. Throughout the year, the school community embraced the Gospel's call through acts of compassion, awareness, and service, guided by the 5 Marks of Catholic Social Identity.

The year began with the Week of Truth and Reconciliation, featuring events like Orange Shirt Day, Rock Your Mocs, and Pink Shirt Day, which highlighted our commitment to justice and support for the marginalized.

Students and staff participated in various activities that brought these themes to life. One of the first events was the Terry Fox Run, where the community raised \$572.85 for the Terry Fox Foundation through the "Toonie for Terry" campaign, emphasizing community involvement and support for cancer research.

At our fall PD session, staff embraced the Division theme, "People of Hope," by creating personal care bags for Hope Mission. This initiative, which assembled 30 bags with products and personal messages of hope, demonstrated the staff's commitment to serving the most vulnerable and fostering compassion and generosity.

For World Day of the Poor, students and staff collected and donated 67 toques and 12 scarves to Sacred Heart Parish, reinforcing the theme of Preferential Option for the Poor and teaching the value of solidarity.



The Thanksgiving collection saw students gather six large boxes of non-perishable food items for the Edmonton Food Bank and St. Matthew Parish Food Bank. During Halloween, the SPARK team organized activities that raised \$82 for the ECS Foundation - Dreambuilders, showing how community engagement can be both

enjoyable and impactful.

At the Demonstration of Learning, a bake and coffee sale raised \$257.30 for the ECS Foundation Dreambuilders, reinforcing the theme of community participation and directly engaging students in making a difference.

The annual Christmas Concert brought the community together to celebrate the birth of Christ, with giveaways of parking spots, gingerbread houses and front row seats raising \$1,167.60 for ECS Foundation Dreambuilders, showcasing the joy of giving.

In January, the Pay for Privilege initiative raised \$813.75 for the Cross Cancer Institute in Edmonton and the Saskatoon Cancer Centre in Saskatchewan, emphasizing the theme of Life and Dignity of the Human Person and supporting those battling cancer.

As a Lenten project, the SPARK team sold bags of chips, raising nearly \$300 for Kids Kottage, highlighting the school's commitment to supporting children in need.

During the Division's Grace for the Heart and Soul Day, staff partnered with Cardinal Leger School to collect and donate boxes of toiletry items to the Elizabeth Fry Society, demonstrating support for marginalized women by our dedicated staff.

In May, students offered intercessions for the marginalized, the poor, and the sick by praying the Rosary together, turning to Holy Mother Mary in prayer as a way of showing solidarity and hope as modelled by Pope Francis.



Through these diverse activities and the support of the Student Faith group SPARK, St. Philip School deepened its commitment to Catholic Social Teaching as highlighted by the 5 Marks and empowered our students and staff to become advocates for justice, peace, and the common good. The lessons learned this year will shape their perspectives and actions for years to come, following our Charism: We Walk Together, Following Jesus' Way.

ST. PIUS X

At St. Pius X School, our commitment to Catholic Social Teachings was brought to life through a series of impactful, student-led initiatives. Guided by our Social Justice Team and supported by the staff Social Justice Committee, students engaged in meaningful projects that fostered compassion, community, and stewardship. Below is a summary of the year's highlights, organized by the core principles of Catholic Social Teaching.

Call to Family, Community, and Participation -

Students organized "Treats for Eats" and promoted the sale of chocolate treats to fund the purchase of fresh fruit for our school community. This initiative showcased the power of collaboration and community spirit, as students enthusiastically took ownership of the project from start to finish.



Candy Cane Sales & Ice Cream Fundraiser, these annual events, held in conjunction with the Connor McGrath Dodgeball Skittleball Tournament, raised funds for the ECS Foundation. The tournament holds special significance as it honors the memory of Connor McGrath, a beloved former student. His mother's heartfelt message of gratitude deeply moved the school community, reinforcing the importance of remembrance and unity.

Students collected essential hygiene items, supplemented by the Make Your Mark grant, to assemble kits for those in need at the Hope Mission. This hands-on experience allowed students and staff to uphold the dignity of every person and reflect on the importance of compassion in action, Life and Dignity of the Human Person.

As part of a City Hall Inquiry School project, students gathered and assembled nutritious breakfast bags for individuals supported by the Mustard Seed. With funding from the United Way, this initiative emphasized the right to food and the responsibility to care for others in our community, Rights and Responsibilities.

In partnership with the World Wildlife Fund (WWF), Grade 4 students adopted endangered animals as part of their science curriculum. This project deepened their understanding of ecosystems and ecological stewardship. By becoming active protectors of wildlife, students embraced their role in God's plan to care for all living creatures, Care for God's Creation.



In conclusion, this year's social justice projects not only enriched our students' learning but also strengthened their faith and sense of purpose. Through service, empathy, and action, the St. Pius X community continues to live out the Gospel values and make a meaningful difference in the world.

ST. RICHARD

St. Richard has undertaken several social justice initiatives during the 2024- 2025 school year.



The theme of the Life and Dignity of the Human Person was explored through the school's monthly visits with their "Grandfriends" from Sakaw Terrace Lodge. These visits fostered appreciation and dignity for all generations, enriching the lives of both students and seniors. The initiative highlighted how small acts of kindness can build community

and bring joy, making everyone feel more connected.

A school-wide food bank drive for St. Theresa Parish addressed the theme of Preferential Option for the Poor. This initiative allowed students to support local families in need, reinforcing the importance of community service. Additionally, it brought attention to the issue of food insecurity that many families face. As St. Theresa parish is St. Richard School's Parish it allowed students to contribute meaningfully to their community knowing that the recipients of the donations could be friends and neighbors in their neighborhood.

As a Green STEM school, the theme of Caring for God's Creation is fundamental to our identity. Students participated in a community cleanup, which allowed them to experience the joy of caring for the environment and reinforced their roles as stewards of God's creation. Additionally, our school's Eco Club launched initiatives to promote environmental responsibility among students. The club encouraged the use of reusable water bottles, reducing plastic waste and fostering eco-friendly habits. The club hosted a "litter-less lunch", where students brought lunches in reusable containers and avoided single-use packaging. This initiative educated students on the importance of reducing their environmental footprint, deepened their appreciation for the importance of environmental stewardship and empowered students to make greener choices.

The Call to Family, Community and Participation was recognized through several initiatives. In September students participated in the annual Terry Fox Run. The annual tradition is meaningful for so many, as cancer is a disease that has affected many families. On the day of the run, participants of all ages walked or ran to show their support for Terry. Students learned about Terry Fox's journey and the importance of cancer research. This only increased their understanding and appreciation of his efforts. This event not only promotes physical activity but also instills values of empathy and how as a community we can come together to work towards the common good of society.

Our school's STEM Christmas Carnival was a festive and educational event that brought the community together and raised funds for the ECS Foundation Dream Builders Challenge. It featured hands-on stations that showcased the wonders of STEM. The carnival not only celebrated the holiday season but also highlighted the important work of the Foundation that supports the students of Edmonton Catholic Schools.

Our classes also helped build community through the delivery of kindness cards to the community. The cards had a positive impact on our community, fostering a sense of unity and compassion. This initiative showed students that simple words of gratitude, support and kindness can have a positive impact on a community.



Staff and students worked towards Solidarity through the observance of Orange Shirt Day. Wearing orange shirts to honor the survivors and remember those who did not return home from residential schools is a visible action to demonstrate allyship to our Indigenous brothers and sisters. The day included educational activities and discussions that help students understand the importance of reconciliation and respect for all cultures. Through storytelling, art projects, and guest speakers, the school community came together to reflect on and commit to a better tomorrow.

ST. ROSE

At St. Rose Catholic Junior High, social justice is not just a concept—it is a lived expression of our Catholic faith. Rooted in the teachings of Christ, our students embrace service as a way to uplift others, foster unity, and create lasting change in our community.

This year, our initiatives have flourished, building upon the foundation laid by past students and teachers. Our Parent Engagement Evening, featuring Coco, welcomed families in celebration of Hispanic Heritage Month, reinforcing the importance of solidarity and inclusivity. Donations from the canteen supported the ECS Foundation, extending our mission beyond the walls of our school.



In October, students participated in St. Rose Faith Day. After we celebrated mass at St. John the Evangelist parish in the morning, our students went out into the community to volunteer their time. We had students at Sport Central, The Edmonton Food Bank, The Veteran's Food Bank, A local senior's centre, cleaning the river

valley, preparing snack bags for the Mustard Seed, and reading to students at local elementary schools. This allowed our students to live out the Gospel and learn about the power that they have to have a positive impact on the world.

Through our Cereal Drive for St. Benedict Elementary, students not only provided essential nourishment but also engaged in meaningful discussions about food insecurity, gaining a deeper awareness of societal inequalities. The school community rallied together to collect over 70 boxes of cereal, ensuring students at St. Benedict had access to a reliable breakfast while deepening their own gratitude and understanding of local food disparities.

Similarly, our Christmas Hampers for St. Benedict Elementary reflected the true spirit of giving as students created 17 Christmas breakfast hampers, each containing a celebratory breakfast, gifts for all children in the family, and treats for the Christmas break. This initiative embodied

our faith in action, ensuring families could experience the joy and abundance of the season while celebrating Christ's gift to the world.



Our Taste of St. Rose highlighted the beauty of cultural diversity, inviting students to share and experience their heritage while raising \$1,067 for Conquer Hunger through the ECS Foundation. Most recently, the Social Justice Club's Book and Stuff Drive for Our Lady of Peace encouraged students to follow Jesus's path of service, gifting

a book and a stuffed animal to all 230 students at Our Lady of Peace, fostering a love for reading while providing each child a comforting companion.

While this year has been a remarkable one, it is part of a legacy shaped by the dedication of Catholic educators who, both in and beyond the classroom, lead by example. Their faith-driven service continues to inspire future leaders, strengthening the connection between our school, parish, and community.

ST. STANISLAUS

At St. Stanislaus Catholic Elementary School, we strive to live out the Gospel through acts of service and compassion, grounded in Catholic Social Teachings. Our students are encouraged to see the dignity of every person and recognize their role in building a more just and caring world. Throughout the school year, our community embraces opportunities to put faith into action serving others, standing in solidarity, and promoting the common good.

One of our long-standing social justice initiatives is “Cheerios for Children.” Twice a year, our school collects Cheerios for a fellow ECSD school to support its breakfast program. This project reinforces our belief that every child deserves to start the day nourished and ready to learn. Students proudly carry in boxes of cereal, understanding that even this small gesture can make a big difference in the lives of other children in our greater school division.

Building on this foundation, the month of February brought with it a brand-new initiative called the “Kindness Express.” Each class partnered with a buddy class to brainstorm and carry out a service project aimed at helping the broader community. What resulted was a powerful demonstration of empathy, teamwork, and Catholic social responsibility, as students from every grade level came together to show love in action.



heartfelt compassion.

The Kindergarten and Grade 6 classes turned their attention to supporting peers within ECSD. They led a collection of crayons for another school in the division, recognizing that access to basic school

The Grade 5 and Grade 1 classes worked together to support Youth Empowerment and Support Services (YESS). They collected over 100 essential toiletry items—toothbrushes, toothpaste, soap, shampoo—and assembled them into care packages for youth experiencing homelessness or crisis. This project allowed students to reflect on the struggles others face and gave them a way to respond with practical help and

supplies is something not all students can take for granted. Their cheerful donations reminded us all that small items can brighten a classroom and enrich a child’s educational experience.

Meanwhile, the Grade 3 and Grade 1 students prepared and donated 115 sandwiches to the Marian Center, which provides meals to those in need. The students learned not just how to make sandwiches, but how a simple, thoughtful gesture can bring nourishment and dignity to someone’s day. They worked with joy and intention, proud to be feeding members of our community.



The Grade 2 and Grade 4 classes decided to raise funds for a cause rooted in reconciliation and justice. Through their efforts, they collected \$35 for Indspire, a national Indigenous-led charity that supports Indigenous students in their educational journeys. This project was more than a fundraiser—it was an opportunity to discuss truth, respect, and equity as part of our ongoing commitment to reconciliation.

Each of these projects reflected an important element of Catholic Social Teaching: dignity of the human person, care for the poor and vulnerable, solidarity, and participation in community life. Through the Kindness Express, students not only learned about these values but lived them out in real and meaningful ways.

Our school’s social justice projects are not just events; they’re part of our identity. From collecting cereal to crafting care packages, preparing sandwiches, and supporting Indigenous education, our students are learning that kindness, when shared, multiplies. They are discovering that their actions—no matter how big or small—can bring light to the lives of others.

At St. Stanislaus, we are proud of how our students continue to grow as compassionate, faith-filled individuals. With hearts open to service, they are becoming true witnesses of Christ’s love in the world.

ST. TERESA

Over the course of the year, the school community engaged in several meaningful social justice projects, each reflecting the core themes of Catholic Social Teaching. These initiatives not only supported various causes but also provided valuable learning experiences for both students and staff.

The school community gathered in the gym on September 27, 2024, to learn about and be inspired by Terry Fox, a young individual with a dream. Following the assembly, the entire school ran together as a family. Some participants ran in memory of specific individuals, while others ran to raise awareness about cancer, hoping for a cure someday. This event underscored the themes of solidarity and the dignity of the human person. The united effort resulted in raising funds, which were donated to the Terry Fox Foundation, emphasizing the importance of community and support for those in need.

During Advent 2024, the school focused on the theme of preferential option for the poor and vulnerable. Students collected 318 cereal boxes to support breakfast programs at Holy Family and Anne Fitzgerald



schools. This overwhelming participation highlighted the community's commitment to ensuring that all students have access to nutritious meals. Concurrently, the staff chose to forgo their traditional Krist Kringle exchange, instead donating books, games, and toys to Santa's Anonymous. Their contributions filled two trunk loads,

demonstrating the spirit of generosity and care for the less fortunate.

In alignment with the Lenten season, March 10 – 18, and the Jubilee 2025 theme of hope, the school community undertook a social justice project focused on the theme of the common good. They collected over five bins of non-perishable items for the St. Thomas More Parish Food Bank. This initiative reinforced the importance of supporting those in need and working towards a just society where everyone's basic needs are met.

During April and May, the student leadership team organized three snack sales to support the ECS Foundation. The proceeds from these sales were directed towards the Foundation, showcasing the students' dedication to the theme of participation and the call to family, community, and participation. This project highlighted the students' understanding of their role in contributing to the well-being of their broader community.

Throughout these projects, students and staff explored and embodied the principles of Catholic Social Teaching, including solidarity, the dignity of the human person, preferential option for the poor, the common good, and participation. These initiatives not only provided tangible support to various organizations but also fostered a deeper understanding of social justice and the importance of community action. The school's commitment to these values was evident in the enthusiastic participation and the significant impact of their efforts.

ST. TERESA OF CALCUTTA

This past school year, various classes at our school engaged in meaningful social justice projects, embodying the principles of Catholic Social Teaching and demonstrating the power of small acts of kindness.

Grade 1 lived out the values of Catholic Social Teaching through acts of kindness, care, and community. They made holiday cards for children at the Stollery Children's Hospital, picked up litter around the school on Earth Day, and reflected on Bible verses encouraging kindness and respect. These experiences helped them understand that being a good Catholic means helping others and being a good citizen of Canada means caring for people and the world around them.

Grade 2 and 2/3 participated in a Peace Project by studentsrebuild.org. They read books, listened to stories, and discussed peace in the world, creating murals with peace symbols and doves. Each art project raised \$5 for peacebuilding organizations, and they collectively raised \$500. Grade 3 focused on the Life and Dignity of the Human Person. They created handmade cards for seniors at Capital Care Dickensfield



Nursing Home, filled with kind and inspiring messages, 3D crafts, and pop-up hearts. This project reminded students that every person is precious and deserves to feel loved. They also made Valentine and Christmas cards for seniors at Boardwalk, bringing joy and comfort during the holidays. Additionally, they collected clothing, shoes, and toys to donate

to the school clothing bank, discussing the importance of dignity for all, regardless of wealth, skin color, or age.

Grade 4 created and delivered Christmas and Easter cards to neighbors as a social justice activity rooted in Catholic Social Teaching. This act honored the life and dignity of the human person by spreading kindness and hope. It supported community and participation by building connections, especially with those who may feel isolated. By choosing to serve others, students embraced their rights and responsibilities and showed a preferential option for the poor. The activity also reflected

solidarity, reminding all of their shared humanity. Through creativity and effort, students upheld the dignity of work, living their faith through action.

Grade 5 led the school's Terry Fox Run, focusing on solidarity and the dignity of every person. They collected "Toonies for Terry" and raised \$208 for cancer research. Through prayer, discussion, and action, they explored themes of community and the common good, understanding that small acts of kindness can create real change. Their efforts were a true witness to putting faith into action.

Grade 6 partnered with The Mustard Seed to create breakfast bags for individuals experiencing homelessness. Inspired by a presentation from The Mustard Seed representatives, students decorated paper bags and filled them with essential breakfast items like water bottles, applesauce, spoons, and oatmeal. This project taught them the significance of compassion, solidarity, and the preferential option for the poor, reinforcing the values of Catholic Social Teaching. They prepared and donated 100 breakfast bags, gaining a deeper understanding of the impact of their actions.



As a school we also collected over 300 pairs of socks for the George Spady Society and Awasisuk program at the Stollery Hospital.

These projects collectively demonstrated that even small gestures can make a significant difference, fostering a more caring and just world for all.

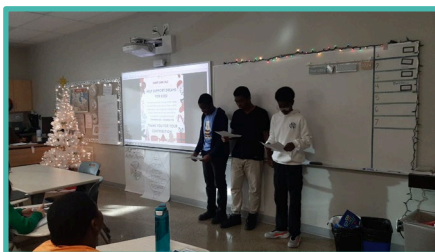
ST. THOMAS AQUINAS

Throughout the academic year, St. Thomas School demonstrated a deep commitment to the principles of Catholic Social Teaching through a series of meaningful social justice initiatives. These projects not only served the broader community but also fostered a spirit of compassion, solidarity, and active citizenship among students and staff.

The year began with the annual Terry Fox Run, where the school community came together in support of cancer research. This event, rooted in the dignity of the human person and the call to community and participation, raised an impressive \$1,605.90, reflecting the collective effort to support those affected by illness.

In the fall, the school organized a Thanksgiving Food Drive for the St. Vincent de Paul Food Bank at St. Thomas More Church. This initiative emphasized the preferential option for the poor and vulnerable, as students and families donated generously to ensure that those in need could enjoy a warm meal during the holiday season.

Additionally, students participated in the No Stone Left Alone ceremony, placing poppies on the headstones of veterans to honor those who fought for peace. This solemn act of remembrance reflected the Catholic values of peace and solidarity, and helped students understand the sacrifices made for the freedoms they enjoy today.



During Advent, the school launched the Dreams for Kids Fundraiser, which included creative events such as “Break a Rule Day” and a Candy Cane Fundraiser. These joyful activities raised \$4,250.22, supporting children’s charities and embodying the principle of

solidarity, especially with young people facing adversity.

Lent brought renewed focus on almsgiving and reflection. The Lenten Food Drive and Loonies for Lent campaign once again supported the St. Vincent de Paul Food Bank, collecting both non-perishable food

items and \$868.80 in donations. These acts of charity highlighted the importance of caring for the poor and promoting the common good.



In a powerful act of reconciliation and education, the school participated in the Walk for Wenjack, collectively walking 2,145 kilometers to honor the legacy of Chanie Wenjack and raise awareness about the history and impact of residential schools. This initiative aligned with the Catholic call to promote peace and uphold the dignity of every person, especially Indigenous peoples.

The school also launched an Ice Bucket Challenge to support Kickstand, a youth mental health initiative. Though still ongoing, this campaign has already sparked important conversations about mental health and the need for accessible support services, reinforcing the principle of care for the whole person.

Finally, in recognition of Missing and Murdered Indigenous Women and Girls, the school created a Red Dress Campaign art installation. Every staff and student contributed a red fingerprint to a large canvas dress outline, symbolizing unity and remembrance. This project served as a visual testament to the school’s commitment to justice and human dignity.

Through these diverse initiatives, the St. Thomas community lived out the core values of Catholic Social Teaching, dignity, solidarity, justice, and compassion, while empowering students to become thoughtful, engaged citizens of the world.

ST. THOMAS MORE

Throughout the school year, students engaged in several meaningful social justice initiatives that reflected key themes of Catholic Social Teaching, including solidarity, the dignity of the human person, and a commitment to supporting those who are most in need. Each project provided an opportunity for students to deepen their understanding of social justice while contributing to the greater good in their local and global communities.

The year began with the annual Terry Fox Run, where students participated in support of cancer research. This event served as a powerful reminder of the dignity of every person and the importance of perseverance in the face of adversity. The school community raised \$226.02 in support of the Terry Fox Foundation, demonstrating solidarity with those affected by cancer.

Later in the year, students turned their attention to the needs of the local community through a fundraising effort for the ECSD Dream Builders campaign. This initiative, which supports the ECS Foundation in assisting students and families in need, raised an impressive \$1,423.50. This act of charity was deeply rooted in the principle of the common good and illustrated the students' growing awareness of social inequities and their role in helping to address them.



During the winter months, a bake sale was organized to benefit Hope Mission, a local organization that provides food, shelter, and support services to Edmonton's most vulnerable populations. This initiative focused on caring for those experiencing poverty and hardship, and students reflected on how small acts of kindness can have a meaningful impact. The sale raised \$409.45 and sparked important conversations about homelessness, hunger, and human dignity.

Most recently, the school community came together once more through a bake sale in support of the Make-A-Wish Foundation. This project

emphasized the value of bringing hope and joy to children facing critical illnesses. With \$508.00 raised, students were able to contribute to granting life-changing wishes, connecting their learning with real-world action and compassion.



Across all of these projects, students developed a deeper understanding of Catholic Social Teaching and the importance of putting faith into action. Through fundraising, reflection, and community-building, they embraced their role as stewards of hope and justice in the 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 introduced the Seven Sacred Teachings, helping students explore Indigenous worldviews and deepen their understanding of Human Dignity and Solidarity. Orange Shirt Day, 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 \$239 for cancer research, and we collected 80 cereal boxes for a local ECSD breakfast program. These efforts reminded students of the Option for the Poor and Vulnerable and the importance of caring for those in need. In October, staff hand-delivered sandwiches, apples, and water to those experiencing homelessness in downtown Edmonton, an act of quiet Solidarity rooted in community and gratitude.

As winter approached, our focus shifted to Participation and Community. Students created Christmas 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 \$601 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 and Asian Heritage 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 equality.

Random Acts of Kindness Week reminded us that small actions uphold Human Dignity. Students completed daily kindness challenges and decorated rocks with affirming messages, forming the base of our school cross, a symbol of faith built on love and encouragement. Staff joined in with their own kindness mission by spreading joy across the building.

During Lent, students were invited to participate in daily challenges rooted in the Call to Family and Community. Acts like phoning a relative, offering forgiveness, or sharing with others helped connect faith with everyday life. For Easter, students made bookmarks with messages of hope for inmates at the Edmonton Remand Centre, a moving example of the Preferential Option for the Poor.

To care for our common home, students participated in Schoolyard Clean-Up Week during Earth Day, putting Stewardship of Creation into practice in a meaningful and lasting way.



In June, we continued our journey of learning and honouring Indigenous Peoples through National Indigenous History Month. It was another step toward reconciliation and justice.

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 continued to be a place where faith becomes action and justice begins in the hearts of children.

ST. VINCENT

The students at St. Vincent began the year by recognizing the feast day for St. Vincent on September 25. They made 300 sandwiches to be shared with the patrons of the Sacred Heart Church of the First Peoples Outreach Program. 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. The students also created 150 postcard images and messages for seniors living at McQueen Place Lodge. Writing uplifting messages allowed students to explore the theme of the Life and Dignity of the Human Person. As part of the feast day celebration, the students also learned about Care for Creation by planting bulbs in the school flower beds to prepare for the next growing season.



Later 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. The students continued to explore this theme while collecting 6 large boxes of

food that were donated to the Edmonton Food Bank at Thanksgiving. Later in October, the grade 6 students created breakfast bags for the Mustard Seed at City Hall School. Mike from the Mustard Seed presented about all the programs they provide for the unhomed people of Edmonton. The students learned about shelters, meal prep and the needs that people have in the cold winter months. Students collected a variety of breakfast supplies and made individual packages that included notes of support and love.

In November the students created postcards that were shared with Veterans on Remembrance Day. While creating the postcards the students discussed solidarity and peace. The students learned about the importance of justice and peace and how they can be peacemakers at school, at home and in the community.

During Advent, the students collected warm clothing for the Bissell Centre as they continued to learn about Life and Dignity of the Human Person and Option for the Poor and Vulnerable.



During Lent, the students led a 40 Bags for 40 days collection of clothing for the Bissell Centre. The students also held a Cereal Drive where 350 boxes of cereal were donated to the St. Teresa of Calcutta School Breakfast Program and Food Pantry. St. Vincent students learned about the students from St. Teresa of Calcutta school and how some of them use the food pantry to support their food insecurity.

St. Vincent staff participated in a service opportunity on April 24th during the division wide Grace for the Heart and Soul afternoon. The staff volunteered at the Edmonton Food Bank by preparing hampers for specific families in Edmonton.

ST. VLADIMIR

This year, St. Vladimir dedicated its efforts to supporting the ECS Foundation, recognizing its crucial role in aiding students and families.



Through initiatives like candy cane gram sales, silent auctions, staff made gingerbread houses for a raffle and bracelet sales, they successfully raised nearly \$2,000.

The Grade 1 class contributed by collecting food for the food bank, demonstrating their commitment to helping those in need.

Meanwhile, the kindergarten and grade three students crafted heartfelt cards for the local nursery home, bringing joy to the residents. These activities not only fostered a sense of community but also highlighted the importance of giving back, with students understanding that even families within their school benefit from this vital non-profit organization. The enthusiasm and awareness shown by the students in these endeavors reflect their growing sense of social responsibility and empathy towards others.



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 —





EDMONTON CATHOLIC SCHOOLS

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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting **4.1**

Date: June 18, 2025
To: The Board of Trustees
From: Sandra Palazzo, Board Chair
Re: **Board Chair Report on #ECSDfaithinspires – May 23 – June 12, 2025**

As we reflect on the past school year, we celebrate the many moments of growth, learning, and connection that have shaped our Edmonton Catholic Schools community. This year has been filled with opportunities to deepen relationships, explore new ideas, and live out our shared faith and values.

The Board of Trustees wishes to extend our heartfelt thanks to everyone who contributes to our success as a Division. Our students inspire us with their curiosity, kindness, and commitment to making a difference, whether through learning, creativity, or acts of service. To our graduates, we warmly congratulate you and wish you every blessing as you embark on new adventures, carrying with you the lessons and values of your Catholic education.

Our families' partnership and support remain vital. Your involvement fosters the spiritual, academic, and personal growth of our students in countless ways. We also extend our gratitude to our dedicated staff—teachers, support personnel, caretakers, and administrators—who bring passion and care to their work every day. To those retiring this year, we honor your many years of service and the lasting impact you have made.

As we reflect on the many contributions that have shaped our year, June provided a unique opportunity for us to come together and celebrate. It was a month filled with meaningful milestones and cherished traditions. From celebrating significant school anniversaries that honored decades of dedication and growth to the inspiring performances of our All-City Choirs and Bands showcasing our students' incredible talents, the spirit of community was truly alive. We also took the time to recognize Indigenous History Month, embracing opportunities to learn, reflect, and honor the rich cultures, stories, and contributions of Indigenous Peoples. These moments remind us of our shared heritage and strengthen the vibrant, inclusive community that we continue to build together.

As we move into summer, we wish everyone rest, renewal, and joy. We look forward to continuing this journey together in the coming year, growing in faith and learning as one community.

Attached is a summary of meetings, events, and activities undertaken in my role as Board Chair since my last report. This summary does not include those meetings and events that I attended as a Trustee representing my Ward.

Recommendation:

That the Board of Trustees acknowledges receipt of the Board Chair Report on #ECSDfaithinspires – **May 23 – June 12, 2025** for information purposes.

Board Chair Report on #ECSDfaithinspires – May 23 – June 12, 2025

Summary of Meetings, Events, and Activities

Meetings and Events:

- Attended Pipe Ceremony at Ben Calf Robe – St. Clare Catholic Elementary/Junior High School with Board of Trustees and Chief Superintendent
- Attended Edmonton Catholic Teachers' Local 54 Retirement Mass & Reception
- Attended ECSD High School Anthology 2025: People of Hope Launch with Board of Trustees
- Attended the Building Hope & Dignity Gala in Support of the Society of Saint Vincent de Paul with Board of Trustees
- Attended Chief Superintendent Evaluation Workshop with Board of Trustees
- 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 Liturgy in celebration of the Catholic K-9 School in Rundle Heights with Board of Trustees and Chief Superintendent
- Attended Jubilee Mass at Lumen Christi Catholic Education Centre with Board of Trustees and Chief Superintendent
- Attended ASBA Zone 2/3 Edwin Parr Awards Banquet Evening
- Attended virtual 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:

- Represented ECSD at the Board Ready: Trustee Edition panel discussion at YWCA
- Addressed numerous media requests
- Attended to correspondence and emails





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BOARD OF TRUSTEES MEMO

June 18, 2025 Public Board Meeting

4.2

Date: June 18, 2025

To: Board of Trustees

From: Lynnette Anderson, Chief Superintendent

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

Background:

The 2024-2025 school year is coming to a close, and it has been marked with great hope. Our Division theme for the year was People of Hope, and it echoes the theme for the Jubilee 2025, Pilgrims of Hope, that Pope Francis declared. I wish to highlight some of my activities as Chief Superintendent alongside some of the happenings from the month of June 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 2).

Living Our Faith

- June brings many reasons for liturgical celebrations. In addition to year-end Liturgies of the Word and Masses, many of our students are transitioning to new stages of their education or life, and those are all opportunities for giving thanks to God.
- It is a very exciting month for our Division as we hold liturgies and site blessings for three of our schools that are entering the Construction Phase. These celebrations of thanksgiving and blessing for those who will build our new Catholic schools are an important tradition for us.

Learning Excellence

- Our All-city Choirs and Bands held their Spring Concerts earlier in the month. These concerts are an amazing showcase of the musical talents of our students. The ECSD All-City Music programs offer band and choral enrichment experiences for students in Grades 7-12. Each of the four ensembles runs for a full school year (September-June), meet for weekly rehearsals, participate in two main concerts per year and engages in various camps, festivals, and performances. Students participating in the high school programs (All-City High School Choir and Senior All-City Band) receive 5 credits per year.
- Yona Sistema through the Edmonton Symphony Orchestra offers in some of our schools. Five days a week, for almost three hours each day, 115 students receive group instrument lessons, led by qualified teachers, at no cost to their families. In this caring environment, students are given nutritious snacks, homework help, and engage in free play and physical activity, and are then bussed safely home. Our students got to share their learning this month on the stage of the world class Winspear Centre.

- We were pleased to host the launch of the ECSD High School Writing Anthology at Lumen Christi Catholic Education Centre. The anthology, which follows our Division theme of People of Hope, features 38 authors from our high schools that offer grade 12. This collaboration was an excellent developmental experience for our students under the guidance of our consultants and mentor teachers.

Organizational Excellence

- We are completing the final stages of our annual staffing cycle. Although we staff positions throughout the year, this is the time period that primarily facilitates staff directed changes for the upcoming school year.
- This month held many opportunities for me to meet with our educational partner organizations, including the Alberta School Boards Association, the College of Alberta School Superintendents, the Area Catholic Chief Superintendents, the Metro Chief Superintendents, and Junior Achievement.

Embracing Diversity

- This month is National Indigenous History Month. Our team in Indigenous Learning Services has curated a bank of classroom resources, lesson plans, a contest, and video playlist among other things to support learning for staff and students alike.
- Ben Calf Robe-St. Clare Catholic Elementary/Junior High School hosted the final Sacred Pipe Ceremony for the Nehiyaw Pimatisiwin schools. These ceremonies include staff, students, and guests, and play a significant role in the Nehiyaw Pimatisiwin program.

Recommendation:

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

