



2025/26 Successful Applications for Diversity, Equity and Human Rights Grants

A CULTURE OF BELONGING

Clarence Sansom Schools
Sudi Galbeti

PROJECT PROPOSAL

Our goal is to foster a culture of equity and inclusivity within our school community. We aim to address disparities related to culture, socioeconomic status, and accessibility. By educating students on these differences, we hope to inspire meaningful changes that celebrate individual strengths and promote a more inclusive environment for all.

To address this issue, we will implement interactive, hands-on activities focused on accessibility, encouraging discussions about diversity and individual experiences. Additionally, we will create murals throughout the school that celebrate diversity, equity, inclusion, and belonging (DEI). Finally, we will build a resource library of books that highlight various perspectives and promote understanding within our community.

We will evaluate our project's success through surveys and feedback from students, teachers, and school community members, assessing changes in awareness and engagement. Additionally, we will track participation in activities and events, monitor the use of resources like books and murals, and assess the overall impact on school culture.

AFROQUIZ: CELEBRATING BLACK EXCELLENCE

Edmonton Christian Northeast School
Esther Dada

PROJECT PROPOSAL

With an increasingly diverse student body, our goal is to deepen students' understanding and appreciation of Black history, culture, and contributions through the Afro Quiz Competition. Afroquiz celebrates the achievements of African and Caribbean people, fostering critical thinking, teamwork, and cultural empathy. Our goal is to promote antiracism and inclusive learning opportunities that supports a greater sense of belonging and respect for our students and families.

We aim to engage our K-9 students in meaningful discussions and activities focused on learning about the contributions of African and Caribbean history, culture, and excellence. Guest speakers from CCACH will collaborate with classroom teachers and students to deliver lessons and activities that foster pride and appreciation for Black history. Following these sessions, interested students can participate in the culminating Afroquiz event, a Jeopardy-style competition. Meetings and support for these students will be held with Jynening Rose, vice chair of Afroquiz. Families will receive study materials and support to continue the learning at home. The AfroQuiz event will be open to students, families, and community members.

To evaluate the success and impact of the AfroQuiz project, we will gather feedback from students, teachers, and community members through surveys after the event. Participation rates in classroom lessons, student meetings, and the AfroQuiz event will be tracked to measure engagement. We will assess the event's success by observing student and community involvement, as well as the level of cultural pride and excitement. Teacher reflections from the core planning team will also be provided to help evaluate the effectiveness of materials and integration of Black history. Additionally, long-term impact will be measured by ongoing engagement and appreciation for Black history beyond the event.

ANTI RACISM AND DIVERSITY PRESENTATION

McKernan School
Tammy Trevor

PROJECT PROPOSAL

As a club at the school, my students and I would like to help bring more knowledge of diversity and racism. It is our sincere hope that we can build student understanding in a fun and challenging way. We want to create an environment that breaks down misunderstandings and stigma, creating an open environment that facilitates genuine conversations without fear around the topic of racism and diversity.

In addition to our monthly small group discussion cafes, we are wanting to have a large assembly activity with a local Arts and Facilitator - Bert Richards. He will design and present an engaging game show type activity around the theme of diversity to a large group of McKernan students for the better part of a morning.

A high level of student engagement in the presentation will lead to enhanced student participation in anti-racism and diversity activities in the school, generation of initiatives to further student understanding and embrace of diversity.

ASCENSION OF OUR LORD: BE AN UPSTANDER

Ascension of our Lord
Kimberley Deck

PROJECT PROPOSAL

The Be an Upstander program is being undertaken at Ascension this year and we are in need of supplies and resources for student Inquiry-based projects as well as supplies for our final school showcase. The program is part of the Canadian Human Rights Museum project that will help students identify a human rights cause or topic and use their personal strengths to take action and bring awareness. This project will have a school showcase whereby students will have an opportunity to demonstrate their topics to students, parents and District staff and we hope to provide a visually appealing experience as well as snacks for attendees.

Students will be showcasing their research on numerous human rights topics at our school showcase on May 8th. Our goal is to provide supplies and resources for student projects and demonstrations of learning/artifacts but also for the showcase event we are hoping to create an experience where information is displayed in a visually appealing format and snacks are available. This will require us creating pamphlets, banners and other documents that require printing and purchasing.

We will have student self-evaluations and teacher assignments and rubrics for course work and research. For the final projects, an achievement mark will be provided but for the showcase we will have a QR code for the attendees to provide feedback of the impact of the presentations. This is where we hope to see the biggest results.

CREATING COMMUNITY THROUGH SENSORY EXPRESSION

St. Francis High School
Annette Nyamao

PROJECT PROPOSAL

My goal is to foster inclusion by creating shared sensory experiences that bring students of all abilities together. Many students with disabilities face social isolation due to communication and sensory differences. This project will address this by using music, food, and art to promote meaningful interactions and celebrate diversity.

The project will include 1. Music Therapy: Students will explore rhythm, singing, and movement with adaptive instruments to promote self-expression and social interaction. 2. Art Therapy: Activities like painting, clay modeling and sensory based art will encourage creativity, fine motor skills, and collaboration. 3. Food Therapy: Students will prepare and taste diverse foods exploring textures, smells, and flavors while fostering inclusion and appreciation of different backgrounds. Certified music and art therapists, chefs, and adaptive learning educators will lead sessions. While we will aim to recruit volunteers, funds will be needed for specialists, supplies, and food to ensure accessibility and meaningful participation for all students.

Student Engagement: Tracking participation and interaction levels among students.

Teacher and Facilitator Feedback: Gathering input on student responsiveness and impact.

Student Reflections & Interviews: Collecting feedback on their experience and learning.

Sustainability: Assessing potential for integrating activities into future programming.

Volunteer Engagement: Measuring the number of student volunteers in special education as an indicator of inclusiveness.

DEHR SPEAKER SERIES AND PODCAST

Bellerose Composite High School
Chris Tom-Kee

PROJECT PROPOSAL

- Making DEHR learning more accessible to a wider audience within our division
- Looking to work within and alongside division priorities and committees such as SOGI, Walking Together, and our Inclusive Learning teams
- To ground and leverage our division policies in Anti-Racism and inclusion
- Invite ATA speakers to address relevant DEHR issues, quarterly. These will be after school sessions, open to all members of the Local and will feature a range of topics and various in-roads to support members in their learning journeys.
- Create a podcast for our Local so as to reach members who cannot attend and for future members to have access to the learning as well.
- Increase capacity, visibility, and collaboration around diversity, equity, and human rights issues in our Local, and to create a space where the learning is captured and easily accessible.

We will evaluate the success of the speaker series by reviewing attendance, and collecting feedback via Google Forms.

Receiving feedback from our local representatives as to the utilization and access of the podcast, and seeking out suggestions for areas to cover in the future.

DIVERSITY IN FASHION/POSITIVE VIBES CLOTHING

Balwin School
Benjamin Alstad

PROJECT PROPOSAL

In our school, we aim to design diverse clothing that represents different cultures, sizes, and styles. This helps everyone feel included and confident in what they wear. By creating unique designs, we learn about self-expression, creativity, and the importance of fashion in making the world more accepting.

Here are some activities to help accomplish the goal of producing diverse clothing and styles:

Cultural Research Project: Students research different cultures and their traditional clothing, then design modern interpretations.

Body Positivity Fashion Show: Host a fashion show featuring clothing for various body types, promoting body positivity.

Design a Collection: Have students create tshirts showing different cultures, styles, and body types

Collaborative Group Work: Assign groups to create clothing designs based on specific themes like inclusivity, sustainability, or cultural diversity.

Guest Speaker or Virtual Field Trip: Invite a fashion designer or cultural expert to discuss diverse fashion trends and their significance.

1. **Student Engagement & Participation**
Track attendance and participation in discussions, activities, and projects.
Observe enthusiasm and creativity in student designs and presentations.
 2. **Quality of Designs & Creativity**
Assess student projects based on originality, cultural representation, and inclusivity.
Have students explain their design choices and how they promote diversity.
 3. **Peer and Community Feedback**
Conduct surveys to gather feedback from students, teachers, and parents about the impact of the program.
Showcase student work in a fashion show or exhibit and collect audience reactions.
 4. **Practical Application & Lasting Impact**
See if students continue applying their knowledge by designing or advocating for diverse fashion beyond the class.
Measure whether the school or community adopts any long-term initiatives inspired by the program.
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PRIDE SHIRTS FOR GSA MEMBERS

Black Gold School Division
Pam Berhoeff

PROJECT PROPOSAL

Each year, I do a t-shirt design contest for our Division's Pride shirts. My goal is to be able to provide a shirt for each of our students and teachers who are part of our in-school GSAs, so that they feel welcomed, acknowledged, and supported by our Division.

By providing these shirts to all members, we are showing them that not only do we know they exist, but we are celebrating them. They may have noticed their teachers wearing our past years' designs, but now they will understand WHY they are wearing them (to show support), and will have an additional way to identify the safe and supportive adults in the building. It also will reinforce the fact that we want these kiddos to be proud of who they are and celebrate themselves

We will see both teachers and students wearing our Pride shirts around our schools, confidently and proudly. We will hear more conversations between our GSA members (which include some of our most vulnerable students), and a greater variety of adults and peers in the building.

RACIAL JUSTICE TEAM (JEDI)

Father Lacombe High School
Jennifer Nguyen

PROJECT PROPOSAL

Our grassroots racial justice team aims to educate students and staff on the racial disparity, encourage diverse representation to reflect our student demographic, and fosters inclusivity. We manage and host culture events and school displays that bring light to discrimination and stereotypes. We aim to empower students to take action through celebrations, discussions, guest speakers to creating a safer and more equitable school environment by educating staff on student cultural backgrounds.

We plan to address these issues by creating awareness for Indigenous issues (Orange shirt day, Red dress for missing indigenous woman). We celebrate the full month for Indigenous, Mexican/Latinx Month, Black History and Asian Heritage month with weekly announcements, posters, guest speakers, food tastings, traditional dances and rituals (tobacco ceremony/lion/jingle), film studies, field trips and cultural nights (Eritrean). Additionally, we organize sacred teepee displays, writing contests, classroom discussions, and invite staff and students to contribute cultural artifacts and to volunteer. These initiatives help ensure our diverse student body feels valued and represented in the fabric of our school community.

To measure our success and impact, our Racial Justice team distributes Google surveys for feedback. We track student and class participation in guest speaker sessions, gather testimonials, and engage with students to understand how these initiatives shape their worldview and influence their future interactions within the community.

STRATHMORE HIGH SCHOOL INTERNATIONAL FESTIVAL

Strathmore High School
Jenny Lam

PROJECT PROPOSAL

Cultural diversity and awareness of the importance of cultural worldviews for students, parents and teachers. We hope to address racism and prejudice through this educational event. Strathmore is a rural area and we hope to provide equality of opportunity for diverse cultural experiences.

The purpose of this event is to showcase the wonderful diversity of students within our school community. This free community event will have food samples and activities from cultures represented by our students. Students assemble a small menu, complete with ingredient list and bring in artifacts to decorate their table. Invited guests include the grade three classes from the local elementary schools. The event aligns with the Alberta Grade Three Social Studies Program of Studies (communities of the world and global citizenship).

Student, parent and teacher engagement. Over the past two years of hosting this event, we've seen a notable increase in student engagement and enthusiasm for learning new cultures. Students are also reconnecting with their heritage and sharing their identities with others. One standout moment from last year's event was when a grade three student from Zimbabwe spotted a table representing her culture. We will also share a google form survey with participating schools to see the impact.

WETASKIWIN AND SURROUNDING COMMUNITIES COOKBOOK

Wetaskiwin Composite High School
Cade Bengert

PROJECT PROPOSAL

We aim to promote intercultural awareness and appreciation within Wetaskiwin and local communities.

We have developed a local cookbook with recipes submitted by community members (including teachers and EAs) that demonstrate their culture. We hope to use the grant money to distribute copies to various cultural groups in the community, as well as our local libraries.

Our project will be completed when the cookbooks are distributed, and awareness is brought to our communities' cultural diversity, as well as knowledge of our DEHR committee is increased.



The Alberta
Teachers' Association

DEHR =
DIVERSITY, EQUITY
AND HUMAN RIGHTS