

"But as for you, be strong and do not give up, for your work will be rewarded."

- 2 Chronicles 15:7

In the name of the Father, the Son, and of the Holy Spirit,

Dear Almighty Father,

Forgive me for taking my life for granted. Please help me remember how lucky I really am to just be able to walk on this world. Encourage me to live my best and take all opportunities I come across. I pray in the future when I encounter a temptation that You will guide me towards the right path. Dear Father, give me the strength to apologize when I know I have done wrong. Help me to understand and forgive those who have wronged me. Dear God I pray for those who are struggling, no matter how small or concealed their troubles may be. Dear God thank You for all the kind and genuine people I know in the present and will encounter in the future. Thank You for such a privileged life filled with all the essentials I need. St. Sebastian please pray for all the sports teams this year they they will play their best and be safe.

In the name of the Father, the Son,
and of the Holy Spirit, Amen.



Sydney Jonson
St. Catherine School

Holy Spirit Catholic School Division

Board Meeting
St. Basil Catholic Education Centre
Wednesday, November 27, 2024
3:00 p.m.

AGENDA

*The public is welcome to join the Board of Trustees Regular Meeting in person
at St. Basil Catholic Education Centre.*

A. CALL TO ORDER

- A.1 Board Chair
- A.2 Prayer (St. Catherine School, Picture Butte) – Trustee Cheralan O'Donnell

B. ACTION ITEMS

- a) Approval of Agenda
- b) Approval of Previous Minutes
 - i) October 23, 2024 Regular Board Meeting
- c) Business Arising/ Unfinished Business from the Minutes
- d) Presentation: Off Campus Education (Mark Boschee, Off Campus Coordinator)

- B.1 Operating and Capital Reserves Transfers for the 2023/2024 Fiscal Year
- B.2 Audited Financial Statement for the 2023/2024 Fiscal Year
- B.3 2023/2024 Annual Education Assurance Report
- B.4 International Student Tuition and Fees 2025/2026
- B.5 Election Bylaw – Third and Final Reading

C. POLICY REVIEW

- C.1 Policy 2: Role of the Board
- C.2 Policy 3: Role of the Trustee
- C.3 Policy 17: Awards

D. ADMINISTRATIVE REPORTS

- D.1 Superintendent's Report
- D.2 Deputy Superintendent's Report
- D.3 Secretary Treasurer's Report
- D.4 Director of Learning Update
- D.5 Director of Religious Education Update
- D.6 Director of Support Services Update
- D.7 First Nations, Métis and Inuit Education Update

E. BOARD REPORTS

- E.1 Board Chair's Report
- E.2 ACSTA Report
- E.3 ASBA Report
- E.4 GrACE Report
- E.5 PCCELC Report
- E.6 Economic Development Report
- E.7 Joint City / School Boards Report
- E.8 Team Lethbridge Report

F. ADVOCACY

- F.1 Individual Trustee Advocacy
- F.2 School Council Advocacy

G. INFORMATION ITEMS

- G.1 Administrative Procedures Update
- G.2 ATA Invitation to Advent Liturgy and Dinner
- G.3 Correspondence from Minister of Education
- G.4 Prime Minister's Awards for Teaching Excellence
- G.5 Holy Spirit Catholic School Division Christmas Events Schedule
- G.6 Holy Spirit Catholic School Division Financial Overview 2023-2024
- G.7 Holy Spirit Stars
- G.8 Enrolment Data Update

H. ADJOURNMENT

CALL TO ORDER OPENING PRAYER Approval of Agenda Previous Minutes Business Arising from the Minutes PRESENTATIONS New Westside School Holy Spirit Catholic School Division Boundary Reconfiguration ACTION ITEMS Southland Transportation Contract	Present 10648/1024 Roisin Gibb 10649/1024 Cheralan O'Donnell B.1	MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE HOLY SPIRIT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION, HELD AT THE ST. BASIL CATHOLIC EDUCATION CENTRE ON WEDNESDAY, OCTOBER 23, 2024, COMMENCING AT 3:40 PM. BOARD Board Chair Carmen Mombourquette Vice Chair Linda Ellefson Trustee Frances Cote Trustee Tricia Doherty Trustee Blake Dolan Trustee Roisin Gibb Trustee Tom Machacek Trustee Cheralan O'Donnell Trustee Bob Spitzig ADMINISTRATION Superintendent of Schools Scott Morrison Deputy Superintendent Anthea Boras Acting Secretary-Treasurer Amanda Lindemann Recording Secretary Rhonda Kawa Board Chair Carmen Mombourquette called the October 23, 2024 Regular Board Meeting to order at 3:40 p.m. He acknowledged that the land on which we stand is the traditional territories of the Blackfoot Nations and the people of the Treaty 7 region in southern Alberta. Trustee Tom Machacek led the board in reciting the opening prayer provided by St. Patrick School, Taber along with praying a Hail Mary as October is the month of Mary in the Church. M/C That the agenda for the October 23, 2024 Board Meeting be approved, as amended. The following items were added to the agenda: a) B.6 Father Leonard Van Tighem School Outdoor Classroom Request b) G.9 McCain Foods M/C That the minutes of the September 25, 2024 Regular Meeting of the Board be approved, as presented. There was no business arising from the minutes. Vivien Kossuth, Director of Facilities and Sean Marks, Communications Coordinator, gave an brief overview of the progress of the new West Lethbridge school that is scheduled to open in the fall of 2026. The Board was presented with a rendering of the layout of the new school and the communications plan going forward regarding the boundary reconfiguration that will occur and the sharing of progress of the new build to the larger community. Aaron Skretting, Director of Religious Education, described to the Board how the school division would communicate, consult, engage and collaborate with the public regarding the boundary reconfigurations that will happen, as Holy Spirit Catholic School Division will be opening a new school in the near future. The present contract agreement between Holy Spirit Catholic School Division, Lethbridge School Division and Southland Transportation Ltd. is up for price negotiations.
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October 23/24: page 2			
Voluntary Teacher Retirement Opportunity	10650/1024 Tom Machacek	M/C	That the Board of Trustees authorizes the Superintendent to enter into negotiations for a one (1) year transportation price negotiations with Southland Transportation Ltd. for the provision of transportation services for the 2025-2026 school year in partnership with Lethbridge School Division for schools within Lethbridge limits.
	B.2		The Board of Trustees determined that it would offer a voluntary retirement program for teachers planning on retiring at the end of the school year. This allows division office to plan for future staffing requirements for pending retirements, while providing staff members with a chance to simultaneously draw from their pension and receive their regular salary.
Voluntary Support Staff Retirement Opportunity	10651/1024 Roisin Gibb	M/C	That the Board of Trustees of the Holy Spirit Catholic School Division makes the following offer to its teachers: <i>Any eligible teacher who, by December 13, 2024, submits his/her notice of retirement, effective January 31, 2025, will be offered a temporary teaching contract beginning February 1, 2025 until June 30, 2025.</i>
	B.3		The Board of Trustees determined that it would offer a voluntary retirement program for support staff planning on retiring at the end of the school year. This allows division office to plan for future staffing requirements for pending retirements, while providing staff members with a chance to simultaneously draw from their pension and receive their regular wages.
Council of School Council Chairs Meeting Agenda	10652/1024 Linda Ellefson	M/C	That the Board of Trustees of the Holy Spirit Catholic School Division makes the following offer to its CUPE 290, CUPE 1825, and non-union employees: <i>Any eligible member of the Local Authorities Pension Plan (LAPP) who, by December 13, 2024, submits his/her notice of retirement, effective January 31, 2025, will be offered a temporary contract of employment for February 1, 2025 until the June 2025 end date for the eligible member's position.</i>
	B.4		The Board of Trustees first meeting for the 2024/2025 school year with the School Council Chairs is scheduled for December 2, 2024. The Board discussed and set the agenda items for the upcoming meeting.
Election Bylaw	10653/1024 Roisin Gibb	M/C	That the Board of Trustees places the following on the Council of School Council Chairs Meeting agenda scheduled for December 2, 2024: • Policy 7: Appendix D: Parish Communities • Introduction of New Superintendent • Boundary Reconfiguration • Engagement of Parents in School Councils • Engagement in Assurance Measures • Diverse Communities
	B.5		In preparation for the 2025 School Board Elections, the electoral ward boundary bylaw must be approved and will require three readings prior to approval. Bylaw 2024/01, must be completed before December 31, 2024, as per Section 76 of the <i>Education Act</i> .
Father Leonard Van Tighem School Outdoor Classroom Request	10654/1024 Cheralan O'Donnell	M/C	That the Board of Trustees completes the second reading of Bylaw 2024/01 relating to the arrangement of the electoral wards and trustee(s) to be elected to each ward; AND FURTHER, that the Board of Trustees completes the third reading of Bylaw 2024/01 prior to December 31, 2024.
	B.6		The Board reviewed Father Leonard Van Tighem School's request for approval to construct an outdoor classroom. The outdoor classroom is a school council project and understand that the cost of the project would come completely from fundraising and not the school division.

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	10655/1024 Bob Spitzig	M/C That the Board of Trustees approves the proposal by the school community of Father Leonard Van Tighem School to construct an outdoor classroom; AND FURTHER, that all funding will come from donations, grants and fundraising and that there will be no cost to the Holy Spirit Catholic School Division for this project. The Board took a brief recess at 5:00 pm. The Board reconvened to the Regular Meeting at 5:25 pm.
<u>POLICY REVIEW</u>		
Policy 8: Policy Making	C.1	The Board reviewed <i>Policy 8: Policy Making</i> , and determined that the policy needed to be rescinded due to the adoption of Policy 7: Appendix C – Policy Development and Review Committee: Terms of Reference at the September 25, 2024 Regular Board of Trustees Meeting.
	10656/1024 Tricia Doherty	M/C That the Board of Trustees rescinds <i>Policy 8: Policy Making</i>.
Policy 7: Appendix D: Parish Committees	C.2	The Board reviewed the proposed <i>Policy 7: Appendix D: Parish Committees</i> and determined that further school administration feedback regarding the proposed policy is required. It was also determined that feedback on the proposed policy from the priests is necessary.
Policy 25: Program Reviews	C.3	The Board reviewed the proposed <i>Policy 25: Program Reviews</i> and it was determined that the Board will examine this proposed policy further at a later date.
<u>ADMINISTRATIVE REPORTS</u>		
Superintendent's Report	D.1	The Board reviewed the Superintendent's October 23, 2024 Report.
	10657/1024 Linda Ellefson	M/C That the Board of Trustees receives and files the Superintendent, Deputy Superintendent, Acting Secretary Treasurer, and Directors of Learning, Support Services, Religious Education and First Nations, Métis and Inuit Reports for October 23, 2024.
Deputy Superintendent's Report	D.2	The Board received the Deputy Superintendent's October 23, 2024 Report.
Acting Secretary Treasurer's Report	D.3	The Board received the Acting Secretary Treasurer's October 23, 2024 Report.
Director of Learning Report	D.4	Carmen Larsen, Director of Learning, provided a report to the Board, apprising them of recent division activity related to Learning.
Director of Religious Education Report	D.5	Aaron Skretting, Director of Religious Education, provided a report to the Board, apprising them of recent division activity related to Religious Education.
Director of Support Services Report	D.6	Crystal Lothian, Director of Support Services, provided a report to the Board, apprising them of recent division activity related to the Support Services Department.
First Nations, Metis, and Inuit Education Report	D.7	Aaron Skretting, Director of Religious Education, provided a report to the Board, apprising them of recent division activity related to First Nations, Métis and Inuit Education.
<u>BOARD REPORTS</u>		
Board Chair's Report	E.1	The Board Chair provided a report detailing recent correspondence, planning and events, and activities.
	10658/1024 Tricia Doherty	M/C That the Board of Trustees receives and files the Board Chair, ACSTA, ASBA, GrACE, PCCELC, and Economic Development Committee Reports for October 23, 2024.

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ACSTA Report	E.2	Trustee Linda Ellefson, Board representative to the ACSTA, provided a report to the Board regarding recent business, events, and activities.
ASBA Report	E.3	Trustee Cheralan O'Donnell, Board representative to the ASBA, provided a report to the Board regarding recent business, events, and activities.
GrACE Report	E.4	Trustees Tricia Doherty and Linda Ellefson, Board representatives to the GrACE committee, provided a report to the Board regarding recent business, events, and activities.
PCCELC Report	E.5	Trustee Bob Spitzig, Board representative to the Pincher Creek Community Early Learning Centre, was unable to provide a report to the Board regarding recent business, events, and activities as he attended another meeting the same night as PCCELC.
Economic Development Report	E.6	Trustee Tricia Doherty, Board representative to Economic Development Committee, provided a report to the Board regarding recent business, events, and activities.
<u>ADVOCACY</u>		
Individual Trustee Advocacy	F.1	Each Trustee provided an update about the activities they have been engaged in to advocate for the Board and school division over the past month.
	10659/1024	M/C That the Board of Trustees receives and files individual Trustee Advocacy Reports for October 23, 2024.
School Council Advocacy	F.2	School advocacy is a forum to address key topics and to provide a bridge for information to be shared between school councils and the Board of Trustees.
<u>INFORMATION ITEMS</u>		
Administrative Procedures Update	G.1	The Board of Trustees received the following updated / revised Administrative Procedures as information: • AP 103: Communicable Diseases • AP 206: English as an Additional Language • AP 303: Attendance of Non-Alberta Students • AP 512: School Generated Funds • AP 104: Harassment • AP 127: Naming of Educational Facilities • AP 304: Out of Division Program Sponsorship • AP 513: Fundraising • AP 208: Locally Developed Courses • AP 209: School Libraries
ASBA Annual General Meeting	G.2	The Alberta School Boards Association Annual General Meeting is being held November 17-19, 2024 in Edmonton, Alberta.
ACSTA Annual General Meeting	G.3	The Alberta Catholic School Trustees Association Annual General Meeting is being held November 15-17, 2024 in Edmonton, Alberta.
Holy Spirit Retiree Mass	G.4	Holy Spirit Catholic School Division's annual Retiree Mass, hosted by the Board of Trustees, will be held Thursday, November 5, 2024 at 5:00 p.m. at St. Basil Catholic Education Centre. Following Mass light refreshments will be served.
Correspondence from the Minister of Education	G.5	The Board received correspondence from the Honourable Minister of Education, Demetrios Nicolaides, congratulating Catholic Central High School's implementation of the Trades Foundations program.
IMR and CMR Expenditure Report	G.6	Provided for Board information is the Infrastructure Maintenance and Renewal (IMR) and the Capital Maintenance and Renewal (CMR) Expenditure Report for the year ending August 31, 2024.

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Holy Spirit Stars	G.7	The Board reviewed the activities and achievements of the division's students and staff over the past month.
Enrolment Data Update	G.8	The Board received the division enrolment report for September 30, 2024.
McCain Foods	G.9	In August, McCain Foods contacted Trustee Tom Machacek asking if they would be able to connect with Holy Spirit Catholic School Division to build a working relationship with our Off Campus Coordinator.
ADJOURNMENT	10660/1024 Bob Spitzig	M/C That the Board of Trustees adjourns the Regular Board Meeting of October 23, 2024 at 7:09 p.m.
		Board Chair Secretary-Treasurer

ACTION NO: B.1

November 27, 2024

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Linda Ellefson, Chair of the Audit Committee

SUBJECT: Transfers to Capital Reserves for the 2023/2024 Fiscal Year

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND

1. Vice Chair Linda Ellefson, Chair of the Audit Committee, will provide the rationale for the transfer.
2. Acting Secretary Treasurer Amanda Lindemann will also be available to speak to this item.

RECOMMENDATIONS

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$526,965 from unrestricted surplus to Restricted Capital Reserves.

ACTION NO: B.2

November 27, 2024

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Linda Ellefson, Chair of the Audit Committee

SUBJECT: Audited Financial Statements for the 2023/2024 Fiscal Year

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND

1. The Audited Financial Statements for the fiscal year from September 1, 2023 to August 31, 2024 are now complete.
2. Acting Secretary Treasurer Amanda Lindemann will present the Audited Financial Statements.
3. Tawny Vincon and Dan Bosters, of KPMG, will also be available to provide the Audit opinion.

RECOMMENDATION

That the Board of Trustees reviews and approves the Audited Financial Statements for the fiscal year ended August 31, 2024;

AND FURTHER, authorizes that these Audited Financial Statements be submitted to Alberta Education, according to the Government of Alberta's reporting format, and posted on the division's website.

ACTION NO: B.3

November 27, 2024

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: 2023/2024 Annual Education Assurance Report

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND

1. Attached for the Board of Trustees review is a draft version of the 2023/2024 Annual Education Assurance Report.
2. Senior administrators for Holy Spirit Catholic School Division will present the 2023/2024 Annual Education Assurance Report.

RECOMMENDATION

That the Board of Trustees approves the 2023/2024 Annual Education Assurance Report, authorizing the Board Chair to make any incidental corrections, as necessary;

AND FURTHER, that the 2023/2024 Annual Education Assurance Report be submitted to Alberta Education by the November 30, 2024 deadline and posted on the division's website.



Holy Spirit

CATHOLIC SCHOOL DIVISION

**Annual Education Assurance Report
2023-24**

ANNUAL EDUCATION ASSURANCE REPORT 2023-24

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Holy Spirit Catholic School Division for the 2023/2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023/2024 was approved by the Board on November 27, 2024.

Dr. Carmen Mombourquette, Board Chair (original signed)

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

We are a Catholic Faith Community
dedicated to providing each student entrusted to our care
with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit,
in partnership with home, parish and society,
our schools foster the growth of responsible citizens
who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students
are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear;
3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming, safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for all students to discover and become the persons God created them to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



PROFILE OF THE SCHOOL AUTHORITY

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division. In 2019, the name of the school division was updated to The Holy Spirit Roman Catholic Separate School Division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale	(Ward 1)	1 trustee
Lethbridge	(Ward 2)	5 trustees
Picture Butte	(Ward 3)	1 trustee
Pincher Creek	(Ward 4)	1 trustee
Taber and Bow Island	(Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team consisting of the Deputy Superintendent, Secretary-Treasurer, Director of Learning, Director of Religious Education, Director of Support Services and Director of Finance. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5294 students from Kindergarten to Grade 12, as well as an additional 181 early learning program children and 14 international students (September 30, 2023 enrollment). As of September 30, 2023, the division employed 529 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2023/2024 was 269.56 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 249.86 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2023/2024 operating expenditures for the school division was \$68,160,632.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 55 to 939 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael's	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity E-Learning School	10 - 12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary's	6-12	Taber
St. Patrick	Early Learning–5	Taber

RESULTS ANALYSIS

The most recent Annual Education Assurance Report (AEAR) can be found [here](#). This document, based on the [Board's priorities](#), which was identified in a Strategic Planning Session held in February of 2023, is used to support and provide rationale for the goals, outcomes and strategies in this new Three Year Education Plan. During this process, the Ministry's [2022-2025 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, the Holy Spirit Catholic School Division ensured that our priority of *First Nations Métis & Inuit Education for all* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

With support from the Executive Team, the Board of Trustees engaged in a Strategic Planning Session on February 24, 2023 to determine the Board's Key Priorities. In March of 2023 stakeholders including community members were then invited to participate in an online survey that was sent out through email to all parents and staff and again via social media platforms to allow other stakeholders to become engaged in the process. The purpose of the engagement was to provide thoughts / insights and assist our organization in identifying goals that would inform our priorities.

A [complete report](#) of the data collected from this engagement was shared with the school division's stakeholders through website and social media channels. This report is also available on the division's website, which may be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans" (https://www.holyspirit.ab.ca/resources_publications/reports_plans).

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2023-2024](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2023-24 school year.

The Holy Spirit Catholic School Division also maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Board and Administration" tab, by selecting "Reports & Plans."

IMR EXPENDITURE PLAN AND CAPITAL PLAN

The [IMR Expenditure Plan](#) is linked as shown as is the division's [Capital Plan](#).

WHISTLEBLOWER PROTECTION

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division's Board of Trustees approved the implementation of [Policy 21: Public Interest Disclosure \(Whistleblower Protection\)](#) on September 25, 2013. This policy may be found on the division website (<https://www.holyspirit.ab.ca>). Under the "Board and Administration" tab, select "Policies & Procedures" and then "Policies."

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome
Strengthening our Catholic Faith 	We foster a Catholic worldview of reflection, service and sacramentality	Our staff and students demonstrate knowledge of faith and commit to faith development	We create Communities of Accompaniment in our schools and school division
	Measures		
	● Faith Plan Inventories ● Surveys following faith formation events ● OurSCHOOL Survey for student feedback ● Anecdotal/qualitative data (local narratives)		
	Report - Telling our Story		
	Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of their schools, and the Catholic culture of our school division. In 2023-2024, the division continued on in the second year of our Three Year Faith Plan, “Arise! Pilgrims of Hope.” The call for year two was to Build!, and in this year we focused on God in our minds, recognizing our vocational call as well as the role that God has played in our lives. We focused in particular on a Faith-infused curriculum and Spirituality of Communion (5 Marks of Excellent Catholic Schools) as well as the Corporal Works of Mercy. A key component of this work was the continued use of Faith Plan Inventories that were created by our Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority. ● One monthly newsletter was provided to schools, staff, and community to support their personal faith life and understanding of the faith. Each newsletter had consistent components, including information about a Saint, a Corporal Work of Mercy, a Catholic Social Teaching, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed. ● Common faith formation moments were created and delivered to all staff and students through the course of the year. ● Staff were also supported in their own discernment, reflection, and faith growth through the combined work of the Division Religious Education Committee as they offered their own school-based retreat days and formation moments. Our anecdotal and statistical results suggest that there was a deep resonance of last year’s theme and components for staff and students. ● 93.8% of staff respondents felt that the Faith Plan theme inspired and helped them grow in their own faith. ● 85.9% of staff respondents felt that the Catholic identity of their school grew last year. Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in May 2024, presented by Vallimar Jansen. ● 97.3% of staff felt that our Spiritual Development Day presentation supported their connection to the faith plan. Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education:		



- **Elementary Students**

- 95% of students either agreed or strongly agreed that their school is a Catholic community that helps them to understand the Catholic faith.
- 95% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 89% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 89% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

Additionally, some metrics measured in our Assurance reporting which can be correlated to our faith are also strong:

- **Welcoming, Caring, Respectful and Safe Learning Environments** - 88.6% of our respondents believe that we are providing this type of learning environment;
- **Parental Involvement** - 81.7% of respondents believe that our parents are involved in decisions about their children's education and schools.

While the secular world does not fully support religion and traditional faith, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has re-established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on implementation of communication strategies about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone).

As well, each year we continue to offer varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. We are strongly committed to this as we believe that having well-formed adults who are comfortable and confident in their faith results in strong witness to our students.

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith, as well as two seasonal retreats.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to in-servicing when implementing and piloting new religious education programs.

We will be entering the 2024-2025 school year with year three of our Faith Plan - Proclaim! Pilgrims of Hope, as well as continuing with our Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this plan and priority will continue to nurture a Catholic worldview of reflection, service and sacramentality, to share our Catholic worldview in all that we do, and to propose a hopeful vision for our future to our communities. As our staff, students, and community find ways to arise in their faith with one another and to build our community, we seek to ensure that we are assisting one another to become pilgrims of hope through growth in our faith and the rich experience of Catholic Education.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
Learning Through Quality Teaching 	We prepare students for career pathways	All students demonstrate growth in literacy and numeracy	Schools reflect collaborative teaching and learning environments
	Measures		
	● Focus on Literacy & Numeracy ○ Holy Spirit Common Math Assessment ○ Fountas & Pinnell Benchmark Assessments ● Alberta Education Provincial Achievement Tests (Mathematics & English Language Arts) ● Alberta Education Diploma Exams (Mathematics & English Language Arts) ● Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment ● High School Programs & Completion Rate ● Professional Learning & Collaboration Opportunities ● Alberta Education Assurance Measures ○ Education Quality ○ Welcoming, Caring Respectful & Safe Learning Environments ○ Access to Supports and Services ○ High School to Post-Secondary Transition Rates ○ Work Preparation		
	Report - Telling our Story		
	Holy Spirit Catholic School Division continues recognizing the importance of foundational skills and provides multiple opportunities for real-life learning. Allowing our teachers to go deeper into the curriculum- focusing on the essential understandings and guiding questions within the curriculum- and supporting our students in transferring their learning continues to engage them in relevant learning experiences. Using Sound Assessment Practices to Inform Great Instruction - Literacy & Numeracy Using sound assessment practices to inform great instruction as well as ongoing professional learning in Literacy and Numeracy for our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-3 completed the Early Literacy & Numeracy Assessments as part of the Learning Disruption Grant funding provided by Alberta Education. Numeracy: During the 2023-2024 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms. ● The Holy Spirit Learning Coaches supported professional learning in numeracy instruction throughout the division. ● Teachers in grades 1-5 were supported to provide interventions for students who needed additional support in numeracy. ● Learning Disruption Grant funding provided additional staffing and resources to support numeracy interventions. ● The Alberta Education Numeracy Assessment was administered to students in grades 1-3 during the 2022-2023 school year. All students were assessed at the 'beginning' (September 2023 for Grades 2-3, January for Grade 1) and students who were determined to be 'at risk'		

were re-assessed in June 2023. Ongoing interventions were provided for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need.

- o Grade 1 Number of students 'at risk' in Numeracy in January 2024: 113 End of year: 95
- o Grade 2 Number of students 'at risk' in Numeracy at the beginning of the year: 99 End of year: 67
- o Grade 3 Number of students 'at risk' in Numeracy at the beginning of the year: 90 End of year: 68

Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As 'At-Risk' (Beginning)	Avg. Number of Months Behind (Beginning)	Total Number of Students Identified As 'At-Risk' (End)	Avg. Number of Months Behind (End)	Avg. Number of Months Gained (End)
Grade 1	358	93	9.02	88	7.32	1.70
Grade 2	403	101	9.84	88	9.23	0.61
Grade 3	438	91	10.32	77	10.44	-0.12

• The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2024 to students in grades 7 & 8, with optional administration for Grade 9 students. Students in grades 1-6 did not complete the CMA due to time constraints as a result of the provincially mandated assessments, as well, the assessment has not yet been aligned to the new curriculum. The Grade 9 assessment was optional in lieu of students participating in the Grade 9 Math PAT. In comparing our Spring 2023 to our Spring 2024 administration, Grade 7 students demonstrated growth, whereas there was a slight decline in results for Grade 8 students:

- o Grade 7 students Spring 2023 Administration: 47.2% At Grade Level, Spring 2024 Administration: 55.8% At Grade Level
- o Grade 8 students Spring 2023 Administration: 54.7% At Grade Level, Spring 2024 Administration: 52.7% At Grade Level

• A committee of dedicated teachers revised the Common Math Assessment for grades 7-9 in 2022-23.

• Our Provincial Achievement Test Results in Math indicate our students' level of achievement has declined compared to the provincial averages. Our Grade 9 English students achieving the 'Acceptable Standard' is higher than the provincial average, but the number of students achieving the Standard of Excellence has declined. Our French Immersion students who achieved both the Acceptable Standard and Standard of Excellence in performed below the provincial average as well

- Grade 6 students did not write a Math PAT in 2024 due to new curriculum implementation.

		Mathematics (E)	Prov. Avg.	Mathematics (F)	Prov. Avg.
Grade 9	Acceptable Standard	56.1%	51.4%	60.0%	72.5%
	Standard of Excellence	7.8%	13.7%	16.7%	18.9%

Literacy:

During the 2023-2024 school year, focused work on literacy continued.

• The Holy Spirit Division Learning Coaches supported our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2023.

- o Results of our Fountas & Pinnell Assessments in the Fall of 2023 indicated the following (grades 3-8):

- Overall: Meeting Expectations 44.8%, Approaching Expectations 13.7%, Not Yet Meeting Expectations 41.5%
- o Comparing to our previous year's results (Fall 2021) indicated the following (grade 1-9):

- Overall: Meeting Expectations 39.7%, Approaching Expectations 15.6%, Not Yet Meeting Expectations 44.7%

- o The data indicates that students are making year-over-year gains in reading skills, but there is still a need to provide additional support for students who are struggling with foundational reading skills

• The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) was administered to students in grades 1-3 during the 2023-2024 school year. All students were assessed at the 'beginning' (September 2023 for Grades 2-3, January for Grade 1) and students who



were determined to be 'at risk' were re-assessed in June 2024. Interventions were provided for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need. Our beginning & year-end results indicate our intensive efforts towards intervention to support our students struggling with foundational literacy skills had a significant positive impact.

- o Grade 1 Number of students 'at risk' in Literacy at the beginning of the year: 131 End of year: 101
- o Grade 2 Number of students 'at risk' in Literacy at the beginning of the year: 130 End of year: 82
- o Grade 3 Number of students 'at risk' in Literacy at the beginning of the year: 109 End of year: 72

Literacy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As 'At-Risk' (Beginning)	Total Number of Students Identified As 'At-Risk' (End)	Avg. Number of Months Behind (Beginning)	Avg. Number of Months Behind (End)	Avg. Number of Months Gained (End)
Grade 1	358	93	84	5.36	7.28	-1.92
Grade 2	394	108	89	8.43	16.64	-8.21
Grade 3	438	112	97	13.94	15.97	-2.03

- Our Learning Coaches worked in all elementary and several junior high schools modeling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.
- Learning Coaches delivered numerous professional learning sessions at many of our schools, promoting a comprehensive literacy approach.
- Through professional learning and opportunities for collaboration, teachers met their students where they were at and focused on growth, no matter the starting point.
- We continue to see exponential growth and complexity of learning needs in the number of students for whom English is an Additional Language. Through the use of benchmark assessments for English Language Learners, our EAL Lead Teacher supported teachers in the completion of EAL benchmarking 2.0, the interpretation of results, and the development of strategies to support students.
- Our Provincial Achievement Test Standard of Excellence results are a testament to the focus all of our teachers place on the foundational skills in literacy. The percentage of Holy Spirit students achieving 'Standard of Excellence' are higher than the provincial percentages in both languages. The percentage of Grade 6 students achieving 'Acceptable Standard' in FLA is up from last year (+5.3%). The percentage of students achieving 'Acceptable Standard' in both grades' English exams shows a slight decrease from the 2023 results.

		English Language Arts	Provincial Avg.	French Language Arts	Provincial Avg.
Grade 6	Acceptable Standard	n/a		93.9%	69.9%
	Standard of Excellence	n/a		15.2%	9.3%
Grade 9	Acceptable Standard	81.2%	69.5%	83.3%	76.6%
	Standard of Excellence	7.1%	11.8%	3.3%	10.6%

High Schools:

- Students continue to be engaged in their learning and succeed in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and 'High' in the 5-year High School Completion Rate.
 - o 3-year High School Completion Rate of 92.3% continues to outmatch the provincial average of 80.4%, marking an increase from last year (+1.9%)
 - o 5-year High School Completion Rate of 94.1% exceeding the provincial average of 88.1%, increasing by 3.8% from 2023





- Participation rate in the Diploma Exams for the 2023-2024 school year were above provincial averages for all -1 courses (except for Science 30), further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.
 - 92.0% of our students wrote one or more English Diploma Exams
 - 67.2% of our students wrote one or more Mathematics Diploma Exams
- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College, Lethbridge College and the University of Lethbridge.
 - During 2023-2024, 29 students completed a total of 31 courses through the Dual Credit program
- Continued to expand student course choice through acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, and Work Experience).
- Construction was completed on our 'Trades Hub' dual credit project at Catholic Central High School (West Campus) as a result of our Dual Credit Enhancement Grant received in July 2022.

Professional Development in Holy Spirit Catholic Schools

- Professional learning for 2023-2024 continued to focus on inter-school collaboration opportunities, with an introduction of a renewed focus on high-quality assessment practices.
- School-based teams joined on common PD days to collaborate with resources, learn with guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March).
 - October 24, 2024 featured keynote speaker, Damian Cooper, Canadian assessment expert, providing two sessions of learning (one for elementary & one for secondary) on triangulation and collection of evidence on assessment for learning
 - March 11, 2024 featured Dr. Marian Small, presenting on high-yield instructional strategies in numeracy. Dr. Small presented to all elementary teachers in the morning and in the afternoon presented to all junior & senior high math teachers.
 - During both Collaboration Days, teachers also established self-selected collaborative working groups and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted multiple times throughout the year in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long-range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into assessment to help develop a three-year assessment plan.
- A Resource Selection Committee was established, consisting of Division II teachers from across the district, to select resources to support new curriculum implementation in English Language Arts & Literature in grades 4-6
- Elementary teachers were offered release time (in the form of substitute teacher coverage) to engage in collaborative planning or professional learning to support new curriculum implementation. 104 teachers accessed this release time during the 2023-24 school year.
- Junior High teachers interested in outcomes-based assessment formed a sub-committee and agreed to pilot OBA in some form for 2024-25.

Alberta Education Assurance Measures Data

- Education Quality - with 90.6% of our community feeling confident that we are offering quality educational programming in our schools, we are above the provincial standard of 87.6%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 88.6% in Holy Spirit compared to 84.0% provincially.
- Access to Supports and Services - Our community understands that our students have great access to supports and services within our division as well as those offered by our partnering agencies - 80.3% in Holy Spirit compared to 79.9% provincially.
- High School to Post-Secondary Transition Rates: Holy Spirit continues to outmatch the provincial average in this area, providing data that we are continuing to support students in pursuing post-secondary education in order to prepare for career pathways.
 - 4-Yr Transition: 52.4% compared to 41.1% provincially
 - 6-Yr Transition: 68.5% compared to 60.1% provincially
- Work Preparation - with 86.1% of parents and teachers agreeing that students are taught the attitudes and behaviours that will make them successful at work when they finish school, compared to the provincial average of 82.8%.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
<i>Living Truth and Reconciliation</i> 	Our First Nations, Métis, and Inuit students will continue to see increasing success rates	We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past	We will deepen our understanding of our collective responsibilities as Treaty People
	Measures		
	• OurSCHOOL Survey • Anecdotal/qualitative data (local narratives)		
	Report - Telling our Story		
	We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth. AEAM Analysis • Our three-year high school completion rate increased this year from 73.6% to 73.9% (15.3% higher than the Alberta average) • Our five-year high school completion rate increased this year from 68.7% to 80.5% (11.1% higher than the Alberta average) • We did experience a decline in our previously excellent six-year transition rate to numbers that more closely parallel the provincial averages (41.4%, down from 41.9%, 4.6% higher than the Alberta average) • Our Rutherford scholarship eligibility rate decreased, from 68.9% to 43.2%, in line with the provincial average, after a couple of strong years previously. • We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. AEAM Provincial Testing Measures We appreciate the return of data from provincial testing programmes. While we do not presently have trend data, we can explore the following single year statistics. <u>Provincial Achievement Tests</u> In general, our grade 6 data is at or slightly below provincial averages. In general, our grade 9 data is at or higher than provincial averages. <u>Diploma Exams</u> Our overall acceptable standard on Diploma Exams was 72.4% (4.5% lower than provincial average), while our overall standard of excellence was 12.2% (0.4% higher than provincial average). Our exam participation rates continue to be quite strong: • 1+ exams 76.8% (12.5% higher than provincial average) • 2+ exams 68.0% (9% higher than provincial average) • 3+ exams 41.4% (8.2% higher than provincial average) • 4+ exams 20.7% (2.8% lower than provincial average)		



We also saw increases over last year in both of our aggregate measures, with our acceptable standard increasing by 4.5% over last year and our standard of excellence increasing by 1.1% over last year.

With focused supports being offered at the junior high and high school levels to encourage the academic achievement of our First Nations, Métis, and Inuit students, along with the work our division is doing in the area of universal supports for literacy and numeracy, we anticipate that we will see consistent maintenance and/or growth in these areas. One of our major commitments to supporting our First Nations, Métis, and Inuit students is through four Graduation Coach programs, one at the high school level, the second at the junior high level, one with a grade K-9 configuration, and a fourth in a rural K-12 school. About 55% of our First Nations, Métis, and Inuit students attend those schools. With our divisional access to Jordan's Principle, we have been able this year to return to full time allocations for these positions. One interesting current trend relates to the comparison of our First Nations, Métis, and Inuit students in comparison to our overall Holy Spirit AEAM results - in 4 and 5-year completion rates, 4 and 6-year transition rates, and Drop Out rate, we are closing the gap between our indigenous subgroup and the overall population since 2021.

We have not been able to collect consistent data since March of 2020 to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students. As we continue a return to more 'normal' operations we will be engaging in conversations around what data is most appropriate to collect, and to what end/response we are collecting this data. Many schools are using the Collaborative Response Model as a framework to guide interventions with the support of the Senior Administrative Leadership Team. Work will continue with these interventions and alignment to Collaborative Response in the 2024-2025 school year, both from the standpoint of broad learning disruption grant funding as well as the focused lens of First Nations, Métis, and Inuit subgroups inside the total student population.

While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, as noted above, we are also broadening our focus to Living Truth and Reconciliation.

A key part of working in this area is engaging in practices to facilitate reconciliation within the school/community context. As we seek to understand reconciliation as part of our way of being, we know that we have to be humble, listen deeply, earn trust, and seek to do our work in a good way. Throughout last year, schools renewed and fostered their relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. We took the same approach divisionally in our offerings.

- We continue to highlight people, resources, and stories each month in our monthly newsletter to support staff development.
- We carried that on into our support of reconciliation materials and activities provided to our schools in September, as well as our divisional events throughout the year and other days of significance (e.g. Rock Your Mocs). Each school accessed monies set aside to support staff development and learning in this area, with many schools electing to use their resources to engage in story or land-based learning with Elders.
- At each of our student transition gatherings, we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs. We had a number of our students associated with this program visit Red Crow College to tour the campus and be exposed to potential opportunities that they may seek for their post-secondary programming. Further, we had a number of schools create and deliver school-specific gatherings for their communities in this vein.
- We continued to host and support school powwows and feather blessings in the same vein. We continue to see Blackfoot namings for students, schools and staff.
- We were blessed to be able to reorient and offer our year end divisional family gathering (litowaahkomstii'oppi - Where we all gather to play games) in June 2024, which was well attended and received by our community.
- We continued to nurture our community partnerships in 2023-2024



- o We continued our partnership with the Changing Horses Organization to offer language nights at our schools under a Canadian Heritage grant that they received. These family gatherings were supported greatly at the school by the staff there, and focused on language learning with Elders. The culminating resource, Niitsipowahsin at Home: A Blackfoot Language Learning Guide for Families, was made available in print and digital form to our students and staff last year, and continues to be developed in this partnership.
- o Our educational documentary, A Day in the Life of a Blood Bus Driver, was shared with all staff over the course of the school year.
- o Our Coordinator of First Nations, Métis, and Inuit education sits on our local Reconciliation Lethbridge Advisory Committee as well as the Southern Alberta Professional Development Consortium FNMI Advisory Committee.
- o We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
- o We submitted and received approval for a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
- o We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Facilitator, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.
- o We established a mutually beneficial relationship with the University of Lethbridge EleV program, which seeks to build educational and employment pathways for Blackfoot youth.

A second facet of this priority is in enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiksi website (found here: <https://sites.google.com/view/mioohpokoiksi/home>) which situates language in story to the benefit of all learners. We continue to add to this website through our partnerships. We further developed a menu of First Nations, Métis, and Inuit supports that are available to staff and schools for professional learning, including click-and-go resources for teachers that are easy to access to embed First Nations, Métis, and Inuit ways of knowing, being and doing. We also expanded and refined our First Nations, Métis, and Inuit literature kits in alignment to the new curriculum outcomes; we now have over 30 of these kits available for teacher use. Additionally, we continue to have frequent professional learning opportunities offered to staff. We delivered learning opportunities with the documentary Braves Wear Braids for all staff, including a conversation with the director, as well as a book study of Braiding Sweetgrass and the Valley of the Birdtail, which led to ongoing collaboration with the authors of the latter. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded.

These offerings included:

- Math
- STEM
- Art & Wellness
- Métis land-based learning
- Indigenous Spirituality and Catholicism
- Blackfoot land-based learning
- Blood Bus Ride-along/Reserve Visit experience

We are seeking to expand these offerings next year to include ribbon skirts, science and earth systems (land-based/outdoor learning), winter count, and accessing local programming at the Galt Museum.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement; Governance

Priority	Outcome	Outcome	Outcome
<i>Belonging in our Diverse Community</i> 	We will assist students in navigating various pathways of support	We provide programming and support for student and staff well-being	We celebrate and respect all cultures and ethnicities in our schools
	Measures		
	● Alberta Education Assurance Measures ○ Welcoming, Caring, Respectful and Safe Learning Environment ○ Access to Supports and Services ● OurSCHOOL Survey ● A number of research-based programs delivered by the Mental Health Capacity Building team ● Quarterly review of metrics, indicators and data collection of Family First Facilitator Program ● Anecdotal/ Qualitative data from Mental Health in School Pilot Project ● Trend data and analysis from Family School Liaison Counsellors ● Anecdotal/qualitative data (local narratives) ● Professional Learning and Collaboration Opportunities		
	Report - Telling our Story		
	The Holy Spirit Catholic School Division consistently delivers a diverse array of programs and resource-sharing initiatives tailored to meet the needs of our varied student population. Recent assessments highlight the effectiveness of our schools in establishing a secure, compassionate, and supportive learning environment. In the Fall 2024 Alberta Education Assurance Measures, our schools achieved a notable score of 88.6% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment". This score, while slightly lower than previous year's results, continues to surpass the current provincial average of 84.0% by 4.6%. Furthermore, our performance in the "Access to Supports" category remains strong with an 80.3% result and despite the slight decline from our previous year results, we continue to remain 0.4% above the provincial average of 79.9%. The shift in results is in line with the decline witnessed in trends across the province. Throughout the past school year, various initiatives were implemented to prioritize the safety and well-being of our schools. Notably, we continue to actively engage in the Southwest Collaborative Support Services subcommittee, recognizing its pivotal role in fostering collaborative, cross-jurisdictional opportunities. This involvement is crucial for addressing the distinct needs of our division, especially considering that pooling resources is essential for smaller divisions in Southern Alberta. By doing so, we aim to effectively tackle the intricate, complex and therapeutic educational requirements of our students. The Mental Health Capacity Building (MHCB) team successfully provided universal programming to promote and prevent mental health issues. Operating across our geographically extensive division, the team ensured that all schools received universal support. The deliverable programming data encompasses: ● 31 events and activities ● 180 skill-building programs ● 1,269 skill-building sessions ● 23 presentations with 8,412 attendees		



In addition to student-focused initiatives, the team worked on capacity building with staff to enhance their ability to deliver programming, resulting in:

- 256 sessions delivered
- Impact on 16 schools, 6 communities, and 5,425 students

Even during the summer, the MHCB team continued its efforts, organizing:

- 43 skill-building programs and events
- Reaching 7,010 attendees across 6 communities

The Mental Health in Schools Pilot Project (MHSP) is an initiative, made possible through collaborative efforts with mental health support and services providers (*AHS School Health and Wellness Promotion Team, AHS Addictions and Mental Health, AHS Indigenous Wellness Core - Aboriginal Addiction and Mental Health, AHS Mental Health Literacy Program, Southwest Collaborative Support Services, and True Balance Counselling*), aimed at providing comprehensive support. An Indigenous Student Wellness Access Guide and Student Wellness Access Guide facilitate a collaborative approach between schools and communities, specifically focusing on Tier 2 Targeted and Tier 3 Individualized supports beyond the school setting. Their role involves assisting students in accessing appropriate supports and building awareness of available resources to foster resiliency and efficacy.

- While there are various components of the grant, a priority area beginning March 2023 in response to qualitative and quantitative data was the creation of a Resources Hub. The Mental Health Resource Hub captures Tier 2 and 3 pathways to, through, and from support in the Southwest region. This dynamic resource continues to be updated annually to reflect changes in community support and services, offering accessibility to Catholic and Public School partners in the South Zone. Developed collaboratively with grant partners, the Resource Hub has been designed to reflect the unique characteristics of each community within the division.
- Providing a bridge between school and home, Seven Parent Learning sessions focused on supporting mental health and well-being provided families with valuable tools and knowledge to promote positive mental health at home. Participants explored practical strategies for fostering resilience, managing stress, and recognizing the signs of mental health challenges in children. Led by experts, these sessions emphasized the importance of open communication and offered guidance on accessing local resources. Parents left equipped with actionable insights and a deeper understanding of how to create supportive environments that nurture their children's mental wellness.
- In hopes of increasing awareness and reducing stigma, several Mental Health Campaigns were designed to be delivered and shared through divisional events (Back to School Barbeques, themed school week, parent teacher interviews, exam breaks) that focus on various aspects related to a key Mental Health Theme. A one-pager insert was crafted for distribution to schools and families that highlight tips, tricks, strategies and links to Tier 2 support resources.
- Universal Programming that incorporates and develops a multi-cultural component which reflects the many diverse ways to engage in Mental Health and Wellness through the Arts. This multi-cultural component included unique approaches customized to the needs of respective students' cultures. This may include cultural ways of knowing, being and doing as expressed through dance, play, music, art and movement; with an emphasis on Indigenous traditions of healing given our proximity to traditional territories of the Blackfoot nations, and the people of the Treaty 7 regions in Southern Alberta. Over the course of the last year the following programs and Artist in Residencies were made available to our divisional schools:
 - Young Drums Programming
 - Leather work with Theron Black
 - Beading Projects
 - All my Relations Programming
 - Clay Art with Julie Clark
 - Partnership Programming with CASA Arts, Family Center, Family Ties
 - Sacred Sites Installations (traveling exhibition of traditional Niitsitapi) created by Dr. Mike Bruised Head/curated by the GALT Museum.
 - Ukrainian Doll Making connection to traditional ways of knowing
 - Cardio Drumming (Fitness connected to various cultural sounds)

- Mexican Fiesta (Dance and Food) connection to traditional ways of being and doing
- African Drumming connection to traditional ways of doing
- Indian Storytelling connection to traditional ways of knowing
- Fit for Life Programming
- Lacrosse Programming connection to traditional ways of being

The Integrated School Support Program (ISSP) supported by the Calgary Youth Foundation has been instrumental in providing St. Paul School with universal and wrap-around services that supports the needs of the marginalized school community. Through ISSP, we have been able to hire a full time Psychologist who works with the school team to help improve the social, emotional and physical well-being of children. Students at St. Paul benefited from access to a full-time mental health professional, nutrition program, targeted physical education programming, and after-school programming. The ISSP is a grant funded pilot project that does include an evaluation framework and data collection process in collaboration with the University of Calgary to measure the impact of having a Mental Health Professional embedded in the school. We are looking forward to the collated multi-year findings and recommendations that will be made within the 2025 school year.

Through the Low Incidence Support Services (LISS) targeted funding as of March 2024 we have been able to:

- Identify and purchase several pieces of equipment through the South West Collaborative Services for our students. The specialized equipment will support our BVI and d/DHH students. The equipment and resources that have been purchased will provide greater access to learning, reduce barriers to learning and support ISP and specialist's recommendations to support student learning. The specialized equipment includes EVAC Chair, Mobile Change Table, Sensory and Tactile Items, Braille paper and materials, Privacy Screen, Exercise mats, stepping stones, balance beam, plyometric jump box, as well as headphones to date. Data collection will be included in the final report with an itemized list of all equipment and resources that have been purchased.
- Coordinate with Zone 6 partners and South West Collaborative Support Services to deliver an expanded Core Curriculum through Outings in various community facilities. This collaboration will allow our BVI and d/ DHH students to find community in one another, build relationships, and learn/develop key skills in a variety of settings. Additionally, the outings will facilitate the nine areas of the core curriculum with a focus on orientation, mobility skills, social skills, independent living skills, and recreation/leisure skills.
- Provide Professional Learning opportunities (training/ workshops) specific to learning to read and write Braille, American Sign Language and supporting complex communication needs in the classroom.
- Increase access through purchased services to Low Incidence Specialist through the hiring of 0.2 d/DHH specialist (Dec 2023 - June 2024) and a 1.0 FTE teacher assistant (Jan 2023 - June 2024) for the visually impaired through South West Collaborative Support Services. Additionally, there has been an increase of 4.0 educational assistant hours to support the development of student specific resources for a complex BVI student within Holy Spirit School Division. The additional time will allow identified students greater access and support to provide training to increase staff and family's capacity in supporting the student.
- Collaborate with School/ Divisional teams as well as ZONE 6 partners to identify and determine supports that can be coordinated to greater support students. We have come together several times to determine Professional Learning opportunities and areas of need (equipment/resources) based on experience and specialist input to create a comprehensive list of supports focused on the LISS grant funding application.

The Family School Liaison Counselling (FSLC) Program creates a valuable link between home, school and other agencies as required. We currently have 7.8fte Family School Liaison counsellors serving our 16 divisional schools with 0.5fte in Pincher Creek supported by FCSS grant funding. The program provides services directly to the child and family at their home, the school or a mutually agreed upon community site. These services are free and available to any family with students attending the Holy Spirit Catholic School Division.

Program services are being divided into four categories:

1. Counselling: The primary role of the Family School Liaison Counsellor is to provide individual or small group counselling sessions with children.
2. Prevention/Educational Programming: Supporting safe and caring school initiatives. Facilitating presentations/workshops on identified areas of need for students, families and school personnel. These may include supporting Safe & Caring Schools initiatives & faculty presentations within the community.



3. Community Liaison: Family School Liaison Counsellors provide liaison with community agencies and links between school personnel and appropriate community agencies' personnel.
4. Crisis Intervention: Risk / Threat assessment and post-crisis intervention.

On a monthly basis the Coordinator of Counselling and Wellness facilitates a Wellness Team Huddle comprised of the following 22 members representing: Family School Liaison Counsellors, Family First Facilitators, Family Enhancement Facilitators, Mental Health Capacity Building, Indigenous Student Wellness Access Guide, Student Wellness Access Guide, and the Integrated School Support Program Mental Health Professionals, meet for their Huddle.

This layered approach Huddle structure allows for:

- Staff Meeting – whereby all members attend to connect and share priority information with one another regarding the upcoming month. As well, relationships are valued and need to be strengthened by face-to-face interaction.
- Case Consultation- geared for Family School Liaison Counsellors, Family Enhancement Facilitator, Integrated School Support Program Mental Health Professionals, along with representation from Children and Family Services consults high risk children and youth files. Informed decisions and meaningful connections guide next steps in the most complex and vulnerable children and youth.
- Community of Practice- aimed to support the professional practice of Family School Liaison Counsellors and the Integrated School Support Program Mental Health Professionals. Topics identified as areas of concern, further professional development and sharing of professional development, access to resources, professional community partner presentations/trainings are implemented. Recently, a collective community of care strategy has been embraced in order to actively uplift and support each other. The emotional impact of the work these members engage in on a daily basis needs to be recognized.



Holy Spirit Catholic School Division operates the Family First Facilitator (FFF) program in division schools using the Pyramid of Intervention model. This model takes a preventive/early intervention approach to enable children, youth and families to acquire the skills and knowledge required to build on their strengths, address challenges, cope with adversity and increase their capacity to care for themselves and others. By building universal supports that proactively provide families access to support systems, knowledge of child development, trusting relationships and problem-solving skills, families are more likely to be healthy and thrive. The FFF's currently support two of our divisional schools: Ecole St. Mary and Children of St. Martha with the following program data reflecting January- December 2023, January-June 2024:

1 Family First Facilitator (4 days per week) Ecole St. Mary

1 Family First Facilitator (5 days per week) Children of St. Martha

- Unique Participants Served (parents and students) - 500
- Active Families - 239
- Meaningful Interactions with Family First Facilitators - 4284
- Home Visits - 121
- Community Referrals - 255
- In School Student Programs - 31
- Students Participating in Student Programs - 1252
- Parent Programs - 21
- Parents Participating in Parent Programs - 153

Our Intervention Support Team which is composed of two 1.0 FTE teachers, supports the learning community in building capacity for understanding student needs through collaboration and implementation of interventions. Our IST works within our divisional schools to support school staff by:

- building understanding of root causes of student behavior
- recommending universal, targeted, and individualized strategies and resources (visuals, WISE plans, safety plans, environmental scans, etc.)
- suggesting learning environment structures to optimize student success
- supporting and modeling social skills instruction
- collecting and using data to make decisions and measure effectiveness
- building capacity with challenging behaviors in a classroom



- planning as part of the collaborative team
- attending, collaborating, and supporting learning teams during the VTRA process.
- supporting SIVA Philosophy and practice in schools.
- coordinating the sharing of resources from the lending library.
- collaborating and supporting implementation of evidence based social emotional learning programs.
- providing site based professional development related to emerging research and best practices around intervention support.

The IST currently support all 16 divisional schools and the following program 2023-24 data reflects the scope of their work with school teams:

Total IST Referrals for the 2023-2024 school year: 177

- Assessment Referrals - 63 (*Average of 4 hrs/report plus time to assess*)
- Student Specific Referrals which included Observations, BSPs, Safety Plans, etc. - 88 (*Average 4 hrs/observation, 3-5 hours per plan*)
- General Referrals - 26 (*Average 30 min per meeting with teachers and/or admin, and 1 hour per parent meeting or professional collaboration - OT, SLP, etc.*)

Other Important Information:

- IST Completed Strategy sheets - 79 strategy sheets
- PD Sessions given by IST - 15 sessions
- Maintenance and upkeep of IST Lending Library

During the 2023-2024 school year, the staffing levels of the Intervention Support Team (IST) were reduced from 4.0 FTE to 2.0 FTE, reflecting the reduction of a Behavioural Support Coach Educational Assistant (EA) and a Family Engagement Facilitator (FEF) in September 2023. As a result of this reduction, the IST was unable to deliver the same breadth and depth of services previously offered. The following supports and services were impacted:

- Regular, direct engagement with individual students or small groups.
- Ongoing, consistent check-ins and monitoring of students after implementing plans or recommendations, requiring re-referrals for continued support.
- Informal and on-demand support requested by staff.
- Regular mentoring and check-ins with support staff.

This reduction in staffing appears to be directly linked to a decline in AEAM Survey results under the "Accessing Support and Services" category, specifically in specialized support and assessment services for students. The decreased capacity has limited the IST's ability to provide the comprehensive level of service seen in previous years.

During the 2023-2024 school year, Holy Spirit Schools reported 1,402 English as an Additional Language (EAL) learners, representing 25.2% of the total student population of 5,570 students as of May 7, 2024. These students were categorized as follows:

- Canadian Born (Code 303): 659 students
- Foreign Born (Code 301): 734 students
- Refugee Status (Code 640): 99 students from various countries worldwide
- Ukraine Evacuees (Code 600): 52 students

To support the targeted needs of English as an Additional Language (EAL) learners, the department was staffed with a total of 2.0 FTE certificated personnel, including a full-time EAL Coordinator and an EAL Teacher who split their time between Catholic Central High School and St. Francis Junior High—schools with the highest EAL populations. Additionally, the department employed the equivalent of 5.25 FTE EAL Educational Assistants, distributed across 13 schools. This included four 28-hour assistants, one 14-hour assistant, one 15-hour assistant, two 4-hour assistants, and one 2-hour assistant, ensuring targeted support for students across the division.



In addition to targeted programming, the EAL Coordinator conducted 165 family intakes for students new to Canada within the last six months. Each intake typically required two hours but could take longer depending on case complexity and interpreter needs. These intakes produced detailed reports shared with schools to inform programming decisions and foster stronger family-school partnerships. Beyond data collection, the intake process provided families with essential school information and procedures, contributing to a sense of community and helping parents/guardians feel informed and engaged in their children's education.

In alignment with Alberta Education's requirements, all students eligible for EAL funding within their first five years were benchmarked twice during the school year. To support this process, the EAL Coordinator provided resources and guidance for approximately 1,000 benchmarks, including:

- Access to the Benchmarks 2.0 document
- Student lists organized by homeroom
- Instructions for data entry into Dossier
- Reading assessment forms

Holy Spirit Schools collaborates closely with Lethbridge Family Services – Immigrant Services to support English as an Additional Language (EAL) learners. Through this partnership, the division works with Youth Settlement Practitioners to facilitate smooth transitions for students into their new learning environments. Interpretive services play a critical role in understanding students' familial and educational backgrounds, enabling the division to provide more tailored and effective support.

Maintaining robust partnerships with organizations such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link, Child and Family Services, Chinook Sexual Assault Center, Key Connections, Building Better Brains, Family Ties, Children's Allied Health, and Disability Services enables us to provide comprehensive support that surrounds our students and families.

Our partnerships with University of Lethbridge Registered Nursing Program and Addictions and Mental Health Counselling Programs Practicum play a pivotal role in fostering a safe and caring environment within our organization. These collaborations represent a commitment to excellence in healthcare and mental health services, as practicum students bring fresh perspectives, cutting-edge knowledge, and a passion for learning to our team. By integrating these budding professionals into our learning space, we not only contribute to their educational journey but also benefit from their energy and dedication. Their presence enhances our ability to provide compassionate care, as they actively participate in creating a supportive atmosphere that prioritizes the well-being of our learning community. These partnerships are a testament to our belief in the importance of education, collaboration, and community engagement in cultivating a safe and nurturing environment for both our staff and students.

Throughout the past year, our steadfast commitment to professional development in the realm of Support Services has remained unwavering. We successfully provided divisional opportunities for staff in the following areas:

- Violence, Threat, Risk, Assessment (VTRA),
- Supporting Individuals through Valued Attachments (SIVA),
- Standard First Aid
- Trauma Informed Practices through partnership with Alberta Health Services
- Mental Health Literacy Training, utilizing a mix of online and in-person formats.
- Collaborative Response Training and Workshops through Jigsaw Learning
- Hannen Training which offers flexible, evidence-based frameworks for nurturing the social, language, and early literacy skills of preschool children through responsive interaction strategies and enriched learning environments.
- Wellness, Resilience and Partnership (WRaP 2.0) Project: The WRaP 2.0 FASD Coaching Partnership Project provided by Kaitlyn Rebmann, FASD Instructional Coach for Southern Alberta. This session provided Inclusive Education Liaisons universal information on accessing support to meet the education needs of Early Childhood to grade 12 students with FASD.
- Community Social Development (CSD) Professional Development: The City of Lethbridge provided an excellent opportunity for CSD-funded providers to attend a professional development training session led by Dr. Cheryl Currie. This full-day training focused on the latest research completed in Lethbridge concerning recovery and research/reporting methodologies.



Additionally, two Divisional Collaborative Days in October and March continue to have dedicated learning opportunities focused on mental health and wellness, encouraging collaboration among schools to share best practices in this crucial area. Our dedication to building divisional capacity went beyond traditional training, including ASEBP Lunch and Learn sessions for staff wellness, Monthly Wellness huddles and insights from keynote speakers. As a division, we actively participated in community events supporting marginalized populations, such as Santa's Anonymous, Drive Away Hunger, Ready Set Go, Roots of Empathy, and MHCB Summer programming. We also participated in community events that provided an opportunity to connect with the larger parent community to provide support around Universal Programming.

Community Events

- National Child Day
- MHSP Parent Evenings
- Digital Parent Evening
- Ordinary Heroes is a six-week initiative designed to increase youth resilience by engaging adults in building protective factors. Resilience, crucial for overcoming challenges, was the focus, with the facilitators aiming to help students identify and appreciate the caring adults positively influencing their lives.
- Aisoksistawataiya Powwow: The Holy Spirit School Catholic Division, represented by our ISWAG team, participated in the Powwow by sharing a community booth showcasing their work, with a focus on connecting students and families to various approaches to mental health and wellness. They highlighted the wonderful ways in which Indigenous ways of knowing, being, and doing have been incorporated into our continuum of support for students.

Consolidating mental health and wellness information into a divisional publication to increase viewership and engagement. The Support Services team curates articles, resources, and links related to personal Mental Health and Wellness. The aim is to provide valuable information to support staff in both their professional and personal lives linking services and topics aligned with the Dimensions of Wellness.

Our School Survey Data

- OurSCHOOL Survey data indicate varying degrees of wellness amongst our students. Some indicator results that help to inform program and services include:

Junior/Senior High School Students

- The data indicates that 64% of students in our district feel accepted and valued by their peers and others at school, which is a slight improvement from the previous year's results and above the Canadian norm of 62% for these grades. Breaking it down further, 59% of girls and 71% of boys in our district reported a high sense of belonging, with Canadian norms for girls at 57% and boys at 67%.
- Moving on to students' relationships with friends at school, 79% of students in the Holy Spirit School Catholic Division reported positive relationships, which surpasses the Canadian norm of 75% for these grades, with 80% of girls and 79% of boys in our district reporting positive relationships. The Canadian norms for girls and boys are 77% and 74%, respectively.
- Regarding the belief in the personal and economic benefits of education, 74% of students in our district value district outcomes, well above the Canadian norm of 64% for these grades. Additionally, 78% of girls and 72% of boys in our district value school outcomes, with Canadian norms for girls and boys at 68% and 60%, respectively.
- Lastly, in terms of positive behavior at school, indicators have remained consistent with last year's results, with 97% of students in this district exhibiting positive behavior, exceeding the Canadian norm of 95% for these grades. Further breakdown shows that 99% of girls and 96% of boys in our district display positive behavior, outperforming the Canadian norms for girls 97% and boys 90%.
- Students in our division have demonstrated a strong understanding of both their own cultural beliefs, values, attitudes, and behaviors, as well as those of other cultures. Recent data highlights that 63% of our students reported an awareness of their own culture, surpassing the Canadian norm of 53% by 10%. Additionally, 76% of students expressed an awareness of other cultures, with further analysis revealing that 79% of girls and 74% of boys demonstrated this awareness comparable to Canadian norms of 81% and 70%, respectively. These results reflect the success of our division's ongoing efforts to promote cultural understanding and inclusivity among students.

Elementary Students

- In the Holy Spirit School Catholic Division, a significant aspect of students' experiences revolves around their sense of acceptance and value from peers and others. The data reveals that 68% of students in this division reported a high sense of belonging, which is slightly



below the Canadian norm of 72% for these grades. Further breakdown indicates that 65% of girls and 72% of boys in this division feel a strong sense of belonging, with Canadian norms at 70% for girls and 75% for boys. Notably, this indicator has experienced a modest 2% decrease from previous years' results and falls below the established Canadian norms.

- Another crucial dimension is the presence of trusting friendships that encourage positive choices among students. In this division, 80% of students reported positive relationships, which aligns with the Canadian norm of 80% for these grades. A detailed analysis reveals that 82% of girls and 80% of boys in this division enjoy positive relationships, contrasting with Canadian norms of 83% for girls and 78% for boys. The divisional results as a whole fall in line with Canadian norms, there is a marginal improvement of 2% from previous years' results for boys and the gap between our divisional result and Canadian Norms continues to be narrowed showing a slight improvement overall.
- Furthermore, the survey explored students' beliefs regarding the personal and economic benefits of education and its impact on their future. In this division, 89% of students expressed a value for district outcomes, though this falls below the Canadian norm of 91% for these grades. Specifically, 93% of girls and 87% of boys in this division acknowledged the importance of school outcomes, as compared to Canadian norms of 93% for girls and 88% for boys. While slightly below Canadian norms, this is an area that has shown a slight improvement overall narrowing the gap between district results and Canadian norms.
- The assessment of positive behavior at school, focusing on students avoiding disruptive or inappropriate behavior, indicates that 88% of students in this division exhibited positive behavior. While this represents a slight decrease from the previous year's results, it falls slightly below the Canadian norm of 90% for these grades. A closer look reveals that 92% of girls and 84% of boys in this division demonstrated positive behavior, compared to Canadian norms of 95% for girls and 86% for boys.
- Lastly, students in our division have demonstrated a strong understanding of the beliefs, values, attitudes, and behaviors of individuals from other cultures. Recent data reveals that 85% of students report an awareness of other cultures, with a detailed analysis showing 86% of girls and 85% of boys sharing this awareness. As this marks the first year of our divisional priority in this area, these results are a remarkable achievement. They highlight the positive impact of targeted programming provided through the MHSPP as well as our English as an Additional Language programming and support.

Alberta Education Assurance Measure Data

- Welcoming, Caring, Respectful, Safe and Caring Learning Environments - Our students, families and teachers recognize and value the faith filled environment that Holy Spirit Schools provide which is reflected in the divisional results of 88.6% compared to 84% provincially.
- Access to Support and Services - The division results of 80.3% are 0.4% higher than the provincial results of 79.9% within this specific area. When looking at the disaggregated results, there was a large number of "Don't Know" responses within the subgroups resulting in results that may not accurately reflect what is possible and/ or available within divisional schools.

Considering the results from both junior/senior and elementary students regarding mental health, wellness and belonging, several programming considerations will be explored in the upcoming 2024/25 school year to enhance these aspects for students including:

1. **Fostering a Stronger Sense of Belonging:** Enhance peer acceptance and inclusion through mentorship programs, social-emotional learning (SEL), and collaborative activities. Prioritize initiatives to close the belonging gap, especially for elementary and junior high girls, and promote inclusive opportunities during classroom and recreational activities (Communi-tea at Junior/ Senior High School, Relationship Universal programming at the Elementary level).
2. **Strengthening Relationships and Positive Behavior:** Expand initiatives that support healthy friendships and recognize positive behavior across all grades. Introduce restorative practices and targeted SEL strategies to address disruptive behavior, particularly in elementary classrooms, while celebrating exemplary behavior in junior/senior high students. Continue to offer targeted professional learning in the areas of highly explosive behaviours and neurodiversity for divisional staff.
3. **Looking to increase specialized staffing (IST/FSLC)** to support growing complexities around explosive and high-risk behaviours that are creating challenging teaching and learning environments and having a direct impact on the learning environment.
4. **Promoting the Value of Education:** Reinforce the connection between education and future success through career exploration, guest speakers, and real-world applications. Focus on engagement strategies for elementary students to increase their value of education and align divisional outcomes with Canadian norms.



5. Celebrating and Expanding Cultural Awareness: Build on the success of existing cultural awareness programs by integrating diverse storytelling, arts, and student-led initiatives. Strengthen efforts in cultural inclusivity across all grades through activities that foster deeper understanding and appreciation of diversity.
6. Creating greater awareness with stakeholders: Increasing stakeholder awareness about the programs and supports available through divisional initiatives, as well as the universal and targeted programming offered within schools, is essential. Addressing the significant number of “Don’t Know” responses from stakeholders is a key step toward ensuring a better understanding of available resources and improving the accuracy of data collection

These key actions aim to sustain successes while addressing areas for growth to enhance student wellness and achievement across the division.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.9	86.3	86.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	86.6	85.2	86.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	90.4	90.7	89.0	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	90.3	91.9	91.4	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	68.9	70.8	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	16.0	18.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	75.1	72.8	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	12.5	12.2	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	90.7	90.7	91.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.3	81.4	81.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.6	81.6	83.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.7	86.9	86.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.4	86.6	85.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	92.3	90.4	89.8	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	94.1	90.3	90.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	66.8	66.1	66.1	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	11.5	13.6	13.6	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	70.0	69.6	69.6	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	11.9	16.6	16.6	15.4	15.5	15.5	Low	Declined	Issue
	Diploma: Acceptable	78.6	75.1	75.1	81.5	80.3	80.3	Intermediate	Improved	Good
	Diploma: Excellence	13.6	12.5	12.5	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	90.6	90.7	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	89.3	88.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.3	82.3	81.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.7	82.6	82.1	79.5	79.1	78.9	High	Maintained	Good

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	73.6	65.1	61.5	57.0	59.5	59.1	Low	Improved	Acceptable
	5-year High School Completion	68.7	66.9	75.3	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	47.7	50.6	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.2	5.2	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	67.9	62.7	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	11.1	3.0	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

[illegible]

ACTION NO: B.4

November 27, 2024

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: International Student Tuition and Fees for 2025/2026

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Attached for Board consideration is a draft International Student Fee Schedule for the 2025/2026 school year.
2. Also attached for Board review is a comparison chart of International Student Fees throughout the province.
3. Superintendent Chantel Axani will speak to this item.

RECOMMENDATION

That the Board of Trustees approves the 2025/2026 International Student Fee Schedule, as presented.

INTERNATIONAL STUDENT FEE COMPARISON: 2025-2026

NAME OF SCHOOL DISTRICT	APPLICATION FEE	TUITION FEE (FULL YEAR)	HOMESTAY FEE 10 months	HOMESTAY PLACEMENT FEE	CUSTODIAN FEE	TOTAL
CANADIAN ROCKIES 2025-2026	\$275.00	\$15,000.00	\$13,750.00	\$700.00	\$150.00	\$29,875.00
CALGARY CATHOLIC 2025-2026	\$300.00	\$13,000.00	\$15,482.00	Included	included	\$28,782.00
C.B.E. 2025-2026	\$250.00	\$13,000.00	\$15,482.00	Included	included	\$28,732.00
EDMONTON PUBLIC 2025-2026	\$250.00	\$13,000.00	\$11,824.00	Included	Included	\$26,074.00
EDMONTON CATHOLIC 2025-2026	(\$300 which is included in tuition and non-refundable)	\$12,750.00	\$13,625.00	Included	Included	\$26,675.00
PALLISER REGIONAL 2024-2025	\$250.00	\$10,500.00 (Southern AB) \$13,500.00 (Calgary faith-based)	\$8,250.00	\$250.00	\$0	\$19,250.00 \$22,250.00
GOLDEN HILLS (updated never posted)	\$250	\$12,350.00	\$11,500.00 HOME \$14,750.00 DORM	\$0	\$0	\$24,100.00 \$27,350.00
LETHBRIDGE SCHOOL DIVISION 2025-2026	\$250.00	\$11,000.00	\$13,430.00	Included	Included	\$24,680.00
RED DEER PUBLIC 2025-2026	\$300.00	\$12,460.00	\$11,550.00	\$600.00	\$0	\$24,910.00
RED DEER CATHOLIC 2024-2025	\$300.00	\$11,300.00	\$11,100.00	\$500.00	\$0	\$23,200.00
HORIZON SCHOOL DIVISION 2025-2026	\$200.00	\$10,835.60	\$9,750.00	\$400.00	\$0	\$21,185.60
MED HAT CATHOLIC 2024-25	\$200.00	\$10,500.00	\$9,000.00	\$400.00	\$100.00	\$20,200.00
MED HAT PUBLIC 2025-26	\$250.00	\$11,000.00	\$9,500.00	\$500.00	\$0	\$21,250.00
LIVINGSTONE RANGE 2025-2026	\$200.00	\$10,800.00	\$9,000.00	\$300.00	\$0	\$20,300.00
BATTLE RIVER 2025-2026	\$250.00	\$10,900.00	\$8,000.00	\$450.00	\$300 (includes airport tr)	\$19,900.00
HOLY SPIRIT 2025-2026	\$250	\$11,000.00	\$9,000.00	\$450.00	\$450	\$21,150.00

International Students pay additional fees for transportation, school fees, diploma exams, course validation and airport transfers. From 12% to 15% of the tuition fee is offered as commission to agents. Most districts charge \$500.00 to \$700 per year for health insurance.

INTERNATIONAL STUDENT FEE COMPARISON: 2025-2026

NAME OF SCHOOL DISTRICT	URL to International Student Fees					
CANADIAN ROCKIES 2025-2026	https://www.crps.ca/download/449805					
CALGARY CATHOLIC 2025-2026	https://caps-i.ca/school/calgary-catholic-school-district/					
C.B.E. 2025-2026	https://www.cbeinternational.ca/apply_fees.htm					
EDMONTON PUBLIC 2025-2026	https://internationalprograms.epsb.ca/admissions/tuitionfees/					
EDMONTON CATHOLIC 2025-2026	https://caps-i.ca/school/edmonton-catholic-schools/					
PALLISER REGIONAL 2024-2025	https://caps-i.ca/school/palliser-regional-schools/					
GOLDEN HILLS 2024-2025	https://caps-i.ca/school/golden-hills-school-division/					
LETHBRIDGE SCHOOL DIVISION 2024-2025	https://www.lethsd.ab.ca/download/468045					
RED DEER PUBLIC 2025-2026	https://www.rdpsd.ab.ca/internationalservices/page/4973/our-fees					
RED DEER CATHOLIC 2024-2025	\$300.00	\$11,300.00	\$11,100.00	\$500.00	\$0	\$23,200.00
HORIZON SCHOOL DIVISION 2025-2026	https://caps-i.ca/school/horizon-school-division/					
MED HAT CATHOLIC 2024-25	https://caps-i.ca/school/medicine-hat-catholic-board-of-education/					
MED HAT PUBLIC 2025-26	https://caps-i.ca/school/medicine-hat-school-district/					
LIVINGSTONE RANGE 2024-2025	https://caps-i.ca/school/livingstone-range-school-division/					
BATTLE RIVER 2025-2026	https://www.brsd.ab.ca/learning/international-students/fees					
HOLY SPIRIT 2024-2025	\$250	\$11,000.00	\$9,000.00	\$450.00	\$450	\$21,150.00

ACTION NO: B.5

November 27, 2024

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Carmen Mombourquette, Board Chair

SUBJECT: Election Bylaw

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND

1. In preparation for the 2025 School Board Elections, the electoral ward boundary bylaw must be approved and requires three (3) readings prior to approval.
2. The third and final reading of Bylaw 2024/01 must be completed before December 31, 2024 in the year prior to an election year and included in the 2025 School Board Election, as per section 76 of the *Education Act*.

RECOMMENDATIONS

That the Board of Trustees completes the third and final reading of *Bylaw 2024/01* relating to the arrangement of the electoral wards and trustee(s) to be elected to each ward;

AND FURTHER, that the Board of Trustees provides a copy of *Bylaw 2024/01* to the Minister of Education prior to December 31, 2024.

ByLaw No. 2024/01
OF THE
Holy Spirit Roman Catholic Separate School Division
(the “School Division”)

A By-Law of the School Division in the Province of Alberta, relating to the arrangement of the electoral wards and trustee(s) to be elected to each ward.

Whereas Section 76 (1) of the *Education Act* of Alberta provides that the Board of Trustees of the School Division (the “Board”) may by bylaw provide for the nomination and election of trustees by wards and determine the boundaries of the wards, or provide for the election of trustees by the general vote of the electors.

Whereas Section 76 (2) of the *Education Act* of Alberta provides that the Board shall provide a copy of a bylaw passed under this section to the Minister after the bylaw is passed and before December 31 in the year prior to an election year.

Whereas Section 78 of the *Education Act* provides the Minister shall specify for each board the number of trustees, being no fewer than 3, to be elected to the board. The Minister may vary the number of trustees to be elected for each school division. The Board of Trustees of The Holy Spirit Roman Catholic Separate School Division hereby enacts as follows:

1. The number of trustees to be elected for each ward is as follows:
 - Ward No. 1 (Coaldale, Broxburn, Fairview, Tempest, and Area): One (1) trustee
 - Ward No. 2 (Lethbridge, Coalhurst, Craddock, Raymond, Stirling, and Area): Five (5) trustees at large
 - Ward No. 3 (Picture Butte, Diamond City, Iron Springs, Shaughnessy, Turin, and Area): One (1) trustee
 - Ward No. 4 (Pincher Creek, Drywood, Summer View, Twin Butte, and Area): One (1) trustee
 - Ward No. 5: (Taber, Bow Island, Barnwell, Chin, Cranford, Conrad, Elcan, Fincastle, Purple Springs, Reliance, Wrentham, and Area): One (1) trustee
2. In accordance with Section 2 of the *Local Authorities Election Act*, the Board of Trustees authorizes entering into agreements to hold joint elections in conjunction with the City of Lethbridge, and the towns of Bow Island, Coaldale, Picture Butte, Pincher Creek and Taber.

As set out in Section 76(2.b) of the *Education Act*, this bylaw does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.

Read a first time this __25__ day of __September__, 2024.

Read a second time this __23__ day of __October__, 2024.

Read a third time and finally passed this _____ day of _____, 2024.

Signatures:

Board Chair

Secretary Treasurer:

Corporate Seal

PR NO: C.1

November 27, 2024

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 2: Role of the Board

ORIGINATOR: Board of Trustees

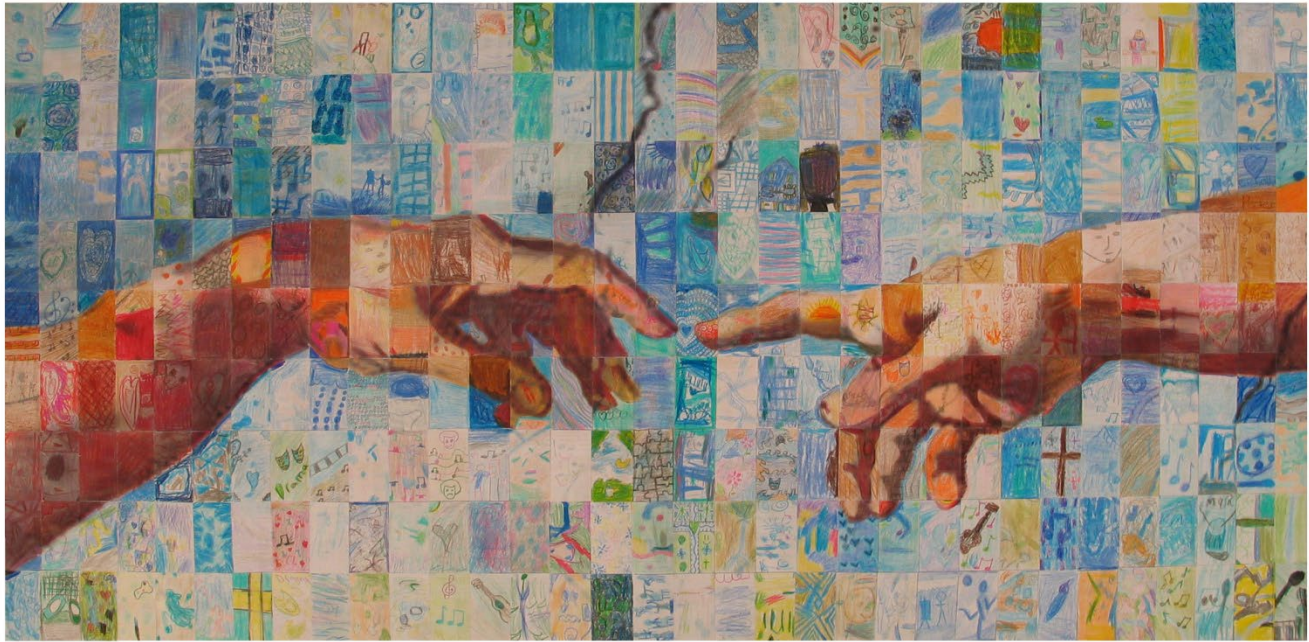
BACKGROUND

1. *Policy 2: Role of the Board*, has been brought forward for review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, and Values is attached with this policy. All policy review should be conducted on the basis of how each reflects the statements made in the Board's Mission, Vision, and Values.

RECOMMENDATION

That the Board of Trustees accepts *Policy 2: Role of the Board*, as presented.

ARTICULATING OUR PURPOSE



"Creativity" by the Staff and Students of St. Patrick Fine Arts Elementary – 2009/2010

HOLY SPIRIT CATHOLIC SCHOOLS' MISSION STATEMENT

The mission or purpose represents the fundamental reason for the organization's existence.

"What are we here to do together?"

It includes all of the elements of our purpose so we can ensure that our vision and goals clearly reflect our mission.

We are a Catholic Faith Community,
dedicated to providing each student entrusted to our care,
with an education rooted in the
Good News of Jesus Christ.

Guided by the Holy Spirit,
in partnership with home, parish and society,
our schools foster the growth of responsible citizens
who will live, celebrate and proclaim their faith

Our Catholic faith is the foundation of all that we do

THE VISION OF HOLY SPIRIT CATHOLIC SCHOOLS

A vision is a picture of the future you seek to create, described in the present tense, as it were happening now.

It shows where we want to go, and what we will be like when we get there.

*A vision gives shape and direction to the organization's future
and it helps people set goals to take the organization closer to it.*

Holy Spirit Catholic Schools...
Christ-centered learning communities
where students are cherished and achieve their potential.

VALUES AND CORE COMMITMENTS

Values are the beliefs that reflect our mission and guide our actions on our progress to our vision.

Core commitments are not goals; they are the actions we are committed to performing in every aspect of our organizational life.

WE VALUE

OUR CORE COMMITMENTS TO THE VALUE

ALL GOD'S
CHILDREN

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical, and emotional giftedness of everyone in our schools.
- We honour diversity.
- Our schools provide a welcoming safe and accepting sanctuary.

EXCELLENCE IN
LEARNING

- We provide opportunities for all students to discover and become the persons God created them to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

SACRAMENTALITY

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

OUR
COLLABORATIVE
COMMUNITY

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders, and will be receptive to and respectful of their input.

MINISTRY

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

STEWARDSHIP

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.

POLICY 2

Revised November 2024

ROLE OF THE BOARD

Section 33 of the *Education Act* outlines the role of the Board. Further to this, as the body elected by the Catholic electors of the division, the Board is responsible to the electors for the development of the educational objectives and goals of the division in keeping with the Christian ideals and values of the Catholic community. As a corporate entity with natural person powers established by provincial legislation and given authority by the *Education Act* and attendant Regulations, and the corporate body elected by the electors that support the Holy Spirit Catholic School Division, the Board shall provide overall direction and leadership to the division. It is accountable for the provision of appropriate educational programs and services to students of the division to enable their success, in keeping with the requirements of government legislation, values of the electorate, and alignment with the Magisterium of the Catholic Church.

The Board accepts the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. It exercises this responsibility through setting of clear strategic direction, the wise use of resources, fiduciary accountability, and the generative engagement of constituents.

The Board must fulfill its key roles of ensuring education in our division is Christ-centered and models Catholic values.

Areas of Responsibility

1. Faith Leadership
 - 1.1 Make decisions which reflect Catholic values and beliefs.
 - 1.2 Be visible within the Catholic faith community.
 - 1.3 Be involved in and supportive of parish functions in each of the communities served by the division.
 - 1.4 Participate in and make decisions regarding Alberta Catholic School Trustees' Association (ACSTA) issues.

- 1.5 Be accountable to the division's Catholic ratepayers by being an advocate for the preservation of Catholic education constitutional rights in Alberta.
 - 1.6 Ensure faith leadership decisions align with recommendations from the Bishop of Calgary and/ or resources provided by the Bishops of Alberta and Northwest Territories, Canadian Conference of Catholic Bishops, and documents from the Vatican.
 - 1.7 Participate in faith development opportunities and ensure that a strong faith development component is provided for all students and staff.
 - 1.8 Model a culture of faith, respect, and integrity, rooted in the Good News of Jesus Christ.
2. Accountability to Provincial Government
- 2.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
 - 2.2 Perform Board functions required by governing legislation and existing Board policy.
3. Accountability to Community
- 3.1 Make data-informed decisions which reflect the Gospel values and represent the interests of the entire Catholic community served.
 - 3.2 Establish processes and provide opportunities for community input.
 - 3.3 Report division results at least annually.
 - 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
 - 3.5 Model a culture of faith, respect, and integrity, rooted in the Good News of Jesus Christ.
 - 3.6 Proactively work to build community support for this Catholic education system.
 - 3.7 Be visible in our school communities.

4. Three-Year Education Plan

- 4.1 Provide overall direction for the division by establishing mission, vision, strategic priorities, and key results, in three-year cycles.
- 4.2 Annually approve the Annual Education Assurance Results Report and the Three-Year Education Plan.
- 4.3 Monitor progress toward desired results.

5. Recognition

- 5.1 Staff - long term service and retirement.
- 5.2 Community - modeling Catholic values within the school system.
- 5.3 School – annual recognition in some form acceptable to the Board.

6. Policy

- 6.1 Determine the goals and objectives the division wishes to pursue.
- 6.2 Identify the areas that require Board policy.
- 6.3 Develop and revise policies as per *Policy 7: Appendix C: Policy Development and Review Committee Terms of Reference*.
- 6.4 Monitor policy impact to determine if policy is producing the desired results.

7. Superintendent / Board Relations

- 7.1 Select the Superintendent.
- 7.2 Provide the Superintendent with clear corporate direction.
- 7.3 Delegate, in writing, authority to the Superintendent and identify responsibility subject to provisions and restrictions in the *Education Act*.
- 7.4 Entrust the day-to-day management of the school division to the staff through the Superintendent.
- 7.5 Interact with the Superintendent in an open, honest, respectful, and professional manner.

- 7.6 Evaluate the Superintendent on an agreed upon schedule based upon the Superintendent job description and additional Board direction
 - 7.7 Annually review the compensation of the Superintendent.
8. Political / Advocacy
- 8.1 Utilize Alberta School Boards' Association (ASBA) and ACSTA advocacy services.
 - 8.2 Develop a yearly work plan that addresses advocacy. Consider the focus for such advocacy, key messages, and advocacy mechanisms.
 - 8.3 Enlist the support of the municipal and provincial government and provide a leadership role in support of our students and Catholic education initiatives.
 - 8.4 Be the voice of, and advocate for Catholic education within our communities on the role of locally elected Boards and other political issues.
9. Board Development
- 9.1 Annually evaluate Board effectiveness.
 - 9.2 Ensure the Board engages in professional learning. And consider increasing knowledge of role, processes, and issues.
 - 9.3 Consider ASBA, ACSTA, Canadian Catholic School Trustees' Association (CCSTA) and Canadian School Boards Association (CSBA) resources.
10. Fiscal Responsibility
- 10.1 Determine annual resource allocations based on the Board's strategic priorities.
 - 10.2 Approve budget annually and ensure resources are allocated to achieve desired results.
 - 10.3 Approve annually the Three-year Capital Plan and Infrastructure and Maintenance Renewal (IMR) Plan.

- 10.4 Review and approve all new and replacement playground requests.
- 10.5 Establish reserve funds through the regular budget process for the purchase, replacement, or upgrading of capital assets.
- 10.6 Establish reserve funds for an accumulated operating surplus, which approaches but does not exceed the percentage threshold set by Alberta Education.
- 10.7 Appoint the auditor.
- 10.8 Receive audit report and ensure quality indicators are met.
- 10.9 Monitor fiscal management and internal financial controls of the division.
- 10.10 Approve the Audited Financial Statements.
- 10.11 Support and respond to the fiscal requirements and regulation established from time to time by the Auditor General and Alberta Education.
- 10.12 Set the mandates for labour negotiations and ratify memoranda of agreement with bargaining units.

References Sections 33, 51, 52, 53, 54, 60, 67, 139, and 122, *Education Act*
Fiscal Planning and Transparency Act
Local Authorities Elections Act
Borrowing Regulation
Disposition of Property Regulation
Early Childhood Services Regulation
Investment Regulation
School Fees Regulation
Truth and Reconciliation Commission Calls to Action

PR NO:

C.2

November 27, 2024

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board Chair

SUBJECT: Policy 3: Role of the Trustee

ORIGINATOR: Board Chair

BACKGROUND

1. *Policy 3: Role of the Trustee*, has been brought forward for review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.

RECOMMENDATION

That the Board of Trustees accepts *Policy 3: Role of the Trustee* as presented.

POLICY 3

Revised November 2024

ROLE OF THE TRUSTEE

Section 34 of the *Education Act* outlines the role of the trustee. Further to this, the role of the trustee is to contribute to the Board as it carries out its mandate to achieve its mission, vision, values, and goals. The Board believes that its ability to fulfill its obligations is enhanced when leadership and guidance are forthcoming from within its membership.

Alberta's Catholic schools exist to offer families a distinct education that is based on the teachings and example of Jesus Christ. The trustees of this division are empowered by the community to fulfill both the educational requirements set forth by Alberta Education and the vision of the faith community in alignment with the Magisterium of the Catholic Church.

This presents Catholic trustees with a unique challenge. They must ensure that students are provided an education which meets or exceeds the goals of Alberta Education and at the same time, ensure that Catholic values and principles are always reflected in its policies and practices.

The Board is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the division.

1. Board Orientation

The Board believes an orientation program is necessary for effective trusteeship. As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives, and long-range plans. All trustees are expected to attend all aspects of the orientation program.

The division will offer an orientation program for all newly elected trustees that encompasses an overview of the division, including method of operations, and provides information on:

- 1.1 Role of the trustee, Board, and the superintendent;
 - 1.2 Organizational structures, facilities, and procedures of the division;
 - 1.3 Board policy, agendas, and minutes;
 - 1.4 Board Priorities, annual reports, budgets, financial statements, Infrastructure and Maintenance Renewal (IMR) and Capital plans, faith plan, and long-range plans;
 - 1.5 Division programs and services;
 - 1.6 Board's function as an appeal body;
 - 1.7 Statutory and regulatory requirements, including responsibilities regarding conflict of interest;
 - 1.8 Services and materials provided to trustees (See Policy 3 - Appendix A);
 - 1.9 Trustee remuneration and expenses; and
 - 1.10 Most recent evaluation of the Board.
2. The division will provide financial support for trustees to attend Alberta School Boards Association (ASBA), Alberta Catholic School Trustees' Association (ACSTA), and faith formation conferences and events as deemed necessary by the Board.
 3. The Board Chair and Superintendent are responsible for developing and implementing the division's orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the Board Policy Handbook and the Administrative Procedures Manual at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
 4. Incumbent trustees are encouraged to help newly elected trustees become informed about the history, functions, policies, procedures, and issues.
 5. The trustee shall, at the time of assuming office, take and subscribe to the official oath and deposit it with the Secretary-Treasurer.

Specific Responsibilities of Individual Trustees

The trustee shall:

1. Model the values and requirements of a practicing Catholic and participate in parish and church activities through a personal lifestyle that reflects the teachings of the Church.
2. Know and understand Board policies and the legislation referenced in the policy (Section 34 and 51 of the *Education Act*), and become familiar with administrative procedures, meeting agendas, and reports to participate in Board business. The trustee will become familiar with division policies, meeting agendas, and reports to participate in Board business.
3. Refer governance queries, issues, and problems not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent. The trustee, upon receiving a complaint from a parent, community member, or school council representative about school operations, will refer the parent, community member, or school council representative to the appropriate contact as expressed in *Policy 3, Appendix B: Communications Protocol for Holy Spirit Catholic School Division*.
5. Keep the Board and the Superintendent informed in a timely manner of all matters coming to their attention that might affect the division.
6. Assist the Superintendent with counsel and advice, given the benefit of the trustee's judgment, experience, and familiarity with the community.
7. Attend meetings of the Board, participate in, and contribute to, the decisions of the Board to provide the best solutions possible for the education of children within the division.
8. Ensure that Catholic values and principles are always reflected in the Board's policies and practices.
9. Support the decisions of the Board and refrain from making any statements that may give the impression that such a statement reflects the corporate opinion of the Board when it does not.
10. When delegated responsibility, exercise such authority within the defined limits in a responsible and effective way.
11. In alignment with the Board engagement efforts, provide for the engagement of parents, students, and the community in matters related to education.
12. Participate in Board/trustee development sessions so that the quality of leadership and service in the division can be enhanced.
13. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.

14. Stay current with respect to provincial, national, and international educational issues and trends.
15. Strive to develop a positive learning and working culture both within the Board and the division.
16. When possible, attend:
 - 16.1 Zone and provincial trustee functions
 - 16.2 Division functions / events
 - 16.3 Extra-curricular school activities
 - 16.4 Relevant municipal meetings (in Ward)
17. Understand, sign, and adhere to the Trustee Code of Conduct.
18. Report any violation of the Trustee Code of Conduct to the Board Chair or Vice Chair if applicable.

References **Sections 33, 34, 51, 52, 53, 64, 67, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96 *Education Act***
 Section 6, *Commissioner of Oaths Act*

SERVICES AND MATERIALS PROVIDED TO TRUSTEES

Trustees shall be provided with the following services and materials while in office:

1. Reference

- Access to the Education Act, Alberta Education Regulations, and other related documents.
- Board Policy Handbook and Administrative Procedures Manual.
- Access to current division reports and resources (e.g., Annual Education Results Report, Three Year Education Plan, budgets).
- School year and meeting calendars.
- List of school council chairs.
- Alberta School Boards Association (ASBA), Alberta Catholic School Trustees' Association (ACSTA), Canadian School Boards Association (CSBA) and Canadian Catholic School Trustees' Association (CCSTA) membership services.
- Access to recommended reading.

2. Communications/Public Relations

- Notification of significant media events, reminders of monthly meetings and events.
- Name tags, digital or traditional business cards upon request, and lapel pins.
- Key messages.
- Individual and Board photographs.
- Technology that facilitates current communication needs.

3. Administrative/Secretarial Services

- Access to interoffice mail.
- Conference registration, travel, and accommodation arrangements.
- E-mail address and Information Technology service support.
- Photocopying and related secretarial services

COMMUNICATIONS PROTOCOL

FOR HOLY SPIRIT CATHOLIC SCHOOL DIVISION

The Board recognizes that communication becomes most effective when roles and responsibilities are associated with the access and dissemination of information. When channels of communication are known to our stakeholders, shared information will ultimately assist in improving the quality of programs, and in meeting individual student needs more effectively. The Board also recognizes that from time-to-time concerns regarding the operation of the school division will arise. The Board places trust in its employees and desires to support their actions in a manner which frees them from unnecessary and unwarranted criticism and complaints. For these reasons, the following stakeholders will be afforded appropriate responsibilities in providing and requesting information.

Students, Parents, Guardians, Members of the Public

In supporting the effectiveness of those responsible for achieving the Board's educational mandate, the Board believes that decisions are best made and resolved by those employees most closely associated with a decision or issue. For this reason, the following communication process will be afforded:

1. Students, parents, and community members will seek to address complaints, concerns, or resolutions with a staff member associated with the matter under consideration.
2. If a student, parent, and community member is unable to resolve an issue with the appropriate staff member, the principal will be the next source of contact.
3. Matters not resolved at the school level will be addressed by the Superintendent or designate.
4. Students, parents, and community members will be communicated the right to ultimately appeal decisions to the appropriate level of decision making.

5. Confidentiality is to be respected in all situations.
6. Anonymous complaints shall not normally be entertained. Exceptions to this expectation will include circumstances where the safety and well-being of stakeholders needs to be upheld.
7. Procedural fairness / natural justice will be applied to all complaints.

Principal

1. All matters affecting the school community that are controversial, address the safety of students or employees, are relevant to the interpretation of existing administration procedures, or require additional administrative interpretation, will be directed to the Superintendent.

Superintendent

1. Information and action items relevant to the ongoing progress and the well-being of the school division will be addressed at regular Board meetings.
2. Extraordinary, emergent, or time sensitive issues that affect the school division will be addressed through the Board Chair.
3. When administration is required in the absence of policy, the Board Chair will receive first notification.
4. The Superintendent will serve as spokesperson for the Board regarding the administration of all educational related matters.

Board Chair

1. The Board Chair, and / or Vice Chair, will work with the Superintendent to establish Board meeting agendas.
2. The Board Chair will serve as the spokesperson for the corporate affairs and responsibilities of the Board as described through Board policy.
3. The Board Chair will request information relevant to the ongoing operation of the Board from the Superintendent.

4. The Board Chair will defer all relevant information regarding the ongoing operation of the Board to the Superintendent.

Trustees

1. Trustees will recognize that decisions regarding the ongoing operation of the Board will be made by the corporate body at regular or special board meetings.
2. Trustees will listen intently and gather information and shall defer relevant concerns regarding the operation of the school division to the Board Chair and the Superintendent.
3. Trustee requests for information will be brought forward to the Board Chair and placed on the agenda of a regular, special, or committee of the whole meeting.
4. Trustees will recognize that all Board Members require equal access to information so that the decision of the Corporate Board can be best exercised. Therefore, individual requests for information that impact further decisions of the board will be made available to all trustees.

PR NO:

C.3

November 27, 2024

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board Chair

SUBJECT: Policy 17: Awards

ORIGINATOR: Board Chair

BACKGROUND

1. *Policy 17: Awards*, has been brought forward for review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.

RECOMMENDATION

That the Board of Trustees accepts *Policy 17: Awards* as presented.

RECOGNITION AND AWARDS

Section 34 of the *Education Act* indicates that trustees should engage parents, students, and the community in matters related to education. To this end, the Board wishes to recognize those community members, parents, students, and staff members that have contributed to the successes of the division and enhanced the educational opportunities and programs available to students. The Board commends these initiatives.

Specifically, the Board of Trustees will recognize:

- 1.1 Staff - long term service and retirement.
- 1.2 Community - modeling Catholic values within the school system.
- 1.3 School – annual recognition in some form acceptable to the Board.

Appendix A: Board Awards Terms of Reference

1. Share the Mission Award

The Board appreciates the diligent efforts made by community members, parents, students, and staff members in achieving the division's mission statement, goals, and objectives. As a result, the Board wishes to bestow the Share the Mission Award, a prestigious award that recognizes:

- Outstanding service offered for the benefit of our students, our schools, or our community
- Rising to demanding challenges and setting new standards for the rest of us to follow
- Contributions, through their actions and deeds, which enhance the Catholic atmosphere of our schools and parishes
- Involvement and leadership in community/parish organizations

Procedures

1. The Board will request nominations for the Share the Mission Award beginning in March of each year and will make its decision prior to June 30 of that year.
2. Nominations for the Share the Mission Award may be submitted by any member of the Holy Spirit Community to the Superintendent's Office in writing.
3. All nominations must include a description of the service or contribution made by the individual being nominated. Additional endorsements are encouraged.
4. The presentation of the Share the Mission Award will normally be made at the opening school mass for the school year.
5. The Share the Mission Award may be presented posthumously.
6. If there are no nominations found acceptable by the Board or there are no nominations for the award, the Share the Mission award will not be awarded in that year.
7. The Share the Mission award cannot be awarded to the same recipient more than once.

2. Retirement and Long Service Awards

The Board appreciates the contribution made by its employees and trustees to the success of the division and wishes to publicly recognize those employees and trustees that have rendered long- term service.

1. Funds will be budgeted on an annual basis for the recognition of employees that are retiring or who have provided long-term services.
2. For retiring employees, the Board shall:
 - 2.1 Host a retirement banquet to honor retiring employees.
 - 2.2 Present to employees who retire after age 50, and have a minimum of ten years of active service¹ with the Board, a watch or suitable alternative gift.
 - 2.3 Present two complimentary banquet tickets to all those who are retiring.
3. Past trustees will also be recognized at the retirement banquet for their years of service to the division and be provided two complimentary banquet tickets.
4. If an employee retires, and then resumes work with the division, he/she will no longer be eligible for retirement or long service awards.
5. For employees that have provided long service to the division, the Board shall:
 - 5.1 Provide a suitable gift along with a suitably inscribed certificate signed by the Board Chair and the Superintendent.
 - 5.2 Recognize employees for every five-year increment of active service completed with the division. (E.g., 5, 10, 15, 20 years, etc.)

3. Arts Alive and Well in the Schools Award

1. The Board of Trustees will sponsor an award for the “Arts Alive and Well in the Schools” event. The award will be \$100 in value.

4. Edwin Parr Award

1. The Alberta School Boards Association (ASBA) recognizes annually exceptional first-year teachers who display outstanding skills and performance in their initial year.

- 1.1 The school administrators within Holy Spirit Catholic School Division will nominate a worthy candidate that meets the criteria of the Edwin Parr Award to the Deputy Superintendent.
- 1.2 The Deputy Superintendent will put in a process to select the final nominee for Holy Spirit Catholic School Division and put forward that nominee to the ASBA Edwin Parr Award Committee.

5. Other Recognition and Awards

1. Individual schools and the school division often celebrate student and staff achievements and successes throughout the school year. (E.g., Holy Spirit Stars, School Based Recognition, etc.)

References **Section 53, *Education Act***

¹ Effective September 1, 2023, the division calculates a year for an employee as: Active service in Holy Spirit Catholic School Division to a minimum of 140 operational days in a continuous, probationary or temporary contract.

REPORT NO: D.1

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Superintendent's Report

BACKGROUND

1. Attached is the Superintendent's Report for November 27, 2024.

RECOMMENDATION

That the Board of Trustees receives and files the Superintendent, Deputy Superintendent, Secretary Treasurer, Directors of Learning, Support Services, Religious Education and First Nations, Métis and Inuit Reports for November 27, 2024.



Holy Spirit Catholic School Division

...where students are cherished and achieve their potential

Superintendent

Report to the Board of Trustees November 2024

Embodying Catholic Leadership

- Attended Superintendent Installation Mass at Assumption Parish
- Attended Sunday Mass at St. Basil's
- Attended Holy Spirit Mass for retired staff
- Attending daily prayer at CEC when present
- CCSSA Special Board meeting with the topic of discussion: Bill 27
- Attended CCSSA Plenary Meeting- serving as Vice President for the 2024-2025 school year
- Attended Mass with Probationary Teachers
- Sent out communication to Fr. Kevin to invite him to regular meetings to connect and discuss matters pertaining to the school division.

Given that our Catholic Faith is the highest priority at Holy Spirit, it is essential for me to demonstrate my commitment to our beliefs and to foster an environment of support for both students and staff at Holy Spirit Catholic. As a new member of Holy Spirit Catholic School Division, I am delighted to participate in Mass across various parishes and eagerly anticipate attending Mass with all of our schools.

Building Effective Relationships

- Introductory 1:1 Meetings with SALT and Executive Assistant
- Introductory communication to principals ensuring they knew how to contact me while out of the division for CCSSA, ACSTA, ASBA
- Initial 1:1 Meetings with principals (15/16) with Interim Superintendent
- Established a sign-up schedule for principals for a second 1:1 school visit. Purpose to meet teachers, visit classrooms and have more in-depth conversations. (December/January)
- Attended CCH 60th Anniversary Gala with Chair, Vice Chair and Trustees
- Board Meeting (Virtual)
- Attended both ACSTA, ASBA meetings with Chair, Vice Chair and Trustees
- Connected with ATA Local President and arranged first breakfast meeting

The Holy Spirit Roman Catholic Separate School Division

St. Basil Catholic Education Centre, 620 12B Street North, Lethbridge, AB T1H 2L7
Phone: 403-327-9555 • Fax: 403-327-9595 • www.holyspirit.ab.ca

- Attended St. Michael's Opening Ceremonies for ASAA 1A Sr Boys Provincial Volleyball tournament and gave words of welcome on behalf of Holy Spirit Catholic School Division.
- Connected school administrators (St. Patrick Taber, St. Michael's Bow Island) with administrators in another division with similar contexts to provide an extra layer of support for each other.

Establishing relationships and fostering trust are fundamental components of any organization, particularly within a school division. As the new Superintendent, it is imperative that I dedicate time to cultivating strong relationships with our stakeholders. This solid foundation will enable us to build trust and facilitate positive management of change.

Visionary Leadership

- Attended first SALT Meeting
- Review of the Holy Spirit Annual Education Assurance Measures Report
- Review of School Assurance Surveys
- Met with Interim Secretary Treasurer and Executive Assistant to discuss FOIP request. Spoke with Principal and Director of Support Services on multiple occasions regarding this request; providing guidance and support.

As I transition into the new school division, I anticipate a significant learning curve. Before joining the division, I thoroughly reviewed key documents related to its operations. While familiarizing myself with all Board policies, Administrative Procedures, and financial documents will take time, I recognize that this understanding is essential for effective integration.

I recognize that gaining a thorough understanding of the Senior Leadership team's dynamics and the functions of each role within the larger organization will require time and careful observation. I am dedicated to learning this structure gradually and will refrain from making any judgments or implementing changes prematurely.

Modeling a Commitment to Professional Learning

- Meeting with Interim Superintendent, Scott Morrison to learn the structures of Holy Spirit Catholic School Division
- Met with my CASS Mentor, Dr. Andrea Holowka to begin our Mentor/Mentee partnership

The position of Superintendent is a new role for me, and as such, my commitment to professional learning will involve actively acquiring the knowledge and skills necessary for this position.

Leading Learning

- Reviewed all school's Annual Education Assurance Measures (AEAM) summaries
- Review of the Holy Spirit Annual Education Assurance Measures Report
- Empowered SALT to present to the Board of Trustees portions of the AEAM

As a Superintendent, I am dedicated to empowering my team and fostering their professional growth. I am fortunate to collaborate with talented and committed leaders from whom I can learn extensively.

Ensuring First Nations, Métis and Inuit Education for All Students

- Met with and ate lunch with the Holy Spirit FNMI team

I am committed to deepening my understanding of Treaty 7 Territory and to further strengthening the relationships we have established with our Indigenous partners, families, and elders. I look forward to gaining insight into the valuable efforts undertaken by Holy Spirit Catholic in promoting Truth and Reconciliation.

School Authority Operations and Resources

- Met with Interim Superintendent to review Budget position
- Met with Vivien Kossuth to review her role and learn about major projects and workflow for the school division

Maintenance and Operations is an area where I have had limited experience, as my previous role did not provide significant overlap with my responsibilities. I am encouraged by the meetings I have attended and look forward to becoming more involved in this area as Superintendent. Meeting with the Interim Superintendent to discuss budgets and allocations was very helpful, as he was able to synthesize and simplify the budget into 3 main areas that I need to focus on: Operating Reserves, Capital Reserves, and Financial Position.

Supporting Effective Governance

- Attended Board Agenda setting meeting with Chair, Vice Chair and Executive Assistant

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Phone: 403-327-9555 • Fax: 403-327-9595 • www.holyspirit.ab.ca

- Attended Board Policy Committee meeting with Chair, Trustees and Executive Assistant
- Attended ACSTA and ASBA with Chair, Vice Chair and Board of Trustees

The Holy Spirit Catholic Board of Trustees plays a critical role in guiding a school division's strategic direction, ensuring accountability, and advocating for the needs of students, staff, and the community. For myself, as a new superintendent, the Board has already provided me with invaluable insights into the division's values, priorities, and long-term goals, as well as perspectives on local challenges and opportunities. I will endeavor to maintain open communication and collaboration with the Board, to build a strong foundation for effective leadership and sustainable progress.

REPORT NO: D.2

November 27, 2024

BOARD AGENDA REPORT

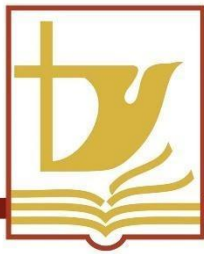
TO: Board of Trustees

FROM: Anthea Boras, Deputy Superintendent

SUBJECT: Deputy Superintendent's Report

BACKGROUND

1. Attached is the Deputy Superintendent's Report for November 27, 2024.



Holy Spirit Catholic School Division

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Deputy Superintendent Report to the Board of Trustees November 2024

Embodying Catholic Leadership

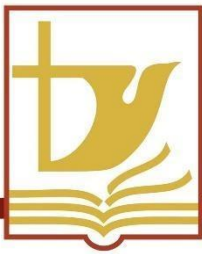
- Leading prayer at St. Basil Catholic Education Centre, before interviews and other meetings;
- Attending weekly Sunday Mass;
- Attended Mass with our probationary teachers as a part of their Faith Formation Session;
- Attended the November Plenary Assembly for the Council of Catholic School Superintendents of Alberta (CCSSA). This included faith formation focused on:
 - Mark 4: Authentic Witness of School-Based Leaders;
 - Formation of Catholic Leaders;
 - Exploration on the further development of the Catholic Teachers and Leaders Toolkit.

Building Effective Relationships

- CUPE bargaining preparations and regular communications with the presidents of our locals as needed;
- Connecting regularly with school administrative teams to support various issues and concerns they are facing;
- Visiting each school for a second time to review Staff Spreadsheet and touch base on pressure points;
- Breakfast meeting with our ATA president;
- Attended the Team Lethbridge Mission with Trustees Roisin Gibb and Tricia Doherty, along with 19 diverse organizations from our community. The goals of the mission were to:
 - Elevate the unique strengths and contributions of the Lethbridge region among provincial decision makers;
 - Convey appreciation for investment/funding in Lethbridge and communicate the additional impact possible with further investment;
 - Advance key community investment and policy priorities;
 - Increase Lethbridge's inclusion/participation in strategic decision making;
 - Build relationships, capacity and enhance opportunities between all partner organizations.

Modeling Commitment to Professional Learning

- Attended the November Plenary of the CCSSA and participated in many learning sessions including:
 - The Best Tips and Tricks When Communicating and/or Navigating Controversial Issues;
 - Communication and Issues Management Support;
 - Review of Human Resources - Recruiting of Catholic Teachers;
- Introduction to Leadership Coaching - Presented by Dr. Jessica Wise:
 - This session explored how a coaching orientation can make impactful differences in the conversations in which education leaders engage every day.



Holy Spirit Catholic School Division

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Visionary Leadership

- Contributed to the development of the *Annual Education Assurance Measures Report (AEAM)*;
- Ongoing Executive and Senior Administrative weekly meetings to discuss supporting schools with the Board priorities;
- ATA New Teacher Mentorship - sessions were offered for mentors and mentees at the Division Collaboration Day;
- Wrapped up Collaborative Response visits to several of our schools with other members of the SALT Team. These visits provide us an opportunity to better understand how we can support the goals of each school.

Leading Learning

- Connecting regularly with school administrators to support any matters that may surface. This includes the components of teacher growth, supervision and evaluation;
- Reviewed the *Growth and Supervision Plans* for each school. Each plan outlines how teacher professional growth plans will be reviewed; formal and informal supervision plans as well as evaluation. All evaluations to date are in place to assist in contract decisions;
- Observing probationary teachers. Visits conclude with a debrief designed to facilitate conversation centered on the competencies of the Teacher Quality Standard;
- Co-facilitating a book study with Carmen Larsen on *The Anxious Generation* by Jonathan Haidt;
- So, You Want to Teach for Holy Spirit?
 - Co-presented with Aaron Skretting to our student teachers and practicum students at the Division Collaboration Day.

Supporting First Nations, Métis and Inuit Education for All

- Participating in the division book study *Truth Telling - Seven Conversations About Indigenous Life In Canada* by Michelle Good.

Supporting School Authority Operations and Resources

- Ensure weekly Here in Spirit newsletter is up to date with relevant detailed job postings for all positions available in the division;
- Ongoing interviewing of substitute teachers and casual education assistants;
- Collaborating on confidential labor decisions;
- Ensure equitable distribution of resources based on individual school need;
- Reviewed the presentation from the Teachers' Employer Bargaining Association meeting.

Supporting Effective Governance

- Recognizing individual staff regularly through words or actions in order to continue building a sense of belonging within our community;
- Reviewing all Administrative Procedures and ensuring they align with the Board Policies;
- Attending Board meetings and sharing information on my areas of responsibility;
- Ensuring a plan is in place for ongoing supervision and evaluation of staff members in relation to their respective professional responsibilities.

REPORT NO: D.3

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Amanda Lindemann, Acting Secretary-Treasurer

SUBJECT: Acting Secretary-Treasurer's Report

BACKGROUND

1. Attached is the Acting Secretary-Treasurer's Report for November 27, 2024.

SECRETARY TREASURER'S REPORT

NOVEMBER, 2024

UPDATE FROM THE SECRETARY TREASURER'S OFFICE

- Worked with auditors to finalize the 2023/2024 audit and financial statements
- Participated in LLT session
- Participated in ASBOA Alberta Education funding engagement session
- Attended TEBA Monthly Engagement session
- Participated in the Joint City of Lethbridge and School Boards Committee
- Led Business Services and TTMFSH (Technology, Transportation, Maintenance, Finance, Student Information and Health & Safety) meetings
- Attended weekly SALT meetings
- Participated in the USIC Quarterly Subscribers Meeting
- Coordinated with Transportation Coordinator to assist in completion of the annual transportation grant
- Attended USIC Risk Management Committee and Cyber Committee meetings
- Liaised with staff and community members for risk management practices

CAPITAL AND MAINTENANCE UPDATE

NEW ELEMENTARY SCHOOL, WEST LETHBRIDGE

- The project is pending posting to Alberta Purchasing Connection.

CMR/IMR PROJECTS

PLEASE NOTE - THIS IS NOT AN EXHAUSTIVE LIST

- Catholic Central High School East Campus
 - In planning – Gym AV Design
 - In progress - HVAC Component Repairs and Replacements
 - In planning - RTU-2 Replacement and AHU-1 Compressor Replacement
 - Complete - Electrical Panel Thermal Scan Inspection
 - Complete - Fire Alarm Panel Repair
- Catholic Central High School West Campus
 - In progress - PA System Upgrade
 - In planning – Gym Floor Sand, Paint, Refinish
 - In progress – HVAC Component Repairs and Replacements
 - In planning - Exterior Joint Cap Replacements
- Children of St. Martha
 - In progress – Air Handling Unit Lifecycle Replacement Study
 - In planning - Playground Asphalt Resurfacing
 - Complete - Electrical Panel Thermal Scan Inspection

- Ecole St. Mary
 - In progress – South Wing AHU-2 Classroom Cooling Installation
 - Complete - Electrical Panel Thermal Scan Inspection
 - In planning – Main Electrical Distribution Panel Replacement
- Our Lady of the Assumption
 - In planning – Playground Asphalt Resurfacing
 - In planning - Window Replacements
- St. Catherine’s School
 - In progress – Irrigation and Sidewalk Repair
- St. Francis Junior High School
 - In planning – 2024-2025 IMR Programming: Transform Basement Area to Baseball and Hockey Training Space
- St. Joseph School
 - Complete - Front Entrance/Bus Loop Landscaping
- St. Mary School Taber
 - Complete - Electrical Panel Thermal Scan Inspection
- St. Michael’s School Bow Island
 - In planning – Gym Equipment Repairs and Parts Replacement
- St. Patrick Fine Arts School
 - In planning - Upper Gym Exterior Wall Repair
 - In progress – Portable Exterior Wall Repair
 - In progress – Operable Wall Roller Replacement
- St. Paul School
 - Complete - Electrical Panel Thermal Scan Inspection
- St. Patrick School Taber
 - In progress – North Door Auto-Operator Installation
- St. Teresa of Calcutta School
 - In planning – 2024/25 projects

SCHOOL-BASED PROJECTS

- In planning – Catholic Central High School West Campus Football Storage Relocation

GENERAL MAINTENANCE UPDATES

- Planning projects for school year and next summer
- In planning - CEC Security Cameras
- Complete - CEC RTU-2 Component Replacements
- Preparation phase of eBase software for streamlining processes in the Maintenance Office - This school division-specific Maintenance software has interface modules for Caretakers to input tasks that need to be logged for risk monitoring as required by USIC/Marsh, as well as modules for Caretaker Supply Ordering, Work Orders (which will replace the current Service Request system), and After-Hours School Bookings (division-wide calendar). As modules are near completion to roll-out, Maintenance will communicate with School Administration teams and Caretakers.

TECHNOLOGY UPDATE

- Daily site visits - assisting teachers and students with technology use in their school
- We continue to actively assist the Maintenance Department with various IMR projects listed above, including: new westside school, PA, cameras, AV, and other system enhancements
- Cybersecurity continues to be a top priority as we optimize our networks
- Tech Infrastructure - evaluation and stakeholder review
- SMPC, CCH, SMT are hosting provincial sporting events in November. We are assisting with technology setups to live stream these events.

REPORT NO: D.4

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Carmen Larsen, Director of Learning

SUBJECT: Director of Learning Update

BACKGROUND

1. Carmen Larsen, Director of Learning, has prepared the attached report to apprise the Board of recent division activity related to Learning.



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Director of Learning
Board Report - November 2024

Board Strategic Priority: Learning Through Quality Teaching

All students demonstrate growth in literacy & numeracy.

- All students in grades 1-3 were assessed using provincially mandated literacy & numeracy assessments in September.

Assessment	Grade	Number of Students Requiring Additional Supports	% of Students 'At-Risk'
RAN	1	162	40.2%
PAST	1	128	32.5%
LeNS	1	154	39.2%
	2	145	35.0%
CC3	2	124	29.2%
	3	108	26.0%
Numeracy	1	123	29.1%
	2	125	29.7%
	3	74	17.9%

- These assessments were a significant burden for our teachers, particularly our Grade 1 teachers, who were required to administer four individual assessments for every student within the first month of the school year. The instructional time lost to administer these assessments is significant.
- Assessment data has been shared with teachers, and plans are underway to address identified deficits in both literacy and numeracy.
- All students in grades 1-3 will be assessed again in January, and Kindergarten students will also be assessed with four individual assessments at this time.
- All students who remain 'at-risk' in the January assessments will be re-assessed again in June.

Schools reflect collaborative teaching and learning environments.

- On Tuesday, November 12, all Holy Spirit staff engaged in the first Division Collaboration Day of 2024/25. A selection of presentations & facilitated [sessions](#) were offered, or teachers could choose another topic. Feedback from the day indicates that teachers continue to appreciate the opportunity to exercise agency over their own professional learning.
 - 96.1% of teachers who responded to our feedback survey about the day 'Agreed' or 'Strongly Agreed' that the session(s) they attended contributed to their professional growth
- Grade Level Meetings for grades 1-3 were held November 14-19. The focus was on the Catholic Social Teachings and their application to assessment and collaboration time on Spaces & digging into the Early Literacy & Numeracy assessment data.



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- All of our junior and senior high school administrators will attend an assessment-focused session with Tom Schimmer, held in collaboration with Horizon School Division, on November 25.
 - This interactive session will focus on how the assessment design process leads to accurate assessments and confident learners. This session will provide some great learning and an opportunity for ongoing conversation as our administrators continue to support high-quality assessment practices in all of our classrooms.

We prepare students for career pathways.

- On Monday, November 18, Palliser School Division hosted off-campus coordinators, teachers, career practitioners, and administrators from across Zone 6 to collaborate on Career Education Planning. Our Off-Campus Coordinator (Mark Boschee), Career Practitioner (Vero Amakobe) & a high school CTS teacher (Brett Skauge) attended the session.

The outcomes of the session were as follows:

- Create some common/high-level understandings of career education in junior/high schools
- Discuss and gather feedback around high school readiness and core competency skill development.
- Discuss and gather information regarding community involvement, in particular, getting parents involved
- Discuss and gather information regarding teacher professional learning
- Take a deeper dive into the STEM kits and better understand their curricular and career education applications

REPORT NO: D.5

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Aaron Skretting, Director of Religious Education

SUBJECT: Director of Religious Education Update

BACKGROUND

1. Aaron Skretting, Director of Religious Education, has prepared the attached report to apprise the Board of recent division activity related to Religious Education.



**Director of Religious Education
Report to the Board of Trustees
November 2024**

Board Strategic Priority - Strengthening Our Catholic Faith

We foster a Catholic worldview of reflection, service and sacramentality.

- **Faith Plan Consultation for 2025-2028** - In our December e-newsletter, we will be sending information to all staff regarding the upcoming consultation to develop the faith plan for 2025-2028. We are inviting all staff to participate in providing their feedback by watching [this video](#) (about 20 minutes) and then completing [this feedback form](#), which asks some general questions about your experience with *Arise! Pilgrims of Hope*, and your thoughts on where our faith plan might go next. Please consider taking the time to complete this prior to January 13, 2025. The District Religious Education Committee will then review the main themes and trends prior to our in-person consultation on the morning of Tuesday, February 4 (held at St. Basil Catholic Education Centre). We welcome those who will be nominated by the Board to be their two representatives at the in-person session.
- **Advent Videos** - Our DREC representatives continue to be hard at work, collaborating with Sean Marks and myself for the creation of weekly Advent videos that will be distributed to all staff. Each week will have the Sunday Gospel and a reflection, along with music and artwork.

Our staff and students demonstrate knowledge of faith and commit to faith development.

- **School Retreats & Formation** - Many of our junior and senior high schools will be having retreats and presentations in late November and early December. We have partnered with All Saints and St. Martha's Parishes to host one of the traveling NET teams, which will be visiting CCH, FLVT and SFJH prior to holding parish functions November 25-29. The following week, we will be hosting Access52 as they travel to FLVT, SFJH, SJS, SCPB, SMT, SMBI and SMPC to provide sessions for students. They will also be hosting a parent and parish event in Pincher Creek on the evening of Thursday, December 5, that can be registered for [here](#).
- **Probationary Teacher Faith Formation** - Our second session with our 19 probationary teachers was held on Wednesday, November 20. The group focused on Mark 3 (Faith Infused Curriculum), and enjoyed presentations from Carmen Larsen, Billy Woitte, and Fr. Santiago Torres. Our final meeting will be held on Wednesday, December 11.

We create Communities of Accompaniment in our schools and school division.

- **LLT Advent Retreat** - Our upcoming LLT Advent retreat, held on the afternoon of December 3, will be an adaptation of the [Festival of the Lessons and Carols](#). This uses nine scripture passages and nine carols to reflect upon the promise of the Messiah, the Incarnation, and our call to proclaim to those around us the Good News. We will also be adapting this structure for use at our St. Basil Catholic Education Centre retreat, to be held later in December. As always, the complete slides and retreat are available for use by DREC in their schools in future years.

REPORT NO: D.6

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Crystal Lothian, Director of Support Services

SUBJECT: Director of Support Services Update

BACKGROUND

1. Crystal Lothian, Director of Support Services, has prepared the attached report to apprise the Board of recent division activity related to the Support Services Department.



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Director of Support Services
Report to the Board of Trustees
November 2024

Board Strategic Priority: Belonging in our Diverse Community

We will assist students in navigating various pathways of support

- **National Child Day:** On Saturday, November 23rd, 2024, families gathered at the Cor Van Raay YMCA for a vibrant and free community event hosted by Family Ties and the YMCA. The Holy Spirit Catholic School Division was well-represented by our Early Learning Team, Mental Health Capacity Building team, and Student Wellness Access Guides, who joined together to engage with attendees.

We provide programming and support for student and staff well-being

- **Division Collaborative Day:** Support staff across the division engaged in a diverse range of professional development opportunities tailored to their roles and the needs of their students.
 - Support staff were provided with a variety of learning opportunities offered by our divisional experts and contracted service partners that align with divisional priority areas.
 - Early Learning and Kindergarten Educational Assistants completed the third and final session in a two-year series with Kent Hollingsworth, focusing on "Stress, Distress & Trauma: A Neurobiological Approach to Effectively Supporting Challenging Behaviours."
 - Anita Lethbridge, *Coordinator of Counselling and Wellness*, facilitated two critical sessions: a 3-hour Mental Health Literacy Curriculum Guide training for grade 9 health teachers and Family School Liaison Counsellors (FSLCs), supported by FSLC Daphne Kramer, and a 2-hour exploration of the Mental Health Literacy Elementary School Resource that is under review.
 - Daphne Sander, *Coordinator of English as an Additional Language*, led trauma-informed practice sessions for staff at The Children of St. Martha School and a division-wide session focused on refugee support strategies.
 - Teresa Eveliegh and Janice Beler, from the Intervention Support Team, hosted a roundtable discussion addressing explosive behaviors in the classroom, providing staff with practical ready to use strategies.
- **English as an Additional Language:** Over 1000 EAL Benchmarks were completed in November by teachers across the division for their EAL learners, as part of the requirement from Alberta Education.
- **Violence Threat Risk Assessment (VTRA)/Assessing Risk To Others Training (ARTO) Training:** On October 29th and 30th, 2024, the Holy Spirit Catholic School Division hosted a two-day VTRA training that brought together division administrators, Family School Liaison Counsellors (FSLCs), local law enforcement and community members. Facilitated by Anita Lethbridge, *Coordinator of Counselling and Wellness*, Daphne Kramer (FSLC), and, Constable Donald Realini, the training focused on equipping participants with the skills to activate and implement the VTRA protocol effectively, ensuring student and staff safety in alignment with the Fair Notice Letter and Administrative Procedure. The event also provided recertification opportunities for principals and associate principals, fostering a multidisciplinary approach to building safer school communities.

We celebrate and respect all cultures and ethnicities in our schools.

- **English as an Additional Language:** St. Paul School hosted their second annual multicultural evening with families sharing their culture through music, food and cultural artifacts. The turn-out was exceptional, and the gym was alive with energy and festivities.

REPORT NO: D.7

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Aaron Skretting, Director of Religious Education

SUBJECT: First Nations, Métis and Inuit Education Update

BACKGROUND

1. Aaron Skretting, Director of Religious Education, has prepared the attached report to apprise the Board of recent division activity related to First Nations, Métis and Inuit Education.



**First Nations, Métis and Inuit Education
Report to the Board of Trustees
November 2024**

Board Strategic Priority: Living Truth and Reconciliation

Our First Nations, Métis and Inuit students will continue to see increasing success rates.

- **Assurance Update** - Having now completed our assurance analysis, I want to highlight some interesting trend data. While there are always areas for improvement, we continue to have strong results in our high school completion rates, transition rates, and drop out rates. For instance, our three/four/five-year transition rates are all at least 11% higher than the provincial average. Additionally, when considering the previous three years, when comparing our First Nations, Métis and Inuit student subgroups to the overall Holy Spirit measures, we can see a closing of the gap between the results in these areas as well. These continued, and increasing, success rates are a credit to the work that is being done in our schools by administration, staff, and our First Nations, Métis and Inuit team.

We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past.

- **Language Collaboration** - On Thursday, November 14, Holy Spirit had 29 students and a variety of staff attend a student collaboration day hosted by Changing Horses to provide insight into the development of a ten-year plan for Blackfoot language revitalization in southern Alberta. Dr. Heather Bliss, linguist from Simon Fraser was also able to attend, and along with Ken Fox guided the session. We also hosted our third Blackfoot language family night that same evening at Children of St. Martha school, with about 60 people in attendance.

We will deepen our understanding of our collective responsibilities as Treaty People.

- **Singing Back the Buffalo** - We have recently acquired a license for the documentary [Singing Back the Buffalo](#). The film follows the work of people who are working together to restore the buffalo to local territories, including local elder Leroy Little Bear. Our two showings at the recent divisional collaborative day were well attended and received.
- **Learn Outside kits** - We have developed new Learn Outside kits which infuse indigenous ways of knowing with outdoor activities that are possible throughout the school year. They focus on grades six and seven. The kits were developed from lesson templates that were a collaboration between Lethbridge School Division and Helen Schuler Nature Centre, refined by our First Nations, Métis and Inuit team. There is one kit per school, which includes full sets of lessons and materials for use.

REPORT NO: E.1

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Board Chair

SUBJECT: Board Chair's Report

BACKGROUND

1. Board Chair Carmen Mombourquette will provide the Board Chair's Report for Trustee information, which includes Board correspondence, planning and events, and recent activity.

RECOMMENDATION

That the Board of Trustees receives and files the Board Chair, ACSTA, ASBA, GrACE, PCCELC, Economic Development, Joint City / School Boards and Team Lethbridge Committee Reports for November 27, 2024.



BOARD CHAIR REPORT

Date: November 27, 2024

Submitted by: Dr. Carmen Mombourquette

EVENTS AND ACTIVITIES:

Date	Activity
16 Oct	ASBA Zone - coordination of boards around advocacy with City of Lethbridge
16 Oct	Email to parents re starting process for attendance boundary changes
17 Oct	Letter writing - Joint Committee of City of Lethbridge and Local School Boards
19 Oct	Responded to ASBA poll questions re municipal election
21 Oct	Sent - Letter to City of Lethbridge Councillors re: Joint City and School Boards Committee
21 Oct	Sent - Letter of Reference for Fr. Monis
23 Oct	Committee of the Whole Meeting
23 Oct	Regular Board Meeting
25 Oct	Registered for ACSTA general meeting
29 Oct	Invitation to MLAs for ASBA Breakfast Meeting
29 Oct	Policy Committee Meeting
29 Oct	Interview Lethbridge Herald re attendance boundaries
30 Oct	CUPE negotiations committee meeting
31 Oct	Alberta Education zoom session on proposed changes to the Education Act and Bill 27
2 Nov	Installation of Superintendent Axani
2 Nov	CCHS Gala
4 Nov	Farewell to Superintendent Morrison
5 Nov	Retired and Former Staff Mass at St. Basil's
6 Nov	Southland Trailers - donation of trailer to CCH for the Trades Program
7 Nov	Remembrance Service at St. Paul School - beautiful service - congrats Mr. Viney and Grade Six class
11 Nov	Letter of acknowledgment to St. Paul's School
12 Nov	Agenda setting meeting
13 Nov	Premier and Middleton-Hope session with Lethbridge Chamber of Commerce
13 Nov	Policy Committee Meeting
15 Nov	ACSTA FGM Opening
16 Nov	ACSTA FGM Business Meeting
17 Nov	ACSTA FGM Closing and Mass
17 Nov	ASBA FGM Opening
17 Nov	Email letter sent to John Middleton-Hope - re St. Francis Jr High School
18 Nov	ASBA FGM
19 Nov	ASBA FGM
19 Nov	ASBA FGM evaluation completed
19 Nov	ACTSA FGM - evaluation completed

CORRESPONDENCE:

Month	Description
16 Oct	ACSTA - Pre-AGM Package
16 Oct	Letter re CASA classroom advocacy
17 Oct	AB ED Application for Director's Variance to Employment Standards Regulation Section 11
19 Oct	ASBA - Municipal Affairs Amendment Act update
19 Oct	ASBA Fall General Meeting Policies Bulletin and Updates
19 Oct	Catholic Education Sunday kickoff materials
21 Oct	GrACE Champions Template
21 Oct	Letter received from Parishioner commenting on recent enrollment news from the school division and thanking Board Chair for highlighting rights of Catholics to public education
22 Oct	Catholic Education Week update
22 Oct	Meeting date for contract negotiations
22 Oct	Meeting dates for Finance Committee
22 Oct	Doodle Poll for Policy Committee Dates selection
26 Oct	Policy Committee Meeting agenda
26 Oct	ASBA - Superintendent session information available
26 Oct	ASBA - MLA Breakfast Meeting information and request to send invitations
29 Oct	Parent concern with SPACES - Superintendent reply to parent
30 Oct	St. Mike's BI Newsletter
30 Oct	St. Paul's Newsletter
30 Oct	Invitation to virtual meeting with Minister in regards to changes to Education Act
30 Oct	Letter for Alberta Auditor General
30 Oct	Invitation to fundraising dinner at St. Joe's School
31 Oct	ACSTA - advice on how to address questions about changes to Education Act and Bill 27
31 Oct	ASBA - Provincial Education Directory information
31 Oct	Team Lethbridge request for information
31 Oct	Alberta Education - Bill 27 and legislative changes notification
1 Nov	Saints Journal update
1 Nov	Memo from CCSTA
1 Nov	AB ED Family Violence Prevention Month
5 Nov	OLA Newsletter
6 Nov	Notification - retirement of Mrs. Palmarin
6 Nov	Email from parent concerned about land acknowledgment
8 Nov	AB ED - Engaging in new curriculum
8 Nov	Brownlee LLP invoice
8 Nov	ACSTA - seeking membership on committees
11 Nov	ACSTA - update on Bill 27
12 Nov	Welcome note from the Superintendent
12 Nov	ACSTA Annual Meeting Program
13 Nov	Policy Committee Meeting

14 Nov	ACSTA - Monday memo
14 Nov	Invitation to ATA Divine Liturgy and Dinner
14 Nov	ACSTA - Reminder about Catholic Ed Talk
14 Nov	ASBA - Zone meeting dates
14 Nov	ASBA FGM Package
14 Nov	ASBA - Invite to Municipal Affairs presentation on changes to municipal elections presentation
15 Nov	Invitation to Supper and Auction at St. Mike's Bl
19 Nov	Email from ACSTA re Bill 27 political action

REPORT NO: E.2

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Linda Ellefson, Board Representative

SUBJECT: ACSTA Report

BACKGROUND

1. Linda Ellefson, Board representative to the ACSTA, will provide a report to the Board regarding recent ACSTA business, events, and activities.



Mission

Celebrate, preserve, promote and enhance Catholic Education.

Vision

That all have access to a publicly funded Catholic education.

Purpose

We are committed to a unified voice providing spiritual and political leadership for publicly funded Catholic education.



www.acsta.ab.ca
admin@acsta.ab.ca

Strategic Plan 2025-2027

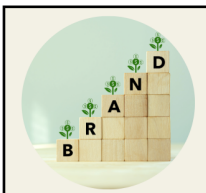


Association Goals



I. Single Voice: Empowered to be the single Catholic Education in Alberta/Yukon/NWT system voice in legal and political advocacy so as to protect constitutional rights without compromise.

II. Profile and Brand Awareness: Accountable to ensure profile and brand awareness for Catholic Education in Alberta/Yukon/NWT with established communication plans for both internal and external stakeholders including media outreach and public/government relations.



III. Unified Direction: Empowered to provide a vehicle for communication and collaboration leading to a unified direction for Catholic education by being the central body where all entities involved in Catholic education gather to collaborate, provide support, and seek direction.

IV. Professional Development/Faith Formation: Ensures that there is a coherent plan that facilitates professional development/faith formation for trustees, educators, and all involved in Catholic education so as to nurture and grow our individual and collective Catholic identity.



V. Discernment and Thought Leadership: Provides discernment and raises the profile for respected contributions to social dialogue via writing position papers, philosophies and messaging based on solid research for overarching issues as determined necessary and timely by the collective membership.

VI. Vehicle to Engage Catholic Church: Provides a vehicle for healthy engagement on challenging issues on behalf of Catholic Education in Alberta/Yukon/NWT to allow for discernment and exploration of all sides of challenging issues with the Sponsor/Catholic Church while gaining the clear spiritual and ecclesial guidance to ensure our unique Catholic identity.



Objectives

Strategies

Description	Goal	
Maintain internal Association and Board unity.	I, III	- Enhance communication, transparency, and connection between ACSTA and association membership. - Host an annual in-person Board of Directors' retreat hosted by the Bishop Liaison. - Review and refine Association governing documents.
Annually deliver, expand and enhance upon the quality of the existing programme of professional development and faith formation opportunities for the association membership.	III, IV	- Arrange events containing talks about topics relevant to Catholic trusteeship. - Develop a high quality media training program for Catholic trustees. - Work with Newman Theological College to refine the Certificate in Catholic Trusteeship.
Enhance the Catholicity of Catholic school trustee elections in Alberta's 2025 general municipal election.		- Develop a 2025 election package. - Engage in and facilitate events related to the 2025 election.
Increase collaboration with provincial Catholic education partners (the Education Liaison to the Bishops of Alberta, Yukon & Northwest Territories, CCSSA, GrACE, and CCSTA).	I, III, VI	- Increase communication, engagement and collaboration frequency between provincial Catholic education partners. - Identify the 'big problems' facing Catholic education and consider how to facilitate problem solving at the system-level.
Prior to the 2027 provincial election, ensure an awareness among Alberta MLAs of the ACSTA and the constitutional protections on the separate school system, and strive for a demonstrable year-over-year increase in bipartisan support for publicly funded Catholic education in Alberta.	I, II	- Increase engagement with key government officials. - Develop and adopt Association advocacy position statements at AGMs. - Develop and distribute key messaging and information pamphlets regarding critical issues. - Review and renew Association branding. - Explore more grassroots-oriented approaches to political advocacy.
Ensure profile and awareness of ACSTA among provincial education associations and the constitutional protections on publicly funded Catholic education.	II	Regular engagement with provincial education associations (the Education Liaison to the Bishops of Alberta, Yukon & Northwest Territories, CCSSA, GrACE, and CCSTA).
Initiate annual engagement with other Catholic organizations that hold provincial presence.	VI	Meetings and correspondence with provincial Catholic organizations.

REPORT NO: E.3

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Cheralan O'Donnell, Board Representative

SUBJECT: ASBA Report

BACKGROUND

1. Cheralan O'Donnell, Board representative to the ASBA, will provide a report to the Board regarding recent ASBA business, events, and activities.

REPORT NO: E.4

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty and Linda Ellefson, Board Representatives

SUBJECT: GrACE Report

BACKGROUND

1. Tricia Doherty and Linda Ellefson, Board representatives to GrACE, will provide a report to the Board regarding recent GrACE business, events, and activities.

GrACE REPORT for NOVEMBER 27, 2024

Inspire, Invigorate, Embolden

By Educating, Engaging, Uniting, Communicating
For the gift of publicly funded Catholic education.

Summit 2024 at St. Luke's, Calgary - 130 participants from across the province. The Summit served as a powerful platform for deep and constructive conversations reinforcing our unity and shared commitment to Catholic education. Together as home, school, parish we safeguard and promote the mission of Catholic schools throughout Alberta and beyond. Continue to: **Testify! Share the Reason for Your Hope.**

Full report will follow once notes from table groups are processed.

Exciting new website for GrACE:

<https://www.gracealberta.org/home>

Catholic Education Prayers of the Faithful for November

- For Catholic education: That our Catholic schools may reveal the glory of God in all that they do, we pray to the Lord.
- For Catholic education: That our Catholic schools may be inspired by the example of the many great saints who have gone before them and who intercede for them, we pray to the Lord.
- For Catholic education: That our Catholic schools may nurture the growth of wisdom and virtue in the young, we pray to the Lord.
- For Catholic education: For unity and solidarity within our communities and province, we pray to the Lord.

REPORT NO: E.5

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Bob Spitzig, Board Representative

SUBJECT: Pincher Creek Community Early Learning Centre Report

BACKGROUND

1. Trustee Bob Spitzig, Board representative to the Pincher Creek Community Early Learning Centre (PCCELC), will provide a report to the Board regarding the recent business, events, and activities.

REPORT NO: E.6

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty, Board Representative

SUBJECT: Economic Development Committee Report

BACKGROUND

1. Tricia Doherty, Board representative to the Economic Development Committee, will provide a report to the Board regarding recent Economic Development Committee business, events and activities.

Economic Development Report – November 27, 2024

Sector Reports:

Team Lethbridge - Went around the room to report on Team Lethbridge, anyone who was in attendance reported their positive experience on this mission, and how beneficial it was to them and to their organization. Trevor noted that on all the missions he has been a part of, this mission was the best he saw for mingling and connecting amongst the sectors.

Construction Sector - Spoke about the RFP coming down for the fast builds for the Jasper residents. Only 5 or 6 companies across Canada would be able to meet the need, 2 of which are in Lethbridge - Triple M housing and SRI Homes. The volume required may give Lethbridge a good chance of getting the contracts as they can meet the demand.

Lethbridge Family Services - They currently have over 3000 kids on the list for the Angel Tree campaign and are anticipating that number reaching over 4000. Sandra Mintz thanked businesses that have already shown support for the campaign, whether through financial contribution or by having an Angel Tree up in their business. They have already raised \$91,300 and hoping to at least double that amount. There will be the annual LPS Christmas Hope check stop campaign on November 30th. They will once again be collecting toys for the different organizations running Christmas campaigns in the city. They are always looking for more volunteers to help with bundling gifts or drivers, etc.

Education - I reported on the impacts of Bill 20 on municipalities and school divisions with the changeover to hand counting ballots and that Trustees will be exempt from party politics. I spoke about Bill 27 and the impact the opt in versus opt out may have on school divisions. I also spoke about curriculum development in Jr High, specifically around CALM being brought into the Junior High level with a focus on career pathways and trades education. I then mentioned that locally we will be starting engagement opportunities in the new year around our boundary reconfiguration.

Brighter together survey - They are asking for all businesses and major employers in the city to please fill out this survey to help gather insights from the business community. **Can someone from the division please fill this survey out?**

Snow Much Love shop local Christmas campaign launching in the next few days, get the message out to support our local businesses.

Esports are currently being highlighted at the Galt Museum.

REPORT NO: E.7

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty and Roisin Gibb, Board Representatives

SUBJECT: Joint City / School Boards Committee Report

BACKGROUND

1. Tricia Doherty and Roisin Gibb, Board representatives to Joint City/School Boards Committee, will provide a report to the Board regarding recent Joint City /School Boards Committee business, events and activities.

**Joint Committee of City of Lethbridge and
Lethbridge School Boards
Agenda**

Wednesday, October 30, 2024, 9:00 AM – 11:00 AM

City of Lethbridge, City Hall

Meeting is *“In Person” but may be extended virtually*

- 1. Introductions**
- 2. Acknowledgement Statement**
- 3. Approval of Agenda**
- 4. Distribution of Notes**
 - a. Meeting Notes of April 10, 2024
- 5. Agenda Items**
 1. Provincial Announcement Regarding School Construction Accelerator Program – Lethbridge School Division
 2. Standing Policy Committee Review and Recommendations – Lethbridge School Division

NOTE: This matter has been referred to the October 24, 2024 Meeting of the Governance Standing Policy Committee of City Council. The link to the meeting is below:

<https://agendas.lethbridge.ca/AgendaOnline>

3. Lethbridge School Division Poverty Intervention Committee - Lethbridge School Division
 4. Enrollment Growth Update - Holy Spirit Catholic School Division
 5. Capital Plan Update - Holy Spirit Catholic School Division
 6. 2025 Election – City of Lethbridge
- 6. Information**
 - a. Victoria Park Area Redevelopment Plan Update
- 7. Next Meeting Date for 2025**
 - a. January – Lethbridge School Division
- 8. Adjournment**

REPORT NO: E.8

November 27, 2024

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty and Roisin Gibb, Board Representatives along
with Deputy Superintendent Anthea Boras

SUBJECT: Team Lethbridge Report

BACKGROUND

1. Trustees Tricia Doherty and Roisin Gibb, along with Deputy Superintendent Anthea Boras, delegates to Team Lethbridge, will provide a report to the Board regarding the recent business, events, and activities.

*Scripting sessions on October 28th will be used by each meeting group to determine how to weave these overarching themes and community asks into their meetings. (This includes specific tangible examples that can be provided if requested by the Minister or their staff.)

2024 Team Lethbridge Goals:

1. Elevate the unique strengths and contributions of the Lethbridge region among provincial decision makers.
2. Convey appreciation for investment/funding in Lethbridge and communicate the additional impact possible with further investment.
3. Advance key community investment and policy priorities.
4. Increase Lethbridge's inclusion/participation in strategic decision making.
5. Build relationships, capacity and enhance opportunities between all partner organizations.

2024 Team Lethbridge Key Messages:

1. Lethbridge is a vibrant regional hub at the intersection of key economic corridors.
2. Lethbridge is a forward-thinking community with collaborative partners that embrace innovation by living our community brand of "Brighter Together".
3. Lethbridge is an affordable place to build a life and raise a family.
4. Lethbridge is the gateway to opportunity with a stable, diversified and growing economy.
5. Lethbridge is proud of our many diverse traditions, cultures and the region's natural beauty.

Top Policy Priorities – The "Ask"

1. Support to government funded entities (municipalities, school boards, post-secondary institutions, healthcare etc.) must be better linked to the demands of population growth and have a more long-term strategic view.
2. Removing barriers and working across traditional "silos" to allow service organizations to fulfill their mandates is key to solve complex issues like housing, addictions, crime and other social challenges. Real progress comes from collaboration across all levels of government working together for shared outcomes.
3. Workforce development begins at the earliest levels of learning and should be seamless to create career pathways whether it's trades or professions.
4. Lethbridge is the perfect size community with a proven track record for pilot projects and implementing change.

Team Lethbridge 2024:

Alberta Health Services - South Zone ~ Allied Arts Council ~ BILD Lethbridge Region ~ City of Lethbridge ~ Downtown Lethbridge BRZ
Economic Development Lethbridge ~ Holy Spirit Catholic School Division ~ Lethbridge & District Association of Realtors® ~ Lethbridge Chamber of Commerce
Lethbridge College ~ Lethbridge Construction Association ~ Lethbridge County ~ Lethbridge Family Services ~ Lethbridge School Division
Lethbridge Senior Citizens Organization ~ Lethbridge Sport Council ~ Tourism Lethbridge ~ University of Lethbridge ~ Volunteer Lethbridge

Top Capital Funding Priorities – “The Ask”

1. Water and Wastewater Treatment plants capacity – critical to support population and business investment growth.
2. Accessible and appropriate housing that includes the full spectrum acknowledging the required infrastructure support to municipalities. (Emergency shelters, transitional, supportive, social/community, below market rental/ownership, student, market housing)
3. Highway 3 bridge widening and rehabilitation – alignment with Highway 3 twinning.

Top Operating Funding Priorities – The “Ask”

1. Appropriate and accessible housing recognizing the role of support organizations, student housing.
2. Wrap around services which includes not just the funding for the organizations that provide services but investment in programs to support the necessary recruiting and training required to deliver those services.
3. Healthcare system including program delivery partners outside of AHS.

ADVOCACY NO: F.1

November 27, 2024

BOARD AGENDA ADVOCACY

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Individual Trustee Advocacy

BACKGROUND

1. Trustees will provide a brief update regarding the activities they have been engaged in to advocate for the Board and school division over the past month.

RECOMMENDATION

That the Board of Trustees receives and files individual Trustee Advocacy Reports for November 27, 2024.



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Linda Ellefson

BOARD MEETING DATE: November 27, 2024

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Nov.5	FLVT School Council
Nov. 5	ESM School Council

PARISH COMMITMENTS:

Date:	Key Discussions:
November	Regular Mass attendance St. Catherine's acting as Lector, Hospitality and Music

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Oct. 25	GrACE Summit at St. Luke's Calgary
Oct. 29	ACSTA Special Board of Directors' Virtual Meeting
Oct. 31	Jubilee Planning Virtual Meeting
Nov. 8	ACSTA Special Board of Directors Meeting
Nov. 13	Edmonton ACSTA, Catholic Ed Talks with Dr. Troy Davies
Nov. 14	ACSTA Edmonton, Board Orientation
Nov. 15-17	ACSTA AGM, Business Meeting and Awards Banquet
Nov. 17	ASBA Awards Edmonton
Nov. 18	ASBA Business Meeting Edmonton
Nov. 19	ASBA MLA Breakfast and Professional Development Edmonton
Nov. 21	GrACE Think Tank Virtual

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Oct. 24	ESM Blessing and walk for Catholic Education
Nov. 2	Mass and Installation of Chantal Axani as Superintendent
Nov. 2	CCH 60th Anniversary Gala
Nov. 4	Farewell for Dr. Scott Morrison
Nov. 5	Retired Staff Mass
Nov. 6	Audit Phone Meeting with Spencer Barthel from KPMG
Nov. 7	ESM Celebration of Peace
Nov. 7	FLVT read to Kindergarten class
Nov. 7	CCH Awards Evening
Nov. 25	Audit Committee
Nov. 27	COW and Public Board Meeting



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Linda Ellefson
BOARD MEETING DATE: November 27, 2024

Date:	Name and Key Discussions:
Nov.	Book Study: Truth Telling
Nov.	Read all ASBA, GrACE, ACSTA, School Newsletters and Bulletins
Nov.	Reading Coherence: The Right Drivers in Action for Schools, Districts and Systems

[illegible]



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Tricia Doherty

BOARD MEETING DATE: November 27, 2024

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Oct 29, 2024	CCH Q1 Drama Class Final project play
Nov 12, 2024	St Paul School Council
Nov 13, 2024	SFJH School Council
Nov 13, 2024	CCH Mamma Mia production parent meeting
Nov 14, 2024	CCH School Council - (Parent)

PARISH COMMITMENTS:

Date:	Key Discussions:
Ongoing	Weekly Mass
Nov 2, 2024	New Superintendent Installment Mass

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Oct 24-25, 2024	GrACE Summit
Nov 5-7, 2024	Team Lethbridge Mission #8
Nov 5, 2024	Hon. Nathan Neudorf Minister of Affordability and Utilities
Nov 5, 2024	GOVERNMENT MLAs, MINISTERS, AND DEPARTMENT OFFICIALS Banquet
Nov 6, 2024	Question Period
Nov 6, 2024	Hon. Muhammed Yaseen, Minister of Immigration and Multiculturalism
Nov 6, 2024	Hon. Demetrios Nicolaides Minister of Education
Nov 6, 2024	OFFICIAL OPPOSITION & INDEPENDENT MEMBERS Banquet
Nov 7, 2024	Hon. Rick Wilson Minister of Indigenous Relations
Nov 15-17, 2024	ACSTA FGM and Conference
Nov 17-19, 2024	ASBA FGM and Conference

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Oct 28, 2024	Team Lethbridge Kick-Off and Practice Session
Oct 29, 2024	Policy Committee Meeting
Oct 30, 2024	Joint City/School Board Meeting
Nov 2, 2024	CCH 60th Anniversary Gala
Nov 12, 2024	Engage Delaney IAP2 Fundamentals Course Day 1
Nov 13, 2024	Engage Delaney IAP2 Fundamentals Course Day 2



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Tricia Doherty
BOARD MEETING DATE: November 27, 2024

Date:	Name and Key Discussions:
Nov 13, 2024	Policy Committee meeting
Nov 20, 2024	Economic Development Lethbridge
Nov 20, 2024	IAP2 Learnings and Pre-planning for Boundary Engagement Meeting
Nov 27, 2024	COW and Board Meeting



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Blake Dolan

BOARD MEETING DATE: November 27, 2024

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:

PARISH COMMITMENTS:

Date:	Key Discussions:
	Regular attendance at Mass

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Nov 17-19	ASBA Conference in Edmonton

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Nov 5	Retired Staff Mass
Nov 7	St. Michael's Pincher Creek Academic Awards Night
Nov 20	Police Advisory Meeting
Nov 21	Opening Ceremony for Volleyball Provincials at St. Michael's School Pincher Creek
Nov 25	Audit Committee Meeting
Nov 25	Holy Spirit Bargaining Proposal Meeting
Nov 27	CUPE 1825 Bargaining
Nov 27	COW / Board Meeting



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Rosin Gibb

BOARD MEETING DATE: November 27, 2024

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Nov 13/24	SFJH School Council

PARISH COMMITMENTS:

Date:	Key Discussions:
Oct 20/24	Catholic Education Sunday Message at St. Martha's 9am Mass
Oct 20/24	Reader 9am Mass
Nov 2/24	Superintendent Installment Mass
Ongoing	Regular attendance at St. Martha's Parish
Ongoing	Word Among Us Daily Readings and Reflection
Ongoing	Dynamic Catholic Daily Gospel Reflection

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Nov 5-7/24	Team Lethbridge Mission Legislature
Nov 5/24	Hon Dale Nally - Minister of Service Alberta and Red Tape Reduction
Nov 5/24	GOVERNMENT MLAs, MINISTERS, AND DEPARTMENT OFFICIALS Banquet
Nov 6/24	Question Period Legislature
Nov 6/24	MLA Martin Long, Parliamentary Secretary for Rural Health
Nov 6/24	OFFICIAL OPPOSITION and INDEPENDENT MEMBERS Banquet
Nov 7/24	Hon. Adriana LaGrange Minister of Health
Nov 7/24	Hon. Jackie Armstrong-Homeniuk Parliamentary Secretary Settlement Services and Ukrainian Evacuees
Nov 15,16,17	ACSTA FGM Edmonton
Nov 17,18,19	ASBA FGM Edmonton

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Oct 23/24	COW and Public Board Meeting
Oct 30/24	Joint City School Division Meeting
Nov 2/24	CCH 60 Year Gala
Nov 4/24	Interim Superintendent Dr. Morrison Farewell



BOARD MEETING DATE: November 27, 2024

Date:	School and Key Discussions:
Nov 19	SMS Parent Council Key points, Shortage of SUBS, Has invite to School Council Chairs gone out? Improved relationship with St Augustines
Nov 26	SMBI Parent Council

Date:	Key Discussions:
	Weekly Mass
Nov 20	Parish Council

Date:	Name and Key Discussions:

[illegible]



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Cheralan O'Donnell

BOARD MEETING DATE: November 27, 2024

SCHOOL MEETINGS:

Date:	School and Key Discussions:
November	St. Catherine's Volleyball, Zones
November	Coach SV girls Volleyball Team (St. Catherine's)
November 21	CCH SV Boys Volleyball Team Provincials

PARISH COMMITMENTS:

Date:	Key Discussions:
Sundays	Mass St. Catherine's Parish

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
	ASBA Daily Briefs
	ACSTA Weekly Briefs
	Advocacy Letters
November 15, 16, 17	ACSTA AGM & Business Meetings
November 17, 18, 19	ASBA AGM, Business Meetings, Awards and Professional Development

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
October 29	Policy Committee Meeting
November 13	Policy Committee Meeting
November 25	Audit Committee Meeting
November 27	Committee of the Whole Board Meeting
November 27	COW and Public Board Meeting



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Bob Spitzig

BOARD MEETING DATE: November 27, 2024

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Nov.20	St. Teresa Of Calcutta School Musical "CAKE"

PARISH COMMITMENTS:

Date:	Key Discussions:
Oct./Nov.	On going Mass at All Saints
Oct.20	Parish Renewal Meeting
Oct.26	Parish Renewal Meeting
Nov.2	Superintendent Installation
Nov.5	Retired Staff Mass
Nov.8	Maintenance Meeting
Nov.12	New Church Meeting
Nov.13	All Saints PAC Meeting

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Nov. 6	TEBA Meeting
Nov.15-19	ACSTA FGM/ASBA FGM
Nov.19	TEBA AGM

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Oct.22	PCCELC Meeting
Oct.23	Board Meeting
Oct.30	Bargaining Prep
Nov.12/13	Engage Delaney 1AP2 Training
Nov.20	Preplanning for Boundary Engagement

ADVOCACY NO: F.2

November 27, 2024

BOARD AGENDA ADVOCACY

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: School Council Advocacy

BACKGROUND

1. In order to ensure better communication between the Board of Trustees and schools, Trustees serve as School Council Liaisons for each school within the division.
2. School Council Advocacy is a forum to address key topics and to provide a bridge for information to be shared between councils and the Board.

INFORMATION NO: G.1

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Administrative Procedures Updates

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. The following Administrative Procedures have been reviewed and updated this month:

- [AP 105: Fire Drills and Fire Prevention](#)
- [AP 105A: Fire Drill Form](#)
- [AP 516: Purchasing Cards](#)
- [AP 516A: Cardholder Agreement](#)
- [AP 516B: Distribution of Division Purchase Cards](#)
- [AP 107: Emergency School Closure and Evacuation](#)
- [AP 210: Challenge to Learning Resources](#)
- [AP 517: Expense Reimbursement](#)
- [AP 108: Instructional Year](#)
- [AP 211: Distance Learning](#)
- [AP 308: Parent Teacher Interviews](#)
- [AP 439: Liaison with Parish Priests](#)

INFORMATION NO: G.2

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Carmen Mombourquette, Board Chair

SUBJECT: ATA Invitation to Advent Liturgy and Dinner

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND:

1. The ATA Local #5 has invited the Board to attend an Advent Liturgy on Tuesday, December 3, 2024 at Assumption Church starting at 5:15 p.m. followed by dinner.



Holy Spirit Catholic ATA Local #5

Invites you to our

Advent Liturgy & Turkey Dinner

Tuesday December 3, 2024

Divine Liturgy takes place at 5:15 p.m.

Our Lady of the Assumption Church

Dinner takes place at 6:00 p.m.

Country Kitchen Catering —lower Keg Restaurant

Please RSVP

by Friday November 29, 2024

[R.S.V.P. HERE](#)

INFORMATION NO: G.3

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Carmen Mombourquette, Board Chair

SUBJECT: Correspondence from the Minister of Education

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND:

1. Attached for Board information is correspondence sent to Holy Spirit Catholic School Division from the Honourable Demetrios Nicolaidis, Minister of Education, in response to transportation funding.



ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

AR 126704

November 7, 2024

Mr. Carmen Mombourquette
Board Chair
Holy Spirit Catholic School Division
St. Basil Education Centre
620 - 12B Street North
Lethbridge AB T1H 2L7

Dear Mr. Mombourquette:

At the recent Alberta School Boards Association meeting that was held in Calgary on September 24, 2024, Holy Spirit asked a question about transportation funding and whether school boards received the same funding as charter schools for the transportation of students attending a school of choice. I appreciate the opportunity to provide you with more information regarding this inquiry.

Alberta Education provides funding to both school boards and charter schools for the transportation of students that meet the distance criteria. School boards have always received funding for eligible students that attend a school of choice, including non-resident students when there is a cooperative transportation agreement in place with the resident board.

Effective for the 2023/24 school year, the student transportation funding model was updated to provide enhanced funding to support the transportation of students attending a school of choice. School boards now receive funding for transported school of choice students based on the distance to their attending school instead of the distance to their designated school for regular programming. School boards now also receive funding for transporting non-resident students when there is no cooperative transportation agreement with the resident board. Parents must sign a declaration to allow the transporting board to claim funding.

If you have any further questions about school of choice transportation funding, please contact Rick Grebenstein, Director with Alberta Education's Business Operations and Stakeholder Support Branch at rick.grebenstein@gov.ab.ca or 780-422-6018 (toll-free first by dialing 310-0000).

I appreciated the opportunity to meet with school board representatives from across the province at this meeting. I look forward to continuing to work with school boards to deliver world class education for Alberta students.

Best,

Demetrios Nicolaidis ECA PhD
Minister of Education

INFORMATION NO: G.4

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Carmen Mombourquette, Board Chair

SUBJECT: Prime Minister's Awards for Teaching Excellence

ORIGINATOR: Carmen Mombourquette, Board Chair

BACKGROUND:

1. The Prime Minister's Awards for Teaching Excellence have recognized exceptional teachers in all disciplines, STEM and Early Childhood Education. Teaching Excellence Award recipients are honoured for their remarkable achievements in education.
2. Attached for Board information is the poster detailing how to nominate an "Exceptional Educator".



Government
of Canada

Gouvernement
du Canada

Canada

2025 PRIME MINISTER'S AWARDS

Nomination Deadline:
January 15, 2025
(11:59 PM Pacific
standard time)



NOMINATE AN EXCEPTIONAL EDUCATOR TODAY!

- Teaching Excellence
- Teaching Excellence in Science, Technology, Engineering and Math (STEM)
- Excellence in Early Childhood Education

VISIT
CANADA.CA/PM-AWARDS
#PMAWARDS



Dean Netto, 2024 Certificate
of Excellence Recipient,
Scarborough, Ontario

Laura Noel, 2024 Certificate of Excellence Recipient,
Grande Prairie, Alberta

Darren Ng, 2024 Certificate of Achievement Recipient,
New Westminster, British Columbia



INFORMATION NO: G.5

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Holy Spirit Catholic School Division Christmas Events Schedule

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND:

1. Attached for Board information is the schedule of special Christmas events such as concerts, carnivals, and such at each school within the division.

SCHOOL	EVENT	DATE	TIME
Lethbridge Schools			
Catholic Central High School	Christmas Concert	Thursday, December 12, 2024 @ E-Free Church	7:00 pm
St. Francis Junior High School	Christmas Concert	Tuesday, December 17, 2024	6:00 pm
Our Lady of the Assumption	Christmas Activity Night	Thursday, December 5, 2024	5:30 pm
St. Paul School	Christmas Concert	Wednesday, December 11, 2024	6:30 pm
École St. Mary	Christmas Family Evening and Kindergarten Concert	Thursday, December 19, 2024	TBD
Children of St. Martha School	Christmas Concert	Thursday, December 5, 2024	6:00 pm
St. Patrick Fine Arts Elementary School	Christmas Concert	Thursday, December 5, 2024 @ Southminster Church	12:30 pm 6:30 pm
Father Leonard Van Tighem School	Christmas Concert	Wednesday, December 4, 2024 @ Southminster Church	6:30 pm
St. Teresa of Calcutta	CAKE Musical	November 19 and 20, 2024	1:00 pm 7:00 pm
Rural Schools			
St. Catherine School, Picture Butte	Christmas Concert	Thursday, December 19, 2024	6:30 pm
St. Joseph School, Coaldale	Christmas Concert	Thursday, December 12, 2024	1:00 pm 6:30 pm
St. Michael's School, Bow Island	Christmas Concert	Wednesday, December 18, 2024	7:00 pm
St. Michael's School, Pincher Creek	TBD	TBD	TBD
St. Mary School, Taber	Christmas Band Concert	Wednesday, December 18, 2024	7:00 pm
St. Patrick School, Taber	Christmas Concert	Thursday, December 12, 2024 @ Taber Civic Centre	7:00 pm

INFORMATION NO: G.6

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Holy Spirit Catholic School Division
Financial Overview 2023-2024

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND:

1. Acting Secretary Treasurer Amanda Lindemann, provided for Board information a summary of financial results for Holy Spirit Catholic School Division for the 2023/2024 school year.

Summary of Financial Results

Finances within a school division must always reflect what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars.

The audited financial statements for the fiscal year ended August 31, 2024 (2023/2024 fiscal year) will be submitted for approval at the November 27, 2024, meeting of the Board and be forwarded to the Minister of Education.

Highlights of the 2023/2024 Audited Financial Statements

In 2023/2024 the school division decreased its total operating reserves by \$122,080 to an ending balance of \$2,978,936 [2023 – \$3,101,016]. Included in operating reserves is \$796,085 [2023 - \$801,070] belonging to School Generated Funds (SGF). At August 31, 2024, adjusting for School Generated Funds, the total operating reserves were 3.2% [2023– 3.51%] of consolidated school division expenses. The decrease in operating reserves is due to Board funded capital purchases, and amortization of asset retirement obligations.

Ordinarily the Board transfers an amount into capital reserves equal to the annual unsupported amortization expense. However, it is important to balance capital spending with the need to cover shortfalls in funding in current and future years, therefore we have recommended that \$526,965 be transferred [2023 - \$380,000]. Alberta Education recommends that an accumulated operating surplus to expense ratio be between 1% and 4%. While the Board of Trustees believes in spending today's dollars on today's students, it also recognizes the importance of building reserves for years where funding shortfalls occur. The budgeted reserve balance for August 31, 2025, was \$1,742,664, however due to WMA adjustments and supplemental enrolment growth funding we did not use reserves in 2023/2024 as expected, as well as funding increases announced after the budget and current enrolment growth, we do not expect to have to draw on reserves for 2025. Leaving reserves at approximately \$2.9 million.

Board funded capital transactions for the year totaled \$587,550 [2023 - \$863,403]. The Board internally funded student technology for schools, New Media lab, lighting for the Eggplant theatre, PD center technology upgrades, vehicles for support services, furniture and equipment in schools, and a snow plow blade.

The following data summarizes the financial results of the school division by functional area for the fiscal year ended August 31, 2024.

	2024		2023	
Revenue				
ECS	\$ 3,297,952	4.9%	\$ 2,991,059	4.6%
Grades 1-12 Instruction	49,397,468	72.8%	46,999,354	73.0%
Operations and Maintenance	10,212,823	15.1%	9,636,861	15.0%
Board and System Administration	2,448,834	3.6%	2,367,846	3.7%
Transportation	2,494,058	3.7%	2,381,064	3.7%
	<u>\$ 67,851,135</u>		<u>\$ 64,376,184</u>	
Expenditures				
ECS	\$ 2,921,853	4.3%	\$ 3,043,467	4.7%
Grades 1-12 Instruction	49,015,662	71.9%	47,218,941	72.2%
Operations and Maintenance	10,384,292	15.2%	10,055,664	15.4%
Board and System Administration	2,991,161	4.4%	2,455,496	3.8%
Transportation	2,847,664	4.2%	2,639,194	4.0%
	<u>\$ 68,160,632.00</u>		<u>\$ 65,412,762</u>	
Operating Surplus (deficit)	<u>\$ (309,497)</u>		<u>\$ (1,036,578)</u>	

Expenditures per Object

	2024	2023	Change
Expenses by Object			
Certificated Salaries & Benefits	\$ 36,173,320	\$ 35,388,022	\$ 785,298
Non-certificated Salaries & Benefits	\$ 15,207,016	\$ 14,322,768	\$ 884,248
Services, Contracts, Supplies	\$ 11,848,231	\$ 11,031,164	\$ 817,067
Amortization of Tangible Capital Assets			
Supported Amortization	\$ 4,074,195	\$ 3,923,821	\$ 150,374
Unsupported Amortization	\$ 836,462	\$ 727,865	\$ 108,597
Interest and bank charges	\$ 21,408	\$ 19,122	\$ 2,286
Total Expenses by Object	\$ 68,160,632	\$ 65,412,762	\$ 2,747,870

Per Pupil Spending Comparisons

	2023/2024	2022/2023	2021/2022	2019/2020	2018/2019	Variance
September 30 Enrolment Number (ECS-Grade 12 FTE)	5046.50	4,850.50	4,857.00	4,825.50	4,991.50	-4.04%
ECS to Grade 12 Instructional	\$ 10,291.79	\$ 10,362.00	\$ 10,144.00	\$ 10,135.00	\$ 9,605.00	2.15%
Operations and Maintenance	2,058	2,073	1,940	1,977	1,738	6.90%
Board and System Administration	593	506	498	472	540	1.60%
Transportation	564	544	451	300	318	20.60%
Totals	\$ 13,506.52	\$ 13,485.00	\$ 13,033.00	\$ 12,884.00	\$ 12,201.00	3.47%

Enrolment source: September 30 Enrolment. Includes all funded and fee-paying children and students.

Board Funded Capital Additions

	2024	2023
Furniture and Equipment	\$ 82,382.00	\$ 192,860.00
Technology	270,888.00	600,424.00
Ashpalt Replacement CEC	40,899.00	
Outdoor classroom	30,100.00	
Vehicles	163,281.00	70,119.00
	<u>\$ 587,550.00</u>	<u>\$ 863,403.00</u>
Additions from operations	\$ 38,935.00	\$ 164,755.00
Additions from Capital Reserves	548,615.00	698,648.00
	<u>\$ 587,550.00</u>	<u>\$ 863,403.00</u>

Budget Summary for the Fiscal Year Ending August 31, 2025

Executive Summary

In developing the divisional operating budget, senior administrators and principals were guided by the following core commitments that describe the value of stewardship within our school division:

"We respect and protect God's creation."

"We ensure that our resources and efforts best serve the educational needs of all our students."

"We are accountable to our supporters and will operate in a fiscally responsible manner."

"We ensure that decisions are both fact and policy driven."

"We support and provide processes which promote fair and objective decision-making through a Catholic perspective."

"We are open and transparent."

The 2024/2025 operating budget has been developed within the guidelines of the Funding Manual for School Authorities 2024/25 School Year, produced by Alberta Education. Ignoring capital revenue, funding provided through the Alberta Education Funding Framework, accounts for 88% of the school division's annual operating revenue. The Alberta Government's funding and assurance model was designed to provide flexible, stable, and predictable funding to enable local planning and decision making. This approach to funding uses a weighted moving average (WMA) of enrolment over three school years to calculate funding. The premise is that it allows boards to plan and budget in advance, rather than waiting for student enrolment to be finalized on September 30 each year. The disadvantage to this is that it penalizes school divisions with growing enrolment. Furthermore, if enrolments are less than estimated, funding is clawed back.

The school division received a finalized funding profile and funding commitment letter from Alberta Education on April 26, 2024. The following illustrates the different grants within the Funding Framework:

Base Instruction	Services & Supports	School	Community	Jurisdiction
• ECS • Grades 1-9 • High School • Rural Small Schools • Outreach Programs	• Specialized Learning Support • Moderate Language Delay (ELP) • PUF • Specialized Learning Support (Kindergarten) • English as an Additional Language • Refugee • FNMI • Classroom Complexity	• Operations & Maintenance • Transportation	• Socioeconomic Status • Geographic • School Nutrition	• System Administration • Teacher Salary Settlement • Supplemental Enrolment growth

Alberta Education's funding commitment for 2024/2025 is \$56,016,411. Operational Funding for 2023/2024, adjusted for additional enrolment was \$54,256,327. Therefore, the overall increase in the funding framework of \$1,760,054 is 3.24%.

Funding for 2024/2025 will not be sufficient to support current increases in costs including salary increases and grid movement for teachers and support staff, benefits costs, utilities, and other software licensing costs. The funding shortfall for 2024/2025 is approximately \$411,352. This shortfall will be mitigated in the following manner:

- The reduction of services, contracts and supplies;
- The reduction of programs to put teachers back into classrooms
- Funds received from 2023/2024 enrolment adjustments put back into reserves.

Education Planning & Board Strategic Priorities

Strategic priorities and areas of focus must be established prior to the budget process. This practice ensures that the Board develops a budget that reflects these strategic priorities and areas of focus. It is assumed and further regulated by the *Education Act*, that the Board operates in a fiscally responsible manner and therefore, an accumulated operating deficit is prohibited.

On February 24, 2023, a Board Strategic Planning Session was held, involving Trustees and the Executive Team. Understanding the key components of Alberta Education's Business Plan 2023-2026, Trustees reviewed the current state of affairs within the division from their own perspective, received senior administration feedback, brainstormed challenges to be resolved, and looked for future opportunities. Finally, Trustees articulated the following priorities for the next three years:

- Strengthening our Catholic Faith
- Living Truth and Reconciliation
- Belonging in our Diverse Community
- Learning Through Quality Teaching

Following this process, the Senior Administrative Leadership Team engaged both staff and parents in a process of setting goals to meet the Board's Priorities. The illustration below depicts both the Board's Priorities and the goals that have been set to meet these priorities.



2024/2025 Operating Budget Highlights

Government of Alberta Funding Framework Revenue Assumptions

One of the goals of Alberta Education's Funding and Assurance Model is to provide predictable funding. For 2024/2025 grant rates remained the same, however due to fluctuation of the Weighted Moving Average (WMA) we have noted the following adjustments.

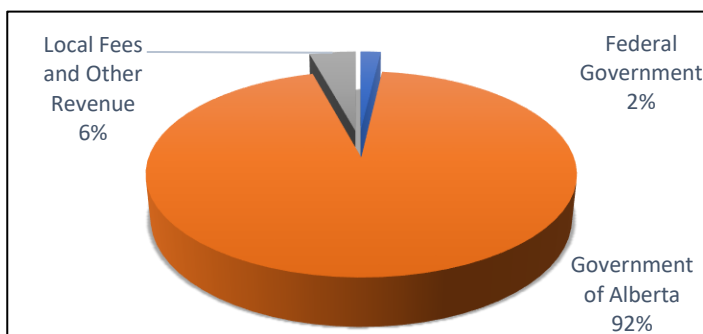
- Base Instruction: 4.9%
- Services and Supports: 6.04%
- School Nutrition: No change
- Plant Operations and Maintenance: 1.74%
- System Administration: 1.74%
- Transportation: -6.11%

Further to the above, a new Supplemental Enrolment Growth grant has been added to our jurisdiction funding.

A separate grant is provided to pay for the teacher salary settlement. It should be noted that this grant does not provide for grid movement.

Sources of Revenue

The Holy Spirit Catholic School Division is economically dependent upon the provincial government for its revenues. This is illustrated in the chart to the right. Ninety-two percent (92%) of revenue comes from the provincial government. Federal Government funding, at 2% of total revenue, includes tuition fees charged for federally funded First Nations students who live on



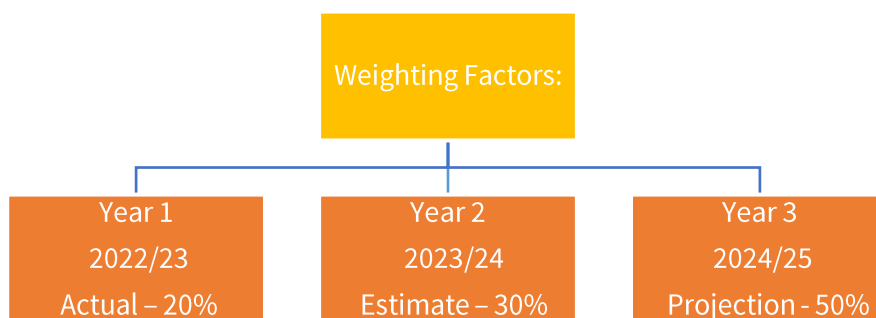
reserves and attend school in either Pincher Creek or Lethbridge. Local fees and other revenue, which make up 6% of total revenue, consist of Early Learning Program fees, transportation fees, school fees, interest revenue, facility rental revenue, and other school generated funds. The budget for local fees and revenues also reflects estimates for donations and school-based fundraising activities. These estimates are based on current fundraising projects as well as historical data. As illustrated on the following page, overall revenue for 2024/2025 will increase by \$2.1 million or 3.17%.

Budgeted Revenue

Revenue Category	Budget 2024/2025	Budget 2023/2024	Change	% change
Alberta Education and Alberta Infrastructure	\$ 63,348,961	\$ 61,399,777	\$ 1,949,184	3.17%
Other - Government of Alberta	323,657	370,175	(46,518)	12.57%
Federal Government and First Nations	1,394,210	1,338,400	55,810	4.17%
Fees	2,215,389	2,041,891	173,498	8.50%
Sales of Services and Products	557,600	598,400	(40,800)	-6.82%
Investment Income	400,000	400,000	0	0.00%
Gifts and Donations	198,750	180,000	18,750	10.42%
Rental of Facilities	75,000	75,000	0	0.00%
Fundraising	250,000	250,000	0	0.00%
Other Revenue	380,776	364,000	16,776	4.61%
TOTAL REVENUES	\$ 69,144,343	\$ 67,017,643	\$ 2,126,700	3.17%

Enrolment

Student enrolment is the primary driver of funding for the school division. The weighted moving average enrolment calculation uses three years of enrolment data to determine funding rates. While this provides funding certainty and allows for earlier planning, the effect of increased enrolment on funding is delayed with the formula. The three-year weighted moving average enrolment is calculated as follows:



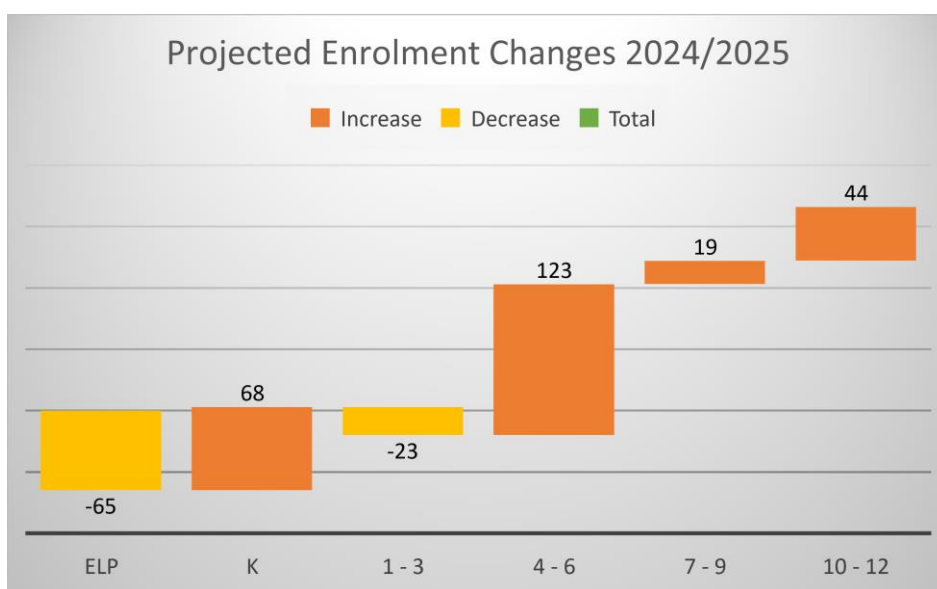
Estimates for the 2024/2025 enrolment were made in the first week of January and submitted to Alberta Education. The deadline for this submission is early as it is before registration for the new year has opened and before individual school principals have begun estimating their enrolments for the next year.

The following table illustrates the changes in the weighted moving average in the last three years. Note, these figures reflect Alberta Education funded children and students only.

Grade	WMA		
	2022/2023	2023/2024	2024/2025
ECS	475.90	467.50	475.00
1 - 9	3,343.90	3,363.60	3,557.30
10 - 12	1,004.30	1,036.70	1084.20
Small Rural School	77.80	65.10	58.00

2024/2025 Enrolment Projection

Including our funded Early Learning Program children, the school division is expecting 5,482 [2023 – 5,317] students in September 2024. This is a predicted increase of 165 students or 3%. The chart below illustrates the increases or decreases at each division level.



Enrolment by School

School	Budget 30-Sep-24		Actual 30-Sep-23		Headcount	Headcount
	Headcount	FTE	Headcount	FTE	Change	% Change
CARE	11.00	11.00	6.00	6.00	5.00	45.45%
Catholic Central High	965.00	965.00	936.00	936.00	29.00	3.01%
Ecole St. Mary	399.00	373.00	382.00	359.50	17.00	4.26%
Father Leonard Van Tighem	665.00	642.00	663.00	648.00	2.00	0.30%
Our Lady of The Assumption	182.00	171.50	174.00	166.50	8.00	4.40%
St. Catherine	194.00	185.50	198.00	193.00	-4.00	-2.06%
St. Francis Junior High	575.00	575.00	550.00	550.00	25.00	4.35%
St. Joseph	336.00	318.50	319.00	305.50	17.00	5.06%
St. Mary - Taber	195.00	195.00	181.00	181.00	14.00	7.18%
St. Michael's - Bow Island	58.00	56.00	60.00	57.50	-2.00	-3.45%
St. Michael's - Pincher Creek	305.00	290.00	304.00	289.00	1.00	0.33%
St. Patrick Fine Arts	296.00	276.50	276.00	261.50	20.00	6.76%
St. Patrick - Taber	196.00	181.00	203.00	187.50	-7.00	-3.57%
St. Paul	299.00	279.50	254.00	237.00	45.00	15.05%
St. Teresa of Calcutta	419.00	389.00	381.00	361.00	38.00	9.07%
The Children of St. Martha	231.00	213.50	221.00	199.00	10.00	4.33%
Trinity Learning Centre	46.00	46.00	34.00	34.00	12.00	26.09%
Early Learning Program	110.00	55.00	175.00	87.50	-65.00	-59.09%
	5,482.00	5,223.00	5,317.00	5,059.50	165.00	3.01%

The above enrolment represents provincially and federally funded students. Not included above are up to 20 full-time fee-paying international students. We also anticipate an additional 190 fee-paying Early learning Program children. Total enrolment is therefore expected to be 5,695 [2023/2024 – 5,548].

Spending by Program Area

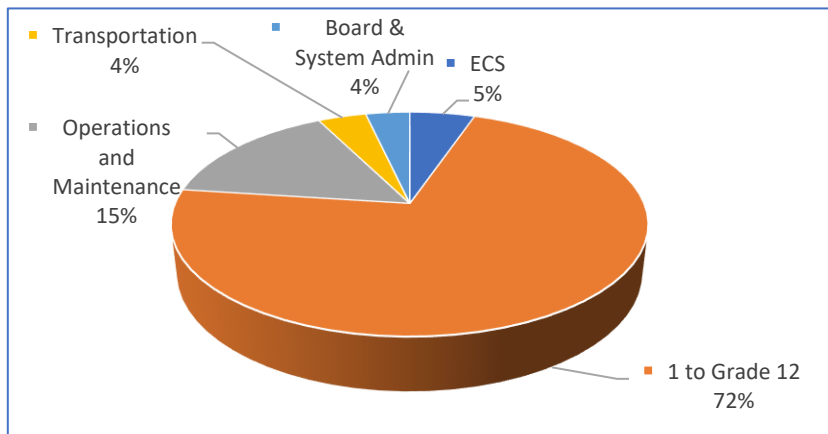
The 2024/2025 Operating Budget of \$69,144,343 is comprised of expenditures in the following functional areas:

	<u>Budget 2024/2025</u>	<u>Actual 2023/2024</u>	<u>Change</u>	<u>% Change</u>
Revenue	\$ 69,144,343.00	\$ 67,851,135.00	\$ 1,293,208.00	\$ 0.02
Expenses				
Instruction - ECS	\$ 3,586,289.00	\$ 2,921,853.00	\$ 664,436.00	\$ 0.23
Instruction - 1-12	\$ 50,845,454.00	\$ 49,015,662.00	\$ 1,829,792.00	\$ 0.04
Plant Operations & Maintenance	\$ 10,034,009.00	\$ 10,384,292.00	\$ (350,283.00)	\$ (0.03)
Transportation	\$ 2,649,702.00	\$ 2,847,664.00	\$ (197,962.00)	\$ (0.07)
Board & System Administration	\$ 2,440,241.00	\$ 2,991,161.00	\$ (550,920.00)	\$ (0.18)
Total Expenses	\$ 69,555,695.00	\$ 68,160,632.00	\$ 1,395,063.00	\$ 0.02
Operating Surplus (deficit)	\$ (411,352.00)	\$ (309,497.00)	\$ (101,855.00)	

There was an expected operating deficit of \$411,352. Operating reserves would have been used to offset the funding shortfall. As we received additional funding after the budget was submitted. We do not expect to use reserves to cover our costs.

Amortization of unsupported tangible capital assets and amortization of unsupported ARO tangible capital assets have no effect on accumulated operating reserves. Adjusting for these two amounts totaling \$727,465 [2023/2024 – \$603,405] the operating deficit is \$411,352 [2023/2024 -\$947,000].

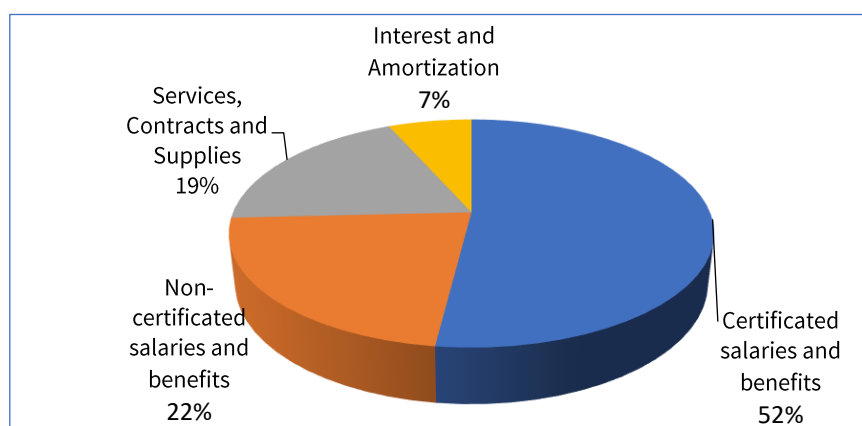
The chart illustrates budgeted expenditures in each area.



Expenses by Object

In 2024/2025, the School Division will spend 74.37% [*Budget 2023/2024 – 74.26%*] of its operating expenditures on salaries and benefits for both certificated and non-certificated staff.

	Budget 2024/2025		Budget 2023/2024		Variance	% change
Certificated salaries and benefits	\$ 36,591,729	52.06%	\$ 35,699,764	52.06%	891,965	2.50%
Non-certificated salaries and benefits	15,680,650	22.31%	15,222,790	22.20%	457,860	3.01%
Services, Contracts and Supplies	13,340,116	18.98%	13,099,389	19.10%	240,727	1.84%
Interest and Amortization	4,670,665	6.65%	4,546,105	6.63%	124,560	2.74%
	<u>\$ 70,283,160</u>	<u>100.00%</u>	<u>\$ 68,568,048</u>	<u>100.00%</u>	<u>1,715,112</u>	<u>2.50%</u>



Summary of Facility and Capital Plans –

In developing the Capital Plan, the Board of Trustees was guided by Policy 1: Board Mandate, Mission, Values and Goals which states, “the Board is dedicated to serving the educational needs and aspirations of the Catholic parents and children in the communities of Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber and surrounding areas...” Under Policy 2: Role of the Board, as part of stewardship and under fiscal responsibility, the Board is required to “approve annually the three-year capital plan and facilities master plan for submission to Alberta Infrastructure by the due date.” Administrative Procedure 126: Long Range Facility Planning outlines a process to “maximize utilization of all school facilities and enhance programming opportunities for students.” This ensures the development of a Capital Plan that meets the educational needs of our school communities.

In January 2023, Senior Administration provided the Board of Trustees with enrolment and utilization projections to 2032. The enrolment projections confirm the need for an additional school in West Lethbridge. The Board approved the 2025 – 2028 Capital Plan at its Regular meeting of March 27, 2024.

The following are the Board's planned projects. Planned projects are subject to funding from the Province.

West Lethbridge Elementary School	New Construction	Planning 2023 - Completion 2026
St. Francis Junior High School, Lethbridge	Modernization	Value scoping - 2023
St. Michael School, Bow Island	Modernization	Value scoping - 2025
Our Lady of the Assumption School, Lethbridge	Modernization	Value scoping - 2026

For More Information

The Holy Spirit Catholic School Division maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans."

To view the combined statements, summary reports, and school authority audited financial statements for school divisions across the province, see the Alberta Education website at: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

Additional information regarding the school division's finances or capital facilities plan priorities may be obtained by contacting Acting Secretary Treasurer Amanda Lindemann by email at secretarytreasurer@holyspirit.ab.ca or through the division's main phone line at (403) 327-9555.

INFORMATION NO: G.7

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Holy Spirit Stars

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. The division is pleased to have celebrated the achievements of a number of staff and students over the past month, as indicated in the attached documentation.



HOLY SPIRIT STARS



November 2024

Please join us in congratulating the following students and staff for their achievements:

NAME	SCHOOL	ACHIEVEMENT
Kati Banda	St. Francis Junior High School	Received player of the game and Kati's U16B ringette team won gold.
Rylee Cruse	St. Francis Junior High School	Was named Hockey Alberta Player of the Month for Rylee's leadership and presence on the ice.
Tiffany Cheruto Ryan Lagat	Our Lady of the Assumption	Became Canadian citizens early this month.
Brooklyn Seeman	Father Leonard Van Tighem School	As a green belt, Brooklyn received a gold medal for U-16 Judo at a tournament in in Montreal.
Caden Barnett Carter Moore Hugh Prather Jack Kalebaba Liam Heilman Lucas Lam Matthew Lindo Ty Whalen	Father Leonard Van Tighem School	Placed second in the Southern Alberta Minor Football League finals.
Ryder Yellow Horn	St. Michael's School, Pincher Creek	Plays guitar, bass, drums and keyboard. Ryder mixes his own music with musicians from all over Canada.
Claire Prakach	St. Catherine School, Picture Butte	Finished first in the 2K Bantam Junior Girls race at the South Zones Cross Country competition in Medicine Hat.
Nixen Miller Lyndon Kuryvial Mason Kuryvial	St. Mary School, Taber	Won the South Zone High School Golf banner and placed 4 th at the Provincial level in Grande Prairie.

NAME	SCHOOL	ACHIEVEMENT
Alexis Speelman Sydney Speelman Cait Gibb Lola Caputo	Catholic Central High School	Won silver at Zones with their girls golf team.
Santa's Anonymous Committee	Catholic Central High School	Raised \$1920 at their pumpkin sale which will go towards creating Christmas Hampers for Holy Spirit Catholic School Division families in need.
Asher Hengeveld Colby Loman Cole Craddock Tate Thompson Anderson Atkins Kallen Weighill Emilio Palacios Ruiz Sebastian Castrillon Lucas Spiess Evans Day Chief Will Kambeitz Charlie Lindo Bentley Mifflin	Father Leonard Van Tighem School	Senior Boys Volleyball Team won bronze at the 4J Volleyball Zones.
Brooke Pilsner Jane Wobschall Caprice Robertson Treu Schnitzerling Addison Comchi Vivian Lavens Leah Coleman Stephana Harty Aniston Weenk Brynnleigh Zentner Lexi Marsh Kinzley Harty Ella Tillsley	Father Leonard Van Tighem School	Senior Girls Volleyball Team won silver at the 4J Volleyball Zones.
Leslie Owasa Chayton Jayasuria Lindsay Baptista Natalia Catonio Maddison Sheen	St. Francis Junior High School	Gave freely of their time and talents to referee the Our Lady of the Assumption and St. Teresa of Calcutta Volleyball Jamboree.

<i>NAME</i>	<i>SCHOOL</i>	<i>ACHIEVEMENT</i>
Mia and Xavi Umana Jennifer and Kevin Ortega Pamela Gutierrez Alvarado Chace Meier Janina Roque Sophia Mojares Sophia McKay Mesert, Rahsi, Saol Rusom Ophelia and Caiden Jackson Elda Flores Artur and Vitaliia Tistechok Sofiiia Kunynets Kashton, Carter and Charlie McDougall-Price	St. Paul School	These students and their family members volunteered to create displays and table booths teaching others and celebrating their cultures for St. Paul School's second annual Multicultural Night.

INFORMATION NO: G.8

November 27, 2024

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Enrolment Data Update

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Attached for Board information is the division's most current enrolment data.

	Gr 1	Gr 2	Gr 3	SUB Total	Gr 4	Gr 5	Gr 6	SUB Total	Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total	1-12 TOTAL	Coded Pre K	Kinder-garten	Total ECS	Total Enrolled	Total FTEs	Total FTEs Sept 27, 2024	% Difference in FTE	Difference in FTEs	Total FTEs Sept 29, 2023	% Difference Sept 29, 2023
CARE				0				0	4	1	2	7				0	7			0	7	7	7	100.0%	0	6	16.7%
CCHS ENG				0				0				0	305	318	296	919	919			0	919	919	921	99.8%	-2	881	4.3%
CCHS FI				0				0				0	30	16	19	65	65			0	65	65	65	100.0%	0	55	18.2%
ESM ENG	14	26	32	72	24	32	23	79				0				0	151	16	18	34	185	168	170.5	98.5%	-2.5	158.5	6.0%
ESM FI	52	29	25	106	35	31	30	96				0				0	202		39	39	241	221.5	221.5	100.0%	0	207	7.0%
FLVT	40	51	52	143	58	50	61	169	95	108	94	297				0	609	18	44	62	671	640	639.5	100.1%	0.5	654.5	-2.2%
ASSUMPTION	25	29	17	71	30	32	29	91				0				0	162	12	24	36	198	180	173	104.0%	7	171.5	5.0%
ST FRANCIS ENG				0				0	173	200	161	534				0	534			0	534	534	532	100.4%	2	478	11.7%
ST FRANCIS FI				0				0	34	30	17	81				0	81			0	81	81	82	98.8%	-1	72	12.5%
ST MARTHA	27	36	39	102	28	24	33	85				0				0	187	11	35	46	233	210	205.5	102.2%	4.5	205	2.4%
ST PATRICK FA	48	39	40	127	45	43	41	129				0				0	256		39	39	295	275.5	272.5	101.1%	3	261.5	5.4%
ST PAUL	44	39	40	123	49	49	44	142				0				0	265	15	30	45	310	287.5	288.5	99.7%	-1	243.5	18.1%
ST TERESA	49	55	51	155	69	55	59	183				0				0	338	21	58	79	417	377.5	380.5	99.2%	-3	375	0.7%
TRINITY				0				0				0	6	16	34	56	56			0	56	56	50	112.0%	6	34	64.7%
Sub Total City	299	304	296	899	338	316	320	974	306	339	274	919	341	350	349	1040	3832	93	287	380	4212	4022	4008.5	100.3%	13.5	3802.5	5.8%
ST CATHERINE	13	20	17	50	28	22	20	70	13	16	18	47				0	167	11	16	27	194	180.5	181.5	99.4%	-1	199	-9.3%
ST JOSEPH	36	35	45	116	38	27	41	106	20	23	27	70				0	292	22	36	58	350	321	320.5	100.2%	0.5	315.5	1.7%
ST MARY(T)				0				20	20	18	30	28	76	26	27	25	78	174		0	174	174	174	100.0%	0	181	-3.9%
ST MICHAEL PC ENG	23	22	16	61	14	24	10	48	17	17	30	64	18	33	28	79	252	14	23	37	289	270.5	270.5	100.0%	0	255	6.1%
ST MICHAEL PC FI	6	6	8	20	5	8	4	17				0				0	37			0	37	37	37	100.0%	0	43	-14.0%
ST MICHAEL BI	3	4	4	11	7	1	7	15	6	4	2	12	0	0	5	5	43		4	4	47	45	45	100.0%	0	57.5	-21.7%
ST PATRICK T	28	36	37	101	30	29		59				0				0	160	13	30	43	203	181.5	182.5	99.5%	-1	193	-6.0%
Sub Total Rural	109	123	127	359	122	111	102	335	74	90	105	269	44	60	58	162	1125	60	109	169	1294	1209.5	1211	99.9%	-1.5	1244	-2.8%
TOTALS	408	427	423	1258	460	427	422	1309	380	429	379	1188	385	410	407	1202	4957	153	396	549	5506	5231.5	5219.5	100.2%	12	5046.5	3.7%

PreK FEE PAYING	
ASSUMPTION	3
ESM ENG	10
FLVT	21
ST PAUL	4
ST MARTHA	8
ST TERESA	14
Sub Total City	60
ST CATHERINE	11
ST JOSEPH	19
ST MICHAEL PC	21
ST PATRICK T	22
Sub Total Rural	73
Total Pre K	133

INTERNATIONAL NON-FUNDED TUITION PAYING												
SCHOOL					SUB Total	Gr 10	Gr 11	Gr 12	SUB Total	Total		
	Gr 7	Gr 8	Gr 9									
CCHS				0	4	6	9	19	19			
FLVT			1	1				0	1			
ST FRANCIS				0				0	0			
Sub Total City	0	0	1	1	4	6	9	19	20			
ST JOSEPH				0				0	0			
ST CATHERINE				0				0	0			
ST MARY (T)				0	3	1		4	4			
ST MICHAEL PC				0	3			3	3			
ST MICHAEL BI				0				0	0			
Sub Total Rural	0	0	0	0	6	1	0	7	7			
Total	0	0	1	1	10	7	9	26	27			

FUNDED				NON FUNDED				ENROLLED
PreK	ECS	1 - 12	TOTAL	PreK NF	Tuition NF	Exchange	TOTAL	TOTAL
153	396	4957	5506	133	27	2	162	5668

INTERNATIONAL EXCHANGE												Total
SCHOOL	Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total				
CCHS				0		2		2			2	
SMT				0				0			0	
SMPC				0				0			0	
Total	0	0	0	0	0	2	0	2			2	