

# Holy Spirit Catholic Schools

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**Board Meeting**  
**St. Basil Catholic Education Centre**  
**Wednesday, November 29, 2023**  
**6:00 p.m.**

## **AGENDA**

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*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. Michael's School, Bow Island) – Trustee Thomas Machacek

**B. ACTION ITEMS**

- a) Approval of Agenda
  - b) Approval of Previous Minutes
    - i) October 25, 2023 Regular Board Meeting
  - c) Business Arising/ Unfinished Business from the Minutes
  - d) Presentation: NET Team  
(Aaron Skretting, Director of Religious Education)
- 
- B.1 Operating and Capital Reserves Transfers for the 2022/2023 Fiscal Year
  - B.2 Audited Financial Statement for the 2022/2023 Fiscal Year
  - B.3 2022/2023 Annual Education Assurance Report
  - B.4 Teacher / Board Advisory Committee Meeting Agenda
  - B.5 International Student Tuition and Fees 2024/2025
  - B.6 December 20, 2023 Board Meeting Change of Time
  - B.7 Locally Developed Courses

**C. POLICY REVIEW**

- C.1 Policy 8: Policy Making
- C.2 Policy 9: Role of the Superintendent
- C.3 Policy 18: Board Governance and Operations

**D. ADMINISTRATIVE REPORTS**

- D.1 Superintendent's Report
- D.2 Deputy Superintendent's Report
- D.3 Secretary Treasurer's Report

**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 Audit Committee Report

**F. ADVOCACY**

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

**G. INFORMATION ITEMS**

- G.1 ATA Invitation to Advent Liturgy and Dinner
- G.2 Correspondence from Minister of Mental Health and Addiction
- G.3 Annual Education Assurance Measures Results – Fall 2023
- G.4 Prime Minister's Awards for Teaching Excellence
- G.5 Holy Spirit Catholic School Division Christmas Events Schedule
- G.6 Director of Learning Update
- G.7 Director of Religious Education Update
- G.8 Director of Support Services Update
- G.9 First Nations, Métis and Inuit Education Update
- G.10 Holy Spirit Stars
- G.11 Enrolment Data Update

**H. ADJOURNMENT**

|                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>CALL TO ORDER</b><br/><b>OPENING PRAYER</b></p> <p><b>Approval of Agenda</b></p> <p><b>Previous Minutes</b></p> <p><b>Business Arising from the Minutes</b></p> <p><b>ACTION ITEMS</b></p> <p><b>Catholic Education Sunday Schedule</b></p> <p><b>Voluntary Teacher Retirement Opportunity</b></p> | <p><b>Present</b></p> <p><b>Regrets</b></p> <p><b>10424/1023</b><br/>Linda Ellefson</p> <p><b>10425/1023</b><br/>Bob Spitzig</p> <p><b>B.1</b></p> <p><b>10426/1023</b><br/>Roisin Gibb</p> <p><b>B.2</b></p> <p><b>10427/1023</b><br/>Tricia Doherty</p> | <p>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 25, 2023, COMMENCING AT 6:04 P.M.</p> <p><b>BOARD</b><br/>Board Chair Carmen Mombourquette<br/>Vice Chair Tom Machacek<br/>Trustee Frances Cote<br/>Trustee Tricia Doherty<br/>Trustee Blake Dolan<br/>Trustee Linda Ellefson<br/>Trustee Roisin Gibb<br/>Trustee Cheralan O'Donnell<br/>Trustee Bob Spitzig</p> <p><b>ADMINISTRATION</b><br/>Superintendent of Schools Ken Sampson<br/>Recording Secretary Rhonda Kawa</p> <p>Deputy Superintendent Michelle MacKinnon<br/>Secretary-Treasurer Lisa Palmarin</p> <p>Board Chair Carmen Mombourquette called the October 25, 2023 Regular Board Meeting to order at 6:04 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 Thomas Machacek led the board in reciting the opening prayer provided by St. Patrick School, Taber.</p> <p><b>M/C That the agenda for the October 25, 2023 Board Meeting be approved, as amended.</b></p> <p>The following item was added to the agenda:</p> <p><b>a) B.7 School Council, Bow Island</b></p> <p><b>M/C That the minutes of the September 27, 2023 Regular Meeting of the Board be approved, as presented.</b></p> <p>There was no business arising from the minutes.</p> <p>Each Trustee agreed to bring a brief message to all Masses taking place within our parishes over the November 4-5, 2023 weekend to celebrate Catholic Education Sunday.</p> <p><b>M/C That the Board of Trustees provide a message in all local parishes and at all Masses celebrating Catholic Education Sunday.</b></p> <p>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.</p> <p><b>M/C That the Board of Trustees of the Holy Spirit Catholic School Division makes the following offer to its teachers:</b></p> <p><i>Any eligible teacher who, by December 15, 2023, submits his/her notice of retirement, effective January 31, 2024, will be offered a temporary teaching contract beginning February 1, 2024 until June 30, 2024.</i></p> |
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| October 25/23: page 3                      |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                            | 10433/1023<br>Tricia Doherty | M/C <b>That the Board of Trustees accepts <i>Policy 7: Board Committees and Board Representation</i> and associated appendices, as presented.</b>                                                                                                                                                                                                                                                                                                                                                                               |
| Policy 17: Awards                          | C.2                          | The Board reviewed <i>Policy 17: Awards</i> and determined that changes were required at this time as per the recommendations of the Policy 17: Awards Committee report. The committee met to discuss the Long Service and Retirement celebrations and the way years of service is calculated.                                                                                                                                                                                                                                  |
|                                            | 10434/1023<br>Tricia Doherty | M/C <b>That the Board of Trustees accepts <i>Policy 17: Awards</i>, as amended.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Policy 18: Board Governance and Operations | C.3                          | The Board reviewed <i>Policy 18: Board Governance and Operations</i> , and all associated appendices and determined that no changes were required at this time.                                                                                                                                                                                                                                                                                                                                                                 |
|                                            | 10435/1023<br>Tricia Doherty | M/C <b>That the Board of Trustees accepts <i>Policy 18: Board Governance and Operations</i>, and all associated appendices, as presented.</b>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><u>ADMINISTRATIVE REPORTS</u></b>       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Superintendent's Report                    | D.1                          | The Board reviewed the Superintendent's October 25, 2023 Report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                            | 10436/1023<br>Roisin Gibb    | M/C <b>That the Board of Trustees receives and files the Superintendent, and Deputy Superintendent Reports for October 25, 2023.</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| Deputy Superintendent's Report             | D.2                          | The Board received the Deputy Superintendent's October 25, 2023 Report.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><u>BOARD REPORTS</u></b>                |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Board Chair's Report                       | E.1                          | The Board Chair provided a report detailing recent correspondence, planning and events, and activities.                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                            | 10437/1023<br>Linda Ellefson | M/C <b>That the Board of Trustees receives and files the Board Chair, ACSTA, ASBA, GrACE, Joint City / School Boards, and Economic Development Committee Reports for October 25, 2023.</b>                                                                                                                                                                                                                                                                                                                                      |
| 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 Roisin Gibb and Cheralan O'Donnell, Board representatives 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.                                                                                                                                                                                                                                                                                                                                                     |
| Joint City / School Boards Report          | E.5                          | Trustees Roisin Gibb and Tricia Doherty, Board representatives to the Joint City / School Boards committee, provided a report to the Board regarding recent business, events, and activities.                                                                                                                                                                                                                                                                                                                                   |
| 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. Trustee Doherty officially starts her term on the committee in March, as we are sharing a spot on the committee with Lethbridge School Division. However, both Boards firmly believe that there is value in each Board having a seat on the committee and recommends the Board advocate to have a permanent voice on the committee for both school divisions. |
|                                            | 10438/1023<br>Roisin Gibb    | M/C <b>That the Board of Trustees advocate for having two (2) committee positions, one for each school division, Holy Spirit Catholic School Division and Lethbridge School Division, as permanent members on the Economic Development Committee.</b>                                                                                                                                                                                                                                                                           |

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| October 25/23: page 4                                            |                           |                                                                                                                                                                                                                                                                                                           |
| <b>ADVOCACY</b>                                                  |                           |                                                                                                                                                                                                                                                                                                           |
| Meeting with MLA Shannon Phillips                                | F.1                       | On October 6, 2023 the Board met with MLA Shannon Phillips to discuss matters of mutual interest.                                                                                                                                                                                                         |
| Individual Trustee Advocacy                                      | F.2                       | 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.                                                                                                                                                         |
|                                                                  | 10439/1023<br>Bob Spitzig | <b>M/C That the Board of Trustees receives and files individual Trustee Advocacy Reports for October 25, 2023.</b>                                                                                                                                                                                        |
| School Council Advocacy                                          | F.3                       | 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.                                                                                                                                                  |
| <b>INFORMATION ITEMS</b>                                         |                           |                                                                                                                                                                                                                                                                                                           |
| ASBA Annual General Meeting                                      | G.1                       | The Alberta School Boards Association Annual General Meeting is being held November 19-21, 2023 in Edmonton, Alberta.                                                                                                                                                                                     |
| ACSTA Annual General Meeting                                     | G.2                       | The Alberta Catholic School Trustees Association Annual General Meeting is being held November 17-19, 2023 in Edmonton, Alberta.                                                                                                                                                                          |
| ERDI Update                                                      | G.3                       | Superintendent Ken Sampson provided a memorandum updating the Board on the most recent Education Research Development and Innovation Canada (ERDI) meetings that took place from October 11-15, 2023 in Banff, 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 9, 2023 at 5:00 p.m. at St. Basil Catholic Education Centre. Following Mass light refreshments will be served.                                                               |
| Catholic Education Sunday                                        | G.5                       | The Board received correspondence from the Catholic Bishops for Alberta and the Northwest Territories regarding this year's theme for Catholic Education Sunday, "Courage to Lead".                                                                                                                       |
| Correspondence to Minister Jason Nixon and Minister Dan Williams | G.6                       | The Board received correspondence written by Board Chair Carmen Mombourquette to the Honourable Ministers Jason Nixon and Dan Williams requesting support to ensure that the grant funding of three years for the Mental Health in Schools project be moved from pilot project to permanent funding.      |
| Correspondence to the Minister of Education                      | G.7                       | The Board received correspondence written by Board Chair Carmen Mombourquette to the Honourable Minister of Education, Demetrios Nicolaides, detailing Holy Spirit Catholic School Division's financial situation due to the Weighted Moving Average Funding Framework and requesting additional funding. |
| Director of Learning Update                                      | G.8                       | Carmen Larsen, Director of Learning, provided a report to the Board, apprising them of recent division activity related to Learning.                                                                                                                                                                      |
| Director of Religious Education Update                           | G.9                       | 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 Update                              | G.10                      | 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 Update                 | G.11                      | 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.                                                                                                                         |
| Holy Spirit Stars                                                | G.12                      | The Board reviewed the activities and achievements of the division's students and staff over the past month.                                                                                                                                                                                              |
| Enrolment Data Update                                            | G.13                      | The Board received the division enrolment report for September 30, 2023.                                                                                                                                                                                                                                  |

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| October 25/23: page 5 |                           |                   |                                                                                                |
| ADJOURNMENT           | 10440/1023<br>Blake Dolan | M/C               | That the Board of Trustees convenes to the Committee of the Whole at 7:52 p.m.                 |
|                       | 10441/1023<br>Blake Dolan | M/C               | That the Board of Trustees reconvenes into the Regular Meeting at 8:17 p.m.                    |
|                       | 10442/1023<br>Blake Dolan | M/C               | That the Board of Trustees adjourns the Regular Board Meeting of October 25, 2023 at 8:17 p.m. |
|                       |                           | <hr/> Board Chair | <hr/> Secretary-Treasurer                                                                      |



# November Prayer

*Dyllan Thurston*



Heavenly Father,

during this month of remembrance,

we pray for the souls who've been taken from this life and into eternity.

Our hearts go out to the families who have grieved the loss of loved ones and we pray that their souls find peace with you.

We also remember all the courageous soldiers who put their lives on the line for this country.

Let their minds be at peace from the terrors they endured for our freedom.

Thank you for being with the soldiers of today and of the past as they fight so we can live the lives we do.

Those whose lives were lost in the wars made great sacrifices. We pray that you help us remember that as we live our privileged and peaceful lives.

Please work through us as we navigate this difficult time of conflict in the world. Help us to be peacemakers and to bring goodwill and harmony to those around us.

Give us the strength to always do what is good and help us stay on the path that leads to you.

Finally, please watch over travelers as the weather begins to change.

We pray that you would keep us safe this winter season.

Amen.

**ACTION NO: B.1**

**November 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Thomas Machacek, Chair of the Audit Committee

**SUBJECT:** Transfers to Operating and Capital Reserves  
for the 2022/2023 Fiscal Year

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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### **BACKGROUND**

1. Vice Chair Thomas Machacek, Chair of the Audit Committee, will provide the rationale for these transfers.
2. Director of Finance 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 \$163,775 from the instruction operating reserve to fund Board funded capital additions.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$689,148 from the Instruction capital reserve to fund Board funded capital additions.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$980 from the Operations & Maintenance operating reserve to fund Board funded capital additions.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$186,970 to the Operations & Maintenance capital reserve for the reduction of previously funded capital additions.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$5,874 from Restricted Operating Reserves for Board and System Administration to unrestricted surplus

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$258,130 from Restricted Operating Reserves for Transportation to unrestricted surplus

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$112,467 from Restricted Operating Reserves for Operations and Maintenance to unrestricted surplus.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$524,520 from Restricted Operating Reserves for Instruction to unrestricted surplus.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$127,473 from unrestricted surplus to Restricted Operating Reserves for School Generated Funds.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$748,726 from the Restricted Operating Reserves for Transportation to Restricted Operating Reserves for Instruction.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$200,000 from unrestricted surplus to Restricted Capital Reserves for Instruction.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$100,000 from unrestricted surplus to Restricted Capital Reserves for Operations and Maintenance.

That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$80,000 from unrestricted surplus to Restricted Capital Reserves for Board and System Administration.

**ACTION NO: B.2**

**November 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Thomas Machacek, Chair of the Audit Committee

**SUBJECT:** Audited Financial Statements for the 2022/2023 Fiscal Year

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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### **BACKGROUND**

1. The Audited Financial Statements for the fiscal year from September 1, 2022 to August 31, 2023 are now complete.
2. Director of Finance Amanda Lindemann will present the Audited Financial Statements.
3. Tawny Vincon, 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, 2023;

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 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** 2022/2023 Annual Education Assurance Report

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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### **BACKGROUND**

1. Attached for the Board of Trustees review is a draft version of the 2022/2023 Annual Education Assurance Report.

### **RECOMMENDATION**

That the Board of Trustees approves the 2022/2023 Annual Education Assurance Report, authorizing the Board Chair to make any incidental corrections, as necessary;

AND FURTHER, that the 2022/2023 Annual Education Assurance Report be submitted to Alberta Education by the November 30, 2023 deadline and posted on the division's website.



# **Holy Spirit**

## **CATHOLIC SCHOOL DIVISION**

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**Annual Education Assurance Report**  
**2022-23**

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# ANNUAL EDUCATION ASSURANCE REPORT 2022-23

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Holy Spirit Catholic School Division for the 2022/2023 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 2022/2023 was approved by the Board on November 29, 2023.

Dr. Carmen Mombourquette, Board Chair (original signed)

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## 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 each and every student to discover and become the person God created him/her 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 5076 students from Kindergarten to Grade 12, as well as an additional 225 early learning program children and 12 international students (September 30, 2022 enrollment). As of September 30, 2022, the division employed 530 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2022/2023 was 273 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 225.33 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2022/2023 operating expenditures for the school division was \$65,412,762.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 62 to 920 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                      | 7-12                | 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 May of 2020, is used to support and provide rationale for the goals, outcomes and strategies in the 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](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 2022-2023](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2022-23 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](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."

## 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 "Resources & Publications" tab, select "Policies & Procedures" and then "Policies."

## ASSURANCE DOMAIN: Local & Societal Context

| Priority                                                                                                                                                                                       | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Outcome                                                                           | Outcome                                                   | Outcome |
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| <p><i>Staff and students will grow in their faith and experience the richness of Catholic Education</i></p>  | Staff and students will develop a deeper understanding of the Catholic faith and demonstrate an increased value of Catholic Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The culture of our schools will grow in reflecting an authentic Catholic identity | Students and staff will grow in their personal faith life |         |
|                                                                                                                                                                                                | <b>Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                   |                                                           |         |
|                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>● Faith Plan Inventories</li> <li>● Surveys following faith formation events</li> <li>● OurSCHOOL Survey for student feedback</li> <li>● Anecdotal/qualitative data (local narratives)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |                                                           |         |
|                                                                                                                                                                                                | <b>Report - Telling our Story</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   |                                                           |         |
|                                                                                                                                                                                                | <p>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 2022-2023, the division began a new Three Year Faith Plan, “Arise! Pilgrims of Hope.” The call for year one was to Arise!, and in this year we focused on finding and listening to God in our Hearts. We focused in particular on our Catholic Worldview and Spirituality of Communion (5 Marks of Excellent Catholic Schools) as well as the Spiritual 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.</p> <ul style="list-style-type: none"> <li>● 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 Spiritual Work of Mercy, a Fruit of the Spirit, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed.</li> <li>● Four common faith formation moments were created and delivered to all staff and students through the course of the year.</li> <li>● 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.</li> </ul> <p>Our anecdotal and statistical results suggest that there was a deep resonance of last year’s theme and components for staff and students.</p> <ul style="list-style-type: none"> <li>● 98.5% of staff respondents felt that the Faith Plan theme inspired and helped them grow in their own faith.</li> <li>● 89.7% of staff respondents felt that the Catholic identity of their school grew last year.</li> </ul> |                                                                                   |                                                           |         |



Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in March 2023, presented by Jesse Manibusan.

- 96.6% 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.
- 87% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

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 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 2023-2024 school year with year two of our Faith Plan - Build! Pilgrims of Hope, as well as a new Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this new plan and priority will continue to nurture a Catholic worldview of reflection, service and sacramentality, to assist us in recognizing God in one another, and to invite all to put their gifts at the service of the common good. 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                                                                             | Outcome                                                                                                                   |
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| <div>High quality instruction rooted in sound research and effective assessment practices to support growth for all learners</div> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teachers will use a variety of research-based assessment practices to inform instruction that will lead to optimum student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All students will demonstrate growth in literacy and numeracy | First Nations, Métis and Inuit students will achieve equitable educational outcomes | High quality teaching practices will engage students in their continued development of the student learning competencies. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                               |                                                                                     |                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>● Focus on Literacy &amp; Numeracy<ul style="list-style-type: none"><li>○ Holy Spirit Common Math Assessment</li><li>○ Fountas &amp; Pinnell Benchmark Assessments</li><li>○ Alberta Education Early Literacy (LeNS &amp; CC3) Assessment &amp; Numeracy Assessment</li></ul></li><li>● High School Programs &amp; Completion Rate</li><li>● Professional Learning &amp; Collaboration Opportunities</li><li>● Alberta Education Assurance Measures<ul style="list-style-type: none"><li>○ Education Quality</li><li>○ Welcoming, Caring Respectful &amp; Safe Learning Environments</li><li>○ Access to Supports and Services</li></ul></li></ul> |                                                               |                                                                                     |                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Report - Telling our Story                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                               |                                                                                     |                                                                                                                           |
| <p>Holy Spirit Catholic School Division continues to recognize 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 connecting the curriculum to real life, continues to engage our students in relevant learning experiences.</p> <p><b>Using Sound Assessment Practices to Inform Great Instruction - Literacy &amp; Numeracy</b></p> <p>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 &amp; DIPs), students in grades 1-4 completed the Early Literacy &amp; Numeracy Assessments, as part of the Learning Disruption Grant funding provided by Alberta Education.</p> <p><b>Numeracy:</b></p> <p>During the 2022-2023 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms.</p> <ul style="list-style-type: none"><li>● The Holy Spirit Learning Coaches supported professional learning in numeracy instruction throughout the Division.</li><li>● Teachers in grades 1-4 were supported to provide interventions for students who needed additional support in numeracy.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                               |                                                                                     |                                                                                                                           |



- Learning Disruption Grant funding was used to provide additional staffing and resources to support numeracy interventions.
- The Alberta Education Numeracy Assessment was administered to students in grades 1-4 during the 2022-2023 school year. All students were assessed at the 'beginning' (September 2022 for Grades 2-4, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June 2023. Interventions were provided for 12-16 weeks for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need.
  - Grade 1 Number of students 'at risk' in Numeracy at the beginning of the year: 90 End of year: 71
  - Grade 2 Number of students 'at risk' in Numeracy at the beginning of the year: 78 End of year: 55
  - Grade 3 Number of students 'at risk' in Numeracy at the beginning of the year: 83 End of year: 53
  - Grade 4 Number of students 'at risk' in Numeracy at the beginning of the year: 91 End of year: 66
- The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2026 to students in grades 5-8, with optional administration for Grade 9 students. Students in grades 1-4 did not complete the CMA due to time constraints as a result of the provincially mandated assessments. The Grade 9 assessment was optional in lieu of students participating in the Grade 9 Math PAT. In comparing our Spring 2021 to our Spring 2022 administration, most grade levels demonstrated growth in numeracy:
  - Grade 4 students Spring 2022 Administration: 64.3% At Grade Level, June 2023 Alberta Numeracy Assessment 83.9% Not At-Risk
  - Grade 5 students Spring 2022 Administration: 59.2% At Grade Level, Spring 2023 Administration: 58.6% At Grade Level
  - Grade 6 students Spring 2022 Administration: 47.1% At Grade Level, Spring 2023 Administration: 51.5% At Grade Level
  - Grade 7 students Spring 2022 Administration: 47.8% At Grade Level, Spring 2023 Administration: 47.2% At Grade Level
  - Grade 8 students Spring 2022 Administration: 51.3% At Grade Level, Spring 2023 Administration: 54.7% At Grade Level
- The Common Math Assessment for grades 7-9 was revised by a committee of dedicated teachers.
- Our Provincial Achievement Test Results in Math indicate our students' level of achievement has grown this year. Grade 6 students achieving the Acceptable Standard exceeded the provincial average and those achieving the Standard of Excellence were just below the provincial average. Our Grade 9 students' achievement is also greater than 2022, with students achieving the Acceptable Standard far greater than the provincial average. Our French Immersion students who achieved both the Acceptable Standard and Standard of Excellence in both grades 6 & 9 once again far surpassed the provincial average.

|         |                        | Mathematics (English) | Provincial Avg. | Mathematics (French) | Provincial Avg. |
|---------|------------------------|-----------------------|-----------------|----------------------|-----------------|
| Grade 6 | Acceptable Standard    | 64.9%                 | 64.4%           | 91.2%                | 78.0%           |
|         | Standard of Excellence | 14.1%                 | 15.8%           | 29.4%                | 17.6%           |
| Grade 9 | Acceptable Standard    | 60.8%                 | 53.2%           | 73.7%                | 71.7%           |
|         | Standard of Excellence | 12.7%                 | 13.0%           | 26.3%                | 20.8%           |

#### ***Literacy:***

During the 2022-2023 school year, focused work on literacy continued.

- The Holy Spirit Division Learning Coaches provided support to our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2022.
  - Results of our Fountas & Pinnell Assessments in the Fall of 2022 indicated the following (grade 3-8):
    - Overall: Meeting Expectations 39.7%, Approaching Expectations 15.6%, Not Yet Meeting Expectations 44.7%
  - Comparing to our previous year's results (Fall 2021) indicated the following (grade 1-9):
    - Overall: Meeting Expectations 47.2%, Approaching Expectations 14.5%, Not Yet Meeting Expectations 42.0%



- The data indicates a continued need to address gaps in literacy over the course of the school year, as a result, our teachers are focusing on the essentials of literacy instruction.
- A significant factor in this data is likely that large English Language Learner population Holy Spirit has welcomed to the Division over the last few years. The F&P assessments are completed early in the year before students receive targeted ELL programing.
- The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) was administered to students in grades 1-4 during the 2022-2023 school year. All students were assessed at the 'beginning' (September 2022 for Grades 2-4, January for Grade 1) and students who were determined to be 'at risk' were re-assessed in June 2023. Interventions were provided for 12-16 weeks 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.
  - Grade 1 Number of students 'at risk' in Literacy at the beginning of the year: 128 End of year: 74
  - Grade 2 Number of students 'at risk' in Literacy at the beginning of the year: 129 End of year: 82
  - Grade 3 Number of students 'at risk' in Literacy at the beginning of the year: 106 End of year: 75
  - Grade 4 Number of students 'at risk' in Literacy at the beginning of the year: 93 End of year: 72
- Our Learning Coaches worked in all elementary and several junior high schools modelling 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 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 'Acceptable Standard' are higher than the provincial percentages in each grade and in both languages. As well, the percentage of students achieving Acceptable Standard in both grades' English exams shows an increase over the 2022 results.

|         |                        | English Language Arts | Provincial Avg. | French Language Arts | Provincial Avg. |
|---------|------------------------|-----------------------|-----------------|----------------------|-----------------|
| Grade 6 | Acceptable Standard    | 80.2%                 | 76.2%           | 88.6%                | 77.6%           |
|         | Standard of Excellence | 17.8%                 | 18.4%           | 11.4%                | 12.5%           |
| Grade 9 | Acceptable Standard    | 81.9%                 | 71.4%           | 84.2%                | 76.1%           |
|         | Standard of Excellence | 14.2%                 | 13.4%           | 5.3%                 | 10.9%           |

#### **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.
  - 3-year High School Completion Rate of 90.4% continues to outmatch the provincial average of 80.7%
  - 5-year High School Completion Rate of 90.3% exceeding the provincial average of 88.6%
- Participation rate in the Diploma Exams for the 2022-2023 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 and Lethbridge College.
- 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 began 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 2022-2023 continued to focus on inter-school collaboration opportunities. School-based teams joined together on common PD days to collaborate with resources, share in learning provided by guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March). Teachers 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. Elementary grade level groups gathered (in-person and virtually) to continue working towards new curriculum implementation.
  - In addition to the collaboration opportunities on our Division Collaboration Day in October, teachers had the opportunity to visit an industry partner, Southland International, for a facility tour and discussion about RAP and dual credit opportunities.
  - The March Collaboration Day also provided an opportunity for teachers to participate in STEM professional learning through our partnership with Destination Exploration at the University of Lethbridge.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted 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 the new curriculum, and develop strategies to support colleagues for ongoing implementation.
- A Resource Selection Committee was established, consisting of Division I teachers from across the District, to select resources to support new curriculum implementation in Math & English Language Arts & Literature
- Our Learning Leadership Team participated in a year-long book study with the resource "10 Mindframes for Leaders: The Visible Learning Approach to School Success", focusing on the impact school leaders have on student success.
- Throughout the school year, many professional learning opportunities were offered in person and virtually and teachers were able to take advantage of these opportunities without the need to travel or require a substitute teacher.
- 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. 39 teachers accessed this release time in May-June of 2023.
- Junior high teachers were supported with the cost of registration, a teaching resource as well as sub release time to engage in professional learning focused on Disciplinary Literacy.

#### ***Alberta Education Assurance Measures Data***

- Education Quality - with 90.7% of our community feeling confident that we are offering quality educational programming in our schools, we are handily above provincial standard of 88.1%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 89.3% in Holy Spirit compared to 86.1% provincially (and 88.6% in the Division in 2022).
- 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 - 82.3% in Holy Spirit compared to 80.6% provincially.



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

| Priority                                                                                                                                          | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Outcome                                                                                                                | Outcome                                                                                                                  | Outcome |
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| <p><i>First Nations, Métis and Inuit education for all</i></p>  | Staff and students will engage in practices to facilitate reconciliation within the school community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Staff and students will enhance their understanding of First Nations, Métis and Inuit ways of knowing, doing and being | Faculty and staff will apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students |         |
|                                                                                                                                                   | <b>Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        |                                                                                                                          |         |
|                                                                                                                                                   | <ul style="list-style-type: none"> <li>• OurSCHOOL Survey</li> <li>• Anecdotal/qualitative data (local narratives)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                        |                                                                                                                          |         |
|                                                                                                                                                   | <b>Report - Telling our Story</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                        |                                                                                                                          |         |
|                                                                                                                                                   | <p>We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth.</p> <p><b>AEAM Analysis</b></p> <ul style="list-style-type: none"> <li>• Our three-year high school completion rate increased this year from 65.1% to 73.6% (16.6% higher than the Alberta average)</li> <li>• Our five-year high school completion rate increased this year from 66.9% to 68.7% (2.6% lower than the Alberta average)</li> <li>• We did experience a decline in our previously excellent six-year transition rate to numbers that more closely parallel the provincial averages, which we believe is related to that particular cohort and their pandemic context. (41.9%, down from 64.7%, 6.4% higher than the Alberta average)</li> <li>• We have increased our Rutherford scholarship eligibility rate, from 54.1% to 68.9%, 25 percent higher than the provincial average.</li> <li>• 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.</li> </ul> <p><b>AEAM Provincial Testing Measures</b></p> <p>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.</p> <p><u>Provincial Achievement Tests</u></p> <p>Our overall acceptable standard on Provincial Achievement Tests was 47.7% (7.2% above provincial average), while our overall standard of excellence was 6.2% (0.7% lower than provincial average). In general, our grade 6 data is at or slightly below provincial averages (with the exception of ELA 6). In general, our grade 9 data is at or higher than provincial averages, with strong results in the acceptable standard across the subject areas.</p> <ul style="list-style-type: none"> <li>• ELA 9 Acceptable Standard 70.6%, 20.8% higher than provincial average</li> <li>• Math 9 Acceptable Standard 41.2%, 12.5% higher than provincial average (with very high scores for K&amp;E Math)</li> <li>• Science 9 Acceptable Standard 50%, 8.9% higher than provincial average</li> <li>• Social 9 Acceptable Standard 42.5%, 8.4% higher than provincial average</li> </ul> <p><u>Diploma Exams</u></p> <p>Our overall acceptable standard on Diploma Exams was 67.9% (6.9% lower than provincial average), while our overall standard of excellence was 11.1% (0.2% lower than provincial average). While the acceptable standard statistic is lower than provincial average, our students also tend to write more</p> |                                                                                                                        |                                                                                                                          |         |



exams than their provincial counterparts, which speaks to higher academic standards and expectations:

- 1+ exams 80.5% (24.8% higher than provincial average)
- 2+ exams 41.4% (9.9% higher than provincial average)
- 3+ exams 13.8% (5% higher than provincial average)
- 4+ exams 2.3% (1% higher than provincial average).

We also saw increases over last year in both of our aggregate measures, with our acceptable standard increasing by 5.5% over last year and our standard of excellence increasing by 8.1% over last year. Our humanities exams tended to be near provincial standards, with Biology 30 trailing those standards.

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 three Graduation Coach programs, one at the high school level, the second at the junior high level, and a third in a rural K-12 school. About 40% of our First Nations, Métis, and Inuit students attend those three schools. While we have had to shift this model to a part-time allocation this year due to budgetary constraints, it remains an important contributor to the strong academic results noted above.

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 2023-2024 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.

In 2022-2023, we continued to realign the focus of the work in First Nations, Métis, and Inuit education in our Board priorities. While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, we are also broadening our focus to First Nations, Métis, and Inuit education for all.

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 2022, as well as our divisional events throughout the year and other days of significance (eg. 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 gatherings (Iisopok'ksikatkimayaa - Striving for Higher Knowledge - transition gathering for grade 11 and 12 students; Iikaahkikkamina - Encouragement - transition gathering for grade 9 and 10 students), 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 2023, which was well attended and received by our community.
- We continued to expand our community partnerships in 2022-2023
  - We greatly appreciated the support of the Sik Ooh Kotoki Friendship Society as they provided abundant snacks for our Indigenous students, in particular those who ride the bus.
  - We engaged in a 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.
  - We completed a ride-along with the Blood Bus Coop to collect footage used in an educational video - *A Day in the Life of a Blood Bus Driver* - for use with staff and community partners.
  - 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..
  - We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
  - We submitted a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
  - We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Support Worker, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.
  - 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 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 permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiki website (found here: <https://sites.google.com/view/mioohpokoiki/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 20 of these kits available for teacher use. Additionally, we continue to offer frequent professional learning opportunities to staff. We delivered a learning opportunity with the documentary *Braves Wear Braids* for all staff, including a conversation with the director. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded. These offerings included:

- Sharing Circles
- STEM (offered twice)
- Art & Wellness (offered three times)

We are seeking to expand these offerings next year to include Métis land-based learning, beading, math, Indigenous Spirituality and Catholicism, Blackfoot land-based learning, and a Blood Bus Ride-along/Reserve Visit experience.

As we embark on a new Board Priority (Living Truth and Reconciliation) in the 2023-2024 school year, we will continue to refine and expand these offerings, connections, and supports for our staff and students.

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

| Priority                                                                                                                                                                      | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Outcome                                                                                        | Outcome                                                                                             | Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------|
| <p><b><i>Foster a culture of wellness that is foundational to support learning</i></b></p>  | Students are supported in their physical, emotional, behavioural and spiritual well-being                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Staff and students will engage in ongoing activities that promote holistic health and wellness | Staff and students are able to recognize and respond to those who may require mental health support |         |
|                                                                                                                                                                               | <b>Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                |                                                                                                     |         |
|                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● Alberta Education Assurance Measures <ul style="list-style-type: none"> <li>○ Welcoming, Caring, Respectful and Safe Learning Environment</li> <li>○ Access to Supports and Services</li> </ul> </li> <li>● OurSCHOOL Survey</li> <li>● A number of research-based programs delivered by the MHCB team</li> <li>● Quarterly review of metrics, indicators and data collection of Family First Facilitator Program</li> <li>● Trend data and analysis from FSLC</li> <li>● Anecdotal/qualitative data (local narratives)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                |                                                                                                     |         |
|                                                                                                                                                                               | <b>Report - Telling our Story</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                |                                                                                                     |         |
|                                                                                                                                                                               | <p>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 2023 Alberta Education Assurance Measures, our schools achieved a notable score of 89.3% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment," reflecting a slight increase of 0.7%. This score not only exceeds our previous results but also surpasses the current provincial average of 84.7%. Furthermore, our performance in the "Access to Supports" category remains strong, with a 0.9% increase from 81.4% to 82.3%. This positive shift stands in contrast to the decrease witnessed in provincial trends. These results affirm our unwavering commitment to providing an inclusive and high-quality educational experience.</p> <p>In the past school year, various initiatives were implemented to prioritize the safety and well-being of 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.</p> <p>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 envelops:</p> <ul style="list-style-type: none"> <li>● 23 events and activities</li> <li>● 160 skill-building programs</li> <li>● 1,214 skill-building sessions</li> </ul> |                                                                                                |                                                                                                     |         |



- 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:

- 32 programs with 320 sessions delivered
- Impact on 16 schools, 6 communities, and 5,425 students

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

- 8 skill-building programs and events with 22 sessions
- Reaching 3,369 attendees across 6 communities

In the Fall of 2022, Holy Spirit Catholic School Division successfully secured an \$886,100.00 grant, marking the commencement of a comprehensive Mental Health in Schools Pilot Project. The 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 were hired to 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. Serving as a comprehensive directory of community links, the shared resources are available to families and can be accessed through the following link: [Resource Hub Link](#).

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, 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.

Our steadfast commitment to professional development in the realm of mental health and wellness has remained unwavering. We successfully provided divisional opportunities for staff in Violence, Threat, Risk, Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA), First Aid, Go-to Educator, Trauma Informed Practices and Mental Health Literacy Training, utilizing a mix of online and in-person formats. 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 (Greg Wells). As a school 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.

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 that supports staff in both their professional and personal lives linking services and topics that align with the Dimensions of Wellness.



### **Our School Survey Data**

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

#### **Junior/Senior High School Students**

- The data indicates that 65% of students in our district feel accepted and valued by their peers and others at school, just slightly below the Canadian norm of 66% for these grades. Breaking it down further, 63% of girls and 72% of boys in our district reported a high sense of belonging, with Canadian norms for girls at 62% and boys at 71%. This reflects a slight improvement from the previous year.
- Moving on to students' relationships with friends at school, 81% of students in the Holy Spirit School Division reported positive relationships, marking a 2% increase from the previous year. This surpasses the Canadian norm of 76% for these grades, with 83% of girls and 79% of boys in our district reporting positive relationships. The Canadian norms for girls and boys are 78% and 74%, respectively.
- Regarding the belief in the personal and economic benefits of education, 68% of students in our district value district outcomes, slightly below the Canadian norm of 71% for these grades. Additionally, 74% of girls and 63% of boys in our district value school outcomes, with Canadian norms for girls and boys at 73% and 70%, respectively.
- Lastly, in terms of positive behavior at school, indicators have remained consistent with last year's results, with 96% of students in this district exhibiting positive behavior, exceeding the Canadian norm of 93% for these grades. Further breakdown shows that 98% of girls and 94% of boys in our district display positive behavior, outperforming the Canadian norms for girls (97%) and boys (90%).

#### **Elementary Students**

- In the Holy Spirit School Division, a significant aspect of students' experiences revolves around their sense of acceptance and value from peers and others. The data reveals that 71% of students in this division reported a high sense of belonging, which is slightly below the Canadian norm of 79% for these grades. Further breakdown indicates that 69% of girls and 74% of boys in this division feel a strong sense of belonging, with Canadian norms at 78% for girls and 80% for boys. Notably, this indicator has experienced a modest 3% 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, 83% of students reported positive relationships, slightly below the Canadian norm of 84% for these grades. A detailed analysis reveals that 85% of girls and 82% of boys in this division enjoy positive relationships, contrasting with Canadian norms of 87% for girls and 81% for boys. Despite the divisional results falling below the Canadian norms, there is a marginal improvement of 2% from previous years' results.
- The survey also explored students' beliefs regarding the personal and economic benefits of education and its impact on their future. In this division, 91% of students expressed a value for district outcomes, though this falls below the Canadian norm of 95% for these grades. Specifically, 94% of girls and 89% of boys in the division acknowledged the importance of school outcomes, as compared to Canadian norms of 96% for girls and 93% for boys.
- Lastly, the assessment of positive behavior at school, focusing on students avoiding disruptive or inappropriate behavior, indicates that 90% 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 91% for these grades. A closer look reveals that 94% of girls and 85% of boys in this division demonstrated positive behavior, compared to Canadian norms of 95% for girls and 86% for boys.

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 school year to enhance these aspects for students including:

1. The continued development of targeted support programs that address the specific needs identified in the survey results, such as initiatives to boost a sense of belonging and well-being (Communi-tea at Junior/ Senior High School, Relationship Universal programming for Elementary level).
2. Implementing mental health awareness and education programs to foster a greater understanding of mental well-being among students, parents and staff.
3. Conduct workshops and learning series on stress management, resilience building, and coping strategies to equip students with essential life skills.
4. Involve parents in awareness campaigns and workshops to create a holistic approach to mental health.
5. Provide resources and information to parents about recognizing signs of mental health issues and how to support their children.

By addressing these considerations, schools can create a supportive and inclusive environment that contributes to the overall well-being and sense of belonging for both junior and senior high school students.

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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 | <a href="#">Student Learning Engagement</a>                                           | 86.3                           | 87.7             | n/a                 | 85.1           | 85.6             | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 85.2                           | 86.8             | 86.0                | 81.4           | 83.2             | 83.1                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | 90.7                           | 88.2             | 87.4                | 83.2           | 83.4             | 81.1                | Very High          | Improved    | Excellent |
|                                | <a href="#">5-year High School Completion</a>                                         | 91.9                           | 89.5             | 90.9                | 87.1           | 86.2             | 85.6                | High               | Maintained  | Good      |
|                                | <a href="#">PAT: Acceptable</a>                                                       | 70.4                           | n/a              | 76.5                | 67.3           | n/a              | 73.8                | n/a                | n/a         | n/a       |
|                                | <a href="#">PAT: Excellence</a>                                                       | 18.0                           | n/a              | 18.2                | 18.0           | n/a              | 20.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | 72.8                           | n/a              | 79.7                | 75.2           | n/a              | 83.6                | n/a                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | 12.2                           | n/a              | 16.2                | 18.2           | n/a              | 24.0                | n/a                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 90.7                           | 91.5             | 92.2                | 89.0           | 89.6             | 90.3                | Very High          | Declined    | Good      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 88.6                           | 90.5             | n/a                 | 86.1           | 87.8             | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 81.4                           | 83.4             | n/a                 | 81.6           | 82.6             | n/a                 | n/a                | n/a         | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 81.6                           | 80.5             | 82.6                | 78.8           | 79.5             | 81.5                | High               | Maintained  | Good      |

## 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 | <a href="#">Student Learning Engagement</a>                                           | 86.9                           | 86.3             | 86.3                | 84.4           | 85.1             | 85.1                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 86.6                           | 85.2             | 86.0                | 80.3           | 81.4             | 82.3                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | 90.4                           | 90.7             | 89.0                | 80.7           | 83.2             | 82.3                | Very High          | Maintained  | Excellent |
|                                | <a href="#">5-year High School Completion</a>                                         | 90.3                           | 91.9             | 91.4                | 88.6           | 87.1             | 86.2                | High               | Maintained  | Good      |
|                                | <a href="#">PAT: Acceptable</a>                                                       | 68.9                           | 70.8             | n/a                 | 63.3           | 64.3             | n/a                 | Intermediate       | n/a         | n/a       |
|                                | <a href="#">PAT: Excellence</a>                                                       | 16.0                           | 18.7             | n/a                 | 16.0           | 17.7             | n/a                 | Intermediate       | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | 75.1                           | 72.8             | n/a                 | 80.3           | 75.2             | n/a                 | Low                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | 12.5                           | 12.2             | n/a                 | 21.2           | 18.2             | n/a                 | Low                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 90.7                           | 90.7             | 91.8                | 88.1           | 89.0             | 89.7                | Very High          | Declined    | Good      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 89.3                           | 88.6             | 88.6                | 84.7           | 86.1             | 86.1                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 82.3                           | 81.4             | 81.4                | 80.6           | 81.6             | 81.6                | n/a                | Maintained  | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 82.6                           | 81.6             | 83.1                | 79.1           | 78.8             | 80.3                | Very High          | Maintained  | Excellent |

[illegible]

[illegible]

## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

| 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    |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | n/a                            | n/a              | 58.9                | n/a            | n/a              | 56.6                | n/a                | n/a                    | n/a        |
| <a href="#">Drop Out Rate</a>                              | 1.2                            | 1.8              | 1.5                 | 2.3            | 2.6              | 2.6                 | Very High          | Maintained             | Excellent  |
| <a href="#">In-Service Jurisdiction Needs</a>              | 85.8                           | 83.5             | 86.8                | 83.7           | 84.9             | 85.1                | Intermediate       | Maintained             | Acceptable |
| <a href="#">Lifelong Learning</a>                          | 82.8                           | 83.9             | 76.9                | 81.0           | 82.1             | 72.0                | Very High          | Improved Significantly | Excellent  |
| <a href="#">Program of Studies</a>                         | 84.3                           | 81.8             | 86.3                | 82.9           | 81.9             | 82.3                | Very High          | Declined               | Good       |
| <a href="#">Program of Studies - At Risk Students</a>      | 81.8                           | 83.8             | 85.9                | 81.9           | 82.7             | 84.8                | Low                | Declined Significantly | Concern    |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 86.8                           | 81.7             | 78.6                | 70.2           | 68.0             | 66.4                | Very High          | Improved Significantly | Excellent  |
| <a href="#">Safe and Caring</a>                            | 90.8                           | 92.3             | 91.6                | 88.8           | 90.0             | 89.2                | Very High          | Maintained             | Excellent  |
| <a href="#">Satisfaction with Program Access</a>           | 75.9                           | 75.2             | 76.9                | 72.6           | 71.8             | 74.1                | Intermediate       | Maintained             | Acceptable |
| <a href="#">School Improvement</a>                         | 78.0                           | 86.0             | 85.1                | 74.2           | 81.4             | 81.3                | High               | Declined Significantly | Issue      |
| <a href="#">Transition Rate (6 yr)</a>                     | 73.7                           | 72.1             | 73.0                | 60.3           | 60.0             | 59.8                | Very High          | Maintained             | Excellent  |
| <a href="#">Work Preparation</a>                           | 85.2                           | 87.8             | 84.7                | 84.9           | 85.7             | 83.5                | High               | Maintained             | Good       |

## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

| 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    |
| <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | 17.8                           | n/a              | 60.4                | 3.5            | n/a              | 56.6                | n/a                | n/a                    | n/a        |
| <a href="#">Drop Out Rate</a>                              | 1.5                            | 1.2              | 1.4                 | 2.5            | 2.3              | 2.5                 | Very High          | Maintained             | Excellent  |
| <a href="#">In-Service Jurisdiction Needs</a>              | 82.3                           | 85.8             | 85.4                | 82.2           | 83.7             | 84.3                | Intermediate       | Maintained             | Acceptable |
| <a href="#">Lifelong Learning</a>                          | 85.7                           | 82.8             | 80.1                | 80.4           | 81.0             | 76.8                | Very High          | Improved Significantly | Excellent  |
| <a href="#">Program of Studies</a>                         | 87.6                           | 84.3             | 85.5                | 82.9           | 82.9             | 82.6                | Very High          | Improved               | Excellent  |
| <a href="#">Program of Studies - At Risk Students</a>      | 83.7                           | 81.8             | 84.6                | 81.2           | 81.9             | 83.4                | Intermediate       | Maintained             | Acceptable |
| <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 86.5                           | 86.8             | 82.1                | 71.9           | 70.2             | 68.3                | Very High          | Improved               | Excellent  |
| <a href="#">Safe and Caring</a>                            | 91.2                           | 90.8             | 91.4                | 87.5           | 88.8             | 89.1                | Very High          | Maintained             | Excellent  |
| <a href="#">Satisfaction with Program Access</a>           | 77.6                           | 75.9             | 77.2                | 72.9           | 72.6             | 73.9                | High               | Maintained             | Good       |
| <a href="#">School Improvement</a>                         | 80.6                           | 78.0             | 82.1                | 75.2           | 74.2             | 77.9                | Very High          | Declined               | Good       |
| <a href="#">Transition Rate (6 yr)</a>                     | 70.8                           | 73.7             | 73.2                | 59.7           | 60.3             | 60.2                | High               | Maintained             | Good       |
| <a href="#">Work Preparation</a>                           | 87.7                           | 85.2             | 85.4                | 83.1           | 84.9             | 84.5                | Very High          | Maintained             | Excellent  |

**ACTION NO: B.4**

**November 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Teacher / Board Advisory Committee Meeting Agenda

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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### **BACKGROUND**

1. The Teacher / Board Advisory Committee (TBAC) meets twice during each school year to discuss matters of mutual interest. The next meeting for TBAC is scheduled for Thursday, December 14, 2023 starting at 5:00 p.m.

### **RECOMMENDATION**

That the Board of Trustees set agenda items for the upcoming TBAC meeting on December 14, 2023.

**ACTION NO: B.5**

**November 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** International Student Tuition and Fees for 2024/2025

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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### **BACKGROUND**

1. Attached for Board consideration is a draft International Student Fee Schedule for the 2024/2025 school year. An increase in the transcript validation fee has been added for the 2024/2025 school year.
2. Also attached for Board review is a comparison chart of International Student Fees throughout the province.
3. Superintendent Ken Sampson will speak to this item.

### **RECOMMENDATION**

That the Board of Trustees approves the 2024/2025 International Student Fee Schedule, as presented.

# Fee Schedule 2024-2025

## Full Time Study

|                              | One Quarter       | One Semester      | One Year           |
|------------------------------|-------------------|-------------------|--------------------|
|                              | 3 Months          | 5 Months          | 10 Months          |
| <b>Application Fee</b>       | \$250.00          | \$250.00          | \$250.00           |
| <b>Tuition</b>               | \$3,300.00        | \$5,500.00        | \$11,000.00        |
| <b>Student Services</b>      | \$500.00          | \$1,000.00        | \$1,000.00         |
| <b>Insurance*</b>            | \$150.00          | \$250.00          | \$500.00           |
| <b>Transcript Validation</b> | N/A               | \$150.00          | \$150.00           |
| <b>Total</b>                 | <b>\$4,200.00</b> | <b>\$7,150.00</b> | <b>\$12,900.00</b> |

\*Insurance is MANDATORY for all Holy Spirit Students.

For further pricing and availability, please contact [international@holyspirit.ab.ca](mailto:international@holyspirit.ab.ca).

## Homestay Accommodation

|                               | One Semester | One Year   |
|-------------------------------|--------------|------------|
| <b>Homestay Finding Fee</b>   | \$450.00     | \$450.00   |
| <b>Custodianship Fee</b>      | \$450.00     | \$450.00   |
| <b>Homestay Accommodation</b> | \$4,500.00   | \$9,000.00 |

The cost of 1 month of homestay accommodation is \$900.00.

**\*\*ALL FEES ARE SUBJECT TO CHANGE AND ARE LISTED IN CANADIAN DOLLARS\*\***

## Additional Charges and Information

### Student Services Fee Includes:

- Airport transfers to and from the Calgary airport (additional transfers are \$150 each way)
- 3-4 Student Activities
- Credit transfers, when necessary
- Transcript validation, when necessary
- School Hoodie
- City Bus Card with 10 rides
- Trip to Rockies (10 month students)
- Course fees up to \$150
- Homestay monitoring

### Additional Costs Not Included

- School bus transportation (\$35/month)
- Additional field trips
- Extra-curricular activities (sports, clubs)
- School supplies (paper, pens, binders, etc.)
- Cost associated with athletic school teams
- Additional days in homestay (\$25/day)
- Grade 12 Diploma exams (\$55/course)
- Homestay damage deposit (refundable) \$250.

Methods of Payment and Refund Policy: [www.holyspirit.ab.ca/international](http://www.holyspirit.ab.ca/international)

Prices Effective September 1, 2024

## INTERNATIONAL STUDENT FEE COMPARISON: 2024-2025

| NAME OF SCHOOL DISTRICT              | APPLICATION FEE                                         | TUITION FEE (FULL YEAR)                                        | HOMESTAY FEE 10 months               | HOMESTAY PLACEMENT FEE | CUSTODIAN FEE               | TOTAL                      |
|--------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|--------------------------------------|------------------------|-----------------------------|----------------------------|
| CANADIAN ROCKIES 2024-2025           | \$275.00                                                | \$15,000.00                                                    | \$12,000.00                          | \$700.00               | \$150.00                    | \$28,125.00                |
| CALGARY CATHOLIC 2024-2025           | \$250.00                                                | \$12,750.00                                                    | \$11,880.00                          | Included               | included                    | \$24,880.00                |
| C.B.E. 2024-2025                     | \$250.00                                                | \$13,500.00                                                    | \$13,185.00                          | Included               | included                    | \$26,935.00                |
| EDMONTON PUBLIC 2024-2025            | \$250.00                                                | \$13,000.00                                                    | \$13,000.00                          | Included               | Included                    | \$26,250.00                |
| EDMONTON CATHOLIC 2024-2025          | (\$300 which is included in tuition and non-refundable) | \$12,000.00                                                    | \$12,775.00                          | Included               | Included                    | \$24,775.00                |
| PALLISER REGIONAL 2024-2025          | \$250.00                                                | \$10,500.00 (Southern AB)<br>\$13,500.00 (Calgary faith-based) | \$8,250.00                           | \$250.00               | \$0                         | \$19,250.00<br>\$22,250.00 |
| GOLDEN HILLS 2024-2025               | \$250                                                   | \$12,350.00                                                    | \$11,500.00 HOME<br>\$14,750.00 DORM | \$0                    | \$0                         | \$24,100.00<br>\$27,350.00 |
| LETHBRIDGE SCHOOL DIVISION 2024-2025 | \$250.00                                                | \$11,000.00                                                    | \$11,625.00                          | \$500                  | Included                    | \$23,375.00                |
| RED DEER PUBLIC 2024-2025            | \$300.00                                                | \$11,865.00                                                    | \$11,000.00                          | \$600.00               | \$0                         | \$23,765.00                |
| RED DEER CATHOLIC 2024-2025          | \$300.00                                                | \$11,300.00                                                    | \$11,100.00                          | \$500.00               | \$0                         | \$23,200.00                |
| HORIZON SCHOOL DIVISION 2024-2025    | \$200.00                                                | \$10,835.00                                                    | \$8,200.00                           | \$400.00               | \$0                         | \$19,635.00                |
| MED HAT CATHOLIC 2024-25             | \$200.00                                                | \$10,500.00                                                    | \$9,000.00                           | \$400.00               | \$100.00                    | \$20,200.00                |
| MED HAT PUBLIC 2024-25               | \$200.00                                                | \$10,000.00                                                    | \$9,500.00                           | \$400.00               | \$0                         | \$20,100.00                |
| LIVINGSTONE RANGE 2024-2025          | \$200.00                                                | \$10,800.00                                                    | \$9,000.00                           | \$300.00               | \$0                         | \$20,300.00                |
| BATTLE RIVER 2024-2025               | \$250.00                                                | \$10,900.00                                                    | \$8,000.00                           | \$450.00               | \$300 (includes airport tr) | \$19,900.00                |
| HOLY SPIRIT 2024-2025                | \$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.

**ACTION NO: B.6**

**November 29, 2023**

## **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** December 20, 2023 Board Meeting Change of Time

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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### **BACKGROUND**

1. A change of time has been requested for the December 20, 2023 Board of Trustees meeting.
2. The original time of the Regular Board of Trustees Meeting is 6:00 p.m. The new suggested time is 3:00 p.m.
3. Board Chair Carmen Mombourquette will speak to this item.

### **RECOMMENDATION**

That the Board of Trustees changes the time of meeting of the December 20, 2023 Regular Board of Trustees Meeting from the original time of 6:00 p.m. to a new start time of 3:00 p.m.

**ACTION NO: B.7**

**November 29, 2023**

# **BOARD AGENDA ACTION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses

**ORIGINATOR:** Carmen Larsen, Director of Learning

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## **BACKGROUND**

The Board is required to authorize any locally developed/acquired courses used within the Division. A request has been submitted to acquire the following Locally Developed Courses:

| <b>Course Name</b>      | <b>Version</b>        | <b>Course Code</b> | <b>First Approved Year</b> | <b>Approved Start Date</b> | <b>Last Approved Year</b> |
|-------------------------|-----------------------|--------------------|----------------------------|----------------------------|---------------------------|
| Fire Rescue Services 15 | 3 Credits (2023-2027) | LDC1004            | 2023-2024                  | 2023-12-01                 | 2026-2027                 |

## **RECOMMENDATIONS**

That the Board of Trustees for The Holy Spirit Catholic School Division, at its November 29, 2023 Regular Meeting, approves the use and implementation of the following Locally Developed Courses and their accompanying learning resources:

- **Fire Rescue Services 15-3** until August 2027.

PR NO:

C.1

November 29, 2023

# BOARD AGENDA POLICY REVIEW

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Policy 8: Policy Making

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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## **BACKGROUND**

1. *Policy 8: Policy Making* and all associated appendices, are brought forward for Board review and discussion with respect to the need to revise or modify, if required.
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.
3. The Board will find attached a Policy Review Template, which will facilitate the Board's thorough review of this policy.

## **RECOMMENDATION**

That the Board of Trustees accepts *Policy 8: Policy Making*, 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 Review Template

Source Document: *Policy 8: Policy Making*

Policy under review: *Policy 8: Policy Making*

Date: November 29, 2023

Upon review, does this policy require amendment? ☐ Yes ☒ No

Nature of/reason for amendment?

Other implications or considerations?

### POLICY MAKING

The Board is responsible for the development of the educational goals and policies in keeping with the requirements of provincial legislation and the values of the Catholic community. In order to meet its responsibility, the Board shall establish and maintain written policies that express its philosophical beliefs in the support of Catholic education and provide effective guidelines for the actions of the Board and the Superintendent.

The Board shall be guided in its approach to policy making by ensuring adherence to the requirements necessary to provide a Catholic education and compliance with provincial legislation and regulations.

Board policies shall provide an appropriate balance between the responsibility of the Board to develop and communicate the broad guidelines to guide the division and to provide the opportunity to utilize the professional training and experience of the administrative staff.

#### **The Board expects policies to:**

1. Contribute to the development and maintenance of a positive culture.
2. Define areas of responsibility.
3. Establish limits of authority.
4. Provide for consistent decision-making.
5. Create performance expectations.
6. Anticipate situations that may arise.
7. Be stated in positive, straightforward, clear sentences.
8. Reflect updated legal responsibilities as stipulated through revisions to Government Regulations and the *Education Act*.

#### **The Board shall adhere to the following stages in its approach to policy making:**

1. Planning
  - 1.1 The Board in cooperation with the Superintendent shall assess the need for policy and identify the critical attributes of such a policy.
2. Development
  - 2.1 The Board may develop the policy itself or can delegate the responsibility for development to the Superintendent or a committee.

### 3. Implementation

- 3.1 The Board is responsible for the implementation of policies which govern the Board. The Board and Superintendent share the responsibility for implementation of policies pertaining to the Board-Superintendent relationship. The Superintendent is responsible for the implementation of the remaining policies.

### 4 Review

- 4.1 The Board, in cooperation with the Superintendent shall review each policy on a yearly basis in order to determine whether or not it is meeting its intended purpose. The Board shall maintain the right to review and/or amend a policy more than once a year.

### **Specifically**

1. Any Trustee may make suggestions regarding the possible development of a policy or the need for policy revisions on any matter by presenting a proposal for a policy or revisions, in writing, to the Board Chair. The proposal shall contain a brief statement of purpose or rationale.
2. The Chair will inform the Board of the request for policy development/ revision. The Board will determine the action to be taken.
3. Should the Board determine that a policy is necessary it will direct the Superintendent to prepare a draft policy for its consideration. The Board acknowledges that in certain circumstances, stakeholders affected by a proposed policy may be consulted as part of the policy development process.
4. Alternatively, the Superintendent may be directed to draft amendments to an existing policy.
5. When appropriate, the Superintendent shall seek legal advice on the intent and the wording of the policy.
6. The Board may seek advice from the Bishop where deemed appropriate.
7. Only those policies which are adopted and recorded in the minutes constitute the official policies of the Board.
8. Second and final reading, which shall be the final approval step, shall occur not sooner than one Regular Board Meeting after first reading unless there is unanimous agreement of a quorum of the Trustees present that second reading should immediately follow the first reading.
9. In cases of emergency, the Board may, by a majority vote of a quorum of Trustees present at a Regular or Special Meeting of the Board, waive the requirement to bring a proposed new policy or amendment to policy and may consider a proposed new or amended policy at that meeting.
10. Unless an effective date in the future is specifically stated in the new or amended policy, in order to allow for orderly implementation, all policies shall be effective upon adoption.
11. In the absence of existing policy, the Board may make decisions, by resolution, on matters affecting the administration, management and operation of the Division. Such decisions carry the weight of policy until such time as specific written policy is developed.

12. The Superintendent shall develop administrative procedures as specified in *Policy 10 – Board Delegation of Authority* and may develop such other procedures as deemed appropriate for the effective operation of the Division. Administrative Procedures and Board Policies must be discrete but complementary. Nothing in an Administrative Procedure may be contrary to or inconsistent with a Board Policy.
13. The Board may request the Superintendent to change an administrative procedure to a draft Board policy and will provide the rationale for same.
14. The Board may also delete a policy and subsequently delegate the Superintendent authority over this area. The Superintendent may choose to then develop an administrative procedure relative to this matter.
15. The Superintendent must inform the Board of any substantive changes to administrative procedures.
16. The Superintendent shall arrange for all Board policies and administrative procedures and subsequent revisions to be posted on the Division's website, in a timely manner, for staff and public access.
17. The Board shall review its policies on a yearly basis. In reviewing a policy, the Board shall direct the Superintendent to provide information on the following:
  - 17.1. Upon reviewing, does the policy require amendment?
  - 17.2. Nature of/ reason for the amendment
  - 17.3. Other implications or considerations

**Legal References:**        **Sections 33, 53, *Education Act***

PR NO:

C.2

November 29, 2023

# BOARD AGENDA POLICY REVIEW

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Policy 9: Role of the Superintendent

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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## **BACKGROUND**

1. *Policy 9: Role of the Superintendent*, is brought forward for Board review and discussion with respect to the need to revise or modify, if required.
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.
3. The Board will find attached a Policy Review Template, which will facilitate the Board's thorough review of this policy.

## **RECOMMENDATION**

That the Board of Trustees accepts *Policy 9: The Role of the Superintendent*, as presented.



# Policy Review Template

Source Document: *Policy 8: Policy Making*

Policy under review: *Policy 9: The Role of the Superintendent*

Date: November 29, 2023

Upon review, does this policy require amendment? ☐ Yes ☒ No

Nature of/reason for amendment?

Other implications or considerations?

## ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board of Trustees for the conduct, management, operations, and leadership within the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific areas of responsibility for the Superintendent are designated within faith leadership and managerial responsibilities. The Superintendent's professional practice is regulated by the Superintendent Leadership Quality Standard (SLQS). The Superintendent is expected to meet this standard through practice within the Division. The Superintendent of Schools as referred to in the *Education Act*, is accountable for the demonstration of all of the competencies identified within the SLQS. In any given context, reasoned professional judgment must be used to determine whether the SLQS is being met. Indicators are deemed to be the methods taken to ensure that competencies are addressed.

The Superintendent is designated as the FOIP Head under the Freedom of Information and Protection of Privacy Act.

### 1. Faith Leadership

The Superintendent shall:

- 1.1 Model involvement in a Catholic faith community and ensure students and staff are provided opportunities for spiritual development within the Division.
- 1.2 Promote collaboration and communication between the schools, the parishes, and the diocese.

### 2. SLQS

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

#### Definitions

Definitions as they apply to the attainment of the SLQS are as follows:

- a) "**board**", in this document, means the governing body of a separate school authority;
- b) "**competency**" means an interrelated set of knowledge, skills, and attitudes developed overtime and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the Superintendent *Leadership Quality Standard*;

- c) **“indicators”** means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;
- d) **“local community”** means community members residing in or near the school authority who have an interest in education and school authority operations, including neighbouring Métis settlements, First Nations and other members of the public;
- e) **“principal”** means, for the purposes of this standard, principal as defined in the *Education Act*, assistant principal, associate principal, or vice principal;
- f) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- g) **“school authority”** means separate school board.
- h) **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- i) **“school council”** means a school council established under the *Education Act*;
- j) **“school jurisdiction leader”** means a central office staff member in a school authority, other than the superintendent, required by their leadership position to hold an Alberta teaching certificate;
- k) **“staff”** means all certificated and non-certificated persons whose role in the school authority is to provide educational and support services to students;
- l) **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- m) **“superintendent”** means a superintendent appointed by a board pursuant to the *Education Act* as referred to in the *Teaching Profession Act*; and,
- n) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

### 3.1. Competencies

In fulfillment of the SLQS, the Superintendent shall demonstrate competent practice in the following areas as defined:

#### 3.1.1. Building Effective Relationships

A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.

#### 3.1.2. Modeling Commitment to Professional Learning

A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.

#### 3.1.3. Visionary Leadership

A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

#### 3.1.4. Leading Learning

A superintendent establishes and sustains a learning culture in the school

community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

#### 3.1.5. Ensuring First Nations, Metis and Inuit Education for All Students

A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

#### 3.1.6. School Authority Operations and Resources

A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

#### 3.1.7. Supporting Effective Governance

A superintendent of schools as referred to in the *Education Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *Education Act* and other provincial legislation.

### 3.2. Indicators

Achievement of these competencies is demonstrated by indicators such as:

#### 3.2.1. Building Effective Relationships

- a) collaborating with community and provincial agencies to address the needs of students and their families;
- b) employing team-building strategies and using solution-focused processes to resolve challenges;
- c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
- d) modeling ethical leadership practices, based on integrity and objectivity;
- e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- f) facilitating the meaningful participation of members of the school community and local community in decision-making.

#### 3.2.2. Modeling Commitment to Professional Learning

- a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- e) providing leadership to support school authority research initiatives, where appropriate; and

- f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

#### 3.2.3. Visionary Leadership

- a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

#### 3.2.4. Leading Learning

- a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

#### 3.2.5. Ensuring First Nations, Métis and Inuit Education for All Students

- a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- c) understanding historical, social, economic, and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;

- d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

### 3.2.6. School Authority Operations and Resources

- a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- g) recognizing student and staff accomplishments; and
- h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

### 3.2.7. Supporting Effective Governance

- a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- g) implementing board policies and supporting the regular review and evaluation of their impact;
- h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and

- k) crisis management, and to political, social, economic, legal and cultural contexts and trends;
- l) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- m) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- n) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

**Legal References:**            **Section 14, 33, 222, 224, *Education Act*,  
Superintendent Leadership Quality Standard, 2018  
Alberta Regulation 98/2019**

PR NO:

C.3

November 29, 2023

# BOARD AGENDA POLICY REVIEW

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Policy 18: Board Governance and Operations

**ORIGINATOR:** Carmen Mombourquette, Board Chair

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## **BACKGROUND**

1. *Policy 18: Board Governance and Operations* and all associated appendices, are brought forward for Board review and discussion with respect to the need to revise or modify, if required.
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.
3. The Board will find attached a Policy Review Template, which will facilitate the Board's thorough review of this policy.

## **RECOMMENDATION**

That the Board of Trustees accepts *Policy 18: Board Governance and Operations*, as amended.



# Policy Review Template

Source Document: *Policy 8: Policy Making*

Policy under review: *Policy 18: Board Governance and Operations*

Date: November 29, 2023

Upon review, does this policy require amendment? ☒ Yes ☐ No

## Nature of/reason for amendment?

*Appendix 18A: Trustee Compensation, Allowances and Reimbursements needed to be amended to reflect a six (6) percent increase in Trustee compensation from 2022/2023.*

## Other implications or considerations?

## **BOARD GOVERNANCE AND OPERATIONS**

### Purpose

These Board governance and operations procedures have been prepared and accepted by the Board in order that the business of the Board can be conducted in an orderly and efficient manner.

### Application

1. The Board shall conduct itself in accordance with the Education Act, provincial and federal legislation and regulations, and the procedures outlined in this policy.
2. These procedures shall apply to:
  - 2.1 All regular and special meetings of the Board.
  - 2.2 All activities and actions of the Board.

### Definitions

|                              |                                                                                             |
|------------------------------|---------------------------------------------------------------------------------------------|
| Board, or, the Board         | the Board of Trustees of the Holy Spirit Roman Catholic Separate School Division Chair, or, |
| Board Chair                  | the Chairperson of the Division                                                             |
| Chairperson                  | the Chair of a Board committee                                                              |
| Division, or, the division   | the Holy Spirit Roman Catholic Separate School Division                                     |
| Holy Spirit Catholic Schools | the popular, or common, name of the division                                                |
| In private                   | term used in the act to describe a closed or Committee of the Whole meeting.                |
| Quorum                       | a majority of the number of trustees specified by the minister to be elected to the Board.  |
| Education Act, or, the Act   | the Education Act, Statutes of Alberta, Chapter E-0.3, of the province of Alberta.          |
| Superintendent               | the Superintendent of Schools                                                               |

## 1. Board Meetings

### 1.1 Organizational Meeting

- 1.1.1 The organizational meeting shall be held in either June or September in non-election years and in October in the year of an election in accordance with Alberta Regulation 82/2019.
- 1.1.2 The Secretary-Treasurer will call the meeting to order and preside as chair until a Board Chair is elected, at which time the meeting will be turned over to the newly elected Board Chair.
- 1.1.3 The agenda for the organizational meeting shall include, but not be restricted to, the following:
  - 1.1.3.1 Election of Board Chair.
  - 1.1.3.2 Election of Vice Chair.
  - 1.1.3.3 Review and / or create standing or ad hoc committees of the Board, as deemed appropriate.
  - 1.1.3.4. Appoint Board representatives to the various committees.
  - 1.1.3.5 Review the schedule for regular meetings, and any additional meetings.
  - 1.1.3.6 Review Board members conflict of interest stipulations and determine any disclosure information requirements.
  - 1.1.3.7 Other organizational items as required.
- 1.1.4 All votes for the position of Board Chair and Vice Chair shall be conducted by secret ballot unless there is unanimous agreement among trustees to use a show of hands.

### 1.2 Regular Meetings of the Board

- 1.2.1 All regular meetings will be held in accordance with Alberta Regulation 82/2019.
- 1.2.2 The regular meetings of the Board shall normally be held on the fourth Wednesday of each month. Alternate dates may be established in months that experience holidays or other potential conflicts. Meetings will be held in July and August as required.
- 1.2.3 The regular meetings may only be extended past 9:00 p.m. with a resolution passed by a simple majority of trustees in attendance.
- 1.2.4 The date of a regular meeting can only be changed at a regular or special meeting by a resolution passed by a simple majority of trustees in attendance.
- 1.2.5 Unless explicitly stated by the Education Act, meeting procedures will be held in accordance with Roberts' Rules of Order.
- 1.2.6 Any trustee may submit a Notice of Motion to be presented at the next regular meeting of the Board. The Notice of Motion shall include in writing the wording of the motion, or the intent of the motion, and any supporting documentation. The actual wording of the motion must appear in the agenda package of the next regular meeting.
- 1.2.7 All meetings of the Board shall be held in public unless a majority of the trustees present are of the opinion that it is in the public interest to hold the meeting, or part of the meeting, in private.

### 1.3 Special Meetings of the Board

- 1.3.1 Occasionally, unanticipated or emergent issues require the immediate attention of the Board. In such cases a special meeting of the Board will be held to deal with emergent issues in accordance with Alberta Regulation 82/2019.
- 1.3.2 Special meetings will normally be held with the Superintendent and Secretary-Treasurer in attendance.
- 1.3.3 The Secretary-Treasurer or the Board Chair will ensure that the appropriate notice is given or alternatively ensure that every trustee waives the requirement of notice.

### 1.4 In-Private Meetings of the Board (Committee of the Whole)

- 1.4.1 The Board may hold a meeting, or part of a meeting in private, to discuss sensitive issues where a majority of the trustees are of the opinion that it is best to do so. An in-private meeting will be held in accordance with Alberta Regulation 82/2019.
- 1.4.2 The Board does not have authority to pass by-laws or resolutions while in private with the exception to return to the public meeting. The resolution shall be recorded in the minutes of the Board.
- 1.4.3 Meetings held in private will generally be held to discuss sensitive matters pertaining to:
  - 1.4.3.1 Individual students.
  - 1.4.3.2 Individual Board employees.
  - 1.4.3.3 Collective bargaining/contract negotiations.
  - 1.4.3.4 Acquisition or disposal of real property.
  - 1.4.3.5 Litigation brought before or against the Board.
  - 1.4.3.6 To review and consider legal advice, client — solicitor privilege.
  - 1.4.3.7 Other matters that the majority of the trustees feel would be best discussed in private.
- 1.4.4 Trustees and other persons attending a private meeting of the Board shall not discuss the details of the meeting. All discussion is, and shall be, confidential.
- 1.4.5 The Board may invite staff members or any other to attend an in private meeting at its discretion.

### 1.5 Delegations to Board Meetings

- 1.5.1 The Board will receive representation and delegations from parents, staff or other interested persons provided that the item has been placed on the agenda or has received the approval of the Board. Such presentations will normally be held at a regular public meeting unless there is a reason to hold a portion in private. If the Board is of the view that an emergency situation exists, the following procedures may be modified by means of a board motion.
- 1.5.2 Individuals or groups wishing to make a presentation to the Board shall be advised that a maximum of fifteen minutes will be provided.

## 1.6 Members of the Public

- 1.6.1 Individuals or groups wishing to make a formal presentation to the Board must provide a written request along with supporting documentation to the Superintendent not later than eight calendar days prior to the meeting at which the presentation is to be made.
- 1.6.2 The written request must identify the spokesperson and provide the terms of reference for the presentation.
- 1.6.3 The Superintendent will inform the designated spokesperson of the time and place of the meeting and provide a copy of the Board's procedures regarding presentations.
- 1.6.4 The Board will not debate or make a decision on a matter presented to it at the meeting, unless it is deemed critical by the majority of the Board.
  - 1.6.4.1 Questions of clarification directed through the Board Chair may be asked of the spokesperson or of the Superintendent. The Superintendent may refer the question to the appropriate senior administrator.
  - 1.6.4.2 For matters requiring further Board deliberation, the Superintendent will be required to prepare a recommendation for the consideration of the Board at the next regular meeting.
  - 1.6.4.3 The Superintendent shall be responsible for informing the spokesperson of the decision of the Board regarding items raised in the presentation.

## 1.7 Petitions and Public Notices

- 1.7.1 The Board will receive any petitions as specified in the Petitions and Public Notices in accordance with Alberta Regulation 91/2019.

## 2. Agenda, Minutes and Records

### 2.1 Agenda

- 2.1.1 The Superintendent, in consultation with the Board Chair and Vice Chair, shall develop the agenda for all Board and committee meetings.
- 2.1.2 Board members wishing to have an item placed on the agenda must inform the Board Chair not later than eight working days prior to the meeting.
- 2.1.3 The Superintendent shall prepare and include supporting material and, when appropriate, provide an administrative recommendation for each action item on the agenda.
- 2.1.4 The Superintendent shall ensure that the agenda, and supporting material, is prepared and available to all trustees on the Friday prior to the regular Board meeting.
- 2.1.5 Copies of the agenda will be distributed in advance of the Board meetings to each school principal, school council, news media and relevant stakeholders.
- 2.1.6 The Board may amend the Board agenda by majority vote.

### 2.2 Minutes

- 2.2.1 A record of all proceedings of the Board and of Board meetings shall be taken and maintained by the Board secretary.

- 2.2.2 The Secretary-Treasurer shall ensure that the minutes are maintained in a safe and secure manner and appropriate back up procedures are undertaken.
- 2.2.3 The draft minutes shall be provided, along with the agenda, to each trustee for adoption at the next regular meeting.
- 2.2.4 The Board Chair shall sign the minutes upon their adoption and the Secretary-Treasurer shall initial every page prior to signing and filing them in the official minute book.
- 2.2.5 The Secretary-Treasurer shall arrange for all copies of the adopted minutes to be made available, via the division web page, to all school principals, news media, and relevant stakeholders.
- 2.2.6 The Superintendent shall prepare a summary known as "Board Meeting Briefs" within two weeks of the Board meeting for distribution to school communities.

### 3. Board Member Orientation

- 3.1 The Board Chair and the Superintendent will organize an orientation workshop for newly elected trustees that will provide information on:
  - 3.1.1 Role and responsibilities of the trustee.
  - 3.1.2 Role of the Board.
  - 3.1.3 Role of the Superintendent as the Chief Executive Officer of the Board.
  - 3.1.4 Evaluation of the Board.
  - 3.1.5 Role of the Board Chair.
  - 3.1.6 Method of operation of the Board.
  - 3.1.7 Policies of the division.
  - 3.1.8 Facilities overview of the division
  - 3.1.9 Overview of the division.
  - 3.1.10 Other relevant information as required.
- 3.2 Financial support will be provided for newly elected trustees to attend orientation seminars sponsored by the ASBA and/or ACSTA.
- 3.3 In the interim between the election date and the actual assumption of office, newly elected trustees will be:
  - 3.3.1 Invited to attend all meetings and functions of the Board, including study sessions.
  - 3.3.2 Provided access to the secure Board trustee section of the division's website to review materials such as:
    - 3.3.2.1 Board policy manual.
    - 3.3.2.2 Information about policy development.
    - 3.3.2.3 Annual report of the division.
    - 3.3.2.4 Pertinent sections of provincial legislation.
    - 3.3.2.5 Pertinent financial records, including the current budget.
    - 3.3.2.6 Organizational chart of the division.

#### 4. Trustee Honoraria and Expense Reimbursement

- 4.1 Trustees will be required to attend various conferences, conventions, workshops, and meetings in their capacity as school trustees.
- 4.2 Rates for trustee honoraria and expenses will be established annually as a component of the budget process and attached as an appendix to the policy manual.
- 4.3 Each trustee will be responsible for his/her own expenses and will be required to stay within the individual budgeted amounts.
- 4.4 Trustees will not be eligible to claim for travel within their own ward, with the exception of Ward 5, where travel between the town sites of Taber and Bow Island are eligible for reimbursement.
- 4.5 The trustee monthly expense report shall be public information and shall be available upon request.
- 4.6 A trustee performing roles with affiliated organizations, or acting as a representative of the Board, where expenses are not reimbursed, shall bring these to the Board for approval and inclusion in the "Board Representative to External Publics" budget.
- 4.7 A claim form, "Remuneration and Travel Expense," has been adopted for use by trustees and is available electronically.
- 4.8 Trustees must submit expense claims in a timely manner following the completion of incurring the expenses.
- 4.9 Requests for reimbursements for expenses incurred up to, and including, August 31 of each year must be submitted by September 10.
- 4.10 The Secretary-Treasurer shall review, for coding purposes, the trustees' remuneration and expense claims, and forward them to the Vice Chair.
- 4.11 The Vice Chair will review all trustee expense claims.
- 4.12 The Board Chair will review any trustee claim beyond the defined guidelines and shall either approve or deny the claim.
- 4.13 The Vice Chair will rule in those cases where the claim is that of the Board Chair.
- 4.14 The Board will act as the appeal body should a disagreement or a difference of interpretation arise on any matter referred to it in regard to trustee remuneration and/or expenses.

#### 5. Hospitality

- 5.1 Hospitality is the provision of food, beverage (alcohol) and other amenities at public expense for the work of the Division.
- 5.2 Hospitality is generally provided when the event involves participants from outside the division.
- 5.3 Hospitality may be extended in an economical and consistent manner when:

- 5.3.1 It can facilitate Division business.
- 5.3.2 It is considered desirable as a matter of courtesy or protocol.
- 5.3.3 Honoring staff for long service.
- 5.3.4 Conducting business with members of government, community or private sector
- 5.3.5 Other hospitality functions as approved by the Superintendent of Schools or designate, providing they conform to the rules listed above.
- 5.4 Prior written approval from the Superintendent of Schools or designate is required for all hospitality events where alcohol is served.
- 5.5 If alcohol is provided at a hospitality event, it should be provided in a responsible manner, e.g. food must always be served when alcohol is available.
- 5.6 Hospitality events shall not be funded through school generated funds.

## 6. Signing Officers of the Board

- 6.1 The Board Chair, the Vice Chair, the Superintendent, and the Secretary- Treasurer shall be the cheque-signing officers.
- 6.2 The Superintendent, or designate, shall have the authority to sign all legal documents and contracts, valuing no more than \$250,000, for the term of the contract, on behalf of the Board.
- 6.3 The use of an approved cheque-signer with the signature of the Board Chair and Secretary-Treasurer shall be authorized for all financial documents.
- 6.4 The Superintendent and the Secretary-Treasurer shall be permitted to sign manual cheques for:
  - 6.4.1 Salary.
  - 6.4.2 Substitute teacher salary.
  - 6.4.3 Receiver General.
  - 6.4.4 Staff benefits.
  - 6.4.5 Those expenditures required when the Board Chair and Vice Chair are not available.
- 6.5 All other manual cheques will be signed by the Secretary-Treasurer and either the Board Chair or the Vice Chair.
- 6.6 The Superintendent and the Secretary-Treasurer shall have signing authority to the safety deposit box.

**Legal References:**      **Section 33, *Education Act***  
                                  **Part 4: *Board Powers and Elections* (Sections 51-96, *Education Act*)**  
                                  **Sections 247-249, *Board Procedures Regulation, Alberta Regulation 82/2019***  
                                  ***Petitions and Public Notices Regulation, Alberta Regulation 91/2019***

## **TRUSTEE COMPENSATION, ALLOWANCES AND REIMBURSEMENT RATES**

### **1. Trustee Compensation**

- 1.1 The annual compensation for trustees shall be \$15,280.
- 1.2 The annual compensation for the Board Chair shall be \$18,880.
- 1.3 The annual compensation for the Vice Chair shall be \$16,980.
- 1.4 Trustee benefits will be paid at a rate of 100% as per all employees within the Division.
- 1.5 The daily per diem rate for trustee meeting attendance shall be reviewed annually.
- 1.6 The annual compensation rate for trustees shall be adjusted each September 1 by an increase equal to the rate of increase in the base instruction grants provided to the school division from Alberta Education. The amount will be rounded to the nearest \$100.
- 1.7 Trustees serving as the Board's representative on the following external committees shall be compensated an additional \$500 per year. Trustees serving as an alternate on the following external committees shall be compensated an additional \$250 per year.
  - Alberta School Boards Association, Zone representative (ASBA, Zone 6)
  - Alberta Catholic School Trustees Association (ACSTA)
  - Grateful Advocates for Catholic Education (GRACE)
  - Teacher Employer Bargaining Association (TEBA)
  - Pincher Creek Early Childhood Coalition (PCECC)
  - Pastoral Discernment Advisory Committee (PDAC)
  - Team Lethbridge – in the years when Team Lethbridge travels to Edmonton

### **2. Reimbursement Rates**

- 2.1 Standard room accommodation and parking at cost supported by a receipt.
- 2.2 Meals at a maximum rate of \$65.00 per day according to the following:
  - 2.2.1 Breakfast \$15.00
  - 2.2.2 Lunch \$20.00
  - 2.2.3 Dinner \$30.00
- 2.3 Alcohol cannot be claimed and will not be reimbursed as part of travel or meal expenses.
- 2.4 Actual cost of economy fare on the mode of transport supported by a receipt.

- 2.5 Taxi at cost supported by a receipt.
- 2.6 Private car travel will be reimbursed per kilometer, in keeping with the Government of Alberta Rate, as published each March. This rate will come into effect the following school year, on September 1. Trustees will strive to incur expenses which are most economical for the Board such as substituting travel by car for air travel where appropriate.
- 2.7 These reimbursement rates shall apply to all staff when conducting business on behalf of the school division.

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- 1.3 The annual compensation for the Vice Chair shall be ~~\$16,980~~ \$16,200.00.
- 1.4 Trustee benefits will be paid at a rate of 100% as per all employees within the Division.
- 1.5 The daily per diem rate for trustee meeting attendance shall be reviewed annually.
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- 2.7 These reimbursement rates shall apply to all staff when conducting business on behalf of the school division.

**REPORT NO: D.1**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Superintendent's Report

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## **BACKGROUND**

1. Attached is the Superintendent's Report for November 29, 2023.

## **RECOMMENDATION**

That the Board of Trustees receives and files the Superintendent, Deputy Superintendent and Secretary Treasurer Reports for November 29, 2023.



# Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

## Superintendent Report

November 29, 2023

### 1. Providing Faith Leadership

- Attended the Bishop's Pastoral Renewal consultation at All Saints Parish;
- Commitment to weekly Mass, usually at All Saints Parish and serving as Eucharistic Minister, as scheduled;
- Continuing to work with our Director of Religious Education to implement the Catholic Leadership Program for aspiring leaders in our schools;
- Regular and ongoing meetings with Fr. Kevin to connect on matters relating to faith development in our schools;
- Participated in the local Live-In Retreat by being present at the Exposition of the Blessed Sacrament and Holy Hour hosted at St. Joseph School;
- Attended the Annual Holy Spirit Mass for Retired Staff sponsored by our Board; and
- Along with the Board of Trustees, I attended the Annual FGM of the ACSTA.

### 2. Building Effective Relationships

- Meetings with individual staff members to extend appreciation and gratitude to them for the great work they do in our division;
- Continue to write monthly electronic cards to all staff celebrating birthdays;
- Connecting with His Excellency, Bishop McGrattan from time to time and as needed to provide spiritual direction relating to the division;
- Read stories to Kindergarten classes who visited Central Office; visit included a tour of the building to better understand the people in our community and the important role they each play;
- Met with Alberta Infrastructure, FWBA Architects and engineers to discuss follow up design plans for the new west side school; and
- Regular and ongoing meetings with ATA Local President to discuss matters of mutual interest.

### 3. Modeling Commitment to Professional Learning

- Attended the Annual CASS Fall Conference that was held at Calgary's Deerfoot Inn. Sessions I participated in focused on Human Resources and System Governance;
- Was present at and participated in the second quarter CASSIX set of meetings and retirement banquet;
- Participated in the monthly C21 CEO Academy Conference Call that included a group of about fifteen (15) system leaders from across the country; and
- Attended and participated in the second quarter meeting of CCSSA, where the focus for both was on faith formation as well as the newly formed governance structure.



# Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

## 4. Visionary Leadership

- Facilitated Executive Team and Senior Administrative Leadership Team meetings;
- Setting up initial meetings with individual principals to review Leadership Professional Growth Plans (LPGPs). These plans will be reviewed in in-person meetings three times over the course of the school year;
- Facilitated and participated in a number of Collaborative Response meetings at our schools to help inform their Continuous Improvement Plans and support the work of schools in living our Board priorities;
- Facilitated all our weekly Executive Team and Senior Administrative Leadership Team meetings; and
- Prepared and presented the Annual Education Assurance Report for the Board's approval. The approved report will be posted on our divisional website.

## 5. Leading Learning

- Made a presentation to our LLT group that targeted our new Board Strategic Priorities, goals and what successful outcomes would look like;
- Continued ongoing monthly meetings with new principals who are undergoing evaluations this year; and
- Individual meetings with principals to discuss their supervision and evaluation plans as well as their professional growth plans for the year.

## 6. Ensuring First Nations, Métis and Inuit Education for All Students

- Continuing to review and study the [Guide to Relationships and Learning with the Indigenous Peoples in Alberta](#), an online study guide to support system leaders in understanding the ways of knowing, being and doing of Indigenous Peoples;
- Pursuing opportunities and engaging in practices to facilitate reconciliation within the division; and
- Participating in First Nations smudges which take place weekly at St. Basil CEC, led by our Indigenous Student Wellness Access Guide.

## 7. School Authority Operations and Resources

- Reviewed and approved batches of salaries for certificated and support staff, as well as expense claims across the division, in the absence of our Secretary-Treasurer;
- Due to my inability to be present in person for Awards Nights in our schools, I sent congratulatory messages to students which was read by school administrators on my behalf; and
- Continue to meet with various departments to better understand their individual and collective needs.

## 8. Supporting Effective Governance

- Viewed the CBC's Broadcast of this year's Remembrance Day Ceremony;



# Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

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- Attended the semi-annual Council of School Council Chairs meeting which featured a special presentation from ASCA on the functional relationship between the Board of Trustees and School Councils;
- Met with the Board of Directors at the Pincher Creek Community Early Learning Centre to discuss the issues they are currently facing; and
- With the Board and providing support, I attended both the ACSTA AGM and the ASBA FGM in Edmonton. Trustee Frances Cote was honoured by the ACSTA for 10 years of faithful service.

**REPORT NO: D.2**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Michelle MacKinnon, Deputy Superintendent

**SUBJECT:** Deputy Superintendent's Report

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## **BACKGROUND**

1. Attached is the Deputy Superintendent's Report for November 29, 2023.



# Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

## **Deputy Superintendent Report to the Board of Trustees**

**November, 2023**

### **Embodying Catholic Leadership**

- Leading prayer at St. Basil Catholic Education Centre, before interviews and other meetings;
- Weekly Sunday Mass.

### **Building Effective Relationships**

- Met with the President of CUPE 1825 and CUPE 290 to discuss specific items brought forward from the membership;
- Connecting regularly with Administrative Teams to support various issues and concerns they are facing;
- Represented Holy Spirit at the Southwest Regional Violence, Threat and Risk Assessment update review and signing of the regional protocol;
- Connecting with others in Zone 6 with similar roles for support and mentorship.

### **Modeling Commitment to Professional Learning**

- Attended the College of Alberta School Superintendent (CASS) fall conference;
- Participated in the CASS Pre-conference which focused on mental health and wellness;
- Participated in CASSIX role alike, business and professional learning meetings.

### **Visionary Leadership**

- Contributed to the development of the Annual Education Assurance Report (AEAR);
- Ongoing Executive and Senior Administrative weekly meetings to discuss supporting schools with the Board priorities.

### **Leading Learning**

- Connecting regularly with school administrators to support with 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;
- Arranged training sessions for administrators, administrative assistants and substitute teachers in the new Automated Dispatch System;
- Completed observation visits with all probationary teachers. Visits conclude with a debrief and coaching session designed to facilitate conversation centered on the competencies of the Teaching Quality Standard.



## **Holy Spirit Catholic School Division**

*...where children are cherished and achieve their potential*

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### **Supporting First Nations, Métis and Inuit Education for All**

- Participated in a beading session with Indigenous Student Wellness Access Guide, Billy Woitte during Métis week.

### **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;
- Recruited, shortlisted, interviewed and on boarded support and teaching positions to fill various vacancies;
- Working closely with legal counsel to assist in making decisions around confidential labor decisions;
- Ensure equitable distribution of resources based on individual school need;
- Continuing to work with PowerSchool to ensure all the components of the Automated Dispatch System are working before we go live on November 27;
- Reviewed the presentation from the Teachers' Employer Bargaining Association meeting.

**REPORT NO: D.3**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Vivien Kossuth, Plant Operations Coordinator and  
Regan Holt, Technology Coordinator

**SUBJECT:** Secretary-Treasurer's Report

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## **BACKGROUND**

1. Attached is the Secretary-Treasurer's Report for November 29, 2023.

## Update on Capital Projects and Maintenance

### New Elementary School, West Lethbridge

- Fourth Consultant meeting held November 14, 2023
- Currently in the Schematic Design phase until December, 2023 - it involves rejigging the floor plan to ensure that program needs are covered as well as building code requirements
- The current schedule anticipates issuing for Tender to Contractors in July 2024

### Catholic Central High School West, Lethbridge – Dual Credit Enhancements

- We had a Site Visit with the Consultants and Southwest Design to confirm the status of the construction deficiencies. There are still items to complete.

## CMR/IMR Projects

Please note - this is a partial list of ongoing work

- All Schools
  - In progress – Roof Restoration Priority Planning
  - In progress – HVAC Assessments and CMR Forecasting
  - In progress - Action items from Playground Audits for rural schools
  - In progress – 2024 IMR project planning
  - In progress – Security Camera Upgrades and New Installations
  - In progress – Grounds Winterizing Activities and Tree Care
  - In progress - Gym Equipment Repairs
  - In progress – ordering and implementing Organics and Recycling Bins
- Father Leonard Van Tighem School
  - In progress – Exterior Envelope Repairs
  - In progress – PA System Upgrades
- St. Teresa of Calcutta School
  - Complete – Structural Assessment Information Gathering with Alberta Infrastructure
- St. Patrick School Taber
  - In progress – Structural Assessment Report by MPE Engineering
- St. Mary's School Taber
  - In progress – Structural Assessment Report by MPE Engineering
- St. Michael's School Pincher Creek
  - In planning – Humidity Issues Affecting Gym Floor Finish
- St. Patrick Fine Arts School
  - In progress – Exterior Envelope Repairs

- In planning – Roof Restoration
- Catholic Central High School East Campus
  - Complete – Exterior Envelope and Roof Repairs
  - In planning – Gym AV Design
- Our Lady of the Assumption School
  - In planning – Roof Restoration
  - In planning - Programming Interior Amendments
- St. Joseph School
  - In planning – Flooring Replacements and Repairs
- Children of St. Martha School
  - Complete – Roof Repairs
- St. Francis Junior High
  - In planning – Roof Repairs
- École St. Mary
  - In planning – Roof Repairs
- St. Paul School
  - In planning – Gym Lighting Replacement

## Update on Technology Projects

### Provincial Achievement Tests / Diploma Exams

- CCH - quarter exams (Nov '23) were successful using our new fleet of chromebooks
- Alberta Education is transitioning to a new online digital platform for provincial student assessments. We are in the planning and testing phase for this accommodation.

### Projects

- In progress -Schools implementing various technologies through donations and grants.
  - Kid Doodle Grant Recipients - \$10,000 each
    - Catholic Central High School
    - École St. Mary School
    - Children of St. Martha School
    - Father Leonard Van Tighem School
    - Our Lady of Assumption School
    - St. Francis Junior High School
    - St. Michael's School, Bow Island
    - St. Joseph School, Coaldale
    - St. Mary's School, Taber
    - St. Teresa of Calcutta School

- Donations
  - Children of St. Martha
  - St. Catherine, Picture Butte
- In progress - HR - PowerSchool, Automated Callout System for substitute teachers
  - **Maintenance Projects**
    - We are actively helping the Maintenance Department with various projects listed above, including PA, cameras, entry, AV, and other system enhancements.

**REPORT NO: E.1**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Board Chair's Report

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## **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 and Audit Committee Reports for November 29, 2023.



# BOARD CHAIR REPORT

Date: November 29, 2023

Submitted by: Dr. Carmen Mombourquette

## EVENTS AND ACTIVITIES:

| Date   | Activity                                        |
|--------|-------------------------------------------------|
| 23 Oct | Division Collaboration Day                      |
| 25 Oct | Finance Meeting                                 |
| 25 Oct | Committee of the Whole                          |
| 25 Oct | Board Meeting                                   |
| 6 Nov  | Letter sent to Chelsae Petrovic - MLA Breakfast |
| 6 Nov  | Letter sent to Grant Hunter - MLA Breakfast     |
| 6 Nov  | Letter sent to Joe Schow - MLA Breakfast        |
| 6 Nov  | Letter sent to Nathan Neudorf - MLA Breakfast   |
| 6 Nov  | Letter sent to Shannon Phillips - MLA Breakfast |
| 8 Nov  | Special Meeting of the Board                    |
| 13 Nov | Agenda setting meeting                          |
| 17 Nov | ACSTA AGM                                       |
| 18 Nov | ACSTA AGM                                       |
| 19 Nov | ASBA FGM                                        |
| 20 Nov | ASBA FGM                                        |
| 21 Nov | ASBA FGM                                        |
| 22 Nov | Completed ASCTA Evaluation                      |
| 22 Nov | Completed ASBA Evaluation                       |
|        |                                                 |
|        |                                                 |
|        |                                                 |

## CORRESPONDENCE:

| Month  | Description                                                                |
|--------|----------------------------------------------------------------------------|
| Oct 23 | CCSTA Board Meeting Highlights                                             |
| Oct 24 | GrACE Correspondence                                                       |
| Oct 26 | ACSTA vice president affirmation                                           |
| Oct 26 | GrACE update                                                               |
| Oct 26 | ASBA invitation to present on First Nations work during a Speakers' Corner |
| Oct 26 | ASEBP Trustees Report                                                      |
| Oct 26 | ASBA request for key question to ask Minister at fall AGM                  |
| Oct 26 | ASBA reminder about the speaker's corner on Monday evening                 |
| Oct 26 | Letter out to Economic Development Lethbridge                              |

|        |                                                                                    |
|--------|------------------------------------------------------------------------------------|
| Oct 26 | Taber Census information                                                           |
| Oct 26 | Update on daycare                                                                  |
| Oct 26 | ASBA - advice on delegations to the board meetings                                 |
| Oct 26 | Notification about Jordan's Principle grant application                            |
| Oct 27 | St. Francis Newsletter                                                             |
| Oct 27 | COSC notification - workshop is booked                                             |
| Oct 27 | Board Briefs                                                                       |
| Oct 28 | ABSA MLA breakfast information                                                     |
| Oct 29 | GrACE Newsletter                                                                   |
| Oct 30 | ACSTA - announcement re appointment of ex director of CCTSA Rose Burton Spohn      |
| Oct 30 | Letter from Wolf Creek Public Schools                                              |
| Oct 31 | CSM Newsletter                                                                     |
| Oct 31 | OLA Newsletter                                                                     |
| Oct 31 | CCHS Newsletter                                                                    |
| Oct 31 | St. Michael's BI Newsletter                                                        |
| Oct 31 | St. Patrick FA Newsletter                                                          |
| Nov 1  | St. Paul Newsletter                                                                |
| Nov 2  | November Build Journal                                                             |
| Nov 2  | Rural Education Summit                                                             |
| Nov 2  | ASBA - Lt Governor Student Awards video                                            |
| Nov 2  | TQSB Meeting Invitation                                                            |
| Nov 2  | Connections Newsletter                                                             |
| Nov 2  | Education Sector representation in Economic Development Board                      |
| Nov 2  | ACSTA - Hiring Communications Director                                             |
| Nov 3  | Endorsement letter of Dawn Miller                                                  |
| Nov 3  | SMT Newsletter - loved the personal notes about school council members and trustee |
| Nov 3  | St. Catherine Newsletter                                                           |
| Nov 3  | Catholic Education Sunday Message                                                  |
| Nov 6  | Endorsement letter for Lorraine Stewart                                            |
| Nov 6  | Affirmation letters - St. Patrick FA                                               |
| Nov 6  | ACSTA - forward of info from CCSTA                                                 |
| Nov 8  | ASBA - Local elections survey                                                      |
| Nov 8  | ACTSA GrACE - braiding together information                                        |
| Nov 8  | ASBA - Notice of Motion for FGM - Dual Credit Funding                              |
| Nov 10 | Claro Vote training info                                                           |
| Nov 10 | ASBA President election circular                                                   |
| Nov 10 | ACSTA - AGM Booklet                                                                |
| Nov 10 | ACSTA - Flying flags at half-mast                                                  |
| Nov 16 | St. Francis Newsletter                                                             |
| Nov 17 | Climate action literature                                                          |
| Nov 18 | Grasslands policy - Early Dismissal                                                |
| Nov 18 | SWOT activity notes                                                                |
| Nov 20 | ASBA - FGM Information                                                             |
| Nov 20 | Minister of Education - International Education                                    |
| Nov 20 | Old Man River Health invitation                                                    |

|        |                                     |
|--------|-------------------------------------|
| Nov 21 | ASBA - Passed Resolution Statements |
| Nov 21 | Zone 6 meeting dates                |
| Nov 21 | ACSTA Evaluation                    |

**REPORT NO: E.2**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Linda Ellefson, Board Representative

**SUBJECT:** ACSTA Report

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## **BACKGROUND**

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

## **ACSTA Report for November 29, 2023**

***Celebrate, Preserve, Promote, Enhance Catholic Education.***

**We are committed to a UNIFIED  
VOICE providing spiritual and  
political leadership for publicly  
funded Catholic education.**

### ***THINGS TO KNOW:***

#### ***COURAGE TO LEAD:***

- We have a new president: Kelly Whalen
- We have a new vice president: Dawn Miller

Blessings to both as they journey in these leadership responsibilities.

#### ***The following resolutions were passed at the AGM:***

- 1) Be it resolved that the membership of the Alberta Catholic School Trustees' Association request that the reference to reviewing "the feasibility of changes to the Education Property Tax to assist municipalities with retaining more funding for local priorities" be removed from the mandate letter to Alberta's Minister of Municipal Affairs.

- 2) Be it resolved, the membership of the Alberta Catholic School Trustees' Association request that the Minister of Education review and reform the Education Act and its subsidiary regulations regarding the establishment of separate school districts in the province of Alberta, so as to render the establishment process as facilitative as possible.
- 3) Be it resolved that the Alberta Catholic School Trustees' Association plan a symposium on Catholic education and the legal rights of Catholic schools and trustees clarifying their legal and fiduciary responsibilities in the present where Catholic education is constitutionally established.
- 4) Be it resolved that section 6.4 of the ACSTA Bylaws be repealed thereby eliminating the position of past president.

***The following resolution was defeated:***

- 1) Be it resolved that sections 6.2, 6.3 and 6.4 of the ACSTA Bylaws be amended to change the term of office for the President and Vice-President from two years (biennially) to one year (annually) with annual elections as happened in the past.

***Guest speaker for the AGM was Dr. Brett Salkeld an Archdiocesan Theologian for the Archdiocese of Regina. He presented on permeation of faith through all subject areas. His presentation was based on his book: "Educating for Eternity: A Teacher's Companion for Making Every Class Catholic."***

***Eucharistic Celebration on Sunday with the main celebrant: Archbishop Richard Smith.***

***At the Fall AGM Awards Dinner, Francis Cote received her 10 year long service award. Congratulations on this recognition of your service to Catholic Education.***

***Keep February 9<sup>th</sup> and 10<sup>th</sup>, 2024 on your calendar for Symposium in Edmonton at Corpus Christi Parish Hall***

Presenters: Most Rev. Richard Smith, Dr. Matt Hoven,  
Dr. Roisin Coll, Paul Corrigan, Ryan Ledene

**REPORT NO: E.3**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Cheralan O'Donnell, Board Representative

**SUBJECT:** ASBA Report

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## **BACKGROUND**

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

# ASBA Zone 6 General Meeting - November 15, 2023

ASBA President (Marilyn Dennis):

- Upcoming Meetings schedules with Ministers regarding Cost of utilities Cost of electricity & raising awareness of career education in terms of trade
- Dual credit grant & start up grants: School boards can use funds to carry over to next school year
- FGM: Nov 19-21, Sunday is awards meeting, Monday is business meeting, Premier & Minister of Ed have RSVP'd; Rural Caucus will be provided a meeting room at no charge

ASBA Vice President (Shali Baziuk)

- FGM: October 20th Document came out on website (members only section), one emergent resolution going to be brought to the floor, busy day with position statements, Election, etc
- Encouraged to read Rules of Procedure: some minor changes
- Draft Position Statement Framework: updated in response to zone conversations
- PDAC Asking: review Position statements every year as opposed to every 4 years, permission to bucket Position Statements
- Claro training link same one as will work the day of the event, please ensure Chair or voting Delegate will be at training
- MLA breakfast: good attendance confirmation, reach out to your local MLA's. Will provide resources for best practices for engaging with MLA's, MLA invitation template.
- Advocacy: Looked through 17 mandate letters that referenced Education; arrange meetings with MLA's in regards to this.
- AGM Q&A - asked board chairs for questions, used this to generate 9 questions for Education Minister, Advocacy group generated additional questions for the Premier

ASBA CEO (Dr. Vivian Abboud)

- Premier's office actually reached to say they would be available to attend ASBA FGM
- keep updating the website: Program for Awards, Monday & Tuesday being uploaded (already on members site). Dr. Viv will send out email with all items needed to prepare for General meeting
- taxes / municipalities in light of Education tax requirement: working closely with ACSTA looking to make sure boards are consulted prior to government decision in regards to this
- AESBP: conversation Nov. 7, agreed to keep communication going to ensure membership is aware of in a timely fashion
- Election Act: looking at opening up ACT, ensuring conversation and that members are heard. Advocating non-partisan approach as decisions are best made for schools / children when not based on political alliances.
- Jan 22 / 2024: Presentation on Educational patterns in the USA. Allows us to be proactive and see what is potentially coming our way, and see potential benefits

ASBA Zone Director (Allison Purcell)

- advocacy committee has met a couple of times in prep for fgm, making sure what is important in our zone is represented

Zone 6 Chair Report (Roisin Gibb)

- looking forward to coming to asking Zone for feedback; reached out to other Board Zone Chairs to gain knowledge
- Calendar of meeting Dates: attached
- **Zone Representatives: need rep and alternate, please clarify @ next board meeting** if you don't already have those positions elected - All attendees will get a name placard with identifying information

Labour Report - look at handbook to elect new representative

SAPDC (Lorelie Bexte) - Mike Oliver reports: Review of policies & direction they want to take, a report will be attached to official meeting minutes

Handbook Election: Lori Hodges (Livingstone Range) elected as Handbook Coordinator

- **Email proposed changes to Handbook Coordinator by December 1, 2023;** Appears online and on ASBA website

Advocacy Committee Discussion (Roisin Gibb)

- Memo: looking for direction from the Zone to ensure interested in pursuing, will meet with zone chairs at FGM and report back with information
- Discussion around having as a standing Agenda item as opposed to a committee so all parties around the table have a voice

ASBA FGM Position Statement Christine Light

- Full Time Kindergarten Funding: all boards will receive information papers. LSD asks that we work together to advocate. This is not about mandating Kindergarten or about ensuring space for full time K. This is about board autonomy - ensuring SD have opportunity and resources to achieve full time kindergarten - and parent choice

Round Table

- Housing for Newcomers - community impact discussion
- Mortgage rates, housing costs are impacting families unable to afford houses. How are we supporting families in these positions, and what barriers are we finding?

- Oct 12 Minister Meeting Feedback (Allison Purcell)

References to mandate letters clear. Verbal commitment to working cross-ministry - encourage our Zone to ensure this is followed up on and work together better than it has in the past.

Allison asked to take back to Boards: PAT's and Diplomas - going to be digital. **Look at how impacting divisions: Do your schools have tech or infrastructure to run all students on this?** Please bring a response to the December meeting. Pilot project is happening this year; no flexibility in date or time, both PAT & Diploma are on the same day in June, so anticipating issues. Anything with SuperNet is under the Education Minister portfolio, and has nothing to do with the technology ministry.

- Celebrations - discussion on proposed plan (Roisin Gibb)

Grasslands: look at properly preparing teachers for the new curriculum - need sub time as weekend / evening sessions were unsuccessful. Gone to the format of Friday afternoon PD, Every Friday has a procedure in place for collaborative training for teacher and support staff, and only 2 full PD days per year (January / April) other than this. For more information - Grasslands AP 711 - Early Dismissal and Professional Learning can be found on the website.

Next meeting December 13, 2023 - Virtual Meeting

**REPORT NO: E.4**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Tricia Doherty and Linda Ellefson, Board Representatives

**SUBJECT:** GrACE Report

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## **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 29, 2023**

## ***Inspire, Invigorate, Embolden Catholic Education***

### **Goals:**

- *To unite in a common vision and message.*
- *To encourage supporters around the history, value, promotion of Catholic education.*
- *To educate supporters so that they might speak on behalf of Catholic education.*
- *To communicate the message and value of Catholic education.*

### **ADVOCACY:**

- *Educate: continue to speak to school councils, parish members, community members about the gift and value of publicly funded Catholic education*
- *Engage: spoke about GrACE at the Division Retirement Mass on November 9, 2023.*
- *A postcard was created to capture stories and emotive words for the gift of Catholic education (enclosed) What do we want people to know about Catholic education?*

- *November 5, 2023: Catholic Education Sunday: Courage to Lead*
- *Continue to promote and share the GrACE Newsletter, Facebook and Instagram. Keep submitting pictures and stories of the good news of Catholic education.*
- *Save the date: April 17, 2024 for an evening presentation on GrACE*
- *Share the Catholic 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 year of “walking together in catholic education” may be rooted in the synodal practices of listening, dialogue and discernment. 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.

We are hoping to be able to gather the important stories of those who contributed to building Holy Spirit through their service to Catholic Education. Please take some time to complete this postcard.

1. When you think of Catholic Education, what are the first three words that come to mind?
2. What is a favourite story of yours from your experiences in Catholic Education?
3. Would you be interested in sharing more of your stories and experiences with us? If so, please share your contact information.



NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

Thank You!

[illegible]

Holy Spirit Catholic School Division

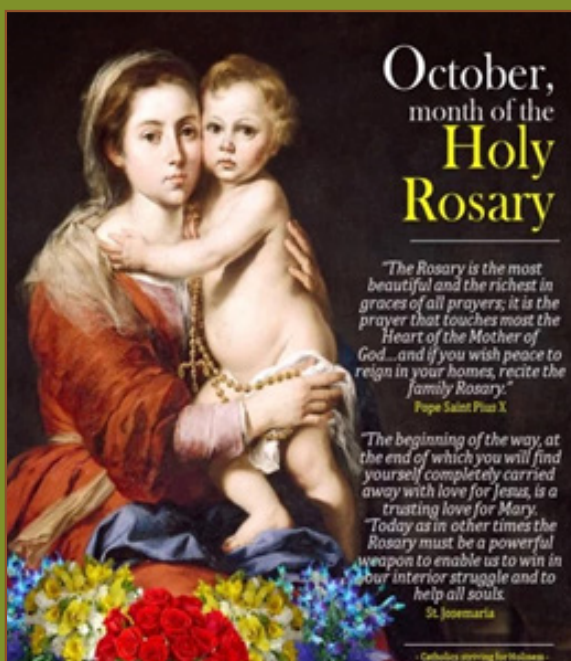
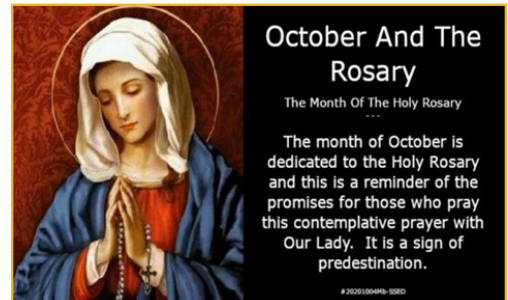




## October is a month dedicated to the Rosary

Pope Benedict XVI in an address at the Basilica of St. Mary Major where he prayed the Rosary with the faithful said:

*‘Today, together we confirm that the Holy Rosary is not a pious practice banished to the past, like prayers of other times thought of with nostalgia. Instead, the Rosary is experiencing a new Springtime. Without a doubt, this is one of the most eloquent signs of love that the young generation nourish for Jesus and his Mother, Mary. In the current world, so dispersive, this prayer helps to put Christ at the centre, as the Virgin did, who meditated within all that was said about her Son, and also what he did and said. When reciting the Rosary, the important and meaningful moments of salvation history are relived. The various steps of Christ’s mission are traced. With Mary the heart is oriented toward the mystery of Jesus. Christ is put at the centre of our life, of our time, of our city, through the contemplation and meditation of his holy mysteries of joy, light, sorrow and glory. May Mary help us to welcome within ourselves the grace emanating from these mysteries, so that through us we can “water” society, beginning with our daily relationships, and purifying them from so many negative forces, thus opening them to the newness of God. The Rosary, when it is prayed in an authentic way, not mechanical and superficial but profoundly, it brings, in fact, peace and reconciliation. It contains within itself the healing power of the Most Holy Name of Jesus, invoked with faith and love at the centre of each ‘Hail Mary’.*



## October and the month of the Holy Rosary of the Blessed Virgin Mary sustain us! Homily of His Holiness Pope Francis

Castel Gandolfo, 15 August 2013

The passage from Revelation presents the vision of the struggle between the woman and the dragon. The figure of the woman, representing the Church, is, on the one hand, glorious and triumphant and yet, on the other, still in travail. And the Church is like that: if in heaven she is already associated in some way with the glory of her Lord, in history she continually lives through the trials and challenges which the conflict between God and the evil one, the perennial enemy, brings. And in the struggle which the disciples must confront – all of us, all the disciples of Jesus, we must face this struggle – Mary does not leave them alone: the Mother of Christ and of the Church is always with us. She walks with us always; she is with us. And in a way, Mary shares this dual condition. She has of course already entered, once and for all, into heavenly glory. But this does not mean that she is distant or detached from us; rather Mary accompanies us, struggles with us, sustains Christians in their fight against the forces of evil. Prayer with Mary, especially the rosary – but listen carefully: the Rosary. Do you pray the Rosary every day? But I’m not sure you do [the people shout “Yes!”]... Really? Well, prayer with Mary, especially the Rosary, has this “suffering” dimension, that is of struggle, a sustaining prayer in the battle against the evil one and his accomplices. The Rosary also sustains us in the battle.

## Message from GrACE Executive Director

Dear GrACE Colleagues and Advocates,

Celebrating Catholic Education, GrACE's mission is to inspire, invigorate, and embolden the spirit of Catholic Education and reflects a commitment to excellence and a vision for a well-rounded education that prepares Students to be responsible and compassionate members of society.

GrACE reinforces the value of choice in education; the importance of diversity within the educational landscape and supports a vibrant educational environment that respects individual points of view while contributing to the common good.

In telling the story of Catholic Education and addressing the historical and current issues it faces, GrACE plays a vital role in creating awareness and fostering a deeper understanding of the value and importance of Catholic Education.

By uniting, engaging and communicating with one voice, GrACE creates an effective vehicle to advocate for Catholic Education.

Bringing together individuals and organizations from different backgrounds and perspectives, GrACE encourages sharing of experiences and plays an essential role in promoting understanding, cooperation, and appreciation for Catholic Education.

GrACE has its 2017 roots in conversations and alliances with the Catholic Education Community throughout Alberta, Northwest Territories and the Yukon.

The continued encouragement and support of the Alberta; NWT and Yukon Bishops, alongside Alberta's Catholic Schools Trustees' Association and the Council for Catholic School Superintendents, plays a pivotal role in the mission of GrACE to successfully create and share the value and necessity of Catholic Education and also to engage stakeholders.

The selection of the name 'Grateful Advocates for Catholic Education' (GrACE) reflects the gratitude and advocacy central to GrACE's clear purpose and a commitment to promoting and advocating for Catholic Education, recognizing the positive impact on the lives of Students and the communities it serves, nurturing not only academic excellence but also the spiritual growth of Students.

When celebrating Catholic Schools and Education, it's important to acknowledge and appreciate those aspects that have made the Catholic Schools and Education system influential and valued throughout Alberta; NWT; the Yukon and beyond..

1. **Commitment to Values:** Catholic Schools provide an education that goes beyond academic subjects and fosters character development, empathy, and compassion.
2. **Academic Excellence:** Catholic Schools often have a strong academic reputation, rigorous curricula and dedicated teachers who strive for academic excellence focusing on providing a quality education that prepares students for future success.
3. **Faith Formation:** Catholic Schools integrate religious education into their curriculum, allowing students to deepen their understanding of the Catholic faith. Thereby providing opportunities for spiritual growth, including prayer, sacraments, and involvement in the local faith community.

4. **Community Engagement:** Catholic Schools frequently foster a strong sense of community and promote service to others. Students are encouraged to engage in volunteer work, community service projects, and social justice initiatives, teaching them the importance of making a positive impact on society.
5. **Inclusivity:** Many Catholic schools strive to create inclusive and welcoming environments for students from diverse backgrounds. They promote diversity, respect, and tolerance, fostering an atmosphere where all students can learn and thrive regardless of their race, ethnicity, or socioeconomic status.
6. **Holistic Education:** Catholic schools emphasize the development of the whole person—academically, spiritually, emotionally, and physically, encouraging students to explore their talents, participate in extracurricular activities, and develop leadership skills.
7. **Alumni Networks:** Catholic schools generally have strong alumni networks that offer support, mentorship, and networking opportunities for former students. These networks can be valuable resources for career development and personal growth.
8. **Positive School Culture:** Catholic schools often prioritize a positive and nurturing School culture that promotes respect, discipline, and a sense of belonging. The objective is to create safe and supportive environments where students can thrive academically and socially.
9. **Partnership with Families:** Catholic schools recognize the importance of collaboration between educators and families. Parents are actively involved in their child's education, providing opportunities for parent-teacher communication, involvement in school activities, and a shared commitment to the student's well-being.
10. **Contributions to Society:** Catholic schools have a long history of making significant contributions to society. Many graduates of Catholic schools go on to become leaders, professionals, and active members of their communities, using their education and values to make a positive difference.

I am honoured to be part of the GrACE Team and am here to support and to advocate for the advancement of Catholic Education in Alberta and beyond.

If you have any questions for GrACE or need assistance from GrACE in the future, please feel free to reach out to me.

**Kate**

Executive Director GrACE  
gracedirector7@gmail.com

*You must never grow weary of  
doing what is right. -2 Thes 3:3*

# Catholic Education Sunday

## November 05, 2023 — Mark your Calendars

Thank you to the Bishops of Alberta and the Northwest Territories for the Pastoral letters celebrating Catholic Education Sunday in Alberta.

GrACE invites you to read and share these letters with Friends, Family and your Community.

[Bishops' Pastoral Letter- Catholic Education Sunday 2023- English](#)

[Bishops' Pastoral Letter- Catholic Education Sunday 2023- French](#)

In an increasingly secular society, where religious values are less prevalent, Catholic Parents seek a genuine Catholic and publicly funded Education for their children.

Catholic Education Sunday is a day of hope and a reminder to all Catholics of the enduring strength that our Faith provides us in an ever- changing cultural landscape.

It is a significant moment in the Catholic calendar, dedicated to acknowledging the value of Catholic Education, fostering a sense of community and seeking spiritual guidance and blessings for the journey ahead.

Catholic Education Sunday serves as a special occasion for prayer, reflection and solidarity among the Catholic Community, including Parents; Students; Educators; School Administrators; Trustees and Clergy where we can all express gratitude for the role of Catholic Schools in nurturing the faith and education of our young people.

Hence it is an opportunity for the Catholic Community to come together in a spirit of unity and shared purpose, acknowledging the importance of publicly funded Catholic Education throughout Alberta; the Northwest Territories and the Yukon and the impact of these Schools in the lives of Students and wider society.

In addition to giving thanks, we offer petitions for the well-being and spiritual development of our young people entrusted to the care of Catholic Schools.

With rights come corresponding obligations with this opportunity and – as Catholics – we are all called to ensure that our faith-based education aligns with the values and beliefs of the Catholic Church even in face of our society's changes and challenges.

As Catholics, we summon our courage, as a community of faithful, assured that God is with us wherever we go.

We are not alone in our journey, we have our Catholic Faith and God's reassurance, as our Father and our spiritual source of support.

The theme 'Courage to Lead' is seen as a source of inspiration and guidance for all Catholics, not just those directly involved in Catholic Education.



*Almighty God bless all people involved in Catholic Education, and also the year ahead.*

**Whether you are an Educator, Trustee, Parent, Student, member of the Clergy or Parishioner you are invited to celebrate Catholic Education Sunday.**

**As a GrACE Advocate and Leader in our Catholic Education system, ensure that you are celebrating, showcasing and highlighting the faith of your Schools.**

**If you are a GrACE Supporter, read, listen, follow, repost, share, support and cheer for Catholic Education on this day and always!**



## How Will you Celebrate Catholic Education Sunday on November 05, 2023?

- † Begin with prayer. Journey with Novena for Catholic Education Sunday, beginning October 28, 2023 and ending November 05, 2023 [CLICK HERE](#)
- † Share Catholic education prayer intentions with your community
- † Design a Catholic Education inserts for your Parish Bulletin and School Newsletters. Use pictures, statistics and quotes to paint a picture of your District
- † Contact your Local Media to do a story on Catholic Education
- † Distribute the Alberta; NWT and the Yukon's Bishops' letter on Catholic Education Sunday
- † Be present at Mass and share information about your Catholic schools
- † Personally ask a 'keen' Student, Parent, Teacher, Trustee and Priest to record their perspective on 'Why I choose Catholic Education'. Post testimonies on websites and social media
- † Share pictures highlighting faith in your School or District
- † Gather stories of Catholic Education
- † Tell the history of your Catholic School District
- † Pray the intentions for Catholic Education for the month of November 2023

## Upfront with the Archbishop

Upfront with Archbishop Smith is a weekly podcast where we seek to bridge the gap between the hierarchy and the faithful by discussing the beauty, truth, and challenges of our Catholic faith.

A new episode is released every Tuesday. Subscribe on Apple Podcasts, Spotify, or wherever you listen to podcasts! Our own "made in Alberta" Catholic podcast!

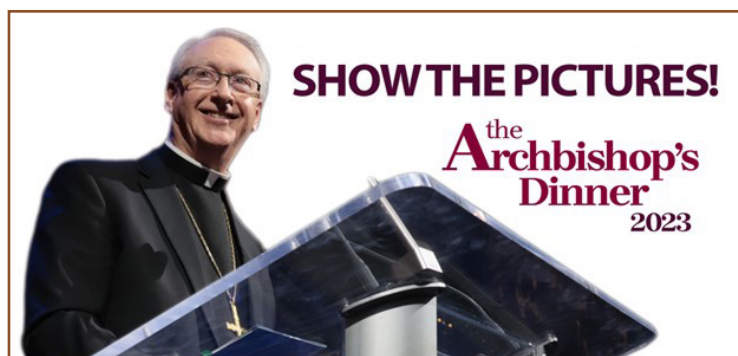
Check it out!



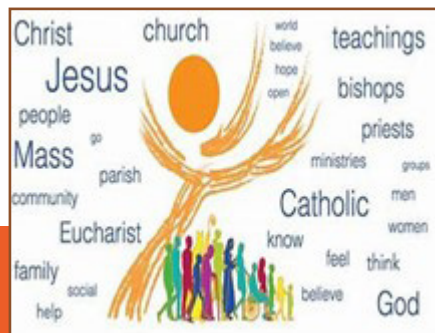
## Also in October

During his keynote address at the Archbishop's Dinner last Friday, Archbishop Smith preached to more than 1,200 people from throughout the Archdiocese that our calling as Christians is to offer hope to an anxious and often hopeless world.

Read our Archbishop's address [HERE](#) and [on youtube](#).



Pray a Rosary for the Synod in Rome also this month of October that we may be guided by the Holy Spirit.



## Catholic Education Prayers of the Faithful for November 2023

- † 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 year of 'Courage to Lead' may be rooted in the synodal practices of listening, dialogue and discernment, 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

## Connect with GrACE Online

**Follow GrACE on Facebook and Twitter. Post your pictures and tag us so we can share them and celebrate too. Thanks for being a grateful advocate in support of Catholic education! @GrACE4cathed**

- † GrACE Facebook address is [www.facebook.com/GrACE4cathed](https://www.facebook.com/GrACE4cathed)
- † Grace email is [gracedirector7@gmail.com](mailto:gracedirector7@gmail.com)
- † GrACE Twitter address is [@GrACE4cathed](https://twitter.com/GrACE4cathed)
- † Instagram: [@grace4catholiceducation](https://www.instagram.com/grace4catholiceducation)

## We ask you to help us celebrate Catholic Education in Alberta.

Assist GrACE:

- † Sign up for GrACE's Monthly Newsletter
- † Share GrACE's Monthly Newsletter
- † Celebrate Catholic Schools and Education
- † Provide information to share in GrACE's Monthly Newsletter
- † Tell your positive stories and benefits from your Catholic School and Education
- † Subscribe to GrACE's Facebook; Twitter and social media pages
- † Enrol Parents to become more actively involved in GrACE
- † Support local GrACE groups in your Parish
- † Ensure the GrACE Database has your correct contact information
- † Encourage a sense of collective responsibility in upholding the mission and values of Catholic Education in our shared society
- † Make a stand for Catholic Schools and Education in Alberta and beyond
- † Assert your choice in favour of Catholic Schools and Education and its values
- † Champion the benefits of Catholic Schools and Education, alongside its broader implications for the spiritual, intellectual, and social development of individuals and society as a whole
- † Action a movement
- † Provide information to share in GrACE's Monthly Newsletter
- † Subscribe to GrACE's Facebook; Twitter and social media pages
- † Share your positive stories and benefits from your Catholic School and Education
- † Post your pictures and tag us so we can share them and celebrate too

## Students; Parents and Family Engagement

Aligned with GrACE's core values, let's explore innovative strategies that will enhance engagement with all of you; your Student bodies and all stakeholders within the wider Catholic Education movement in Alberta and beyond.

How can we more actively involve Parents and Families in our Student's education?

What can we do to foster a strong home-school partnership and provide Parent's with further support for their Child's Catholic School experience?

## The Gift of public funded Catholic Education

In unity with the Bishops of Alberta, Trustees, Superintendents, Educators, Clergy, Parents, Parishioners, Stakeholders and Catholic Influencers the Catholic Education Family provide authentic Catholic Education to more than 183,500 Students at more than 450 Catholic Schools in 19 Catholic School Districts and 4 Francophone Boards in an effort to support and affirm the values, principles and spiritual foundation that Catholic Schools are built upon to ensure continued success and impact.

Our Catholic Faith is at the centre of all our efforts, fostering an environment that nurtures both academic excellence; spiritual growth and a sense of collective responsibility in upholding the mission and values of Catholic education in our shared society.

## Celebrate Catholic Education

Publicly funded Catholic Education in Alberta is a unique and cherished historical gift for which we are all grateful.

It is an invaluable offering to both the Catholic Community and wider society, carrying growing responsibility in an increasingly secular world.

Catholic Schools provide an education that goes beyond academic subjects and fosters character development, empathy, and compassion.

Providing exceptional educational opportunities that integrate faith; academic excellence and service to the community, Parents; Teachers and Catholic Educators; School Administrators; Trustees and Clergy create an enriching transformative experience for Students within the Catholic Education System.

Dedicated to nurturing the spiritual; intellectual and social growth of all Students in Catholic Schools, Catholic Educators contribute to the continued growth and success of Catholic Education, preparing students to become compassionate and capable individuals who positively impact society.

With the evolving landscape of Education, it is increasingly important to celebrate Catholic Schools and to extol those aspects that have made the Catholic Schools and Education system influential and valued throughout Alberta and beyond.

## ACSTA Links

Links to ACSTA's two critical government relations items for the purposes of information and advocacy as follows:

- † [Briefing RE: Separate School Districts Establishment Process](#)
- † [Briefing RE: Proposal to Repurpose Education Property Taxes](#)

# GrACE's Newsletter seeks to build a provincial Catholic community by celebrating Catholic education across Alberta. There are so many positive stories about Catholic Schools and Education in Alberta.

## Lakeland Catholic School Division

### About Lakeland Catholic Schools

Lakeland Catholic School Division offers faith-based education to 2,700 students from Kindergarten to Grade 12 and to 150 Pre Kindergarten students.

Our eight schools located in Bonnyville, Cold Lake, Lac La Biche, and Waskatenau offer unique extra curricular opportunities, excellent academics and athletics programming, and caring and inspiring learning environments.

With our mission statement at the heart of everything we do, Lakeland Catholic strives to provide a learning experience that develops our students' whole being: mentally, emotionally, physically, and spiritually.

Through our Mental Health Matters Campaign, we are continuously supporting our students as they navigate their personal mental health journey. Student-led leadership groups host activities and events that reduce stigma, increase awareness, and promote mental wellbeing at each of our school sites.

We support our staff and students in their efforts to achieve excellence. Our Lakeland Catholic Community is already achieving incredible things. So far this school year, one of our talented students is a member of the Minister's Youth Council, while another has received a Lieutenant Governor of Alberta Student Award.

On our staff, Assumption Jr.Sr High School Teacher Chantal Sakowich has been named a recipient of the Prime Minister's Award for Teaching Excellence in STEM, and our division is being recognized through a BRAVO! Award from the Canadian Association for Communications in Education (CACE).

### BRAVO! Award

On October 29, Lakeland Catholic will be accepting a BRAVO! Award from CACE during a national conference after submitting a video project created for the former Alberta Minister of Education Adriana LaGrange.

The video features interviews with students, staff, and parents of Holy Family Catholic School in Waskatenau, as well as footage of the aging building in hopes of getting a new school in the small community. Filming, editing, and overall production of the video was done by our communications department.

This video, in addition to previous efforts at division and school-levels, resulted in an announcement early 2023 that a replacement school has been included in the provincial budget. This news was deeply appreciated by our staff, students, and families.

Our division is proud of the incredible accomplishments of all of our students and staff so far this year.



## Holy Spirit Faith Day

Holy Spirit Catholic school, a part of CCSD hosted its first ever student Faith Day on September 28, 2023 at St. Mary's parish in Cochrane. Teachers Audrey Bahrey, Lana McNeice and Jennifer Mah had a vision of a whole day connecting school and parish. They had worked for months in preparing for the day.

The morning started off with our school opening mass. After mass, students jumped right into activities based on their grade. Stations were set up throughout the church and outside in many areas, including the church's prayer garden, parking lot and chapel.

Activities ranged from an Amazing Race where older students read Bible passages and completed activities before racing to the next pit stop; playing Kahoot while learning more about our faith and the Bible; making rosaries with church volunteers; painting prayer rocks which will be placed along paths in Cochrane; hearing Bible stories and playing games with Father Joe; singing while Father Dan played guitar; video and question session with Father Dennis and time for prayer, reflection and journalling in the chapel with a parishioner.

Our junior high students listened to Father Rob and will use their ideas to generate social justice activities this year giving them an opportunity to demonstrate faith leadership in our school community. Each division prayed the rosary in the Serenity garden at the end of the day.

The day included a delicious BBQ lunch of hotdogs and hamburgers cooked by members of the Knights of Columbus. Special guests who stopped by for lunch were our Chief Superintendent, Dr. Bryan Szumlas and the principal of our feeder high school.

The culmination to a great day was a PowerPoint put together to showcase all the students partaking in activities. What a wonderful start to our school year and a great way to celebrate our Catholic faith!



## GrACE Says Thank You...

Special thank you to the dedicated GrACE volunteers for their tireless efforts to support the work of GrACE. You are SO appreciated by us all!



**Michelle Collette**  
GrACE Treasurer



**Jolyne deMarco**  
GrACE Instagram  
Administrator



**Grant Gay**  
GrACE Facebook  
Administrator

## Further Opportunities to Volunteer

Student Volunteers are warmly invited to represent their School in GrACE's social media campaign; GrACE's new outreach and GrACE's database development.

All thoughts on how we can better utilize technology platforms to ensure even more timely communication channels between and within the wider Catholic Education Family and beyond gratefully received.

Please email [gracedirector7@gmail.com](mailto:gracedirector7@gmail.com) to express interest and suggestions.

## Catholic News in Alberta and beyond

### Statement from the Executive Committee to the Catholic Faithful on the occasion of the 2023 National Day of Truth and Reconciliation

The Executive Committee of the Canadian Conference of Catholic Bishops once again welcomed the 2023 National Day of Truth and Reconciliation as an opportunity to reflect on the tragic legacy of the former Indian Residential Schools and to pray for a continued path of healing with our Indigenous Peoples.

As noted by Pope Saint John Paul II in his 1987 Apostolic Voyage to Fort Simpson, Northwest Territories, quoting from his Encyclical Letter Redemptor Hominis, no. 18: 'The soul of the native peoples of Canada is hungry for the Spirit of God, because it is hungry for justice, peace, love, goodness, fortitude, responsibility and human dignity'.

The Catholic faithful of Canada were, once again, invited to enter into this day with a spirit of charity and compassion, as followers of Jesus Christ, members of his "living body of reconciliation", so that together with all Canadians, we may continue to walk forward with Indigenous Peoples on the path of truth, justice, healing, reconciliation, and hope.

Let us recall the words of the Holy Father during his recent Apostolic Voyage to Canada: "The Church is the house where we 'conciliate' anew, where we meet to start over and to grow together. It is the place where we stop thinking as individuals and acknowledge that we are brothers and sisters of one another."

### A day of healing, truth-telling, and reconciliation.

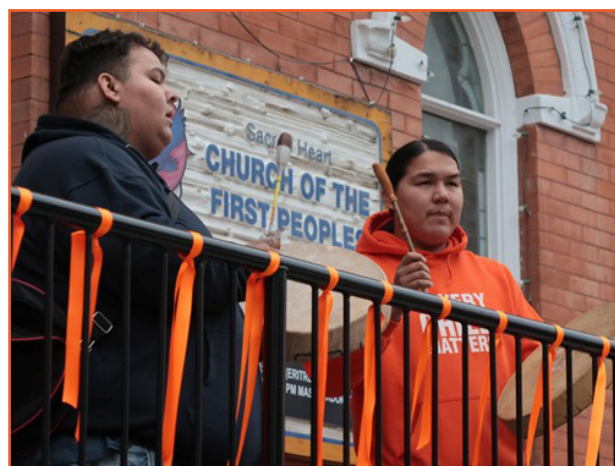
On September 30th, in honor of Truth and Reconciliation, Sacred Heart Church of the First Peoples observed the day with the Holy Mass, followed by drumming, a smudging ceremony and candlelit procession into the St. Kateri Hall.

There was a sharing circle which offered an opportunity to share feelings about National Truth and Reconciliation Day and the day concluded with singing, a memorial round dance, and a soup-and-bannock lunch and fellowship.

The Catholic community in Lac Ste. Anne also commemorated the day with Mass, going to a "healing tree" prayer in 4 directions, led by Indigenous leaders, drumming, tying of the ribbons on the tree and a feast afterwards.

Although not pictured, Archbishop Smith also celebrated Mass at St. Joseph's Basilica in honor of the day. To read his homily, [click here](#).

Let us all continue to pray for healing and strong community as our Church and our country continues to move towards a flourishing relationship between Catholicism and all Indigenous people.





Artist Ellie Lagrandeur and her daughter Stacey Shearing stand beside a mural made with the help of students at Bruderheim School to recognize and honour Orange Shirt Day and the National Day for Truth and Reconciliation



“Each year, EIPS staff and students learn more about the history and legacy of residential schools and how to make meaning in an age-appropriate way,” says Cheryl Devin, the First Nations, Métis and Inuit Education Consultant at EIPS. “Teachers are skilled at selecting resources and activities that help students learn this dark chapter in our shared history, yet protect their hearts, give them agency to make change and provide hope for our future together on this land. I’m grateful to everyone who leans into this learning and makes commitments to be in good relation with others.”

Throughout the day, EIPS staff guided students through activities to deepen their understanding of Indigenous cultures and the effects of colonization. Activities include stories of Survivors, lessons about the context of residential schools within our shared history and engaging in the topic through art, storytelling and dialogue. School-specific details include:

- † **A.L. Horton Elementary:** Students and staff decorated the trees outside their school with orange decorations to bring awareness to Orange Shirt Day in their community. Leading up to the day, the school also highlighted different Indigenous cultural practices, such as throat singing and ribbon skirt making.
- † **Bev Facey Community High:** The School’s Aboriginal Studies students travelled to the Mission of Hope to help deliver food to people in need on September 26 and 28. Bev Facey Community High also had Turtle Talk in its library, focusing on the Truth and Reconciliation Commission’s mandate and its significance to the school community. On September 29, the school is hosting a five-minute ceremony along with a minute of silence, honouring the students who never returned home from residential schools.
- † **Bruderheim School:** The school’s staff and students have been participated in the Northwest Regional Learning Consortium’s week of daily interactions with Elders and Knowledge Keepers from across Alberta. These daily events showcase Indigenous languages and cultures through dance, sport, music, art and storytelling. Bruderheim School also teamed up with the Town of Bruderheim to repaint the “Every Child Matters” crosswalk—an initiative led by Bruderheim School student McKenna Bonner last year—and create a mural that will be proudly displayed in Bruderheim.
- † **Fort Saskatchewan Christian:** The school displayed a bulletin board covered in paper feathers around the theme “Every child deserves.” Each class is being given a set of feathers for students to colour and to write a word or a sentence of what each child deserves, such as to be loved or to feel safe.
- † **Fort Saskatchewan Elementary, Wes Hosford Elementary and Westboro Elementary:** Students are creating their own paper orange t-shirts or hearts, which will have messages of hope and love. The finished art projects will be displayed throughout their respective school buildings.
- † **James Mowat Elementary:** For Orange Shirt Day, the school is put together a visual display of orange shirts on its front lawn to bring attention to, and remember, First Nations, Métis and Inuit children who were forced to attend residential schools. James Mowat Elementary is also conducting a schoolwide reflection and remembrance assembly.
- † **Strathcona Christian Academy Secondary:** The school’s student activism group Teens Against Violent Oppression, or TAVO, created 600 orange ribbons leading up to Orange Shirt Day. Today, every student in the school will receive one and wear it for a moment of silence.

## GrACE says farewell for now to GrACE Board Member Trustee Michael Ouellette (2022-2023) and warmly welcomes Trustee Linda Ellefson in his stead (2023-2024)

Sincere thanks to departing GrACE Board Member, Trustee Michael Ouelette. Michael served as a GrACE Board Member 2022-2023 on behalf of ACSTA.

Michael is very dear to us all at GrACE and continues as a GrACE Advocate and top influencer promoting the work of GrACE Provincial Local groups promoting and engaging with all stakeholders throughout Alberta; NWT; the Yukon and beyond.

Michael passes the baton this year to Linda Ellefson who joins the GrACE Board for 2023-2024.

Linda has served Catholic Education for 37 years as a Teacher, Administrator, Curriculum Consultant and Deputy Superintendent.

Throughout her years, she has also served as Chair of Religious Education Network (REN) and as President of RMEC (Religious and Moral Education Council), Holy Spirit Catholic School Division; Greater St. Albert School Division and STAR Catholic School Division.

Currently, Linda is a Trustee for Holy Spirit Catholic School Division and now looks forward to serving as an ACSTA representative to GrACE.

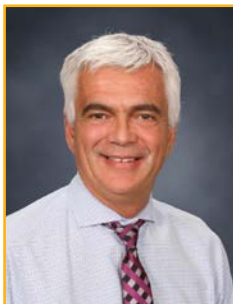
Linda shares her vision and thoughts for the coming year and says that:

*'People live in the shadow of each other. We need one another. GrACE is a vehicle to Gather, Receive, Advocate, Communicate and Engage so that together we can encourage supporters around the value and gift of Catholic Education. We need to embrace the evangelizing mission of Catholic school by becoming more and more fluent in sharing our stories of Catholic education. We must continually share those stories as a dialogue between catholic schools, families and parishes.*

*Commit, Celebrate, Embrace, Advocate, Proudly Proclaim the gift of Catholic Education.*

*Embrace the doing and the being.*

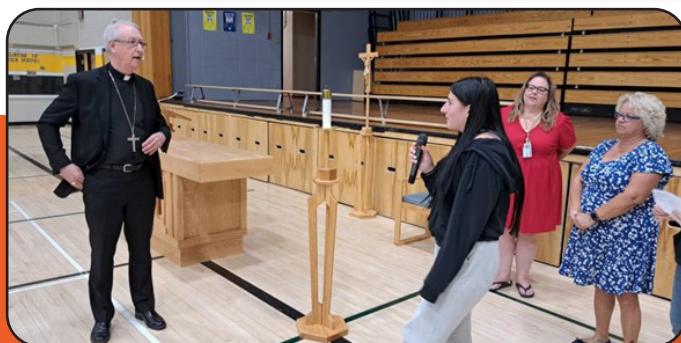
*You can't start a fire without a spark. GrACE is that spark that fans the flames of hope for catholic education'.*



## Social Media from around the Province...

### Edson

Archbishop Smith made a pastoral visit to the Catholic community of Edson, Alberta. During his stay in Edson, Archbishop Smith visited Vanier Community Catholic School and Holy Redeemer High School. His GrACE also celebrated Mass at the local hospital and shared meals with local parishioners.



## Lakeland

Two Lakeland Catholic high schools did their part to tackle hunger in their local communities. At the end of September, École Notre Dame high School and Assumption Jr/Sr High held their annual food bank fundraisers.

### École Notre Dame High

Each year, students and staff from École Notre Dame High School in Bonnyville collect food and monetary donations for the Bonnyville Food Bank through their Hungry for the Homeless event.

“Hungry for the Homeless is the event of the year for many of our students. Not only are we helping those less fortunate in our community but we are having fun. It really makes us proud to be a Wildcat any time we can give back,” said NDHS Teacher Erin Murphy.

### Assumption

For the second consecutive year, Assumption held their ‘Hungry for Change’ fundraiser.

“After our success last May, it only seemed right that we took on this initiative again leading up to a season where we should both give thanks for all we have been given, and share the abundance in what we have to help those in need,” said AJSH organizing Teacher Siobhan Squires. We hope to see our community once again come together to ensure that no one goes hungry this Thanksgiving season.”



École Notre Dame High



Assumption Jr/Sr High



Students from Strathcona Christian Academy Secondary race to the finish line at the school's annual Terry Fox School Run.

## Elk Island Public Schools

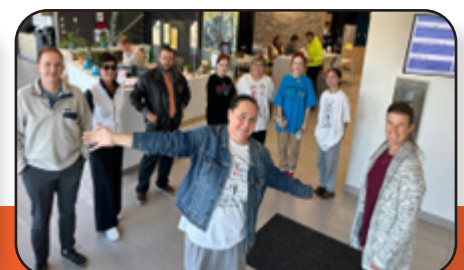
### EIPS Students and Staff Follow in Terry Fox's Footprint for Annual Terry Fox School Run

In the memory of Canadian icon Terry Fox and his inspirational dream, Elk Island Public Schools (EIPS) students and staff take time out of their day to run, jog or walk a set distance for Fox's goal. They also spend the month doing various fundraising activities as they learn about the values Fox displayed. “Terry Fox and his legacy touch the hearts and minds of many in our classrooms and communities,” says Cathy Allen, Board Chair of EIPS. “This year's theme is Dear Terry, which asks people to share their own stories and messages of love, hope and inspiration.”

EIPS schools have participated in the Terry Fox School Run since 1992. Over that time, students and staff have raised substantial money for The Terry Fox Foundation. Last year alone, EIPS schools raised more than \$57,000 with the community's help. All funds raised during this year's event will go directly to the foundation to support Fox's dream of a world without cancer.

“Terry pushes students to persevere through hardship, stand courageous against adversity and come together to succeed,” says Allen. “All of these values contribute to a healthy and resilient mindset, empowering students to cross their own finish lines.”

Founded in 1981, the Terry Fox School Run has evolved into one of the largest fundraising events in Canada. To date, the foundation has raised more than \$850 million and funded 1,300 projects on behalf of Fox's legacy. EIPS congratulates all staff, students, volunteers and community members supporting this year's Terry Fox School Run.



# 2023–2024 GrACE Catholic Education Prayers of the Faithful

## Catholic Education Prayers of the Faithful for September 2023

- † For all students and families in Catholic education: For a safe and fruitful school year, we pray to the Lord
- † For Catholic Education: that our year of ‘Courage to Lead’ in Catholic Education” may be rooted in the synodal practices of listening, dialogue and discernment, we pray to the Lord
- † For clergy and school staff: For love and grace to serve Catholic education with humility and zeal, we pray to the Lord
- † For trustees who have been entrusted with the sacred gift of Catholic education, for their wisdom and their leadership, we pray to the Lord

## Catholic Education Prayers of the Faithful for October 2023

- † For Catholic Education: That our Blessed Mother may wrap all children in her mantle of love and bring them ever closer to her Son, we pray to the Lord
- † For Catholic Education: That gratitude be our way of living and being in this world, we give thanks to the Lord
- † For Catholic Education: That the love of the Rosary and devotion to the Virgin Mary may thrive within our Catholic schools, we pray to the Lord
- † For Catholic Education: That our Catholic schools may be blessed with courage and energy to continue to live out their invaluable role in our society, 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.

## Catholic Education Prayers of the Faithful for November 2023

- † 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 year of ‘Courage to Lead’ may be rooted in the synodal practices of listening, dialogue and discernment, 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

## Catholic Education Prayers of the Faithful for December 2023

- † For Catholic education: That during this season of Advent we may prepare our heart, minds and lives to welcome the Baby Jesus
- † For Catholic teachers: That their witness to hope in the Lord will be manifest daily, we pray to the Lord
- † For Catholic education: That each one of our Catholic

school districts will seek to build Bethlehem in our schools and our hearts, we pray to the Lord

- † For Catholic education: That JOY may be manifest in our every word, action and thought, we pray to the Lord

## Catholic Education Prayers of the Faithful for January 2024

- † For Catholic Education: That as a new year begins, we may choose Christ and embrace the spiritual practices of our Catholic faith, we pray to the Lord.
- † For Catholic Education: That our Catholic schools may inspire students to a life of love and service, we pray to the Lord
- † For Catholic Education: That the teachers in our Catholic schools may be strengthened for their important task in our world, we pray to the Lord
- † For Catholic Education: That our Catholic schools may celebrate the richness of the Catholic faith that we have inherited, 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

## Catholic Education Prayers of the Faithful for February 2024

- † For Catholic education: For unity and a true desire to seek the will of God, we pray to the Lord
- † For Catholic Education: That our Catholic schools may show the love of God in the world, we pray to the Lord
- † For Catholic Education: That our Catholic schools may fill students with a love for learning and a desire to change the world for the better, we pray to the Lord
- † For Catholic Education: That the teachers in our Catholic schools may be strengthened for their important task in our world, we pray to the Lord

## Catholic Education Prayers of the Faithful for March 2024

- † For Catholic Education: That our Catholic schools may make known God’s plan for all creation, we pray to the Lord
- † For Catholic Education: That the leaders of our Catholic schools may be encouraged and comforted in the love of God, we pray to the Lord
- † For Catholic Education: That our Catholic schools may always receive their identity from the teachings of Christ Jesus, we pray to the Lord
- † For Catholic Education: That our Catholic schools may be a place of healing and safety in a hurting world, we pray to the Lord

# 2023-2024 GrACE Catholic Education Prayers of the Faithful Continued

## Catholic Education Prayers of the Faithful for April 2024

- † That during this most Holy Week, our Catholic schools will be places of prayer, reflection, penance and faith, we pray to the Lord
- † Alleluia! Alleluia! That our Parents, Students, Staff, Families, Educators, Community Leaders and Parishioners rejoice in the Risen Lord, we pray
- † For Catholic Education: that hope in the risen Lord abounds in our hearts, our homes and our schools, we pray to the Lord
- † For Catholic Education: That our Catholic schools may be a blessing to families through their work with the young, we pray to the Lord

## Catholic Education Prayers of the Faithful for May 2024

- † For Catholic Education: That Government decisions will be made to protect Catholic Education, we pray to the Lord
- † For Catholic Education: That our Blessed Mother may wrap all children in her mantle of love and bring them ever closer to her Son, we pray to the Lord
- † For Catholic Education: That during our celebrations of Catholic Education Week we continue with the 'Courage to Lead' in unity and common vision, we pray to the Lord
- † For Catholic Education: the love of the Rosary and devotion to the Virgin Mary may thrive within our Catholic schools, we pray to the Lord
- † For Catholic education: in gratitude for the gift of publicly funded Catholic Education, we pray to the Lord

## Catholic Education Prayers of the Faithful for June 2024

- † 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 always able to draw excellent and faith-filled teachers to serve in the classroom, we pray to the Lord
- † For Catholic Education: That our Catholic schools may celebrate the richness of the Catholic faith that we have inherited, we pray to the Lord
- † For Catholic Education: That our Catholic schools may be a source of hope for the young, we pray to the Lord





# CATHOLIC EDUCATION SUNDAY

NOVEMBER 5,  
2023



CELEBRATING IN  
PARISHES WITH  
CATHOLIC SCHOOLS  
AND ADVOCATES

---

GRATEFULLY  
ADVOCATING FOR  
CATHOLIC  
EDUCATION

---

THE MISSION OF  
GRACE IS TO  
INSPIRE,  
INVIGORATE AND  
EMBOLDEN THE  
SPIRIT OF CATHOLIC  
EDUCATION IN  
ORDER TO UNITE,  
ENGAGE, EDUCATE  
AND ADVOCATE  
WITH ONE VOICE ON  
ITS BEHALF

---

FOLLOW GRACE ON  
SOCIAL MEDIA

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[GRACE WEBSITE](#)

# NOVENA

for Catholic Education Sunday



The Catholic Bishops  
of Alberta and the  
Northwest Territories

# What is a novena?



9 DAYS

PRAYER

We are grateful for our Catholic schools.  
Let us unite in prayer  
that the Holy Spirit may intercede  
for Catholic Education throughout Alberta; NWT;  
the Yukon and beyond



Leader:

✠ Come, Holy Spirit,  
fill the hearts  
of your faithful.

**All:**

And kindle in them  
the fire of your love.



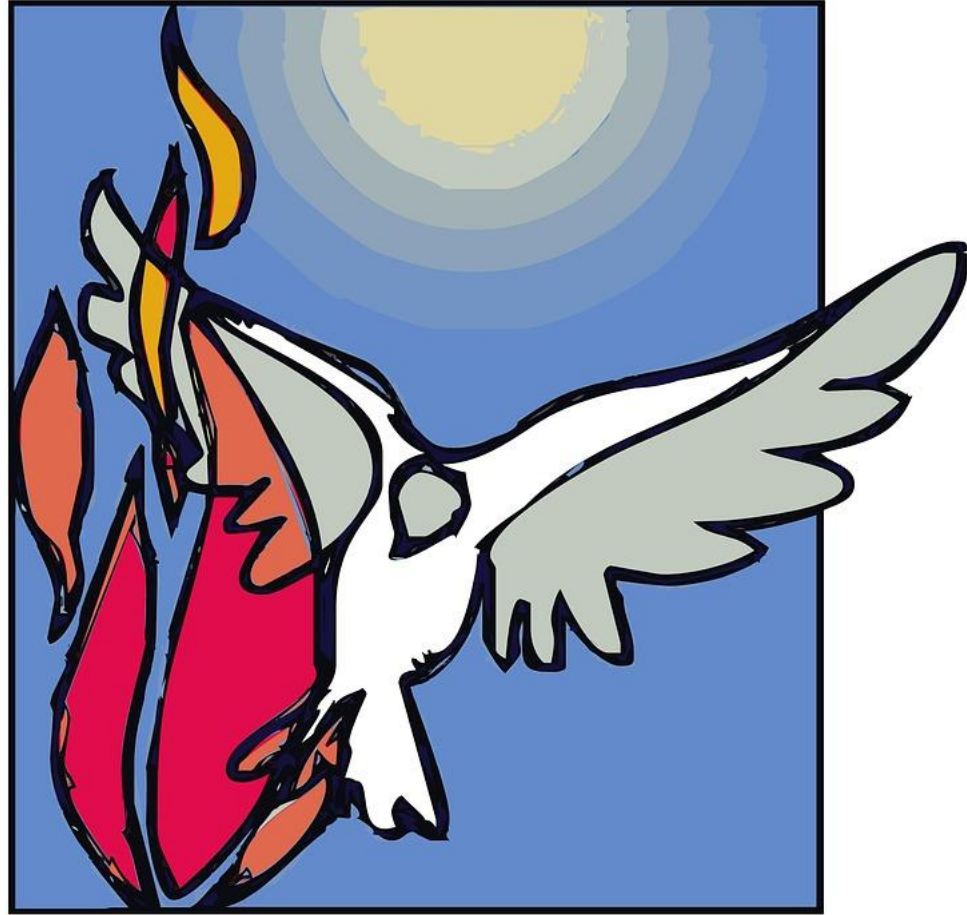
Leader: Send forth your Spirit, and they shall be created



**All:**  
and  
you will  
renew  
the face  
of the  
earth.

Leader:  
Let us pray

**All:**  
Lord,  
by the light  
of the Holy Spirit  
you have taught  
the hearts  
of your faithful.





In the same  
Spirit  
help us  
to attain  
our happiness  
in what is right

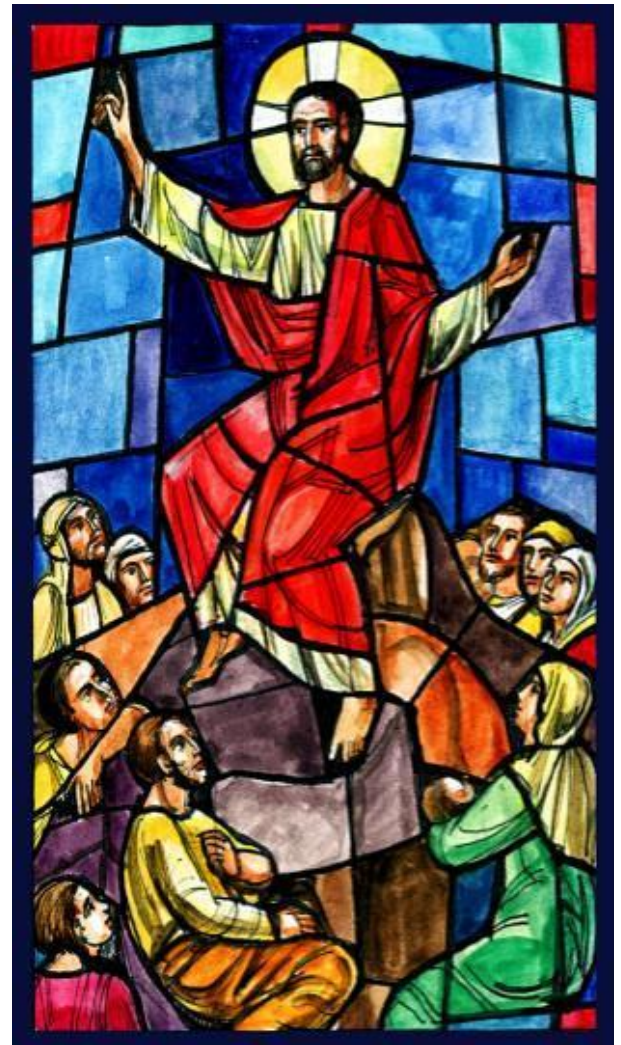
and to always rejoice in your peace and consolation.



May you inspire Catholic Education  
with the wisdom of the Holy Spirit



That it may  
remain faithful  
to your teachings  
and committed  
to living  
the Gospel  
of Jesus Christ



We ask this through Christ our Lord. Amen.



Leader: Glory be to the Father,  
and to the Son,  
and to the Holy Spirit:



**All:**

As it was  
in the beginning  
is now,  
and ever shall be,  
world without end.  
Amen. ✠

**REPORT NO: E.5**

**November 29, 2023**

# **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.



Board Meeting Agenda - Organizational Meeting  
October 23, 2023 at 7 PM  
Council Chambers

1. Call to Order
2. Approval of Agenda
3. Approval of Meeting Minutes from October 28th, 2021 AGM

○ [PCCELC OCT 28TH 2021 AGM Meeting Minutes.docx](#)

4. Election/appointment of positions

Directors:

Chair

Vice Chair

Secretary/Treasurer

5. Date for next meeting

6. Adjournment

**REPORT NO: E.6**

**November 29, 2023**

# **BOARD AGENDA REPORT**

**TO:** Board of Trustees

**FROM:** Thomas Machacek, Audit Committee Chair

**SUBJECT:** Audit Committee Report

---

## **BACKGROUND**

1. Vice Chair Thomas Machacek provided the Board of Trustees with an update and the minutes from the past meeting of the Audit Committee.

**ADVOCACY NO: F.1**

**November 29, 2023**

## **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 29, 2023.



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Thomas Machacek

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:    | School and Key Discussions: |
|----------|-----------------------------|
| 07/11/23 | SPT School Council          |
| 28/11/23 | SMBI School Council         |
|          |                             |
|          |                             |
|          |                             |

## PARISH COMMITMENTS:

| Date:    | Key Discussions:                                                             |
|----------|------------------------------------------------------------------------------|
| 05/11/23 | Attended Mass In Bow Island and Shared the Catholic Education Sunday Message |
| weekly   | Attend Mass in Taber                                                         |
|          |                                                                              |
|          |                                                                              |
|          |                                                                              |
|          |                                                                              |

## PROVINCIAL MEETINGS:

| Date:       | Name and Key Discussions:                                                                                                                                                                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 17-21/11/23 | Attended ACSTA and ASBA conventions in Edmonton. Had the opportunity to meet and share discussions with Trustees from all parts of the Province. Also had the pleasure to celebrate with Trustee Cote as she received a long service award. |
|             |                                                                                                                                                                                                                                             |
|             |                                                                                                                                                                                                                                             |
|             |                                                                                                                                                                                                                                             |
|             |                                                                                                                                                                                                                                             |
|             |                                                                                                                                                                                                                                             |

## OTHER MEETINGS AND ADVOCACY:

| Date:    | Name and Key Discussions:                                          |
|----------|--------------------------------------------------------------------|
| 08/11/12 | COW special meeting                                                |
| 09/11/23 | In person at the Mass for retiring staff                           |
| 23/11/23 | Audit Committee Meeting                                            |
| 27/11/23 | Finance committee and Bi/annual meeting with School Council Chairs |
| 29/11/23 | November Board Meeting                                             |
|          |                                                                    |
|          |                                                                    |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Frances Cote

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:  | School and Key Discussions: |
|--------|-----------------------------|
| Nov 30 | School Council Meeting      |
|        |                             |
|        |                             |
|        |                             |
|        |                             |

## PARISH COMMITMENTS:

| Date:  | Key Discussions:                                                  |
|--------|-------------------------------------------------------------------|
| Nov    | Attendance to weekly Mass/Ongoing conversation with Parish Priest |
| Nov 5  | Delivered Catholic Education Sunday Message at Mass               |
| Nov 7  | Renewal Gathering Mass                                            |
| Nov 14 | St. Catherine / St. Ambrose Finance Meeting                       |
|        |                                                                   |
|        |                                                                   |

## PROVINCIAL MEETINGS:

| Date:     | Name and Key Discussions: |
|-----------|---------------------------|
| Nov 17-19 | ACSTA FGM                 |
| Nov 19-21 | ASBA FGM                  |
|           |                           |
|           |                           |
|           |                           |
|           |                           |

## OTHER MEETINGS AND ADVOCACY:

| Date:  | Name and Key Discussions: |
|--------|---------------------------|
| Nov 8  | Special Board Meeting     |
| Nov 9  | Retirement Mass           |
| Nov 27 | Board /Chairs Meeting     |
| Nov 29 | Board /COW Meeting        |
|        |                           |
|        |                           |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Tricia Doherty

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:        | School and Key Discussions:                                                                      |
|--------------|--------------------------------------------------------------------------------------------------|
| Oct 26, 2023 | ESM School Council - Hot lunch, Fundraising, Catholic property tax,                              |
| Oct 30, 2023 | CCH Drama 10 Production - Murder is Fun!                                                         |
| Oct 31, 2023 | SFJH Performing arts team meeting                                                                |
| Nov 2, 2023  | CCH Academic Awards                                                                              |
| Nov 14, 2023 | SPS School Council - hot lunch, fundraising, activities, staffing updates, Catholic property tax |
| Nov 15, 2023 | CCH School Council - parent - presentation from Dual credit/RAP program, Santa's Anonymous, CIP  |
| Nov 16, 2023 | ESM School Council - Hot lunch, carnival, advocacy, CIP                                          |

## PARISH COMMITMENTS:

| Date:        | Key Discussions:                                                  |
|--------------|-------------------------------------------------------------------|
| Ongoing      | Weekly Mass                                                       |
| Nov 4, 2023  | Read Catholic Education Sunday message at 5pm Mass at St Martha's |
| Nov 9, 2023  | Retirement Mass                                                   |
| Nov 19, 2023 | ACSTA AGM Mass with Archbishop Smith                              |

## PROVINCIAL MEETINGS:

| Date:        | Name and Key Discussions:                                                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------|
| Nov 15, 2023 | ASBA Zone 6                                                                                                                    |
| Nov 17, 2023 | ACSTA AGM - Opening ceremonies, PD - There is No Neutral Dr Brett Salkeld                                                      |
| Nov 18, 2023 | ACSTA AGM - Liturgy, PD - Making Every Class Catholic - Dr Brett Salkeld , SWOT Analysis, business session, Awards banquet     |
| Nov 19, 2023 | ACST AGM - Elections                                                                                                           |
| Nov 19, 2023 | ASBA FGM - Awards evening                                                                                                      |
| Nov 20, 2023 | ASBA FGM - Business Day, visit from MOE, Visit from Premier Smith, President and Vice President Elections, position statements |
| Nov 21, 2023 | ASBA FGM - MLA Breakfast, PD sessions                                                                                          |
|              |                                                                                                                                |

## OTHER MEETINGS AND ADVOCACY:

| Date:        | Name and Key Discussions:                              |
|--------------|--------------------------------------------------------|
| Nov 8, 2023  | Special COW meeting                                    |
| Nov 27, 2023 | Finance meeting                                        |
| Nov 27, 2023 | Council of School Council Chairs and the Board meeting |
| Nov 29, 2023 | Board meeting                                          |
|              |                                                        |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Blake Dolan

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date: | School and Key Discussions: |
|-------|-----------------------------|
|       |                             |

## PARISH COMMITMENTS:

| Date:    | Key Discussions:                        |
|----------|-----------------------------------------|
|          |                                         |
|          | Weekly attendance at Mass               |
| Nov 4/23 | Catholic Education message at 7 PM Mass |
|          |                                         |
|          |                                         |

## PROVINCIAL MEETINGS:

| Date:     | Name and Key Discussions: |
|-----------|---------------------------|
|           |                           |
| Nov 15/23 | ASBA Zone 6 meeting       |
|           |                           |

## OTHER MEETINGS AND ADVOCACY:

| Date:        | Name and Key Discussions:                                     |
|--------------|---------------------------------------------------------------|
|              |                                                               |
| Nov 6/23     | Remembrance Day Ceremony at St. Michael's School              |
| Nov 7/23     | Catholic Renewal Gathering with the Bishop in Lethbridge      |
| Nov 9/23     | Retired Teacher Mass                                          |
| Nov 15/23    | Police Advisory Meeting - Pincher Creek Town Council Chambers |
| Nov 15/23    | St. Michael's School Academic Awards Night                    |
| Nov 17-21/23 | ACSTA and ASBA Fall General Meetings in Edmonton              |
| Nov 27/23    | Finance Committee Meeting                                     |
| Nov 27/23    | Trustee Meeting with School Council Chairs                    |
| Nov 29/23    | COW/Board Meeting                                             |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Linda Ellefson

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:   | School and Key Discussions:                                                 |
|---------|-----------------------------------------------------------------------------|
| Nov. 7  | FLVT School Council GrACE, Comments, Catholic Education Sunday, Fundraising |
| Nov. 15 | OLA School Council; GrACE, Fundraising, IB Youth program                    |

## PARISH COMMITMENTS:

| Date:   | Key Discussions:                                               |
|---------|----------------------------------------------------------------|
| Oct.29  | Choir at St. Catherine's                                       |
| Nov. 4  | Read at St. Basil's evening Mass for Catholic Education Sunday |
| Nov. 5  | Catholic Education Sunday at St. Catherine's                   |
| Nov. 12 | Lector at St. Catherine's                                      |

## PROVINCIAL MEETINGS:

| Date:      | Name and Key Discussions:                                                                  |
|------------|--------------------------------------------------------------------------------------------|
| Oct. 30    | ASBA Speaker's Corner ; Joint Use and Planning Agreements, Local Authorities Elections Act |
| Nov. 16    | ACSTA Board of Directors Orientation in Edmonton                                           |
| Nov. 17-19 | ACSTA AGM in Edmonton                                                                      |
| Nov. 19-21 | ASBA AGM in Edmonton                                                                       |
| Nov. 21    | MLA Breakfast at ASBA in Edmonton                                                          |

## OTHER MEETINGS AND ADVOCACY:

| Date:   | Name and Key Discussions:                                                             |
|---------|---------------------------------------------------------------------------------------|
| Nov. 2  | CCH Awards Night                                                                      |
| Nov.    | Support and participate in School fundraisers at OLA, FLVT, St. Pat's Taber           |
| Nov.    | Participate as choir member for community Remembrance Day Ceremonies in Picture Butte |
| Nov. 9  | Retirement Mass                                                                       |
| Nov. 11 | Remembrance Day Ceremonies in Picture Butte                                           |
| Nov. 20 | FLVT Awards night: sent written message of congratulations                            |
| Nov. 27 | Finance Committee Meeting                                                             |
| Nov. 29 | Board Meeting                                                                         |
| Nov.    | Read all ASBA, ACSTA and GrACE Briefs                                                 |
| Nov.    | Continue reading "Educating for Eternity" by Brett Salkeld                            |
| Nov.    | School visits to OLA, FLVT with Remembrance Day Ceremony at FLVT                      |
| Nov.    | Support to Streets Alive Mission in Lethbridge                                        |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Roisin Gibb

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:  | School and Key Discussions:                                                   |
|--------|-------------------------------------------------------------------------------|
| Oct 26 | ESM School Council - Smudge and Indigenous awareness                          |
| Oct 30 | CSM School Council - Fundraising, staffing update                             |
| Nov 16 | ESM School Council - school/ staff updates, fundraising, CIP                  |
| Nov 20 | SFJH School Council - Unable to attend due to conflict with ASBA FGM Edmonton |
| Nov 29 | Organized EDO Hot lunch for ESM and volunteered delivery to classes           |

## PARISH COMMITMENTS:

| Date:   | Key Discussions:                                            |
|---------|-------------------------------------------------------------|
| ongoing | Regular attendance at 9am St. Martha's Church               |
| ongoing | Dynamic Catholic daily email + Feed Your Soul Weekly update |
|         |                                                             |
|         |                                                             |

## PROVINCIAL MEETINGS:

| Date:     | Name and Key Discussions:                                                    |
|-----------|------------------------------------------------------------------------------|
| Nov 15    | ASBA Zone 6 Meeting - Palliser Division Office - see ASBA report for details |
| Nov 17-19 | ACSTA FGM Edmonton                                                           |
| Nov 19-21 | ASBA FGM Edmonton                                                            |
|           |                                                                              |
|           |                                                                              |
|           |                                                                              |

## OTHER MEETINGS AND ADVOCACY:

| Date:  | Name and Key Discussions:                                |
|--------|----------------------------------------------------------|
| Nov 14 | Parent Meeting CCH Girls Basketball                      |
| Nov 15 | UofC Governance Class Cor 568-001 Risk Management        |
| Nov 22 | UofC Governance Class Cor 568-002 Risk Management part 2 |
| Nov 23 | ESM School Carnival                                      |
| Nov 27 | Finance Meeting                                          |
| Nov 27 | Ordinary Heroes Night                                    |
| Nov 29 | COW and Public Board Meeting                             |
|        |                                                          |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

**TRUSTEE NAME:** Cheralan O'Donnell

**BOARD MEETING DATE:** November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:      | School and Key Discussions:                                           |
|------------|-----------------------------------------------------------------------|
| November 1 | School Council Meeting<br>- Unable to attend due to schedule conflict |
| November 9 | Academic Awards                                                       |
| November   | Presence at school sporting events                                    |

## PARISH COMMITMENTS:

| Date:   | Key Discussions:          |
|---------|---------------------------|
| Sundays | Mass St. Catherine Parish |

## PROVINCIAL MEETINGS:

| Date:       | Name and Key Discussions:                                                                       |
|-------------|-------------------------------------------------------------------------------------------------|
|             | ASBA Daily Briefs                                                                               |
|             | ACSTA Weekly Summaries                                                                          |
| November 15 | ASBA Zone 6 Meeting                                                                             |
| November 16 | ACSTA / ASBA Program Book, AGM & Convention Prep                                                |
| November 17 | ACSTA Dinner, Presentation, Reception                                                           |
| November 18 | ACSTA Presentations; Elections and Business Meeting; Lunch with Minister of Children's Services |
| November 19 | ACSTA Business Session 2 & Liturgy; ASBA Reception & Awards Evening                             |
| November 20 | ASBA FGM Elections and Business Session; Q & A Minister of Education Nicolaides & Premier Smith |
| November 21 | ASBA MLA Breakfast; Professional Development Session: Adapting to Sudden Unwanted Change        |

## OTHER MEETINGS AND ADVOCACY:

| Date:       | Name and Key Discussions:             |
|-------------|---------------------------------------|
| November 8  | Special Board Meeting                 |
| November 9  | Holy Spirit Retired Staff Mass        |
| November 23 | Audit Committee Meeting               |
| November 27 | Finance Committee Meeting             |
| November 27 | Council of School Councils            |
| November 29 | Board Meeting: Committee of the Whole |
| November 29 | Board Meeting: Public General Meeting |



# INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Bob Spitzig

BOARD MEETING DATE: November 29, 2023

## SCHOOL COUNCIL MEETINGS:

| Date:   | School and Key Discussions: |
|---------|-----------------------------|
| Nov. 2  | CCH Awards Night            |
| Nov. 15 | CCH School Council          |
|         |                             |

## PARISH COMMITMENTS:

| Date:  | Key Discussions:                                  |
|--------|---------------------------------------------------|
| Nov.   | On going Mass at All Saints                       |
| Nov. 4 | Catholic Education Sunday                         |
| Nov. 7 | Pastoral renewal All Saints with Bishop McGrattan |
| Nov. 9 | Mass for Retired Staff                            |
|        |                                                   |

## PROVINCIAL MEETINGS:

| Date:      | Name and Key Discussions: |
|------------|---------------------------|
| Nov. 17-21 | ACSTA/ASBA FGM            |
| Nov. 21    | TEBA                      |
|            |                           |

## OTHER MEETINGS AND ADVOCACY:

|         |                           |
|---------|---------------------------|
| Nov. 8  | Special Board Meeting     |
| Nov. 27 | Finance Committee         |
| Nov. 27 | Council of School Council |
|         |                           |

**ADVOCACY NO: F.2**

**November 29, 2023**

# **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 29, 2023

## 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 12, 2023 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 12, 2023

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 December 8, 2022

R.S.V.P. HERE

**INFORMATION NO: G.2**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Carmen Mombourquette, Board Chair

**SUBJECT:** Correspondence from Minister of Mental Health and Addiction

**ORIGINATOR:** Carmen Mombourquette, Board Chair

---

## **BACKGROUND:**

1. Attached for Board information is correspondence from Minister of Mental Health and Addiction Dan Williams in response to the Holy Spirit Catholic School Division's Board of Trustees letter to the Minister's Office requesting support for permanent funding of the Mental Health Pilot Project grant.



ALBERTA  
MENTAL HEALTH AND ADDICTION

*Office of the Minister  
MLA, Peace River*

AR 1207

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

Dear Dr. Mombourquette:

Thank you for your letter regarding the Holy Spirit Roman Catholic Separate School Division's mental health project currently funded by the Ministry of Education. I appreciate the opportunity to learn more about the work being undertaken by your division.

The Ministry of Mental Health and Addiction works closely with other child and youth serving ministries, including the Ministry of Education, to ensure awareness of and alignment between initiatives. While I cannot intervene in the work of, or make recommendations regarding grant funding provided by, other Government of Alberta departments, I appreciate the concerns you have raised. I understand your division is providing supports in partnership with Alberta Health Services (AHS). I encourage you to explore additional operational supports and future funding possibilities with your local AHS representatives.

Alberta's government is committed to ensuring Albertans have access to the mental health and addiction supports and services they require. AHS provides mental health and addiction supports across the province, including in southern Alberta. AHS provides a range of mental health and addiction programs and services at the Lethbridge Provincial Building, Melcor Centre and the Chinook Regional Hospital. AHS mental health and addiction services are also provided in the rural communities served by the school division.

Families can access current information on the mental health programs and services available in their community through Alberta 211. Alberta 211 provides information, referrals and crisis support by calling 2-1-1, texting INFO to 211 or chatting online ([ab.211.ca](http://ab.211.ca)). Albertans aged 25 and younger can access supports through the Kids Help Phone ([kidshelpphone.ca](http://kidshelpphone.ca)), including counselling, information and crisis support. Albertans also have access to affordable virtual and in-person mental health counselling through Counselling Alberta ([calgarycounselling.com/counselling-alberta](http://calgarycounselling.com/counselling-alberta)).

Alberta's government is investing in initiatives aimed at ensuring all children and youth in the province have access to a full continuum of recovery-oriented mental health and addiction supports. This includes school-based supports focused on improving delivery of mental health

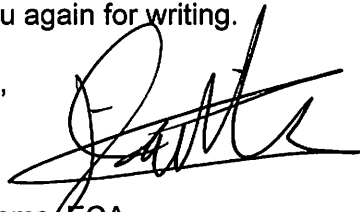
supports and services for students. The Child and Youth Health Services Initiative provides increased and coordinated access to mental health, addiction, and rehabilitation services for children and youth. Through this initiative, an annual investment of \$14 million supports integration and expansion of child and youth recovery-oriented mental health and addiction supports in schools and communities across the province.

Specialized clinical services will be available through new mental health classrooms for students with more complex needs and expansion of the Integrated School Support program (ISSP) will provide children in elementary schools with prevention and early intervention wraparound supports. Implementation of these new and expanded supports is underway and being guided by a cross-ministry committee that includes the Ministry of Education. The ISSP has been implemented in St. Paul School in Lethbridge and it is anticipated a mental health classroom in Lethbridge will also be established.

By making targeted investments in recovery-oriented programs and services such as these, Alberta's government is working to meet the mental health and addiction recovery needs of Albertans. This helps ensure a healthy, strong Alberta for the future.

Thank you again for writing.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dan Williams', with a stylized flourish at the end.

Dan Williams, ECA  
Minister of Mental Health and Addiction

cc: Honourable Jason Nixon, Minister of Seniors, Community and Social Services

**INFORMATION NO: G.3**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Annual Education Assurance Measures Results – Fall 2023

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

---

## **BACKGROUND:**

1. Alberta Education released the Fall 2023 updates of the Annual Education Assurance Measures (AEAM).
2. Attached for Board information is the division's overall summary data.

## 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 | <a href="#">Student Learning Engagement</a>                                           | 86.9                           | 86.3             | 86.3                | 84.4           | 85.1             | 85.1                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Citizenship</a>                                                           | 86.6                           | 85.2             | 86.0                | 80.3           | 81.4             | 82.3                | Very High          | Maintained  | Excellent |
|                                | <a href="#">3-year High School Completion</a>                                         | 90.4                           | 90.7             | 89.0                | 80.7           | 83.2             | 82.3                | Very High          | Maintained  | Excellent |
|                                | <a href="#">5-year High School Completion</a>                                         | 90.3                           | 91.9             | 91.4                | 88.6           | 87.1             | 86.2                | High               | Maintained  | Good      |
|                                | <a href="#">PAT: Acceptable</a>                                                       | 68.9                           | 70.8             | n/a                 | 63.3           | 64.3             | n/a                 | Intermediate       | n/a         | n/a       |
|                                | <a href="#">PAT: Excellence</a>                                                       | 16.0                           | 18.7             | n/a                 | 16.0           | 17.7             | n/a                 | Intermediate       | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | 75.1                           | 72.8             | n/a                 | 80.3           | 75.2             | n/a                 | Low                | n/a         | n/a       |
|                                | <a href="#">Diploma: Excellence</a>                                                   | 12.5                           | 12.2             | n/a                 | 21.2           | 18.2             | n/a                 | Low                | n/a         | n/a       |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 90.7                           | 90.7             | 91.8                | 88.1           | 89.0             | 89.7                | Very High          | Declined    | Good      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 89.3                           | 88.6             | 88.6                | 84.7           | 86.1             | 86.1                | n/a                | Maintained  | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | 82.3                           | 81.4             | 81.4                | 80.6           | 81.6             | 81.6                | n/a                | Maintained  | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 82.6                           | 81.6             | 83.1                | 79.1           | 78.8             | 80.3                | Very High          | Maintained  | Excellent |

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

**INFORMATION NO: G.4**

**November 29, 2023**

# **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

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## **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".



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du Canada

Canada

# 2024 PRIME MINISTER'S AWARDS



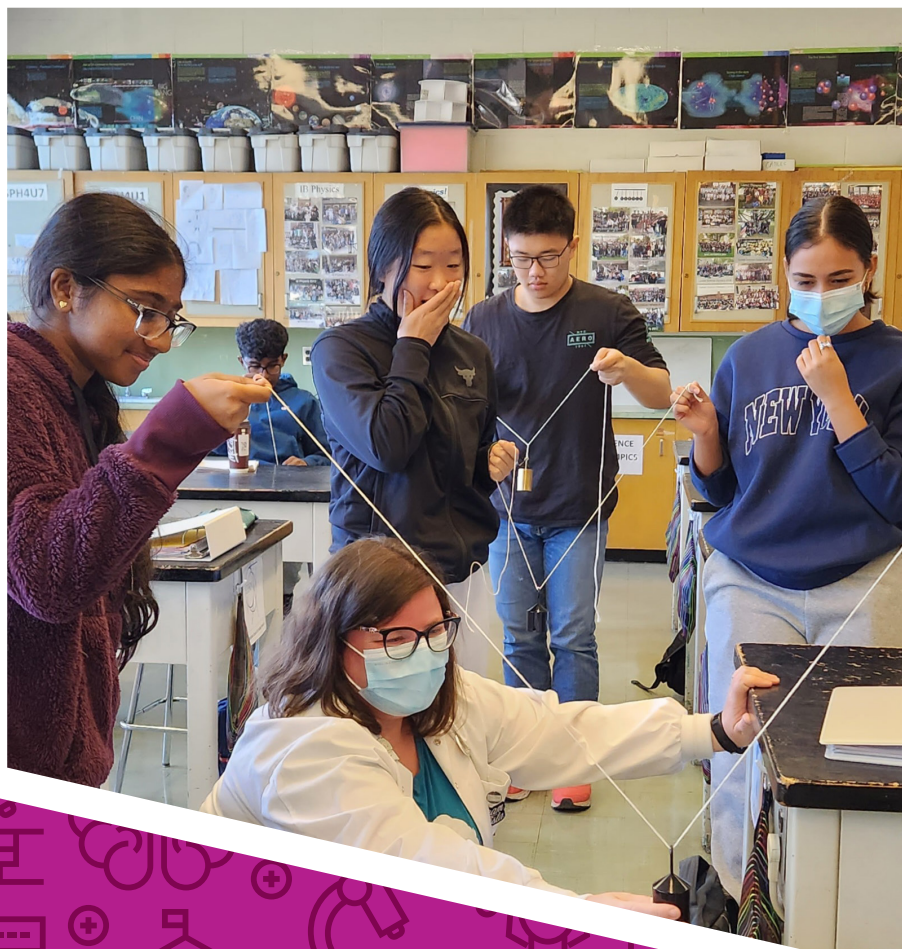
## NOMINATE AN **EXCEPTIONAL EDUCATOR** TODAY!

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

VISIT  
**CANADA.CA/PM-AWARDS**  
**#PMAWARDS**



**FROM LEFT TO RIGHT:**  
**Gerard Lewis**, 2022 Certificate of Excellence Recipient, Toronto, Ontario  
**Sarah Torrie**, 2022 Certificate of Excellence Recipient, Toronto, Ontario



**INFORMATION NO: G.5**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Holy Spirit Catholic School Division Christmas Events Schedule

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **BACKGROUND:**

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

| SC H O O L                              | E V E N T               | D A T E                                                                                              | T I M E             |
|-----------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------|---------------------|
| Lethbridge Schools                      |                         |                                                                                                      |                     |
| Catholic Central High School            | Christmas Cheer Concert | Thursday, December 7, 2023<br>@ Southminster Church                                                  | 7:00 pm             |
| St. Francis Junior High School          | Christmas Concert       | Wednesday, December 20, 2023                                                                         | 7:00 pm             |
| Our Lady of the Assumption              | Christmas Bingo         | Thursday, December 7, 2023                                                                           | 6:00 pm             |
| St. Paul School                         | Christmas Concert       | Tuesday, December 12, 2023                                                                           | 6:30 pm             |
| École St. Mary                          | Christmas Ball          | Thursday, November 23                                                                                | 5:00 pm             |
| Children of St. Martha School           | Family Craft Night      | Thursday, December 7, 2023                                                                           | 5:30 pm             |
| St. Patrick Fine Arts Elementary School | Christmas Concert       | Wednesday, December 13, 2023<br>@ Southminster Church<br>(6:30 pm concert – call school for tickets) | 12:30 pm<br>6:30 pm |
| Father Leonard Van Tighem School        | Christmas Family Fair   | Wednesday, December 20, 2023                                                                         | 6:00 pm             |
| St. Teresa of Calcutta                  | Christmas Family Event  | Wednesday, December 13, 2023                                                                         | 6:00 pm             |
| Rural Schools                           |                         |                                                                                                      |                     |
| St. Catherine School, Picture Butte     | Christmas Concert       | Wednesday, December 20, 2023                                                                         | 1:00 pm<br>7:00 pm  |
| St. Joseph School, Coaldale             | Christmas Concert       | Thursday, December 7, 2023                                                                           | 1:00 pm<br>6:30 pm  |
| St. Michael's School, Bow Island        | Christmas Concert       | Wednesday, December 20, 2023                                                                         | 7:00 pm             |
| St. Michael's School, Pincher Creek     | Christmas Carnival      | Wednesday, December 6, 2023                                                                          | 5:00 pm             |
| St. Mary School, Taber                  | Christmas Band Concert  | Wednesday, December 20, 2023                                                                         | 7:00 pm             |
| St. Patrick School, Taber               | Christmas Concert       | Thursday, December 14, 2023<br>@ Taber Civic Centre<br>For tickets call the school                   | 6:30 pm             |

**INFORMATION NO: G.6**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Carmen Larsen, Director of Learning

**SUBJECT:** Director of Learning Update

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **BACKGROUND**

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



## Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

Director of Learning  
Board Report - November 2023

### **Board Strategic Priority: Learning Through Quality Teaching**

#### **All students demonstrate growth in literacy & numeracy.**

- Holy Spirit was awarded \$78,634 for Learning Disruption Funding for Grades 1-5 for 2023/24. Funds have been allocated directly to schools based on the number of 'at risk' students identified in the Fall mandatory literacy & numeracy assessments. Schools are using the funds in different ways to provide interventions for students, including increasing staffing, resources and professional learning.

#### **Schools reflect collaborative teaching and learning environments.**

- All K-6 teachers have been invited to access 1.0 day sub release time to use for collaboration or professional learning to support new curriculum implementation. As of November 22, 48 teachers from across the Division have already accessed this opportunity. The Fall opportunity will end December 15, but if budget allows, a similar opportunity will be offered in the Spring. Funds to support the release time are provided through the New Curriculum Implementation PD Funding from Alberta Education.
- Learning Services hosted our Grade 4, 5 & 6 teachers for Grade Level Meetings between November 8-15. Our meetings focused on the performance verbs contained in the learning outcomes, skills & procedures in the new Math & English Language Arts & Literature curriculum and how these verbs can help to inform the creation of success criteria and support assessment for learning. Teachers were also provided with some hands-on training with Gizmos as well as some open collaboration time with colleagues. Our next round of grade level meetings will be at the end of January 2024.
- On Monday, November 27, the Division II Resource Recommendation Committee will gather for their second meeting. Kari Tanaka from the U of L Bookstore will be presenting on building effective classroom libraries, as well, committee members will be exploring a variety of resources and providing their recommendations on what will best support our Gr. 4-6 teachers with the new English Language Arts & Literature curriculum.

#### **We prepare students for career pathways.**

- "It's Your Future... What's Your Plan?" events were held on November 15 at St. Michael's in Pincher Creek and on November 16 at St. Mary's, Taber for both our Taber and St. Michael's, Bow Island high school students. Our Off-Campus Team of Wendy Gurr (Career Practitioner) and Mark Boschee (Off-Campus Coordinator) organized these post-secondary fairs to provide students with the opportunity to hear from Universities, Colleges, Polytechnic & Vocational schools, as well as trades-related organizations and law enforcement agencies about some of the many options that exist for our students after graduation. In all, 177 students in grades 9-12 participated in the events.
- Once again, Holy Spirit is partnering with Destination Exploration at the University of Lethbridge to bring Science Sizzle to all of our Lethbridge elementary schools. Science Sizzle provides an on-site instructor and all of the materials and supplies for three 90-minute sessions in each of our schools to lead engaging and hands-on STEM learning experiences. Holy Spirit has partnered with DE since 2018 to bring Science Sizzle into our schools.

**INFORMATION NO: G.7**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Aaron Skretting, Director of Religious Education

**SUBJECT:** Director of Religious Education Update

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **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 2023**

*Board Strategic Priority - Strengthening Our Catholic Faith*

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

- **DREC Retreat Planning** - Members of the District Religious Education Committee were able to gather in early November for an afternoon planning session focused on staff and student retreats. Participants were engaged in a free-flowing discussion that generates many possibilities and plans for their school communities.
- **Advent Videos** - We will once again be developing and distributing an Advent video series, featuring weekly content centred around the Gospel and week themes. Each school will be contributing to an element of the project.

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

- **Build! Pilgrims of Hope** - We continue to hear of the many ways in which schools and staff are bringing this year's theme to life. Please continue to promote our Chalice project with St. Odilia in your travels and communities.
- **REN Subcommittees** - In addition to this month's CCSSA meeting, I continue to be engaged with the Religious Education Network on two subcommittees that are developing resources for use in Alberta schools. The first is focusing on the development of Human Sexuality Lessons for grades 7-9, and the second is working on the creation of staff professional learning presentations on Catholicity and facets of Catholic Education.

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

- **Retired Staff Mass** - Our Retired Staff Mass was offered on Thursday, November 9, 2023. We were joined by approximately 50 participants, including Chris Hartman and the St. Francis Junior High Choir (whose music was greatly appreciated by all in attendance). There was a brief GrACE engagement session at the conclusion of the Mass, and refreshments and fellowship were enjoyed by all those in attendance. Many thanks to Fr. Kevin Tumback for his continued service to Holy Spirit.
- **GrACE** - Our GrACE subcommittee made a brief presentation at the Retired Staff Mass, and encouraged those in attendance to join our local group as well as share their own stories of Catholic Education using a postcard created for the event. If you would like postcards to share with those you interact with to engage them, please let us know.

**INFORMATION NO: G.8**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Crystal Lothian, Director of Support Services

**SUBJECT:** Director of Support Services Update

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **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.



# Holy Spirit Catholic School Division

*...where children are cherished and achieve their potential*

Director of Support Services  
Report to the Board of Trustees  
November 2023

## Board Strategic Priority: Belonging in our Diverse Community

### We will assist students in navigating various pathways of support

- **National Child Day** - The exceptional family event took place on Saturday, November 18th, 2023 at Lethbridge College. Our Early Learning Team and Mental Health Capacity Building team came together to represent our Holy Spirit Catholic School Division. This event was hosted this year by Lethbridge Plays, Lethbridge Family Centre, Lethbridge Public Library, Holy Spirit School Division Mental Health Team, and Building Brains Together.

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

- **Speech Language Pathology Presentation** - The Speech-Language Pathology team gave a presentation titled "Teaching Accurate Phoneme Production to Support Literacy Skills" at each of the Division 1 grade-level meetings. This presentation tied into the division's recent adoption of the UFLI program to support students' literacy development, tapping into the SLPs' extensive experience with teaching speech sounds/phonemes. Teachers engaged in hands-on activities designed to give them practice and perspective into how to support students' accurate phoneme production. Strategies and suggestions provided included a variety of universal as well as more targeted strategies to support students with the ongoing development of their speech sounds and literacy skills.
- **Digital Parent Evening** - Lethbridge School Division and Holy Spirit School Division hosted a Digital Wellness Parent Evening Event November 15, 2023. A collection of panel members with multidisciplinary viewpoints offered perspectives about youth and digital wellness. The event was intended to provide guidance and support for parents/guardians in navigating the digital age.
- **National Addictions Awareness Week (November 20th-24th, 2023)** - The Mental Health Capacity Building Team (MHCB) is thrilled to announce that they are organizing interactive information booths at all Holy Spirit schools with Jr/Sr High students, between Friday, November 17, 2023, to Friday, November 24, 2023.

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

- Crystal Lothian, *Director of Support Services*, participated in a professional development opportunity at the College of Alberta School Superintendents (CASS) Fall Conference, which was facilitated by the Calgary Werklund School of Education in collaboration with Grasslands School Division. The session focused on Promoting Inclusion and Anti-Racism in a Diverse Environment. Dr. Rahat Zaidi's research, enriched by student voices, added depth to the discussions, providing a holistic understanding of challenges and opportunities in creating inclusive educational spaces. Dr. Zaidi emphasized the transformative impact of valuing and amplifying student voices in anti-racist initiatives, highlighting their role in shaping policies and practices.

**INFORMATION NO: G.9**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Aaron Skretting, Director of Religious Education

**SUBJECT:** First Nations, Métis and Inuit Education Update

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **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 2023**

*Board Strategic Priority: Living Truth and Reconciliation*

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

- **Jordan's Principle** - Our Jordan's Principle group application has been approved as of late October. Our funding for the first year of the application will be approximately \$1.7 million. To our knowledge, we are the first school divisional application to be approved in Alberta. The funds will be dispersed in the following areas:
  - Cultural Supports - increased monies for Elder visits, an itinerant First Nations, Métis and Inuit Facilitator, and Blackfoot language instruction for our highest population Lethbridge schools.
  - Student Supports - increased availability of educational assistants, increased access to therapeutic services and testing.

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

- **Community Reconciliation Grant** - We have worked collaboratively to create a grant proposal with the Changing Horses organization that was submitted on November 20. The focus of the proposal (*lihtaitsinikio'p* - *What one relates stories with*) is to build capacity in students and staff to collect stories about the land and plants from our Elders, and then curate those stories in Blackfoot and English to create signage in these spaces that can be accessed by the staff, students, and broader community. We believe that this multi-faceted approach will support family and community connection both to the school and to reconciliation, to provide social and leadership opportunities for students and community members, and support both language learning and land-based approaches.

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

- **Learn, Build & Go Series** - We have concluded our first four offerings for this year's Learn, Build & Go professional learning series. The sessions were well attended and participants greatly enjoyed their various experiences. Selected session topics and comments are noted below:
  - October 24 - *Fostering Respectful Relationships* - A Day on the Blood Reserve learning the land and stories from Tom Little Bear
    - *EVERY teacher in the division should experience this trip. It is truly eye-opening and a great way of creating empathy for what our on-reserve students must do just to get to school every day.*
    - *This field trip should be mandatory for all teaching staff! That and watching the Blood Bus video. It's through experience that people become more empathetic and adjust their habits.*
  - October 30 - *Land-based Learning* - Teachings of the Métis with Knowledge Keeper Joel Gamache
    - *Joel gave an honest perspective of the issues from a "today" person's point of view. The impact of past actions is illustrated by the stories of his life. Time on the land is an important part of this learning. I cannot stress that enough.*
    - *Joel was very informative on a variety of topics related to the history and current situation of the Métis. Also, it was great to get outside in nature and understand the connectedness to nature of Métis/Indigenous people a little better.*

INFORMATION NO: G.10

November 29, 2023

## BOARD AGENDA INFORMATION ITEM

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Holy Spirit Stars

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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### **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 2023*

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

| NAME                                                                                                                                                                                                                                                        | SCHOOL                                  | ACHIEVEMENT                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Madalynn Kuryvial<br>Payten Waldner<br>Payton Haynes-Peters<br>Baeley Broadway-Brogan<br>Eloise DeJong<br>Regan Meier<br>Elizabeth Ostrop<br>Charley Fletcher<br>Mya Nielsen<br>Lillie Northcott<br>Jaela Elliot<br>Coaches:<br>Edan Meier<br>Krislin Meier | St. Mary School, Taber                  | St. Mary's School Junior Varsity girls' volleyball team became league champions after winning the County of Lethbridge Junior High Athletic Association (COLJHAA) championship. |
| Lily Ehlert                                                                                                                                                                                                                                                 | Father Leonard Van Tighem School        | Nominated for the Dedicated and Hard-Working Student Program for her many hours of volunteering to help with the school's athletic program and her positive disposition.        |
| Lance Rosen                                                                                                                                                                                                                                                 | Teacher at Catholic Central High School | Celebrated by a student's family for his commitment to providing an innovative, engaging and highly skilled welding program.                                                    |
| Izzy Gordon-King                                                                                                                                                                                                                                            | Catholic Central High School            | Nominated for the Dedicated and Hard-Working Student Program for her commitment to excellence, her creativity and amazing work ethic.                                           |
| Lincoln Feyter                                                                                                                                                                                                                                              | St. Patrick Fine Arts Elementary School | Selected as a winner of the 2023 Lethbridge Public Library "Design a Library Card" Contest.                                                                                     |
| Michael Cross Child                                                                                                                                                                                                                                         | Father Leonard Van Tighem School        | Nominated for the Dedicated and Hard-Working Student Program for his excellent manners and eagerness to learn.                                                                  |

**INFORMATION NO: G.11**

**November 29, 2023**

# **BOARD AGENDA INFORMATION ITEM**

**TO:** Board of Trustees

**FROM:** Ken Sampson, Superintendent of Schools

**SUBJECT:** Enrolment Data Update

**ORIGINATOR:** Ken Sampson, Superintendent of Schools

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## **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 29 2023 | % Difference in FTE | Difference in FTEs | Total FTEs Sept 29, 2022 | % Difference Sept 29, 2022 |
|-------------------|------|------|------|-----------|------|------|------|-----------|------|------|------|-----------|-------|-------|-------|-----------|------------|-------------|---------------|-----------|----------------|------------|-------------------------|---------------------|--------------------|--------------------------|----------------------------|
| CARE              |      |      |      | 0         |      |      |      | 0         | 1    | 1    | 4    | 6         |       |       |       | 0         | 6          |             |               | 0         | 6              | 6          | 6                       | 0.0%                | 0                  | 5                        | 20.0%                      |
| CCHS ENG          |      |      |      | 0         |      |      |      | 0         |      |      |      | 0         | 308   | 286   | 287   | 881       | 881        |             |               | 0         | 881            | 881        | 881                     | 0.0%                | 0                  | 865                      | 1.8%                       |
| CCHS FI           |      |      |      | 0         |      |      |      | 0         |      |      |      | 0         | 16    | 19    | 20    | 55        | 55         |             |               | 0         | 55             | 55         | 55                      | 0.0%                | 0                  | 53                       | 3.8%                       |
| ESM ENG           | 19   | 25   | 21   | 65        | 36   | 23   | 26   | 85        |      |      |      | 0         |       |       |       | 0         | 150        | 8           | 14            | 22        | 172            | 161        | 158.5                   | 1.6%                | 2.5                | 140                      | 15.0%                      |
| ESM FI            | 31   | 27   | 35   | 93        | 31   | 30   | 33   | 94        |      |      |      | 0         |       |       |       | 0         | 187        | 6           | 32            | 38        | 225            | 206        | 207                     | -0.5%               | -1                 | 204                      | 1.0%                       |
| FLVT              | 47   | 52   | 53   | 152       | 48   | 58   | 51   | 157       | 112  | 102  | 113  | 327       |       |       |       | 0         | 636        | 14          | 30            | 44        | 680            | 658        | 654.5                   | 0.5%                | 3.5                | 611.5                    | 7.6%                       |
| ASSUMPTION        | 26   | 19   | 28   | 73        | 28   | 29   | 27   | 84        |      |      |      | 0         |       |       |       | 0         | 157        | 12          | 15            | 27        | 184            | 170.5      | 171.5                   | -0.6%               | -1                 | 162                      | 5.2%                       |
| ST FRANCIS ENG    |      |      |      | 0         |      |      |      | 0         | 174  | 151  | 155  | 480       |       |       |       | 0         | 480        |             |               | 0         | 480            | 480        | 478                     | 0.4%                | 2                  | 462                      | 3.9%                       |
| ST FRANCIS FI     |      |      |      | 0         |      |      |      | 0         | 27   | 15   | 30   | 72        |       |       |       | 0         | 72         |             |               | 0         | 72             | 72         | 72                      | 0.0%                | 0                  | 69                       | 4.3%                       |
| ST MARTHA         | 34   | 37   | 27   | 98        | 21   | 33   | 25   | 79        |      |      |      | 0         |       |       |       | 0         | 177        | 12          | 44            | 56        | 233            | 205        | 205                     | 0.0%                | 0                  | 188.5                    | 8.8%                       |
| ST PATRICK FA     | 38   | 40   | 39   | 117       | 44   | 44   | 43   | 131       |      |      |      | 0         |       |       |       | 0         | 248        |             | 29            | 29        | 277            | 262.5      | 261.5                   | 0.4%                | 1                  | 261                      | 0.6%                       |
| ST PAUL           | 29   | 34   | 51   | 114       | 39   | 35   | 35   | 109       |      |      |      | 0         |       |       |       | 0         | 223        | 15          | 36            | 51        | 274            | 248.5      | 243.5                   | 2.1%                | 5                  | 223                      | 11.4%                      |
| ST TERESA         | 56   | 53   | 68   | 177       | 60   | 62   | 45   | 167       |      |      |      | 0         |       |       |       | 0         | 344        | 28          | 40            | 68        | 412            | 378        | 375                     | 0.8%                | 3                  | 354.5                    | 6.6%                       |
| TRINITY           |      |      |      | 0         |      |      |      | 0         |      |      | 3    | 3         | 10    | 6     | 17    | 33        | 36         |             |               | 0         | 36             | 36         | 34                      | 5.9%                | 2                  | 41                       | -12.2%                     |
| Sub Total City    | 280  | 287  | 322  | 889       | 307  | 314  | 285  | 906       | 314  | 269  | 305  | 888       | 334   | 311   | 324   | 969       | 3652       | 95          | 240           | 335       | 3987           | 3819.5     | 3802.5                  | 0.4%                | 17                 | 3639.5                   | 4.9%                       |
| ST CATHERINE      | 16   | 15   | 33   | 64        | 22   | 21   | 19   | 62        | 22   | 19   | 25   | 66        |       |       |       | 0         | 192        | 14          | 10            | 24        | 216            | 204        | 199                     | 2.5%                | 5                  | 186                      | 9.7%                       |
| ST JOSEPH         | 36   | 46   | 36   | 118       | 32   | 40   | 27   | 99        | 24   | 30   | 20   | 74        |       |       |       | 0         | 291        | 22          | 27            | 49        | 340            | 315.5      | 315.5                   | 0.0%                | 0                  | 286.5                    | 10.1%                      |
| ST MARY(T)        |      |      |      | 0         |      |      |      | 19        | 19   | 31   | 26   | 82        | 26    | 26    | 28    | 80        | 181        |             |               | 0         | 181            | 181        | 181                     | 0.0%                | 0                  | 214                      | -15.4%                     |
| ST MICHAEL PC ENG | 20   | 16   | 13   | 49        | 21   | 10   | 18   | 49        | 14   | 27   | 17   | 58        | 29    | 24    | 22    | 75        | 231        | 19          | 31            | 50        | 281            | 256        | 255                     | 0.4%                | 1                  | 225.5                    | 13.5%                      |
| ST MICHAEL PC FI  | 10   | 9    | 7    | 26        | 8    | 4    | 5    | 17        |      |      |      | 0         |       |       |       | 0         | 43         |             |               | 0         | 43             | 43         | 43                      | 0.0%                | 0                  | 44                       | -2.3%                      |
| ST MICHAEL BI     | 3    | 6    | 8    | 17        | 3    | 9    | 6    | 18        | 4    | 3    | 5    | 12        | 0     | 5     | 3     | 8         | 55         |             | 5             | 5         | 60             | 57.5       | 57.5                    | 0.0%                | 0                  | 62.5                     | -8.0%                      |
| ST PATRICK T      | 35   | 38   | 31   | 104       | 30   | 38   |      | 68        |      |      |      | 0         |       |       |       | 0         | 172        | 16          | 31            | 47        | 219            | 195.5      | 193                     | 1.3%                | 2.5                | 183.5                    | 6.5%                       |
| Sub Total Rural   | 120  | 130  | 128  | 378       | 116  | 122  | 94   | 332       | 95   | 105  | 92   | 292       | 55    | 55    | 53    | 163       | 1165       | 71          | 104           | 175       | 1340           | 1252.5     | 1244                    | 0.7%                | 8.5                | 1202                     | 4.2%                       |
| TOTALS            | 400  | 417  | 450  | 1267      | 423  | 436  | 379  | 1238      | 409  | 374  | 397  | 1180      | 389   | 366   | 377   | 1132      | 4817       | 166         | 344           | 510       | 5327           | 5072       | 5046.5                  | 0.5%                | 25.5               | 4841.5                   | 4.8%                       |

| PreK FEE PAYING |     |
|-----------------|-----|
| ASSUMPTION      | 7   |
| ESM ENG         | 6   |
| ESM FI          | 8   |
| FLVT            | 25  |
| ST PAUL         | 4   |
| ST MARTHA       | 7   |
| ST TERESA       | 20  |
| Sub Total City  | 77  |
| ST CATHERINE    | 7   |
| ST JOSEPH       | 30  |
| ST MICHAEL PC   | 28  |
| ST PATRICK T    | 23  |
| Sub Total Rural | 88  |
| Total Pre K     | 165 |

| INTERNATIONAL NON-FUNDED TUITION PAYING |      |      |      |   |              |          |          |          |              |       |
|-----------------------------------------|------|------|------|---|--------------|----------|----------|----------|--------------|-------|
| SCHOOL                                  |      |      |      |   | SUB<br>Total | Gr<br>10 | Gr<br>11 | Gr<br>12 | SUB<br>Total | Total |
|                                         | Gr 7 | Gr 8 | Gr 9 |   |              |          |          |          |              |       |
| CCHS                                    |      |      |      | 0 | 5            | 5        | 2        | 12       | 12           |       |
| FLVT                                    |      | 2    | 1    | 3 |              |          |          | 0        | 3            |       |
| ST FRANCIS                              |      |      |      | 0 |              |          |          | 0        | 0            |       |
| Sub Total City                          | 0    | 2    | 1    | 3 | 5            | 5        | 2        | 12       | 15           |       |
| ST JOSEPH                               |      |      |      | 0 |              |          |          | 0        | 0            |       |
| ST CATHERINE                            |      |      |      | 0 |              |          |          | 0        | 0            |       |
| ST MARY (T)                             |      |      |      | 0 | 1            | 2        | 1        | 4        | 4            |       |
| ST MICHAEL PC                           | 1    |      |      | 1 |              | 2        |          | 2        | 3            |       |
| ST MICHAEL BI                           |      |      |      | 0 |              |          |          | 0        | 0            |       |
| Sub Total Rural                         | 1    | 0    | 0    | 1 | 1            | 4        | 1        | 6        | 7            |       |
| Total                                   | 1    | 2    | 1    | 4 | 6            | 9        | 3        | 18       | 22           |       |

| FUNDED |     |        |       | NON FUNDED |            |          |       | ENROLLED |
|--------|-----|--------|-------|------------|------------|----------|-------|----------|
| PreK   | ECS | 1 - 12 | TOTAL | PreK NF    | Tuition NF | Exchange | TOTAL | TOTAL    |
| 166    | 344 | 4817   | 5327  | 165        | 22         | 2        | 189   | 5516     |

| INTERNATIONAL EXCHANGE |      |      |      |           |       |       |       |           |       |
|------------------------|------|------|------|-----------|-------|-------|-------|-----------|-------|
| SCHOOL                 | Gr 7 | Gr 8 | Gr 9 | SUB Total | Gr 10 | Gr 11 | Gr 12 | SUB Total | Total |
| CCHS                   |      |      |      | 0         |       |       | 1     | 1         | 1     |
| SMT                    |      |      |      | 0         |       |       |       | 0         | 0     |
| SMPC                   |      |      | 1    | 1         |       |       |       | 0         | 1     |
| Total                  | 0    | 0    | 1    | 1         | 0     | 0     | 1     | 1         | 2     |