

Heavenly Father, we lift up the St. Mary's school community and all who gather within the Holy Spirit Catholic School Division.

We ask Your continued blessing upon our students, staff, parents, and clergy, as well as all who tirelessly support our mission. We offer our deepest gratitude for the gifts you have bestowed upon us, for the strength of our community, and for the love of the friends and family who walk beside us.

Lord, we especially pray for:

Our Graduates: That they may step into their futures with faith and courage.

The Ailing: That Your healing hand may rest upon all who are sick.

Our Leaders: That Your Holy Spirit may descend upon those in this meeting, granting our Trustees and school leaders the wisdom to guide and protect us.

St. Mary's School is a Catholic-Christian community. A Christian community depends on respecting the dignity of every individual and striving for solidarity and peace. Please take a moment to share a sign of Christ's peace with those around you.

St. Augustine (Pray for us)

St. Patrick (Pray for us)

St. Joseph (Pray for us)

St. Mary (Pray for us)

Holy Spirit Catholic Schools

Board Meeting
St. Basil Catholic Education Centre
Wednesday, March 25, 2026
1:00 p.m.

AGENDA

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

A. CALL TO ORDER

- A.1 Board Chair
- A.2 Prayer (St. Mary School, Taber) – Trustee Thomas Machacek

B. ACTION ITEMS

- a) Approval of Agenda
 - b) Approval of Previous Minutes
 - i) February 25, 2026 Regular Board Meeting
 - c) Business Arising/Unfinished Business from the Minutes
 - d) Presentation: Schollie Surveys Virtual Presentation
(Elan Buan, Project Consultant, Schollie Research & Consulting)
-
- B.1 Ten Year Capital Plan (2026-2036)
 - B.2 Three Year Capital Plan (2027-2030)
 - B.3 Board and Superintendent Evaluation
 - B.4 Appointment of Infrastructure and Capital Committee Members
(to be tabled after Policy Review)

C. POLICY REVIEW

- C.1 Policy 13: Hearings on Teacher Matters
- C.2 Policy 14: Appeals and Hearings on Student Matters
- C.3 Policy 16: School Closure
- C.4 Policy 20: Fiscal Stewardship
- C.5 Policy 24: Budget
- C.6 Policy 7: Board Committees and Board Representation

D. ADMINISTRATIVE REPORTS

- D.1 Superintendent's Report
- D.2 Deputy Superintendent's Report
- D.3 Secretary Treasurer's Report
- D.4 Associate Superintendent's Report
- D.5 Director of Support Services Update
- D.6 Director of Technology
- D.7 Director of Facilities

E. BOARD REPORTS

- E.1 Board Chair's Report
- E.2 ACSTA Report
- E.3 ASBA Report
- E.4 GrACE Report
- E.5 Economic Development Report

F. ADVOCACY

- F.1 Individual Trustee Advocacy
- F.2 School Council Advocacy
- F.3 MLA Meetings
- F.4 Holy Spirit High Schools Graduation Planning

G. INFORMATION ITEMS

- G.1 "Share the Mission" Award Nomination Information
- G.2 Second Quarter Financial Report
- G.3 Holy Spirit Stars
- G.4 Enrolment Data Update

H. ADJOURNMENT

<p>CALL TO ORDER OPENING PRAYER</p> <p>Approval of Agenda</p> <p>Previous Minutes</p> <p>Business Arising from the Minutes</p> <p>PRESENTATION Cardiac Emergency Response Plans</p> <p>ACTION ITEMS Three Year Capital Plan (2027-2030) DRAFT</p>	<p>Present</p> <p>10902/0226 Roisin Gibb</p> <p>10903/0226 Cheralan O'Donnell</p> <p>B.1</p> <p>10904/0226 Cheralan O'Donnell</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, FEBRUARY 25, 2026, COMMENCING AT 3:00 P.M.</p> <p>BOARD Board Chair Linda Ellefson Vice Chair Roisin Gibb Trustee Tricia Doherty Trustee Kevin Kinahan Trustee Thomas Machacek Trustee Carmen Mombourquette Trustee Cheralan O'Donnell Trustee Bob Spitzig</p> <p>ADMINISTRATION Superintendent of Schools Chantel Axani Deputy Superintendent Anthea Boras Secretary-Treasurer Amanda Lindemann Associate Superintendent Aaron Skretting Recording Secretary Rhonda Kawa</p> <p>Regrets Trustee Blake Dolan</p> <p>Board Chair Linda Ellefson called the February 25, 2026, Regular Board Meeting to order at 3:00 p.m. Vice Chair Roisin Gibb 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 Carmen Mombourquette led in prayer provided by a student from Catholic Central High School.</p> <p>M/C That the agenda for the February 25, 2026, Board Meeting be approved, as amended.</p> <p>The following items were added to the agenda:</p> <p style="padding-left: 40px;">B.5 Transportation B.6 Kindergarten B.7 Board Meetings</p> <p>M/C That the minutes of the January 28, 2026, Regular Meeting of the Board be approved, as presented.</p> <p>There was no business arising from the minutes. Trustee Carmen Mombourquette enquired as to when the Board was going to discuss the terms of reference for a New Buildings and Renovations Committee. Policy Committee Chair Cheralan O'Donnell pointed out that as the Policy Committee could not meet until March 2, we will be bringing the committee recommendations to the Board at the March 25, 2026, Regular Meeting.</p> <p>The Board of Trustees received a presentation from Mr. Mike Humphrey, EMS Operations Officer at Lethbridge Fire and Emergency Services, concerning the implementation and optimization of cardiac emergency response plans within the school division.</p> <p>Secretary-Treasurer Amanda Lindemann provided a draft version of the "Three-Year Capital Plan" (2027-2030), for Board review. A presentation was given to the Board of Trustees providing further details of the Three-Year Capital Plan.</p> <p>M/C That the Board of Trustees receives and files the draft Three Year Capital Plan (2027-2030);</p>
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February 25/26: page 2		
Locally Developed Courses	B.2	A locally developed/acquired course was presented for Board consideration and approval to be submitted to Alberta Education.
	10905/0226 Tricia Doherty	M/C That the Board of Trustees for The Holy Spirit Catholic School Division, at its February 25, 2026, Regular Meeting, retroactively approves the use and implementation of the following Locally Developed Course, LDC 3112 Study of Film 35-3 and its accompanying learning resources, which began January 29, 2026, however, approval from the Board of Trustees was not obtained before the course commenced.
Council of School Council Agenda	B.3	The Board of Trustees final meeting for the 2025/2026 school year with the School Council Chairs is scheduled for March 2, 2026. The Board discussed and set the agenda to include the following items:
	10906/0226 Roisin Gibb	M/C That the Board of Trustees places the following on the Council of School Council Chairs Meeting agenda scheduled for March 2, 2026: <ul style="list-style-type: none"> • Schollie Survey • Budget Presentation • School Council End of Year Reporting • ASCA Symposium and AGM
Alberta School Councils' Association (ASCA) Conference Registration	B.4	The ASCA will be holding its Spring Symposium and Annual General Meeting from April 25-26, 2026, this year. To support the organization, as well as the development of the division's school councils, the Board of Trustees agreed to pay the registration fees for a limited number of school council members / interested parents to attend.
	10907/0226 Tricia Doherty	M/C That the Board of Trustees pays the registration fee for up to 4 (four) school council members, or interested parents, to attend the upcoming Alberta School Councils' Association Spring Symposium.
Transportation	B.5	Holy Spirit Catholic School Division, in partnership with Lethbridge School Division, presently contracts transportation services with Southland Transportation Ltd.
	10908/0226 Bob Spitzig	M/C That the Board of Trustees approves the renewal of the transportation contract with Southland Transportation Ltd.; AND FURTHER, that this contract will be renewed for a five (5) year term effective July 1, 2026.
Kindergarten	B.6	Holy Spirit Catholic School Division is implementing All Day Kindergarten from Monday to Thursday beginning the 2026/2027 school year. The following schools will be implementing all-day kindergarten: Children of St. Martha School, St. Paul Elementary School, St. Joseph School, and Our Lady of the Assumption.
	10909/0226 Tricia Doherty	M/C That the Board of Trustees approves the implementation of a Monday to Thursday All Day Kindergarten beginning the 2026/2027 school year for the following schools: Children of St. Martha School, St. Paul Elementary School, St. Joseph School, Our Lady of the Assumption School.
Board Meetings	B.7	The Board of Trustees discussed the implementation of an earlier start time for the remaining Regular Board Meetings for the 2025-2026 school year.
	10910/0226 Thomas Machacek	M/C That the Board of Trustees approves to change the remaining 2025/2026 Regular Board Meetings to a start time of 1:00 p.m. effectively starting with the March Board Meeting.

<p>February 25/26: page 3</p> <p><u>POLICY REVIEW</u></p> <p><u>ADMINISTRATIVE REPORTS</u> Superintendent's Report</p> <p>Deputy Superintendent's Report</p> <p>Secretary Treasurer's Report</p> <p>Associate Superintendent's Report</p> <p>Director of Support Services Update</p> <p>Director of Technology Update</p> <p>Director of Facilities Update</p> <p><u>BOARD REPORTS</u> Board Chair's Report</p> <p>ACSTA Report</p> <p>ASBA Report</p> <p>GrACE Report</p> <p>Economic Development Report</p> <p>Joint City / School Boards Committee</p> <p><u>ADVOCACY</u> Individual Trustee Advocacy</p>	<p>C.1</p> <p>D.1</p> <p>10911/0226 Cheralan O'Donnell</p> <p>M/C</p> <p>D.2</p> <p>D.3</p> <p>D.4</p> <p>D.5</p> <p>D.6</p> <p>D.7</p> <p>E.1</p> <p>10912/0226 Tricia Doherty</p> <p>E.2</p> <p>E.3</p> <p>E.4</p> <p>E.5</p> <p>E.6</p> <p>F.1</p>	<p>The Board tables the review of policy as per Policy 7: Appendix F – Policy Development and Review Committee: Terms of Reference Review Schedule to the March 25, 2026 Regular Board of Trustees Meeting.</p> <p>The Board reviewed the Superintendent's February 25, 2026, Report.</p> <p>That the Board of Trustees receives and files the Superintendent, Deputy Superintendent, Secretary Treasurer, Associate Superintendent, Directors of Support Services, and Technology Reports for February 25, 2026.</p> <p>The Board received the Deputy Superintendent's February 25, 2026, Report.</p> <p>The Board reviewed the Secretary Treasurer's February 25, 2026, Report.</p> <p>Aaron Skretting, Associate Superintendent, provided a report to the Board, apprising them of recent division activity related to Learning, Religious Education, and First Nations, Métis and Inuit Education.</p> <p>Crystal Lothian, Director of Support Services, provided a report to the Board, apprising them of recent division activity related to the Support Services Department.</p> <p>Regan Holt, Director of Technology, provided a report to the Board, apprising them of recent division activity related to the technology department.</p> <p>Vivien Kossuth, Director of Facilities, was unable to provide a report to the Board.</p> <p>Board Chair Linda Ellefson provided a report about recent correspondence, planning and events, and activity.</p> <p>That the Board of Trustees receives and files the Board Chair, ACSTA, ASBA, GrACE, Economic Development, and Joint City / School Boards Reports for February 25, 2026.</p> <p>Trustee Linda Ellefson, Board representative to the ACSTA, provided a report to the Board regarding recent business, events, and activities.</p> <p>Trustee Cheralan O'Donnell, Board representative to the ASBA, provided a report to the Board regarding recent business, events, and activities.</p> <p>Trustee Tricia Doherty and Trustee Linda Ellefson, Board representatives to GrACE, provided a report to the Board regarding recent business, events and activities.</p> <p>Trustee Tricia Doherty, representative to the Economic Development Committee, provided a report to the Board regarding recent business, events, and activities.</p> <p>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.</p> <p>Each Trustee provided a written report regarding the activities they have been engaged in to advocate for the Board and school division over the past month.</p>
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February 25/26: page 4		
	10913/0226 Kevin Kinahan	M/C That the Board of Trustees receives and files the Individual Trustee Advocacy Reports for February 25, 2026.
School Council Advocacy	F.2	School Council 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.
INFORMATION ITEMS		
Administrative Procedures Updates	G.1	The Board of Trustees received the following updated / revised Administrative Procedures as information:
Holy Spirit Spiritual Development Day	G.2	<ul style="list-style-type: none"> • AP 126: Facility Planning • AP 405: Teacher Evaluation • AP 352: Transportation of Students by Private Vehicles
2026 SPICE and Blueprints Conferences	G.3	Holy Spirit Catholic School Division Spiritual Development Day 2026 will be held on Friday, March 13, 2026, at Catholic Central High School and will feature guest speaker Katie Patrizio.
Alberta Education and Childcare Assurance Survey 2025/2026	G.4	Alberta Catholic School Trustees' Association (ACSTA) will be hosting the 2026 SPICE and Blueprints Retreats at the Pomeroy Kananaskis Mountain Lodge in Kananaskis. SPICE will be held April 30 – May 4, 2026 and Blueprints will follow from May 5 - 8, 2026.
Correspondence to Minister Nicolaidis – Shared Transportation Corridor	G.5	The Alberta Education and Childcare Assurance Survey gathers feedback on the quality of education provided by school authorities and their schools throughout the province of Alberta. The survey is sent to parents or guardians of students in Grades 4, 7 and 10 unless the school has fewer than 120 students. Teachers and students also complete the survey. This survey will remain open until March 6, 2026.
Classroom Complexity Funding Announcement	G.6	The Board received as information correspondence sent to the Minister of Education and Childcare. The correspondence expressed support for a collaborative initiative involving the Government of Alberta, Holy Spirit Catholic School Division, Lethbridge School Division, and the City of Lethbridge to address infrastructure and safety within the shared transportation corridor serving five (5) local schools.
Holy Spirit Stars	G.7	Alberta Education and Childcare has allocated funding for five (5) Complexity Teams within the Holy Spirit Catholic School Division. These teams are designed to provide specialized support in high-complexity classrooms. The identified sites for this initiative include The Children of St. Martha, Our Lady of the Assumption, St. Patrick (Taber), St. Paul, and St. Joseph (Coaldale) schools.
Enrolment Data Update	G.8	The Board reviewed the activities and achievements of the division's students and staff over the past month.
ADJOURNMENT	10914/0226 Cheralan O'Donnell	The Board received the division enrolment report for January 2026.
	10915/0226 Roisin Gibb	M/C That the Board of Trustees convenes to the Committee of the Whole at 5:15 p.m.
	10916/0226 Bob Spitzig	M/C That the Board of Trustees reconvenes to the Regular Meeting at 6:00 p.m.
		M/C That the Board of Trustees adjourns the Regular Board Meeting of February 25, 2026, at 6:01 p.m.
		<p style="text-align: center;">_____</p> <p>Board Chair Secretary-Treasurer</p>

ACTION NO: B.1

March 25, 2026

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Amanda Lindemann, Secretary-Treasurer

SUBJECT: 10-Year Capital Plan (2026-2036) Finalized

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Based on the direction provided by the Board of Trustees, the finalized 10-Year Capital Plan for 2026-2036 is presented for Board review and approval.

RECOMMENDATION

That the Board of Trustees approves the 10-Year Capital Plan for 2026-2036, as presented;

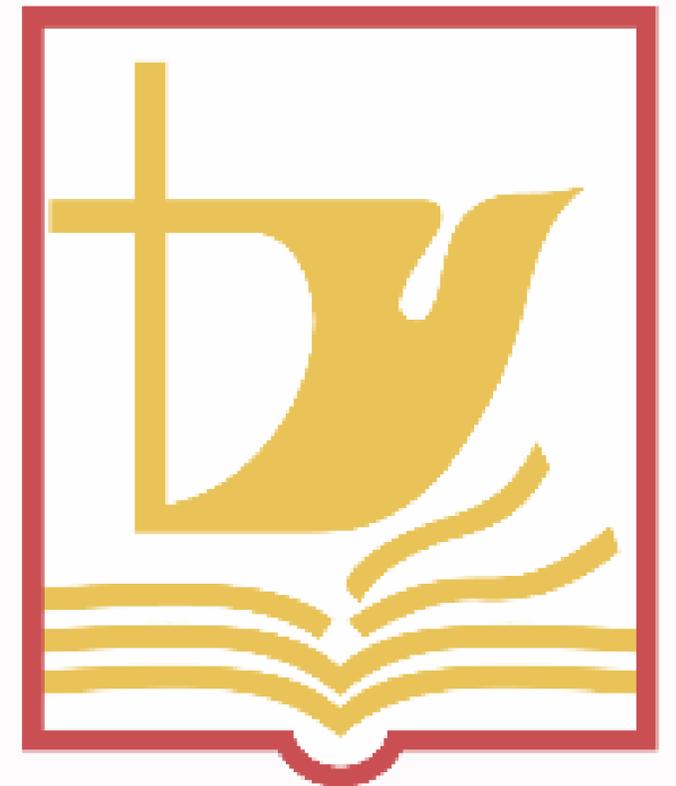
AND FURTHER, that this document be placed on the division website.

10 - YEAR

CAPITAL PLAN

2026-2036

Collaborated With:





 HOLY SPIRIT
CATHOLIC SCHOOL DIVISION
ST. BASIL CATHOLIC EDUCATION CENTRE
620 12th STREET NORTH

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

This document outlines a strategic capital investment roadmap for Holy Spirit Catholic School Division over the next decade.

This capital plan has been created to address the space constraints, aging infrastructure, and evolving programming needs facing the Holy Spirit Catholic School Division, with particular attention to our schools in Coaldale, Lethbridge, Bow Island, Pincher Creek, Picture Butte, and Taber.

The Holy Spirit Catholic School Division is entering a critical decade of growth and renewal. With 16 schools and two specialized learning centres serving more than 5700 students across southern Alberta, the division faces both opportunity and challenge: rising enrolment, aging infrastructure, and evolving program demands. This Ten-Year Facilities Plan provides a strategic roadmap to ensure that every student has access to safe, modern, and future-ready learning environments.

Demographic analysis shows steady population growth in Lethbridge and surrounding communities, with West Lethbridge experiencing particularly strong pressure on existing facilities. Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber also reflect Alberta Government population trends, which point to sustained demand for Catholic education. These shifts will require thoughtful investment in both new construction and modernization.

Facility utilization data indicates that several schools are already operating near or above capacity, while others rely on aging infrastructure or temporary modular classrooms to meet student need. Without intervention, these pressures will limit the division's ability to deliver innovative programming, inclusive education, and expanded student services. Renewal and expansion projects are therefore essential to maintain quality and equity across the system.

This plan integrates enrolment forecasts, facility condition assessments, and municipal growth projections to identify priorities for modernization, replacement, and new school construction. It also considers Alberta Education and Childcare's funding framework, community needs, and environmental sustainability goals. By aligning internal governance strategies with external demographic and policy drivers, the division ensures that capital planning is both mission-driven and fiscally responsible.

The purpose of this plan is clear: to secure strategic investment that allows Holy Spirit's facilities to grow alongside its communities. More than a blueprint for buildings, it is a commitment to stewardship, equity, and excellence in Catholic education. Over the next decade, this plan will guide decisions that strengthen the division's mission, support diverse learners, and create lasting impact for students and families across southern Alberta.

GOALS AND ACTIONS

The 10-Year Capital Plan articulates Holy Spirit Catholic School Division’s long-term vision for facility stewardship, growth, and renewal.

This plan balances educational priorities with demographic trends, infrastructure realities, and responsible fiscal planning to ensure learning environments remain safe, functional, and future-ready.

The goals and actions of this plan are guided by three interconnected priority areas:

Strategic Priority Areas

- ***Building lifecycle, modernization, expansion, and replacement***
 - Proactively addressing aging facilities through modernization, lifecycle renewal, targeted additions, and long-term replacement planning.
- ***Space utilization, programming, and community partnerships***
 - Ensuring facilities are used efficiently while supporting diverse programming, flagship initiatives, and partnerships that enhance student experience.
- ***School boundaries, municipal growth, and infrastructure planning***
 - Aligning school planning decisions with municipal development, population growth, and long-term infrastructure investment strategies.

Key Actions

To strengthen the robustness and defensibility of this plan, Holy Spirit Catholic School Division will:

- Conduct regular facility condition assessments to improve the accuracy and application of the Facility Condition Index (FCI) in capital prioritization.
- Establish a consistent, year-over-year space utilization review process to improve data-driven planning and capacity management.
- Develop a Division-wide Programming Plan to sustain core instructional delivery while supporting innovation and specialized programming.

METHODOLOGY AND GOVERNANCE

Holy Spirit Catholic School Division's capital planning framework is informed by a standardized Capital Planning Priority Calculator that evaluates potential projects using multiple weighted criteria aligned with provincial funding expectations and local conditions.

Capital Planning Methodology

Projects are assessed using a balanced set of indicators, including:

- Building condition, safety systems, maintenance trends, and energy performance
- Health and safety considerations, including code compliance and hazardous materials
- Space utilization, site constraints, and functional suitability
- Community growth trends, current utilization, and five-year enrolment projections
- Legislative and regulatory requirements, including French programming

This methodology ensures capital priorities are transparent, evidence-based, and defensible.

Governance and Alignment

The 10-Year Capital Plan is developed in accordance with Alberta Education and Childcare's School Capital Manual and is reviewed annually. It is aligned with the Board-approved 3-Year Capital Plan submitted to Alberta Education and Childcare and Alberta Infrastructure.

Projects advanced through the Three-Year Capital Plan are evaluated based on:

- Clearly defined scope and demonstrated need supported by data
- Alignment between project urgency and proposed timelines
- Site readiness consistent with municipal, provincial, and federal requirements

This governance framework ensures capital planning decisions remain mission-driven, fiscally responsible, and aligned with provincial expectations.

10-YEAR CAPITAL PLAN RANKING

How to Read This Chart

This chart summarizes the results of Holy Spirit Catholic School Division's Capital Planning Priority Calculator. Each school is evaluated against a standardized set of criteria, including building condition, safety, utilization, enrolment pressure, community growth, and program delivery needs.

Projects with higher total scores indicate a stronger overall priority for future capital investment and are used to guide long-range planning, project sequencing, and capital submissions to Alberta Education and Childcare as well as Alberta Infrastructure.

Project Driver	Criteria	Max Score	SFJH	FLVT	CCHS East	CSM	OLA	SMBI	SJS	TLC	SCPB	SPFA	CCH West	ESM	SPL	SMT	SMPC	STC	SPT
Building Condition	Facility Age, Modernization History, FCI, 5 Year Maintenance Cost, etc	95	74	61	75	81	53	56	52	23	43	26	11	23	26	30	22	3	13
Health and Safety	Building Code Compliance and Hazardous Materials	10	10	0	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Efficiency Solutions	Space Utilization, Site Constraints	10	15	10	10	0	5	0	0	5	0	0	0	5	0	0	0	5	0
Functionality and Programming	Program Delivery, Student Experience, Strategic Alignment	50	25	50	30	10	15	0	10	10	5	5	15	10	5	0	5	5	0
Community Renewal	Neighborhood Growth Rate	15	4	10	4	10	4	4	4	4	4	10	10	4	6	4	4	6	4
Enrolment Pressures	Current Utilization, 5-Year Projected Utilization	15	20	0	0	0	0	17	10	17	0	10	15	7	2	0	0	12	10
Legal & Regulatory Requirements	French Programming	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Points	200	148	131	124	106	82	77	76	59	52	51	51	49	39	34	31	31	27
			High	High	High	Medium	Medium	Medium	Medium	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
			Strong candidate for next capital cycle			Monitor and prepare for future submission				No immediate capital funds required								8	

CONTEXT

CAPITAL PLANNING CONTEXT

Holy Spirit Catholic School Division
620 – 12B Street North, Lethbridge, AB • T1H 2L7

Division Statistics 2025-2026

Number of schools: 16 and 2 specialized Learning Centres
Grade levels served: Pre-K–12
Total student enrolment: 5,648
Communities served: Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber.



Holy Spirit
CATHOLIC SCHOOL DIVISION

The Holy Spirit Catholic School Division continues to experience steady enrollment growth across its southern Alberta communities, with almost 5,700 students served in 16 schools and 2 specialized learning centres spanning Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber. This growth reflects both regional population trends and the division’s reputation for delivering high-quality, faith-based education in inclusive, community-rooted environments.

From 2016 to 2026 Holy Spirit added two new schools (St. Teresa of Calcutta and St. Kateri - both in Lethbridge) and modernized two existing schools (St. Michael's in Pincher Creek and St. Patrick's in Taber) However a significant portion of the division's infrastructure was originally constructed prior to 1990, and many buildings are now entering critical renewal windows. Strategic investment will be required to maintain safe, functional, and future-ready learning spaces across the schools and buildings of the school division.

Holy Spirit’s capital planning approach is guided by stewardship, equity, and long-term sustainability. Facility decisions are informed by utilization rates, building condition, program needs, and community demographics.

The division remains committed to ensuring that every student, regardless of location, has access to a safe, welcoming, and well-equipped learning environment.

CITY OF LETHBRIDGE SNAPSHOT

Lethbridge is a dynamic and culturally vibrant city at the heart of southern Alberta’s prairie landscape. As the largest city in the province south of Calgary, it serves as a key hub for economic activity, education, and culture in the region.

Community & Lifestyle

The city combines urban amenities with small-town friendliness, offering families a balanced lifestyle rooted in accessibility, community engagement, and natural beauty. Framed by dramatic coulees and the iconic High Level Bridge, Lethbridge provides a striking backdrop for both everyday life and outdoor adventure.

Neighbourhoods are designed with families in mind, providing close access to schools, parks, recreation centres, and shopping. As the population continues to grow, new developments in west, north, and south Lethbridge reflect the city’s steady expansion.

Culture & Recreation

Cultural landmarks such as the Galt Museum, Casa Arts Centre, and Nikka Yuko Japanese Garden, along with a full calendar of festivals and events, highlight the city’s vibrant spirit. Residents enjoy year-round recreation, from local sports leagues and hiking trails to golf courses and winter activities in nearby mountain areas.

Economy & Education

Lethbridge’s economy is diverse, with strength in agriculture, healthcare, education, manufacturing, and logistics. Post-secondary institutions like the University of Lethbridge and Lethbridge Polytechnic drive innovation, attract students from across Canada and abroad, and contribute to a skilled, locally rooted workforce that supports long-term regional growth.

The city also supports a full spectrum of Public, Catholic and Francophone school options, including the Holy Spirit Catholic School Division, which provides faith-based learning from early years through to high school. French immersion and alternative programs further broaden educational opportunities.

Growth & Future

According to the 2021 federal census, Lethbridge’s population stood at approximately 101,400. Projections indicate that the city’s population will continue to steadily grow. With its affordability, accessibility, and high quality of life, the city remains an attractive destination for families, newcomers, and investment, positioning Lethbridge as a cornerstone of southern Alberta’s educational, economic, and community development.

SOUTHERN ALBERTA RURAL SNAPSHOT

The rural communities surrounding Lethbridge are a cornerstone of southern Alberta’s identity and strength.

From towns like Bow Island, Coaldale, Picture Butte, Pincher Creek, and Taber, these areas reflect a deep connection to agriculture, family, and faith-based traditions, values that align closely with the mission of the Holy Spirit Catholic School Division.

Economy & Community

Agriculture, agri-food processing, small business, and renewable energy form the backbone of the rural economy. Community centres, churches, and schools serve as vital gathering places that foster belonging and intergenerational connection.

Demographic Trends

Though modest in size, many rural towns are experiencing gradual growth driven by immigration, improved transportation, and the appeal of a quieter lifestyle. Families seeking values-based education increasingly turn to Catholic schools as trusted community anchors.

Role of Catholic Schools

Holy Spirit schools in these communities offer personalized, faith-infused education with the advantages of smaller class sizes and strong community ties. These schools foster leadership, cohesion, and opportunity—serving as both academic institutions and cultural pillars.

Strategic Imperative

In a region where distances are wide and resources are limited, modern and well-supported Catholic schools are essential. Investment in rural education is not only a matter of equity—it is a commitment to the long-term vitality, sustainability, and resilience of southern Alberta.

POPULATION GROWTH COMPARISON (2024)

The towns and city within the Holy Spirit Catholic School Division have experienced varied population growth over the past two decades.

From Lethbridge’s rapid urban expansion to Picture Butte’s impressive five-year surge, each community reflects distinct demographic momentum. This comparison table highlights year-over-year, five-year, and long-term growth trends across the region, offering a strategic lens for planning, investment, and educational infrastructure alignment.

Town/City	2024 Population	Year-over-Year Growth	5-Year Growth (2019–2024)	20-Year Growth (2004–2024)
Bow Island	2,169	1.45%	9.93%	24.80%
Coaldale	9,433	1.43%	5.75%	53.70%
Lethbridge	111,400	4.16%	10.60%	60%
Picture Butte	2,361	3.78%	21.50%	36.40%
Pincher Creek	3,901	1.01%	3.83%	3.97%
Taber	9,853	2.07%	10.00%	25.40%

Key Insights

Fastest 5-Year Growth: Picture Butte (+21.5%)

Highest Year-over-Year Growth: Lethbridge (+4.16%)

Most Significant 20-Year Growth: Lethbridge (+60%) and Coaldale (+53.7%)

Lowest Long-Term Growth: Pincher Creek (+3.97%)

GROWTH AND PLANNING

Lethbridge's population reached 106,550 in 2023, reflecting a 4.99% increase since the previous census (2019). This growth is unevenly distributed across the city's three major regions:

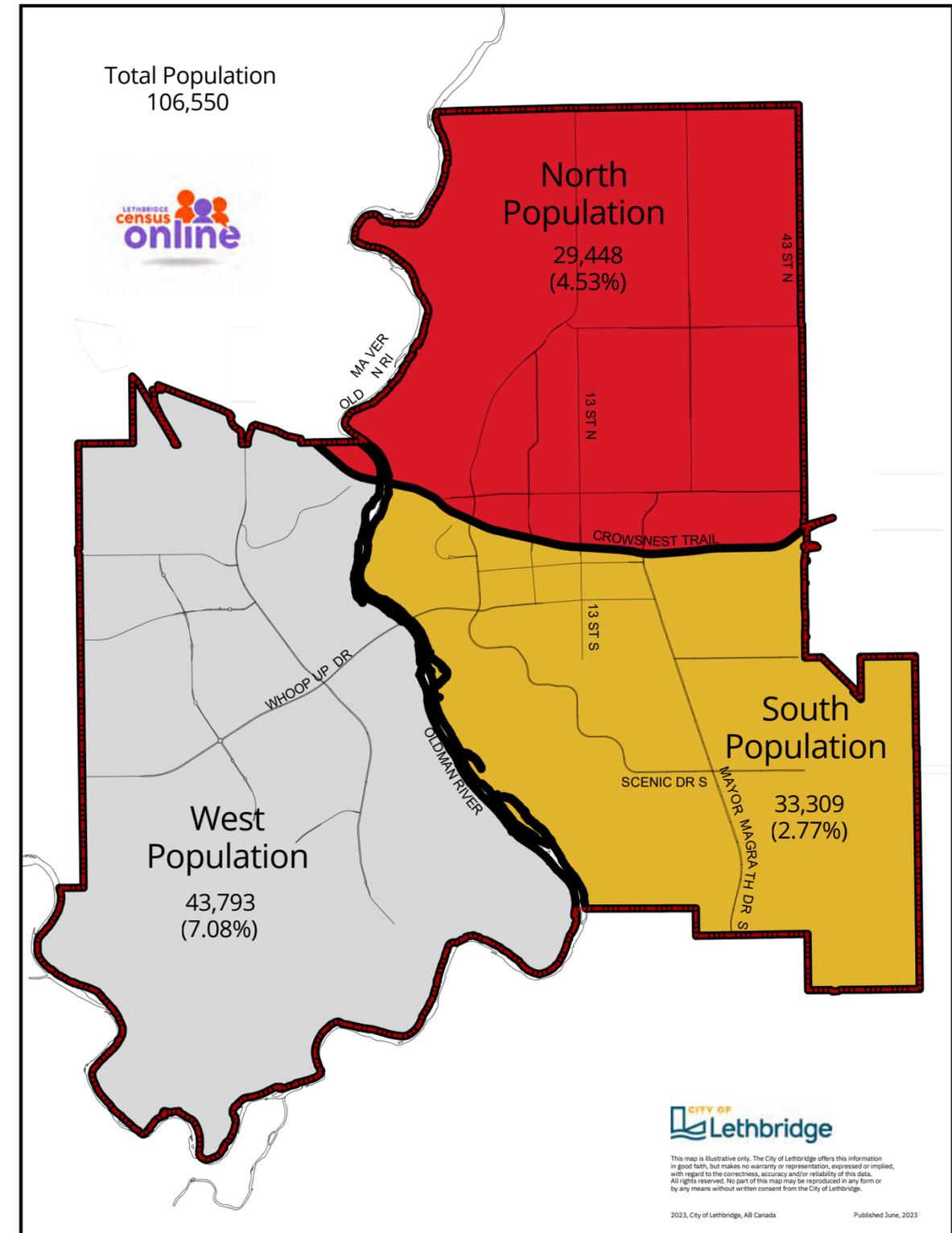
- **West Lethbridge: +7.08%**
- **North Lethbridge: +4.53%**
- **South Lethbridge: +2.77%**

West Lethbridge stands out as the city's fastest-growing quadrant, absorbing the majority of new residential development and attracting a high concentration of young families and first-time homeowners. This trend reflects broader urban dynamics, with new subdivisions, schools, and infrastructure shaping the future of the city's west side.

North Lethbridge continues to see steady, predictable growth, increasing by 4.53% since the previous census. Unlike the rapid expansion on the westside, growth in the north is shaped by a mix of mature neighborhoods, infill development and pockets of new residential construction. This area attracts a diverse blend of long-established families, newcomer, and working households, contributing to the stable community profile.

As Lethbridge evolves, this census snapshot reveals more than population growth; it signals shifting demographics, changing community needs, and the urgency of aligning infrastructure investments with growth patterns. From education and transit to recreation and healthcare, West Lethbridge's momentum demands a forward-looking, data-informed approach to planning, while North Lethbridge's impressive growth, especially in the Blackwolf neighbourhood requires careful attention and consideration.

[Source: City of Lethbridge](#)



GROWTH AND PLANNING

Neighbourhood-Level Growth and Educational Implications

Neighbourhood-level data from the 2023 Lethbridge Census reinforces West Lethbridge as the city’s most active and fastest-growing corridor.

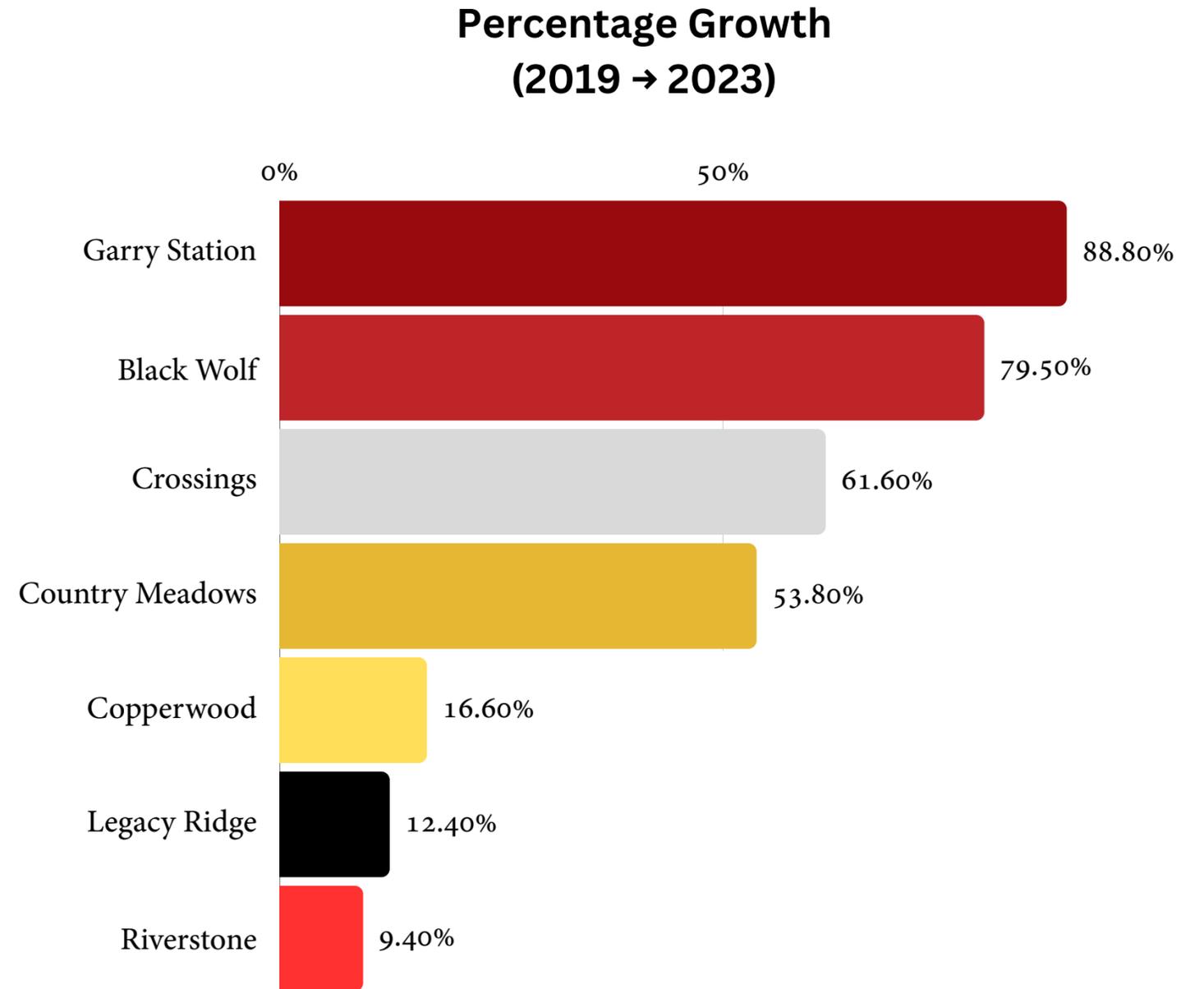
Since 2019, West Lethbridge has added nearly 3,000 residents, accounting for over 40% of total citywide growth. This surge is concentrated in high-growth communities such as Garry Station, Copperwood, and Crossings. These neighborhoods, along with the north Lethbridge communities of Black Wolf and Legacy Ridge, continue to attract young families and drive sustained residential development.

These patterns have direct implications for infrastructure planning, particularly in K–12 education. As these neighbourhoods expand, demand for elementary and secondary school capacity is rising. Without timely investment, existing schools may face:

- Overcrowding and reduced instructional space
- Longer commute times for students
- Limited access to specialized programming and inclusive supports

A proactive strategy, identifying future school sites, securing capital funding, and aligning with municipal land use plans, is essential to ensure educational infrastructure keeps pace with community needs.

West Lethbridge isn’t just growing, it’s evolving. And the city’s education system must evolve with it to support equitable access, long-term sustainability, and vibrant neighbourhood development. While North Lethbridge’s steady growth is indicative of the spirit displayed in this historical part of the city and deserves careful planning and attention.



Source: Lethbridge News

GROWTH AND PLANNING

The GIS map highlights Lethbridge's designated future development zones, with a concentration of planned residential expansion in West Lethbridge, North Lethbridge, and select infill areas across the city.

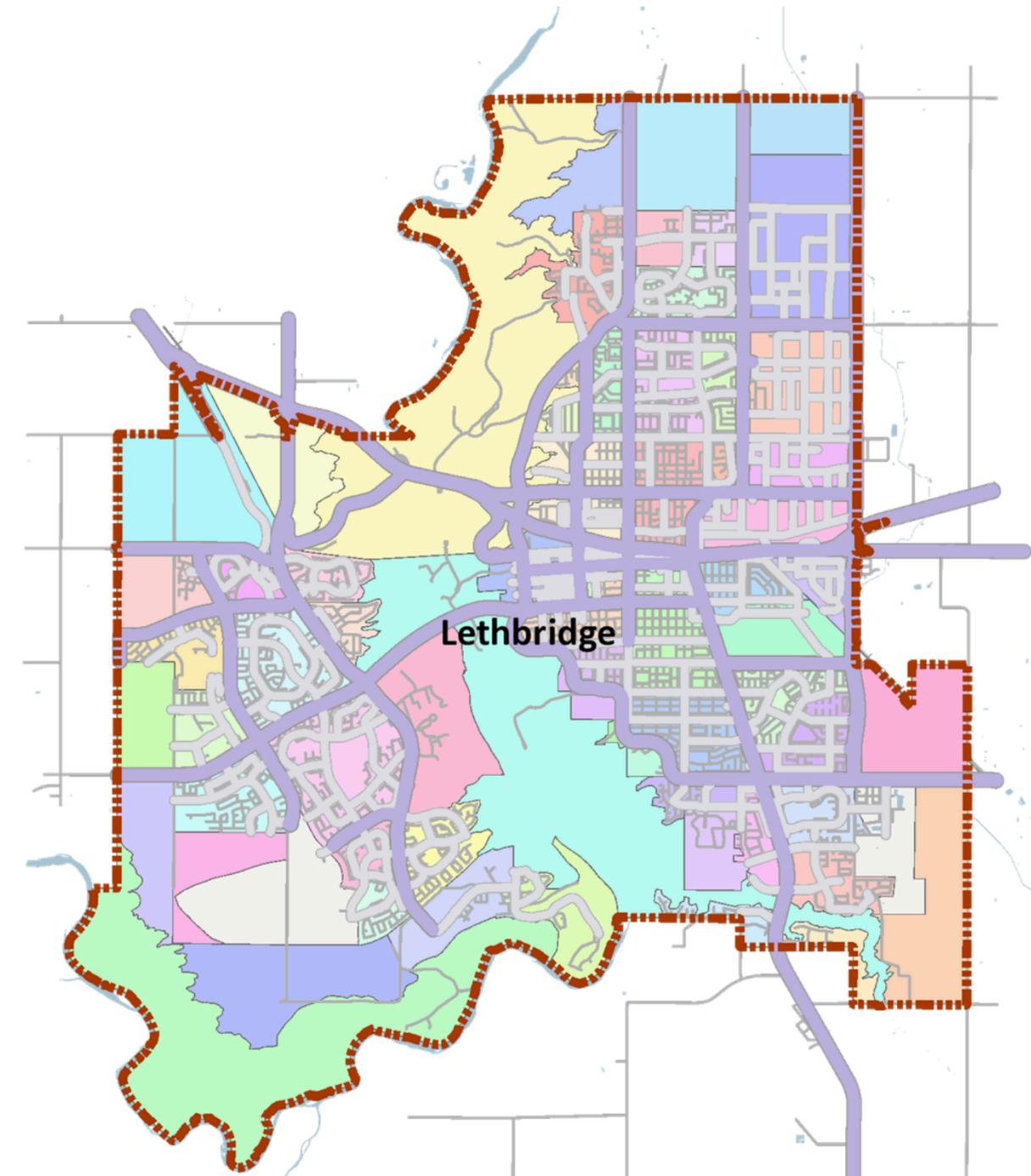
These growth corridors are expected to absorb the majority of new housing over the next decade, driven by municipal land use plans, subdivision approvals, and infrastructure investments. As new families settle in these areas, demand for K-12 school capacity will rise, particularly in elementary and middle years programming.

To remain responsive, Holy Spirit Catholic School Division must:

- Identify and secure future school sites in alignment with municipal growth plans
- Coordinate with city planners to ensure educational infrastructure is embedded in new communities
- Advance capital submissions that reflect projected enrolment and demographic shifts
- Prioritize equity and access to ensure all students benefit from modern, well-located learning environments

Strategic planning today will ensure that tomorrow's neighbourhoods are supported by resilient, inclusive, and future-ready Catholic schools.

(Note: Boundary lines for the City of Lethbridge are shown in red. While the yellow, blue and green areas indicate coulees, you can see the growth potential in areas of north, south and west.)



Source: [Lethbridge GIS](#)



Key Take Aways

Lethbridge and the surrounding rural communities across southern Alberta are experiencing steady growth, driven by a diverse economy, expanding neighbourhoods, and a strong commitment to education.

As demand increases in both urban and rural areas, schools must be equipped to meet the evolving needs of all students. Investment in modern, inclusive, and adaptable educational spaces is essential to ensure safe, high-quality learning environments that support long-term community growth and student success across the entire region.



GUIDING DOCUMENTS

Holy Spirit Catholic School Division's Ten-Year Capital Plan is shaped by municipal development plans, provincial guidelines, and facility assessments.

These documents ensure that school infrastructure decisions align with community growth, Alberta Education and Childcare priorities, and long-term sustainability.

City of Lethbridge & Lethbridge County – Intermunicipal Development Plan (IDP)

The IDP provides a shared vision for managing growth, land use, and infrastructure across the region. It supports:

- Sustainable, coordinated development
- A resilient regional economy
- High quality of life for residents
- Respect for both rural and urban identities

This collaborative framework ensures that future planning supports community well-being, environmental stewardship, and efficient service delivery - critical factors in school site selection and long-term capital alignment.

Town of Taber, Town of Bow Island, and Town of Pincher Creek – Municipal Development Plans (MDPs)

Each municipality has adopted its own MDP to guide local growth, land use, and infrastructure priorities. These plans emphasize:

- Alignment of school sites with residential growth patterns
- Support for community services and amenities
- Integration of educational facilities into long-term municipal planning
- Responsiveness to rural and small-town identities

Together, these municipal frameworks provide essential context for Holy Spirit's facility planning, ensuring that capital investments reflect both local and regional development trajectories.

Alberta Education and Childcare & Alberta Infrastructure

The Alberta Ministry of Education and Childcare developed the School Capital Manual to guide school jurisdictions in:

- Prioritizing and implementing infrastructure projects
- Preparing three-year capital plans
- Securing funding for approved submissions

It defines roles and responsibilities for school divisions and ensures that capital planning aligns with provincial standards for educational facility development and modernization.

Facility Assessments and Provincial Grants

Between 2013 and 2018, Alberta Infrastructure conducted facility condition assessments for 12 schools in the Holy Spirit Catholic School Division. These evaluations provide a snapshot of asset age and condition at the time of assessment.

Provincial grants, including Operations and Maintenance (O&M), Infrastructure Maintenance and Renewal (IMR), and Capital Maintenance and Renewal (CMR), support repair and replacement of building components, from daily wear to major upgrades. Additional programs such as School Now and the Modular Classroom Program provide targeted funding for approved projects.



CAPITAL PROJECT REQUEST PLAN

CAPITAL PRIORITIES SUMMARY

Capital investment in Holy Spirit Catholic School Division facilities is supported through a combination of provincial funding programs administered by Alberta Education and Childcare & Alberta Infrastructure.

These programs are designed to address different types of capital needs, ranging from long-term facility renewal and modernization to capacity expansion and targeted maintenance.

Access to capital funding is competitive and prioritized at the provincial level. As a result, projects must be clearly defined, defensible, and aligned with provincial criteria, enrolment demand, and long-term infrastructure strategies.

Primary Capital Funding Programs

Planning and Pre-Planning Funding

Planning, pre-planning, and value scoping studies support early-stage project development by validating scope, feasibility, and alignment with provincial priorities. These studies position school jurisdictions to advance well-defined projects when capital funding opportunities arise.

Modernization and Replacement Programs

Modernization and replacement funding addresses aging school facilities that no longer meet educational, safety, or operational standards. These projects focus on renewing core building systems, improving functionality, enhancing accessibility, and supporting contemporary teaching and learning environments.

Expansion and New Construction

Expansion and new school construction funding responds to sustained enrolment growth and capacity pressures. These investments ensure permanent instructional space is delivered in growing communities and high-demand catchments.

Maintenance and Lifecycle Support Programs

Provincial maintenance-related funding programs support ongoing repair, renewal, and lifecycle upkeep of school facilities. While these programs address essential infrastructure needs, they do not replace comprehensive modernization or long-term renewal initiatives.

Strategic Implications

Successful capital investment depends on proactive planning, strong alignment with municipal growth patterns, and defensible evidence of need. Holy Spirit Catholic School Division's Ten-Year Capital Plan ensures the Division remains capital-ready by clearly identifying priorities, advancing early planning studies, and aligning facility strategies with provincial funding frameworks.

CAPITAL FUNDING PROGRAMS

Holy Spirit Catholic School Division's capital priorities over the next decade focus on:

- Renewing or replacing aging infrastructure
- Adding permanent capacity in high-growth areas
- Improving program delivery through flexible, inclusive learning spaces
- Supporting long-term lifecycle planning and infrastructure sustainability
- Strengthening career and trades pathways through purpose-built facilities

These priorities are guided by facility condition needs, enrolment projections, and alignment with Alberta Education and Childcare's capital planning framework.

Prioritization Criteria

1. Building Lifecycle, Condition, and Renewal Needs

- Facility condition and system performance
- Building age and renewal requirements
- Safety and accessibility considerations

2. Space Utilization, Enrolment, and Programming Needs

- Current and projected enrolment
- Capacity pressures and utilization rates
- Program delivery needs, including specialized and inclusive supports

3. Alignment With Municipal Growth, Boundaries, and Strategic Planning

- Consistency with municipal growth and long-term development
- Boundary implications and catchment impact
- Alignment with Division goals, community needs, and provincial priorities



CAPITAL PROJECT REQUEST PLAN

The 2026-2036 10-Year Capital Plan includes the entire portfolio of Holy Spirit Catholic School Division buildings, as well as outstanding priorities from the 2015-2025 10-Year Capital Plan. It is important to both understand historical context of our school communities and prepare for future generations of learners with strategic foresight. Additionally, we need to be able to integrate school-specific needs within a division-wide plan.

Many factors, both internal and external, influence how we prioritize our Capital Plan. While a building modernization, addition, or replacement itself is a tangible outcome of a capital project, we also wanted to stress the importance of how factors such as curriculum, programming, technology trends, municipal growth are the critical decision drivers.

Priority	School - Community	Grades	Construction Year	Funding Type	Project Type	Possible Funding Required	Project Drivers
1	St. Francis Junior High School (Lethbridge)	7-9	1958 <ul style="list-style-type: none"> Additions 1963, 1966, 1985 Partial modernization 1985, 2003 	Planning	Replacement	\$250,000	Health and Safety, Functionality and Programming
2	Father Leonard Van Tighem School (Lethbridge)	K-9	1991 <ul style="list-style-type: none"> Portables 1998, 2008, 2015, 2019, 2020, 2021 	Pre-Planning	Mini-Modernization	\$75,000	Functionality and Programming
3A	Catholic Central High School - Dual Campus (Lethbridge)	10-12	1948 - Campus East 2010-Campus West	Pre-Planning	Value Scoping	\$75,000	Efficiency Solutions, Functionality and Programming
3B	Catholic Central High School - East Campus (Lethbridge)	10-12	1948 <ul style="list-style-type: none"> Additions 1958, 1966, 1985, 1998 Portables 2004 Modernization 1998 	Pre-Planning	Modernization	\$75,000	Health and Safety, Functionality and Programming
4	Children of St. Martha Elementary School (Lethbridge)	K-6	1987 <ul style="list-style-type: none"> Additions 1990, 1996 	Pre-Planning	Mini-Modernization	\$75,000	Community Renewal, Building Condition
5	Our Lady of the Assumption Elementary School (Lethbridge)	K-6	1956 <ul style="list-style-type: none"> Additions 1960, 1998, 2011 	Pre-Planning	Value Scoping	\$75,000	Community Renewal, Building Condition, Efficiency Solutions
6	St. Michael's School (Bow Island)	K-9	1960 additions 1963, 1966, 1971, 2000	Pre-Planning	Value Scoping	\$75,000	Community Renewal, Building Condition, Efficiency Solutions

CAPITAL PROJECT REQUEST PLAN

The following schools require further study into the criticality ranking and project drivers. They will require attention in the next 10 to 20 years.

Priority	School - Community	Grades	Construction Year	Utilization (as of Feb. 2025)	Priority Ranking	Project Drivers
7	St. Joseph School (Coaldale)	K-9	1959 <ul style="list-style-type: none"> Additions 1967, 1973, 1976, 1984, 1986, 2002 Modernization 2002 	76%	76 - Medium	Building Condition; Enrolment Pressures; Community Renewal
8	Trinity Learning Centre (Lethbridge)	10-12	1957 <ul style="list-style-type: none"> Modernized 1997, Renovated 2021 	104%	59 - Low	Enrolment Pressures; Functionality & Programming
9	St. Catherine School (Picture Butte)	K-9	1959 <ul style="list-style-type: none"> Additions 1970, 1983, 2009 Modernization 2009 	62%	52 - Low	Building Condition; Community Renewal
10	Catholic Central High School - West Campus (Lethbridge)	10-12	2010	68%	51 - Low	Efficiency Solutions, Functionality and Programming
11	St. Patrick Fine Arts Elementary School (Lethbridge)	K-6	2004 <ul style="list-style-type: none"> Portables 2009, 2010, 2011 	97%	51 - Low	Enrolment Pressures; Functionality & Programming
12	Ecole St. Mary (Lethbridge)	K-6	1951 <ul style="list-style-type: none"> Modernized 2006 	87%	49 - Low	Enrolment Pressures; Legal & Regulatory Requirements (French Programming)
13	St. Paul Elementary School (Lethbridge)	K-6	2003	84%	39 - Low	Community Renewal; Enrolment Pressures
14	St. Mary's School (Taber)	10-12	2003	43%	34 - Low	Community Renewal; Efficiency Solutions
15	St Teresa of Calcutta Elementary School (Lethbridge)	K-6	2016	103%	31 - Low	Enrolment Pressures
16	St. Michael's School (Pincher Creek)	K-12	1954 <ul style="list-style-type: none"> Modernized 2017 	77%	31 - Low	Building Condition; Community Renewal
17	St. Patrick Elementary School (Taber)	K-5	1962 <ul style="list-style-type: none"> Modernized 2017 	82%	27 - Low	Building Condition; Community Renewal



PRIORITY 1: ST. FRANCIS JUNIOR HIGH SCHOOL



Priority 1:

St. Francis Junior High School (Lethbridge)

Project Type:

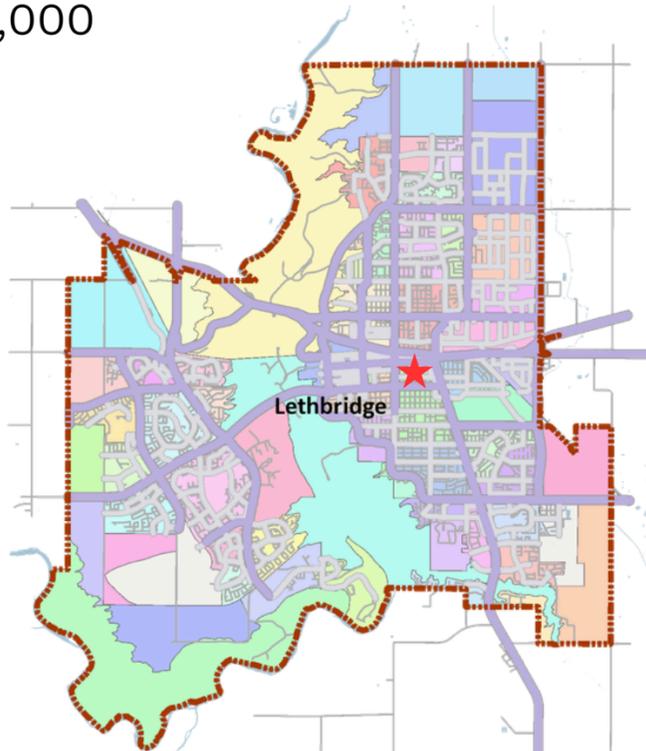
Planning and Design Funding for Replacement School (\$250,000)

Timeline:

2026-2027

Estimated Construction Cost of New Building:

\$44,915,000



Project Overview

Following the completion of a value scoping study, St. Francis Junior High School has been identified for full replacement. The existing facility, originally constructed in 1958 with multiple additions in the 1960s and 1980s, no longer supports modern educational delivery, operational efficiency, or long-term lifecycle viability. A replacement school will provide a purpose-built junior high facility that supports contemporary programming, inclusive learning environments, and long-term enrolment growth in North and South Lethbridge. This project will eliminate longstanding infrastructure constraints and create a modern, flexible, and accessible learning environment aligned with current and future educational needs.

Rationale

St. Francis Junior High School's aging mechanical, electrical, and plumbing systems no longer provide the performance or reliability required for a modern educational facility. The current building layout restricts delivery of CTF, fine arts, and inclusive education due to inflexible and outdated spatial design. Accessibility limitations, aging systems, and structural constraints make modernization less effective and less cost-efficient compared to full replacement.

Replacement will address these longstanding issues by providing a high-quality, future-ready learning environment that supports instructional continuity, collaborative learning, and inclusive education. The school's central location and stable enrolment base make it a strong candidate for reinvestment and replacement, ensuring the Division can continue to meet growing junior high demands in North and South Lethbridge.

Preliminary Replacement Scope (to be confirmed through design development)

- Construct a new, purpose-built junior high facility
- Develop flexible, inclusive, and collaborative learning environments
- Incorporate modern CTF, fine arts, and interdisciplinary instructional spaces
- Provide full barrier-free accessibility throughout the facility
- Improve site circulation, safety, and student drop-off/pick-up flows
- Support long-term capacity for projected enrolment growth

Strategic Alignment

This replacement project supports Alberta Education and Childcare's vision for modern, inclusive, and future-ready schools. It aligns with Alberta Infrastructure's criteria for lifecycle renewal, utilization optimization, and educational functionality. By replacing an aging facility with a new purpose-built school, the project strengthens program delivery, enhances equity across the Division, and supports long-term community sustainability.

PRIORITY 1: ST. FRANCIS JUNIOR HIGH SCHOOL



Why Now?

St. Francis Junior High School is currently at 102% utilization, rising to 110% by 2029, with sustained enrolment pressure expected through 2034. The existing facility's aging infrastructure, limited accessibility, and inflexible layout restrict the Division's ability to deliver high-quality junior high programming.

Replacement is essential to maintain instructional continuity, support inclusive education, and ensure the school remains a key anchor for families in North and South Lethbridge.



Health & Safety

Aging HVAC, electrical, and plumbing systems raise reliability concerns for daily operations and emergency response. Limited barrier-free access and outdated fire safety infrastructure impede safe movement and inclusive participation.

Building Condition

Core building systems are nearing or at end-of-service life. Structural and envelope components reflect significant lifecycle deterioration, making long-term reinvestment in the existing building inefficient.

Enrolment Pressure

With utilization expected to exceed 110% by 2029, the current facility cannot support projected demand or required junior high program expansion.

Functionality & Programming

Outdated learning spaces restrict delivery of CTF, fine arts, science, and inclusive education. The lack of breakout rooms, flexible learning areas, and modern collaborative spaces limits alignment with contemporary pedagogy.

Purpose of the Replacement School

- Address critical infrastructure limitations
- Provide modern, adaptable, and inclusive learning environments
- Improve safety, accessibility, and building performance
- Align with Alberta Infrastructure replacement and modernization criteria
- Address enrollment pressures

Strategic Continuity

This replacement project anchors the Division's Ten-Year Capital Plan and supports long-term instructional, operational, and community goals. It ensures St. Francis Junior High School remains a high-performing, future-ready facility and a well-supported candidate for provincial investment focused on lifecycle renewal and educational equity.



PRIORITY 2: FATHER LEONARD VAN TIGHEM SCHOOL



Priority 2:

Father Leonard Van Tighem School (Lethbridge)

Project Type:

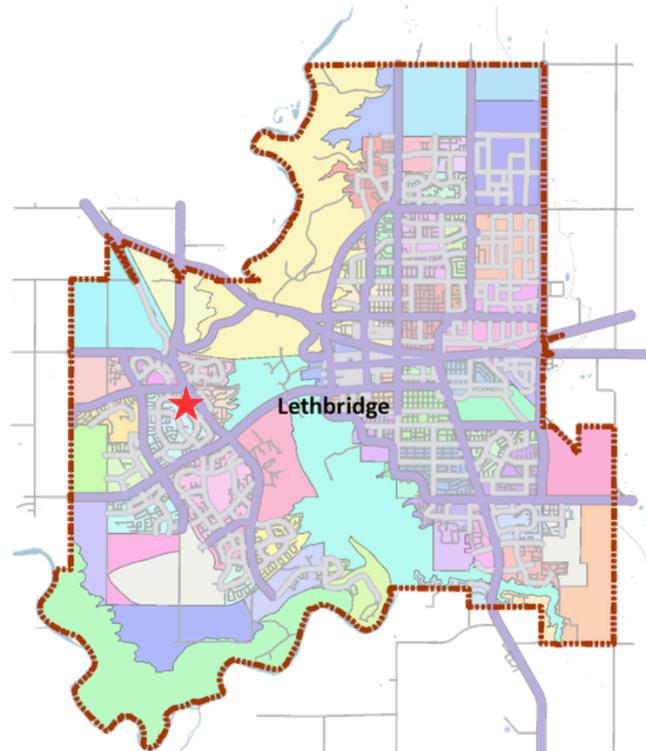
Pre-Planning for Mini-Modernization (\$75,000)

Timeline:

2026-2027

Estimated Cost of Mini-Modernization:

TBD



Project Overview

Father Leonard Van Tighem School is a well-established facility in West Lethbridge, currently transitioning from a K–9 configuration to a dedicated Grade 7–9 junior high school. This shift, combined with aging infrastructure and sustained enrollment growth, necessitates a targeted modernization to ensure program continuity, infrastructure renewal, and long-term viability.

Rationale

The school is operating near optimal utilization, with limited spatial flexibility to accommodate projected enrolment growth and evolving program delivery requirements. West Lethbridge continues to experience strong residential development, placing sustained demand on junior high school programming.

Transitioning to a Grade 7–9 learning model requires reconfiguration of instructional spaces to better support junior high pedagogy, CTF delivery, and inclusive education. Several core building systems are approaching the end of their functional service life and require renewal to maintain reliable operations. Modernization will also reduce reliance on modular classrooms and improve overall operational efficiency.

Objectives of the Modernization Project

- Reconfigure classrooms to support junior high programming
- Upgrade CTF, science, and flexible learning spaces
- Replace aging mechanical and electrical systems in alignment with FCA recommendations and lifecycle priorities
- Improve washrooms, common areas, and accessibility features
- Enhance site layout for traffic flow, safety, and barrier-free access
- Align facility upgrades with Alberta Infrastructure criteria

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances the division’s goals for safe, inclusive, and future-ready learning environments. It positions FLVT as a resilient, strategically located junior high hub serving West Lethbridge’s growing population.

PRIORITY 2: FATHER LEONARD VAN TIGHEM SCHOOL



Why Now?

Father Leonard Van Tighem School is identified in the Division's 10-Year Capital Strategy for targeted modernization. The transition to a 7–9 configuration and aging infrastructure position 2028–2030 as the strategic window for investment, balancing infrastructure urgency, and program transition.

Planning will validate scope, cost, and long-term viability before advancing to Alberta Infrastructure for formal submission.



Capital Drivers Supported

Health & Safety

Aging fire alarm and PA systems raise reliability concerns for emergency response. Poor thermal performance and envelope air leakage compromise comfort, energy efficiency, and indoor air quality.

Building Condition

Core systems, including boilers, AHUs, BMCS controls, and envelope components, are past their lifespan. Deferred maintenance exceeds \$3.88M, with a replacement cost of \$18.97M, underscoring the need for targeted reinvestment and lifecycle renewal.

Enrollment Pressure

Father Leonard Van Tighem School is operating near capacity, with continued growth projected due to West Lethbridge residential development. Without intervention, space constraints will disrupt program delivery, scheduling flexibility, and equitable access to specialized services.

Functionality & Programming

The current layout limits CTF, science, and inclusive education delivery. The absence of breakout rooms, flexible spaces, and barrier-free amenities limits the delivery of CTF, science, and inclusive education and restricts the creation of adaptable, student-centered learning environments.

Purpose of the Modernization

- Address aging infrastructure and deferred maintenance
- Support 7–9 program transition and junior high pedagogy
- Align upgrades with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity

This modernization bridges the current 10-Year Capital Strategy with long-term infrastructure renewal. It ensures FLVT remains a top-tier investment priority with a defensible, data-driven modernization pathway.



PRIORITY 3A: CATHOLIC CENTRAL HIGH SCHOOL

Priority 3A:

Catholic Central High School

Project Type:

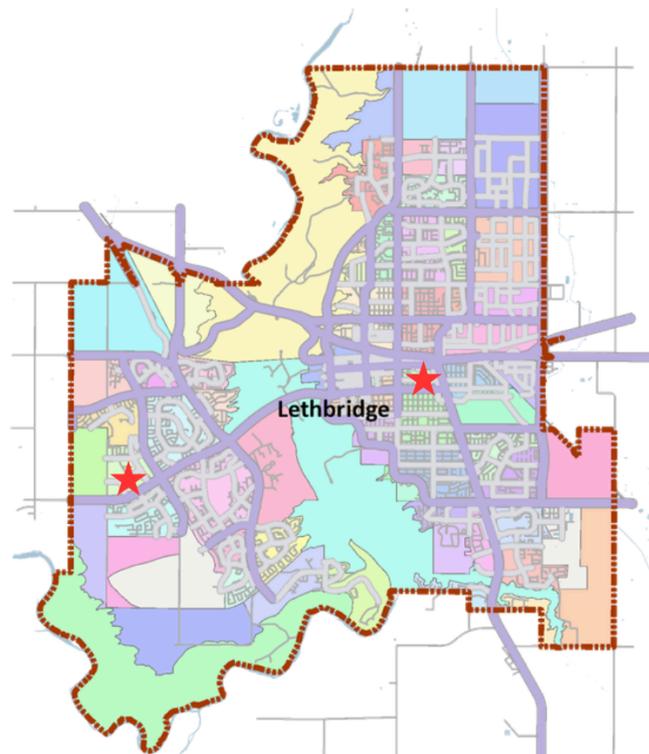
Value Scoping Study (\$75,000)

Timeline:

TBD

Estimated Cost:

TBD



Project Overview

Catholic Central High School operates across two campuses in Lethbridge: East and West. The West Campus is a newer, modernized facility with infrastructure capable of supporting comprehensive high school programming. The East Campus, while central to the school’s legacy, faces increasing infrastructure challenges, limited CTS spaces, and the ability to offer robust programming on that campus.

This value scoping study will evaluate modernization opportunities across both campuses, with a focus on optimizing program delivery, addressing aging infrastructure, and preparing for future enrollment growth. The study will assess facility readiness, instructional needs, and capital planning options - without presupposing any structural reconfiguration.

Rationale

Infrastructure disparities between the East and West campuses, combined with demographic shifts and rising high school enrollment, warrant a strategic review. This study will help determine how best to support inclusive, flexible, and future-ready learning environments across both sites.

Objectives of the Value Scoping Study

- Assess facility condition and infrastructure capacity at both campuses
- Review current and future program delivery needs, including CTS and inclusive education
- Identify modernization strategies that support long-term operational efficiency
- Align potential upgrades with Alberta Education and Childcare & Infrastructure criteria
- Prepare for future capital submission and lifecycle planning

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances Holy Spirit’s goals for safe, inclusive, and responsive learning environments. It lays the groundwork for a defensible modernization strategy that reflects community growth and evolving student needs.

PRIORITY 3A: CATHOLIC CENTRAL HIGH SCHOOL



Why Now?

Catholic Central is approaching a critical juncture. The East Campus faces significant deferred maintenance, while the West Campus offers modern infrastructure and capacity. With high school enrollment projected to increase, the division must ensure both campuses are equipped to deliver high-quality programming and student supports.

A value scoping study in 2026–2027 will validate scope, cost, and long-term viability before advancing to Alberta Infrastructure for formal submission. It ensures the Division remains capital-ready and aligned with provincial funding frameworks.

Capital Drivers Supported:

Health & Safety

The East Campus has aging fire alarm, PA, and intrusion systems that pose reliability risks for daily operations and emergency response. Modernization would enable targeted upgrades and improved safety protocols.

Building Condition

Several major building systems at the East Campus, including mechanical and envelope components, have experienced significant lifecycle aging. A strategic assessment is required to understand renewal priorities and support long-term facility performance and reliability.

Enrollment Pressure

Catholic Central operates near capacity across both campuses. A modernization strategy will support better distribution of students, improved scheduling, and enhanced access to specialized programming and student services.

Functionality & Programming

The West Campus offers stronger infrastructure for CTS, athletics, and inclusive education. The study will explore how to leverage these strengths to support equitable program delivery across both sites.

Purpose of the Study

- Assess the feasibility of program delivery across two campuses
- Identify cost-effective design and operational options
- Align upgrades with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity:

This study bridges the Division's current operational strategy with its emerging 10-Year Capital Plan. It ensures Catholic Central remains a top-tier investment priority with a defensible, data-driven modernization pathway.



PRIORITY 3B: CATHOLIC CENTRAL HIGH SCHOOL EAST CAMPUS

Priority 3B:

Catholic Central High School - East

Project Type:

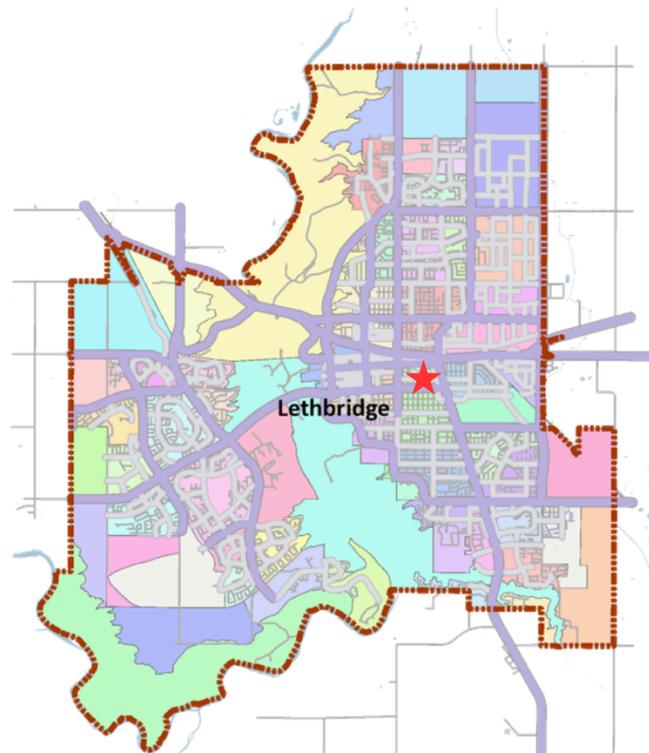
Pre-planning for Modernization (\$75,000)

Timeline:

TBD

Estimated Cost of Modernization:

TBD



Project Overview

Catholic Central High School East Campus is a legacy facility serving a diverse urban catchment in central Lethbridge. Originally constructed in 1948 with multiple additions through 2001, the campus underwent a major modernization in 1998. Today, core systems and infrastructure are well beyond their expected lifespan, with significant deferred maintenance, spatial inefficiencies, and aging building components.

A full modernization is required to restore core functionality, improve educational delivery, and ensure long-term viability. This project will focus on renewing infrastructure, enhancing inclusive and CTS programming environments, and aligning the facility with Alberta Infrastructure modernization criteria.

Rationale

The East Campus faces escalating risks to operational continuity and student experience due to aging mechanical, electrical, and envelope systems. Modernization will reduce lifecycle costs, improve safety and accessibility, and support equitable access to specialized programming for a growing high school population.

Objectives of the Modernization

- Replace end-of-life mechanical, electrical, and roofing systems
- Improve energy efficiency, thermal comfort, and indoor air quality
- Reconfigure learning environments to support CTS, fine arts, inclusive education, and collaborative instruction
- Enhance accessibility and barrier-free design
- Align facility upgrades with Alberta Infrastructure modernization criteria

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances Holy Spirit’s goals for safe, inclusive, and future-ready learning environments. It positions Catholic Central East Campus as a resilient, pedagogically aligned facility capable of serving future generations.

PRIORITY 3B: CATHOLIC CENTRAL HIGH SCHOOL

Why Now?

The 2023 Facility Condition Assessment (FCA) identifies urgent infrastructure and educational constraints at Catholic Central East Campus:

- Facility Condition Index (FCI): 0.2442
- Deferred Maintenance: Over \$9.4 million
- Replacement Cost: Exceeds \$38 million

Without timely intervention, aging systems, and spatial limitations will continue to compromise safety, programming flexibility, and equitable access to modern learning environments.



Capital Drivers Supported:

Health & Safety

Aging fire alarm, PA, and intrusion systems raise reliability concerns. Poor sightlines and outdated security infrastructure compromise supervision and emergency response.

Building Condition

Several core building systems, including mechanical, roofing, and envelope components, are approaching the end of their functional service life. Deterioration of key systems and assemblies indicates the need for comprehensive renewal to ensure building performance and long-term reliability.

Enrollment Pressure

The East Campus supports a large high school population. Without modernization, scheduling, programming, and equitable access to specialized supports will be compromised.

Functionality & Programming

CTS, science labs, and inclusive education spaces are outdated. The absence of breakout rooms, flexible learning areas, and barrier-free amenities restricts the delivery of inclusive, CTS, and collaborative instruction.

Purpose of the Modernization

- Address critical infrastructure deficiencies
- Enhance learning environments and programming flexibility
- Improve safety, accessibility, and energy performance
- Align with Alberta Infrastructure modernization criteria
- Prepare for future capital submission

Strategic Continuity

This modernization bridges the Division's emerging 10-Year Capital Plan with long-term educational goals. It ensures Catholic Central East Campus remains a viable, high-performing facility and a defensible, data-driven candidate for provincial investment aligned with lifecycle renewal and educational equity.



PRIORITY 4: CHILDREN OF ST. MARTHA ELEMENTARY SCHOOL

Priority 4:

Children of St. Martha

Project Type:

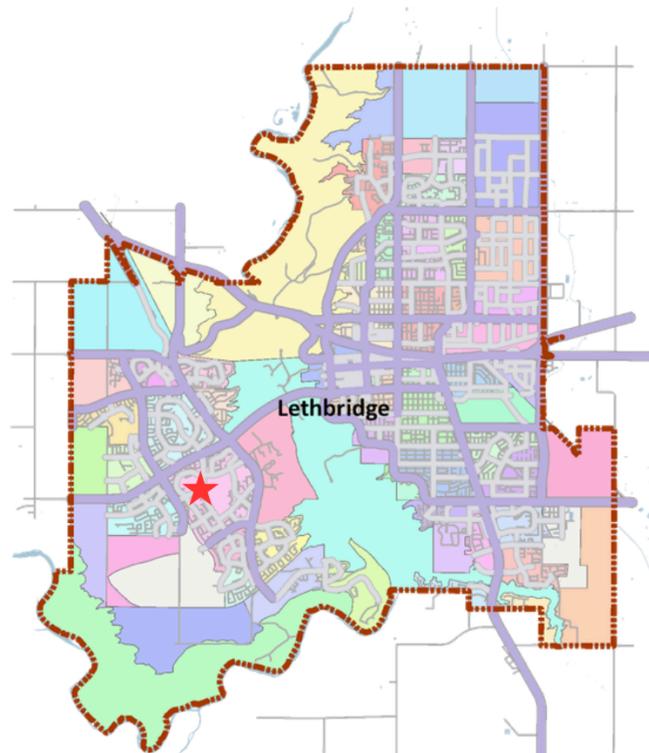
Pre-Planning for Mini-Modernization (\$75,000)

Timeline:

TBD

Estimated Cost:

TBD



Project Overview

Children of St. Martha Elementary School is a K–6 facility located in West Lethbridge, originally constructed in 1987 with additions completed in 1990 and 1996. As a well-established school serving a rapidly growing quadrant of the city, the facility plays an important role in supporting early learning, inclusive education, and foundational programming. However, aging building components, spatial limitations, and evolving instructional needs indicate the requirement for a targeted mini-modernization to support long-term performance and program delivery.

Rationale

Several core building systems at Children of St. Martha Elementary School are approaching the end of their functional service life and no longer fully support the needs of a contemporary learning environment. The existing layout limits flexibility for collaborative instruction, specialized supports, and inclusive learning models.

As West Lethbridge continues to experience steady residential growth, the school requires improved internal circulation, upgraded learning spaces, and better-aligned support areas to meet emerging student needs. A mini-modernization will strengthen program delivery, enhance building performance, and ensure the facility remains a strong community anchor for current and future families.

Objectives of the Mini-Modernization

- Reconfigure classrooms and common areas to support flexible, student-centered learning
- Upgrade key learning spaces, including early learning and inclusive education areas
- Improve mechanical and electrical performance to support modern instructional needs
- Enhance accessibility and barrier-free features
- Refresh interior finishes and shared spaces to improve learning environments
- Align upgrades with Alberta Infrastructure modernization criteria

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances the Division’s goals for safe, inclusive, and adaptable learning environments. A targeted mini-modernization will help Children of St. Martha Elementary School remain a resilient and future-ready facility that supports program continuity and sustained community growth.

PRIORITY 4: CHILDREN OF ST. MARTHA ELEMENTARY SCHOOL

Why Now?

Children of St. Martha Elementary School serves a rapidly developing west-side community with ongoing enrolment pressures and shifting educational requirements. Aging infrastructure and spatial limitations position 2028–2030 as a strategic window for advancing pre-planning.

A mini-modernization will validate scope, define renewal priorities, and ensure the Division is prepared to advance a formal submission to Alberta Infrastructure when appropriate funding opportunities arise.



Capital Drivers Supported:

Health & Safety

Aging building systems, including dated fire alarm and communication components, present increasing reliability considerations. Improved environmental performance and ventilation will support healthier and more comfortable learning spaces.

Building Condition

Key systems and building elements reflect the age of the original construction and subsequent additions. Lifecycle aging highlights the need for targeted renewal to maintain reliable operations and support long-term facility performance.

Community Renewal

Children of St. Martha Elementary School serves a growing West Lethbridge neighbourhood and plays a central role in community cohesion, early learning, and family engagement. Ensuring the facility remains modern, welcoming, and functionally aligned strengthens the school's ongoing role in supporting community vitality.

Functionality & Programming

Current learning spaces limit flexibility for inclusive education, early learning programming, and collaborative instruction. Modernized environments will enhance student experience and improve alignment with contemporary curriculum delivery.

Purpose of the Mini-Modernization

- Address aging infrastructure components
- Improve learning environments and support inclusive education
- Enhance building performance, accessibility, and student experience
- Align upgrades with Alberta Infrastructure modernization criteria
- Prepare for future capital submission

Strategic Continuity

This mini-modernization advances the Division's Ten-Year Capital Strategy by addressing building condition, supporting programming needs, and reinforcing long-term community and educational goals. It positions Children of St. Martha Elementary School as a defensible, data-informed priority for future provincial investment.



PRIORITY 5: OUR LADY OF THE ASSUMPTION SCHOOL

Priority 5:

Our Lady of the Assumption School (Lethbridge)

Project Type:

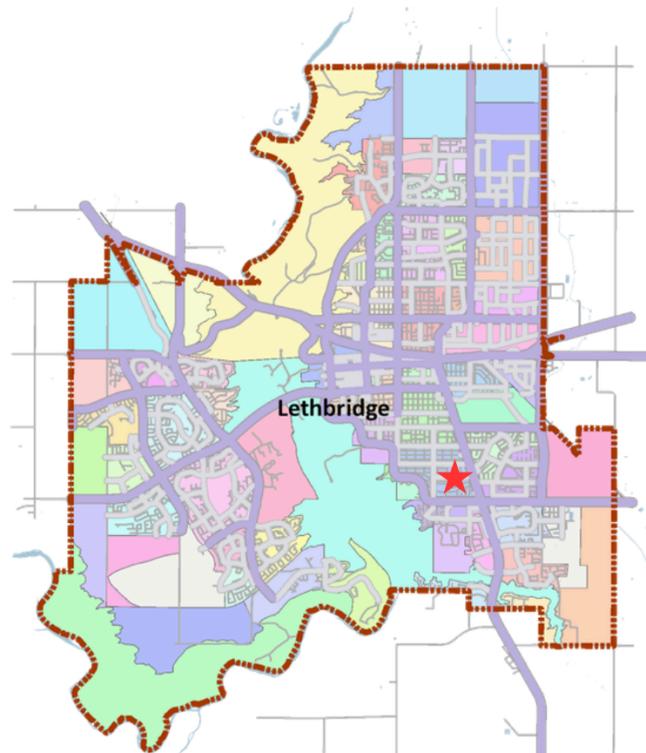
Pre-planning funding (\$75,000)

Timeline:

TBD

Estimated Cost of Modernization:

TBD



Project Overview

Our Lady of the Assumption School is a southside elementary facility serving Early Learning to Grade Six students. Originally constructed in 1956 with additions in 1960 and modular classrooms added in 2011, the school’s aging infrastructure and spatial constraints necessitate a comprehensive value scoping study to evaluate modernization feasibility and long-term viability.

Rationale

The facility’s mechanical and electrical systems show signs of aging, with several components nearing or past end-of-life. The HVAC system struggles to maintain comfortable learning conditions during warmer months, forcing temporary instructional relocation to hallways and outdoor spaces, compromising student experience and instructional continuity. Electrical upgrades are needed to support lighting, connectivity, and IT infrastructure. The current layout restricts the delivery of Early Learning, Religious Studies, and Support Services due to inflexible spatial design and outdated infrastructure.

A value scoping study will determine whether modernization or partial replacement offers the best return on investment. The school’s location, stable enrollment, and alignment with inclusive education goals make it a strong candidate for long-term capital investment.

Objectives of the Value Scoping Study

- Assess structural, mechanical, and electrical systems
- Evaluate modernization versus replacement options
- Identify cost-effective design solutions
- Align facility upgrades with educational programming
- Prepare for potential Alberta Infrastructure submission

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances the division’s goals for safe, inclusive, and future-ready learning environments. It establishes a data-informed foundation for a potential modernization submission aligned with Alberta Infrastructure’s lifecycle renewal priorities.

PRIORITY 5: OUR LADY OF THE ASSUMPTION SCHOOL



Why Now?

Our Lady of the Assumption School is already identified in the Division's 3-Year Capital Plan for full modernization.

A value scoping study in 2030-2032 is the essential next step to validate scope, cost, and long-term viability before advancing to Alberta Infrastructure for formal submission.

This study ensures the Division is capital-ready and strategically aligned with provincial funding frameworks.



Capital Drivers Supported:

Health & Safety

Aging fire alarm and intrusion systems raise reliability concerns for daily operations and emergency response. Modular classrooms lack bathroom facilities, and poor airflow during warmer months compromises classroom safety, thermal comfort, and instructional continuity.

Building Condition

Several core building systems, including ventilation, finishes, and control systems, are approaching the end of their functional service life. Ongoing system limitations indicate the need to evaluate renewal strategies to support reliable operation and long-term facility performance.

Enrollment Pressure

While enrollment is modest, Our Lady of the Assumption School serves a stable southside catchment and plays a vital role in early learning and inclusive education. A modernized facility will support retention and attract new families seeking high-quality, inclusive Catholic programming in a modernized learning environment.

Functionality & Programming

The building's layout restricts inclusive education, early learning, and co-curricular delivery. There is no dedicated STEM or breakout space, and the gym is undersized for physical education and community events. The chapel, sensory room, and support service areas are inadequate, and the library does not support a Learning Commons model or flexible, student-centered instruction.

Purpose of the Study

- Assess modernization vs. replacement feasibility
- Identify cost-effective design options
- Align upgrades with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity

This study bridges the current 3-Year Capital Plan with the 10-Year Strategy, ensuring Our Lady of the Assumption remains a defensible, data-driven investment priority for future modernization.



PRIORITY 6: ST. MICHAEL'S SCHOOL (BOW ISLAND)

Priority 6:
St. Michael's School (Bow Island)

Project Type:
Value Scoping Study (\$75,000)

Timeline:
TBD

Estimated Cost of Modernization:
TBD

Project Overview

St. Michael's School is an Early Learning to Grade 9 Catholic school serving the community of Bow Island and surrounding rural areas. Constructed in 1960 with several additions completed over subsequent decades, the facility plays a central role in providing faith-based education, community connection, and continuity for families in the region. As a long-standing building with aging infrastructure and evolving instructional requirements, a comprehensive value scoping study is needed to evaluate modernization feasibility and ensure the school remains viable, functional, and responsive to long-term community needs.

Rationale

The existing building reflects the construction standards of its era, with aging mechanical, electrical, and building envelope components that no longer fully support modern learning environments. Spatial limitations created by incremental additions restrict flexibility for contemporary programming, inclusive education requirements, and efficient student circulation. As a regional K-9 school serving a small but stable rural population, St. Michael's requires facility improvements that support program continuity, strengthen early learning environments, and enhance safety, comfort, and functionality. A value scoping study will determine whether modernization, partial replacement, or targeted renewal provides the most effective long-term solution.

Objectives of the Value Scoping Study

- Assess structural, mechanical, and electrical systems
- Evaluate modernization and right sizing options
- Identify opportunities to improve space utilization and functional efficiency
- Align potential facility improvements with educational programming needs
- Prepare the project for potential Alberta Infrastructure submission

Strategic Alignment

This study supports Alberta Education's capital planning framework and advances the Division's goals for safe, supportive, and future-ready learning environments. By establishing a clear, data-informed understanding of facility needs, the value scoping study positions St. Michael's School as a defensible candidate for future modernization and long-term investment aligned with educational equity and rural community sustainability.



PRIORITY 6: ST. MICHAEL'S SCHOOL (BOW ISLAND)

Why Now?

St. Michael's School serves a small rural community and remains a vital educational and social anchor within Bow Island.

As surrounding communities continue to evolve, ensuring the long-term viability and efficiency of this facility is essential to maintaining equitable access to Catholic education in southern Alberta.

Advancing a value scoping study positions the Division to proactively plan for future facility needs and remain capital-ready as provincial funding opportunities emerge.



Capital Drivers Supported:

Health & Safety

Aging fire alarm and public address systems present reliability concerns for emergency response. Older building components and ventilation limitations affect indoor comfort and day-to-day operational reliability, particularly during seasonal temperature extremes.

Building Condition

Several core building systems and envelope components reflect the age of the original construction and subsequent additions. Ongoing lifecycle aging indicates the need for targeted evaluation to support long-term reliability and overall building performance.

Community Renewal

St. Michael's School is a key educational and community anchor for Bow Island and surrounding rural areas. Maintaining a safe, functional, and welcoming facility supports community stability, family retention, and equitable access to Catholic education.

Efficiency Solutions

Incremental past additions have resulted in spatial inefficiencies and operational constraints. A strategic review will identify opportunities to improve space utilization and functional efficiency in support of current instructional delivery.

Purpose of the Study

- Evaluate facility condition and long-term viability
- Identify modernization and renewal opportunities
- Improve space utilization and operational efficiency
- Align facility strategies with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity

This study supports the Division's Ten-Year Capital Strategy by establishing a clear, evidence-based pathway for future investment. It ensures St. Michael's School remains a defensible, data-driven priority while supporting long-term community sustainability, educational equity, and responsible infrastructure planning.



POPULATION, ENROLMENT & UTILIZATION

ALBERTA, LETHBRIDGE, AND SURROUNDING AREA POPULATION TRENDS



Alberta-Wide Growth

Over the past two decades, Alberta has experienced steady, sustained population growth. Strong economic fundamentals, relatively affordable housing, and appeal to both interprovincial and international migrants have made the province a top destination for families seeking stability and opportunity. Communities with robust infrastructure and regional services have grown the fastest, reinforcing Alberta's role as one of Canada's most dynamic provinces.

Growth in Lethbridge

As the primary urban centre in southern Alberta, Lethbridge has been a significant beneficiary of these trends. Between 2011 and 2021, the city's population increased by more than 20%, surpassing 100,000 residents and cementing its position as Alberta's fourth-largest city. Growth has been particularly concentrated in West Lethbridge, where new residential developments attract young families and first-time homebuyers.

Regional Expansion

Nearby municipalities, including Coaldale, Picture Butte, and Taber, have also recorded consistent growth. These communities balance small-town or rural lifestyles with access to Lethbridge's services and amenities. This pattern strengthens enrolment demand within the Holy Spirit Catholic School Division, as families increasingly move between the city and surrounding areas.

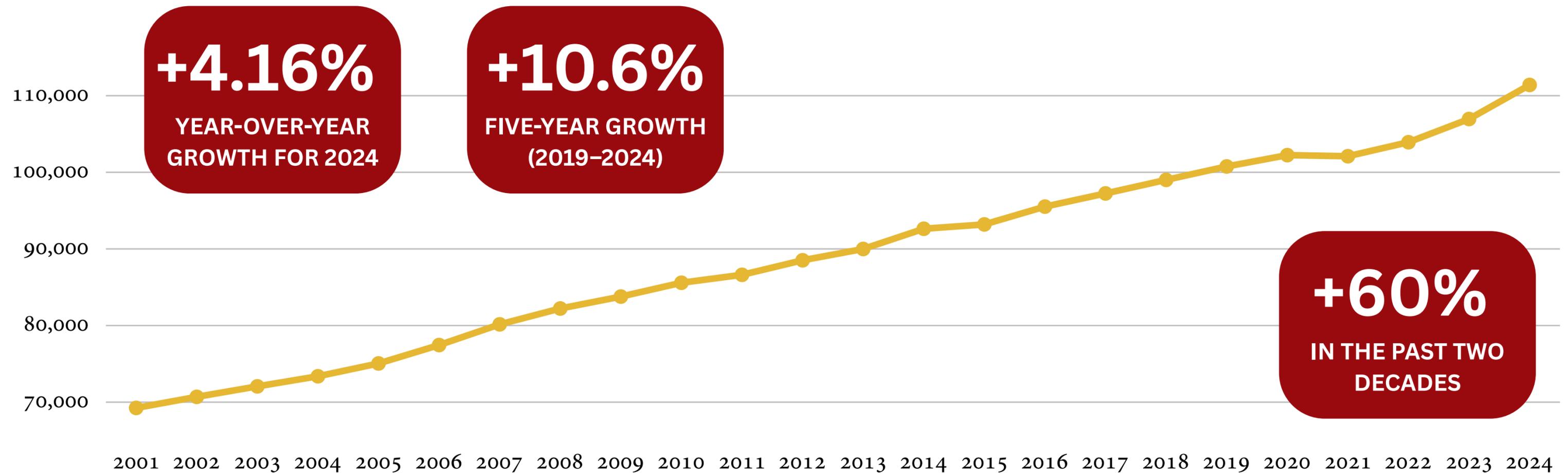
Implications for Schools

The combination of natural population increases, inward migration, and a younger-than-average demographic profile is fueling sustained enrolment growth across Holy Spirit Catholic School Division.

According to Alberta Treasury Board and Finance projections, the Lethbridge Census Metropolitan Area (CMA) will continue expanding over the next decade, reinforcing the urgency of aligning school infrastructure with demographic realities. Strategic investment in new construction, modernization, and site acquisition is essential to ensure equitable access, program continuity, and long-term educational excellence across Southern Alberta.

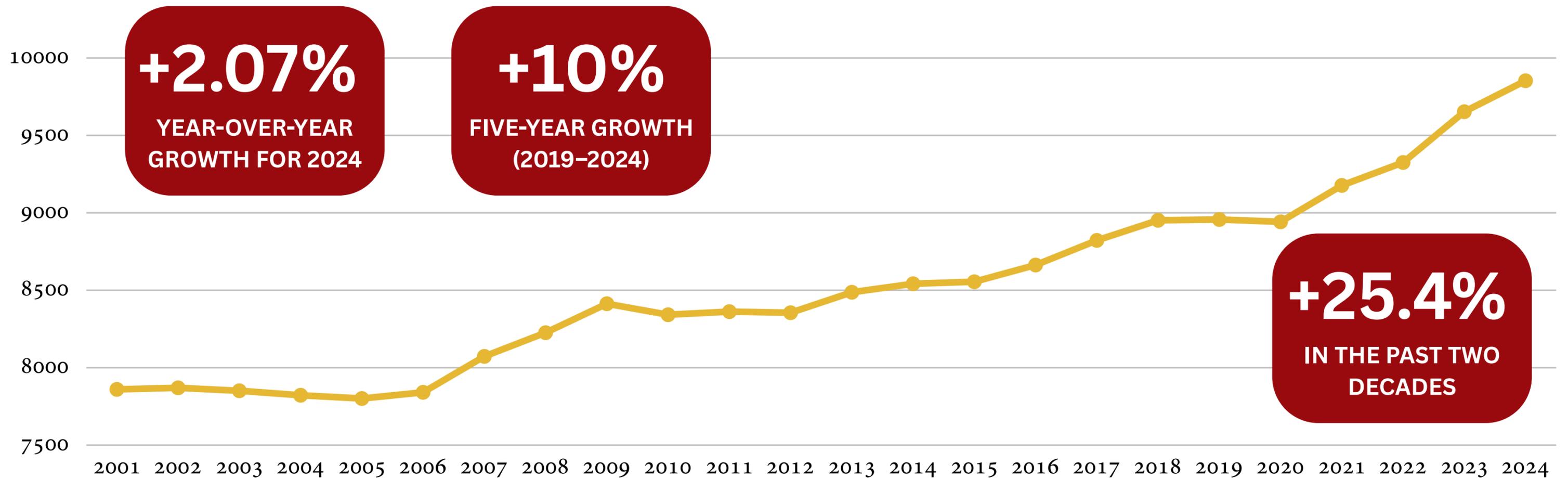
LETHBRIDGE POPULATION TRENDS

Lethbridge had a population of 111,400 in 2024, the 4th highest in the province. The population of Lethbridge increased 4.16% year-over-year, and increased 10.6% in the last five years.



TABER POPULATION TRENDS

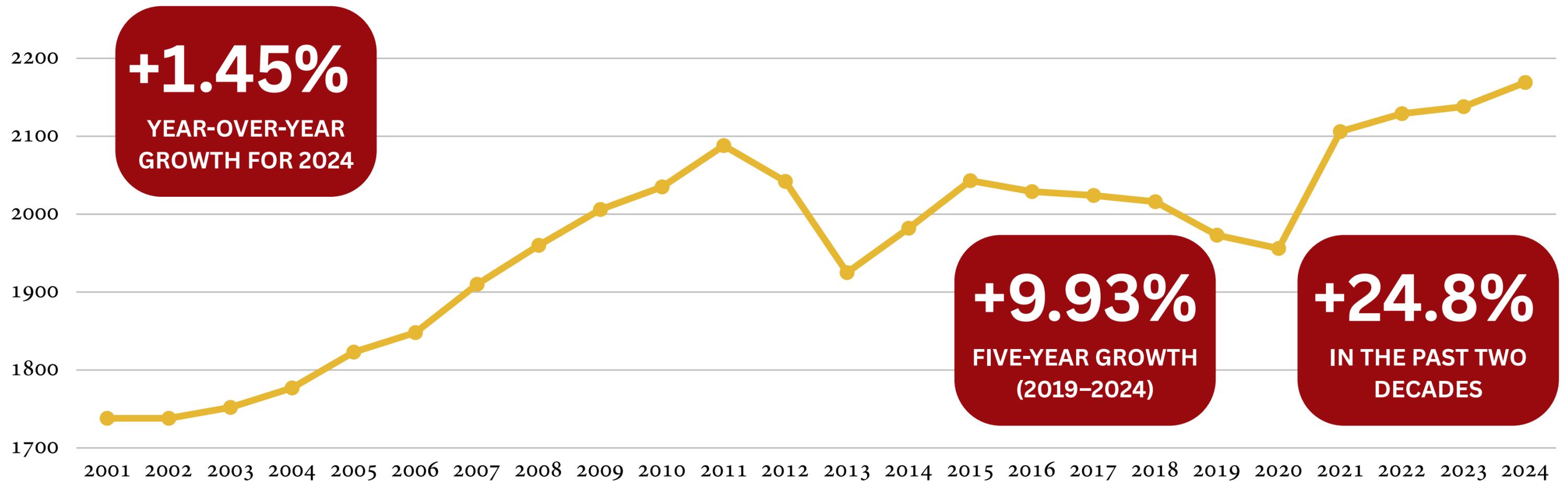
Taber had a population of 9,853 in 2024. The population of Taber increased 2.07% year-over-year, and increased 10.0% in the last five years.



[Source: Alberta Government Statistics](#)

BOW ISLAND POPULATION TRENDS

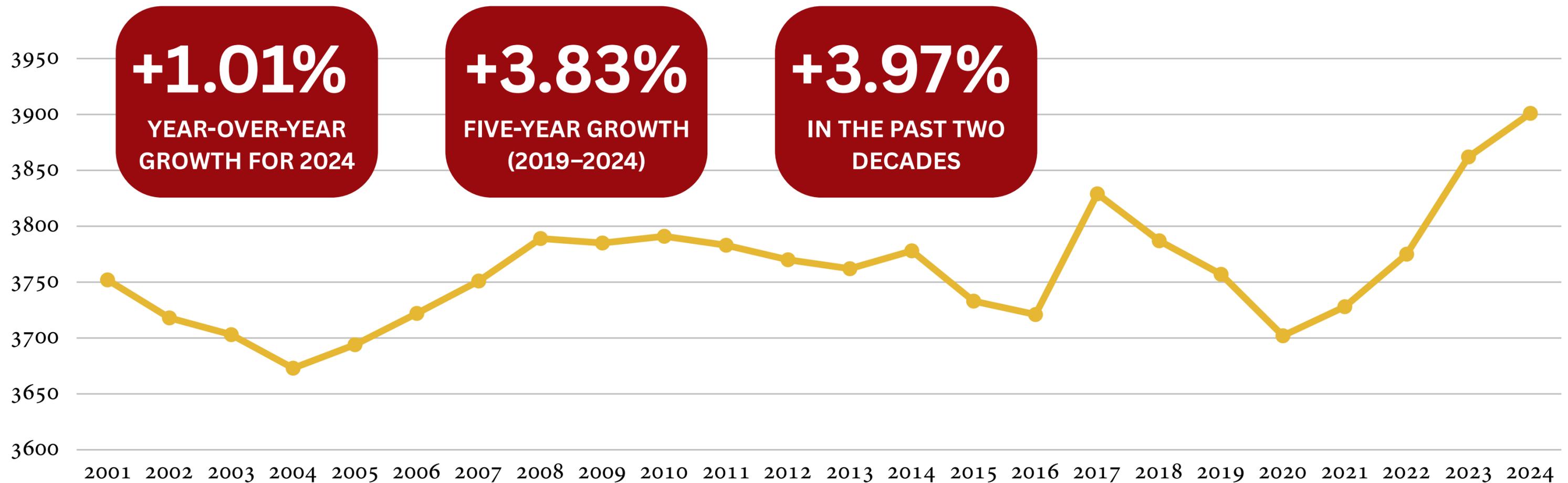
Bow Island had a population of 2,169 in 2024. The population of Bow Island increased 1.45% year-over-year, and increased 9.93% in the last five years.



[Source: Alberta Government Statistics](#)

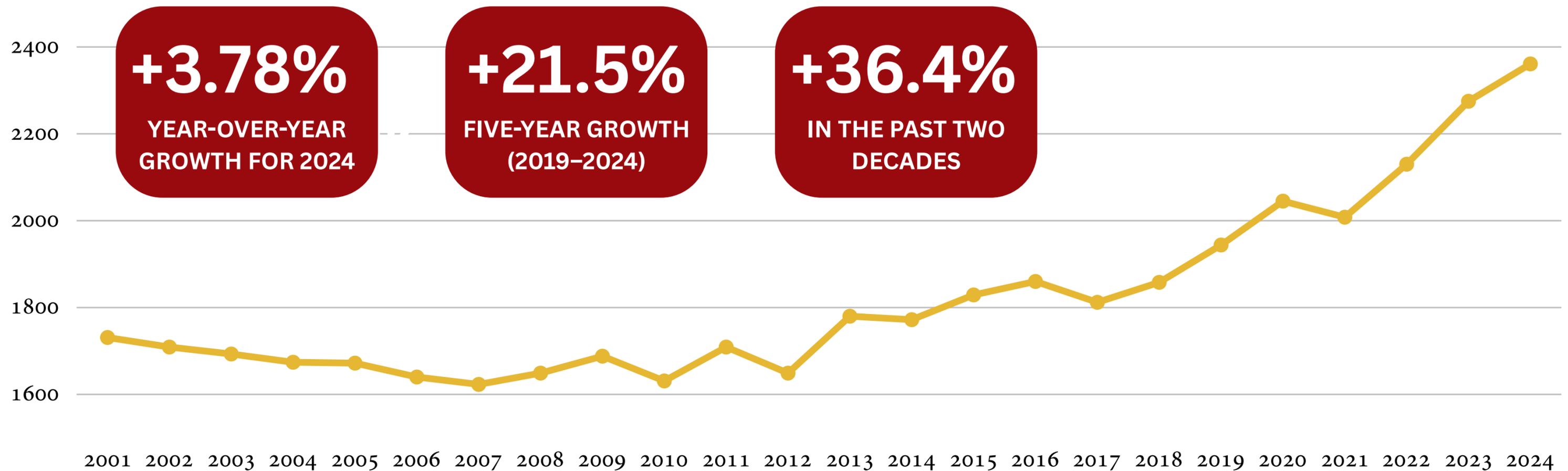
PINCHER CREEK POPULATION TRENDS

Pincher Creek had a population of 3,901 in 2024. The population of Pincher Creek increased 1.01% year-over-year, and increased 3.83% in the last five years.



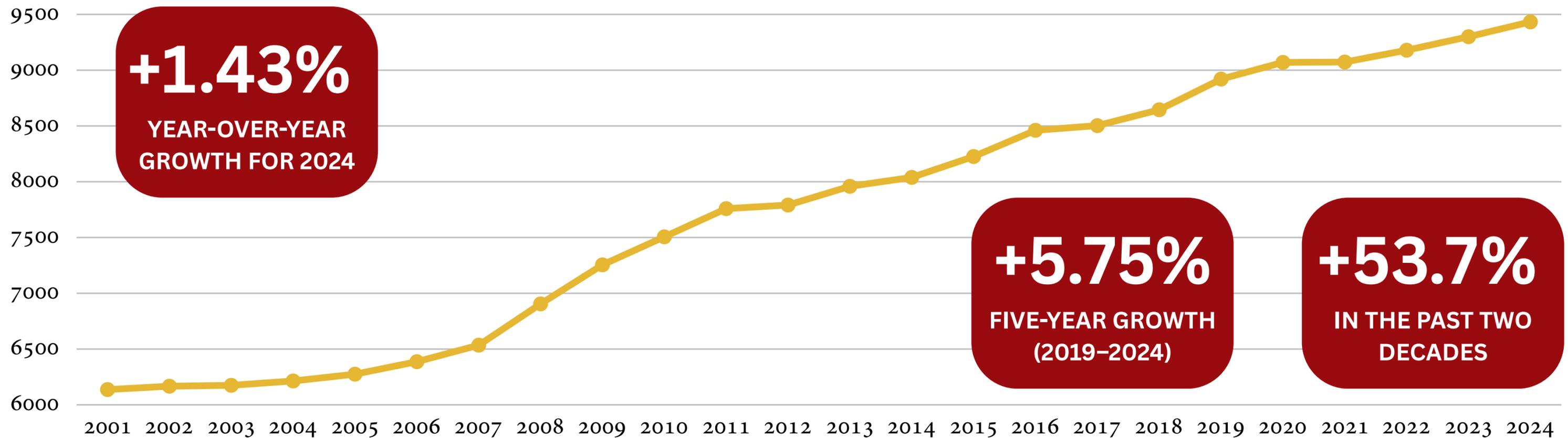
PICTURE BUTTE POPULATION TRENDS

Picture Butte had a population of 2,361 in 2024. The population of Picture Butte increased 3.78% year-over-year, and increased 21.5% in the last five years.



COALDALE POPULATION TRENDS

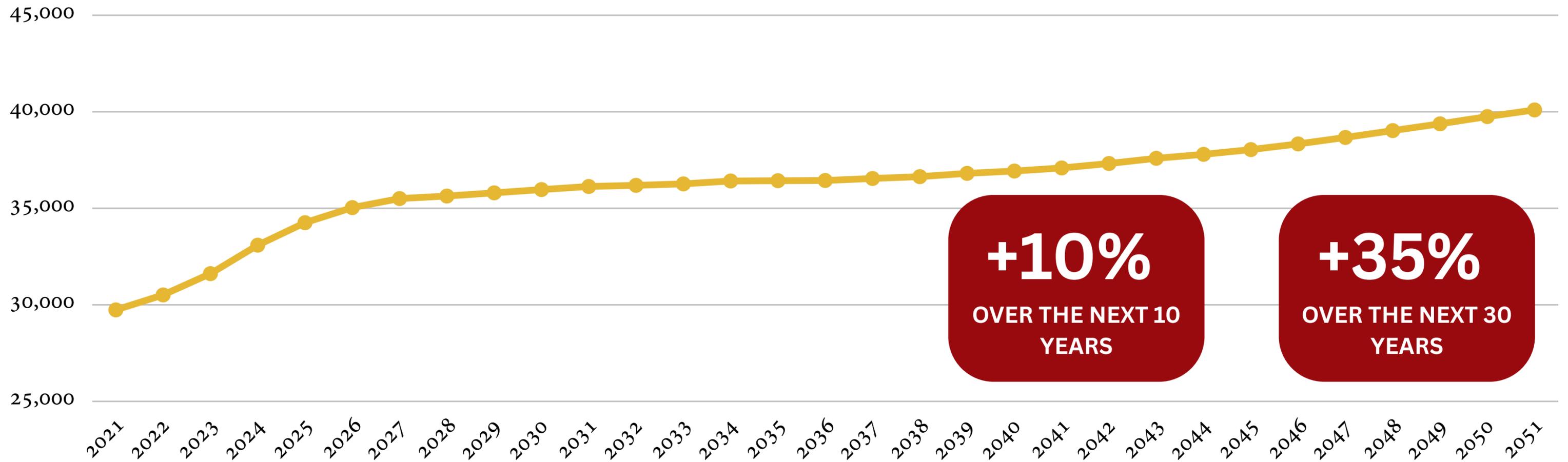
Coaldale had a population of 9,433 in 2024. The population of Coaldale increased 1.43% year-over-year, and increased 5.75% in the last five years.



STUDENT POPULATION FORECASTS (AGES 5-19)

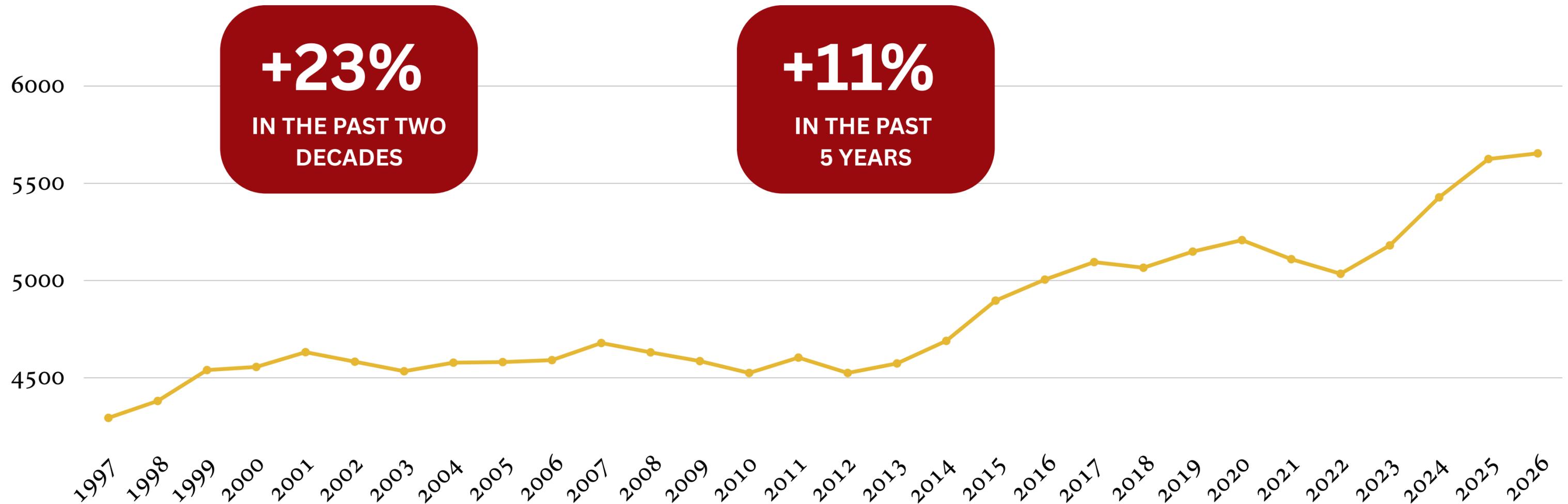
The student-aged population in the Holy Spirit Catholic School Division is projected to grow steadily from just under 30,000 in 2021 to over 40,000 by 2051.

This long-term upward trend highlights the increasing need for sustained investment in schools, staffing, and programming to support future students across the division.



HISTORICAL ENROLMENT TRENDS

Holy Spirit Catholic School Division's enrolment has shown steady long-term growth over the past three decades, rising from 4,358 students in 1996 to 5,648 in 2026. While enrolment fluctuated during the mid-2000s and early 2010s, the Division experienced renewed and sustained growth beginning in 2014, reflecting increasing demand for Catholic education across both urban and rural communities. This long-term upward trend highlights the importance of ongoing capital planning to support program delivery, facility renewal, and emerging capacity needs.



Source: [Alberta Government Statistics](#)

ACTION NO: B.2

March 25, 2026

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Amanda Lindemann, Secretary-Treasurer

SUBJECT: Three-Year Capital Plan (2027-2030) Finalized

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Based on the direction provided by the Board at its February 25, 2026, Regular Meeting, the finalized Three-Year Capital Plan for 2027-2030 is presented for review and approval.

RECOMMENDATION

That the Board of Trustees approves the Three-Year Capital Plan for 2027-2030, as presented;

AND FURTHER, that this document be submitted to Alberta Education and Childcare and Alberta Infrastructure and placed on the division website.

3-YEAR

CAPITAL PLAN

2027-2030

Collaborated With:





 HOLY SPIRIT
CATHOLIC SCHOOL DIVISION
ST. BASIL CATHOLIC EDUCATION CENTRE
620 12th STREET NORTH

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

This document outlines a strategic capital investment roadmap for Holy Spirit Catholic School Division over the next three years.

This capital plan has been created to address the space constraints, aging infrastructure, and evolving programming needs facing the Holy Spirit Catholic School Division, with particular attention to our schools in that fall within the high category of our priority ranking calculator.

The Holy Spirit Catholic School Division is entering a critical decade of growth and renewal. With 16 schools and two specialized learning centres serving more than 5700 students across southern Alberta, the division faces both opportunity and challenge: rising enrolment, aging infrastructure, and evolving program demands. This 3-Year Facilities Plan provides a strategic roadmap to ensure that our students have access to safe, modern, and future-ready learning environments.

Demographic analysis shows steady population growth in Lethbridge and surrounding communities, with West Lethbridge experiencing particularly strong pressure on existing facilities. Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber also reflect Alberta Government population trends, which point to sustained demand for Catholic education. These shifts will require thoughtful investment in both new construction and modernization.

Facility utilization data indicates that several schools are already operating near or above capacity, while others rely on aging infrastructure or temporary modular classrooms to meet student need. Without intervention, these pressures will limit the division's ability to deliver innovative programming, inclusive education, and expanded student services. Renewal and expansion projects are therefore essential to maintain quality and equity across the system.

This plan integrates enrolment forecasts, facility condition assessments, and municipal growth projections to identify priorities for modernization, replacement, and new school construction. It also considers Alberta Education and Childcare's funding framework, community needs, and environmental sustainability goals. By aligning internal governance strategies with external demographic and policy drivers, the division ensures that capital planning is both mission-driven and fiscally responsible.

The purpose of this plan is clear: to secure strategic investment that allows Holy Spirit's facilities to grow alongside its communities. More than a blueprint for buildings, it is a commitment to stewardship, equity, and excellence in Catholic education. This 3-year plan will guide decisions that strengthen the division's mission, support diverse learners, and create lasting impact for students and families across southern Alberta.

GOALS AND ACTIONS

The 3-Year Capital Plan articulates Holy Spirit Catholic School Division’s short-term vision for facility stewardship, growth, and renewal.

This plan balances educational priorities with demographic trends, infrastructure realities, and responsible fiscal planning to ensure learning environments remain safe, functional, and future-ready.

The goals and actions of this plan are guided by three interconnected priority areas:

Strategic Priority Areas

- ***Building lifecycle, modernization, expansion, and replacement***
 - Proactively addressing aging facilities through modernization, lifecycle renewal, targeted additions, and long-term replacement planning.
- ***Space utilization, programming, and community partnerships***
 - Ensuring facilities are used efficiently while supporting diverse programming, flagship initiatives, and partnerships that enhance student experience.
- ***School boundaries, municipal growth, and infrastructure planning***
 - Aligning school planning decisions with municipal development, population growth, and long-term infrastructure investment strategies.

Key Actions

To strengthen the robustness and defensibility of this plan, Holy Spirit Catholic School Division will:

- Conduct regular facility condition assessments to improve the accuracy and application of the Facility Condition Index (FCI) in capital prioritization.
- Establish a consistent, year-over-year space utilization review process to improve data-driven planning and capacity management.
- Develop a Division-wide Programming Plan to sustain core instructional delivery while supporting innovation and specialized programming.

METHODOLOGY AND GOVERNANCE

Holy Spirit Catholic School Division's capital planning framework is informed by a standardized Capital Planning Priority Calculator that evaluates potential projects using multiple weighted criteria aligned with provincial funding expectations and local conditions.

Capital Planning Methodology

Projects are assessed using a balanced set of indicators, including:

- Building condition, safety systems, maintenance trends, and energy performance
- Health and safety considerations, including code compliance and hazardous materials
- Space utilization, site constraints, and functional suitability
- Community growth trends, current utilization, and five-year enrolment projections
- Legislative and regulatory requirements, including French programming

This methodology ensures capital priorities are transparent, evidence-based, and defensible.

Governance and Alignment

The 3-Year Capital Plan is developed in accordance with Alberta Education and Childcare's School Capital Manual and is reviewed annually. It is aligned with the Board-approved 10-Year Capital Plan.

Projects advanced through the 3-Year Capital Plan are evaluated based on:

- Clearly defined scope and demonstrated need supported by data
- Alignment between project urgency and proposed timelines
- Site readiness consistent with municipal, provincial, and federal requirements

This governance framework ensures capital planning decisions remain mission-driven, fiscally responsible, and aligned with provincial expectations.

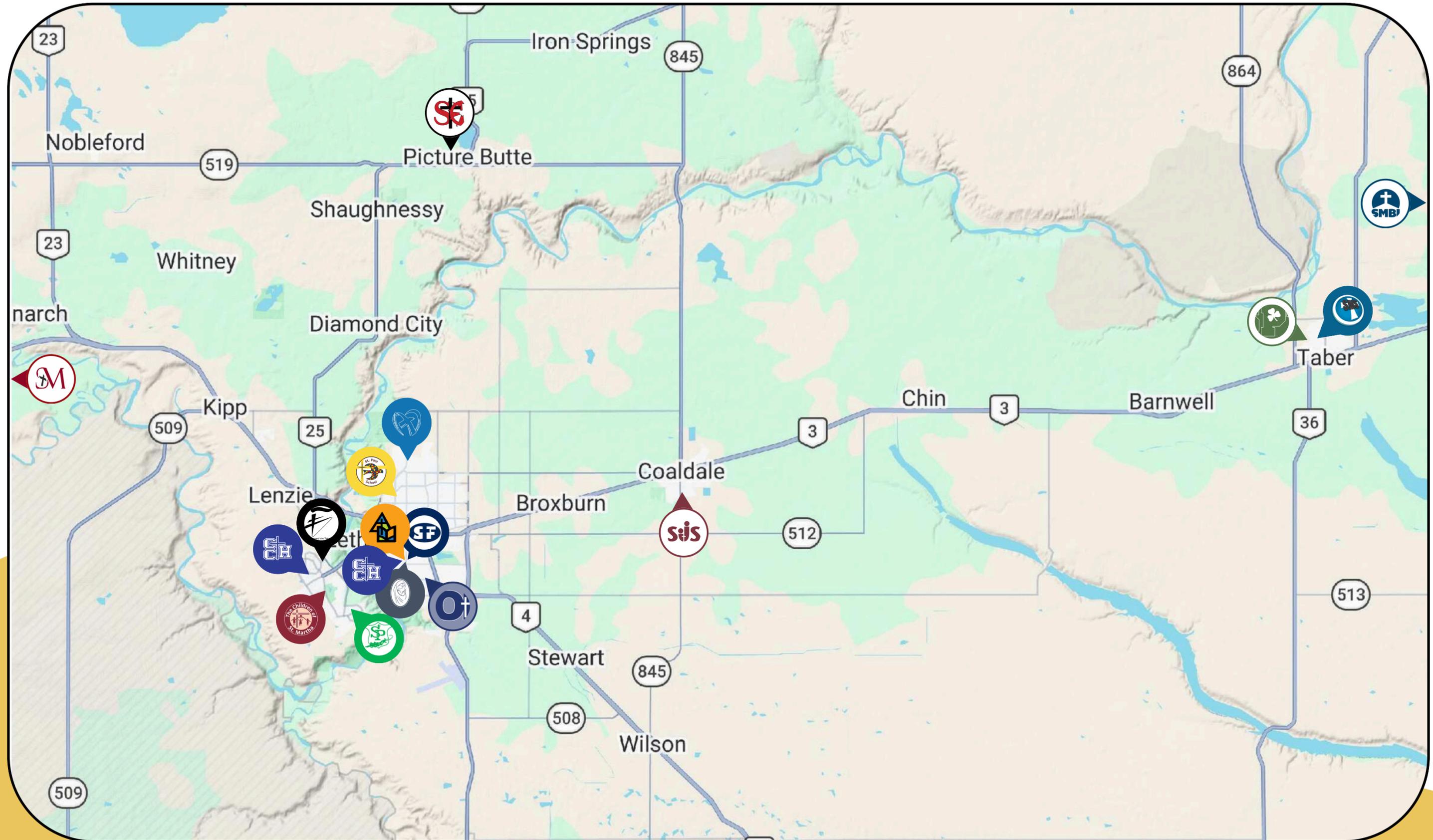
3-YEAR CAPITAL PLAN RANKING

How to Read This Chart

This chart summarizes the results of Holy Spirit Catholic School Division’s Capital Planning Priority Calculator. Each school is evaluated against a standardized set of criteria, including building condition, safety, utilization, enrolment pressure, community growth, and program delivery needs.

Projects with higher total scores indicate a stronger overall priority for future capital investment and are used to guide long-range planning, project sequencing, and capital submissions to Alberta Education and Childcare as well as Alberta Infrastructure. For our 3-year capital plan we are focusing our the schools ranked as “high”.

Project Driver	Criteria	Max Score	SFJH	FLVT	CCHS East	CSM	OLA	SMBI	SJS	TLC	SCPB	SPFA	CCH West	ESM	SPL	SMT	SMPC	STC	SPT
Building Condition	Facility Age, Modernization History, FCI, 5 Year Maintenance Cost, etc	95	74	61	75	81	53	56	52	23	43	26	11	23	26	30	22	3	13
Health and Safety	Building Code Compliance and Hazardous Materials	10	10	0	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0
Efficiency Solutions	Space Utilization, Site Constraints	10	15	10	10	0	5	0	0	5	0	0	0	5	0	0	0	5	0
Functionality and Programming	Program Delivery, Student Experience, Strategic Alignment	50	25	50	30	10	15	0	10	10	5	5	15	10	5	0	5	5	0
Community Renewal	Neighborhood Growth Rate	15	4	10	4	10	4	4	4	4	4	10	10	4	6	4	4	6	4
Enrolment Pressures	Current Utilization, 5-Year Projected Utilization	15	20	0	0	0	0	17	10	17	0	10	15	7	2	0	0	12	10
Legal & Regulatory Requirements	French Programming	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Points	200	148	131	124	106	82	77	76	59	52	51	51	49	39	34	31	31	27
			High	High	High	Medium	Medium	Medium	Medium	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
			Strong candidate for next capital cycle			Monitor and prepare for future submission				No immediate capital funds required									



CONTEXT

CAPITAL PLANNING CONTEXT

Holy Spirit Catholic School Division
620 – 12B Street North, Lethbridge, AB • T1H 2L7

Division Statistics 2025-2026

Number of schools: 16 plus 2 outreach programs

Grade levels served: Pre-K–12

Total student enrolment: 5,648

Communities served: Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber.

The Holy Spirit Catholic School Division continues to experience steady enrollment growth across its southern Alberta communities, with almost 5,700 students served in 16 schools and 2 specialized learning centres spanning Bow Island, Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber. This growth reflects both regional population trends and the division’s reputation for delivering high-quality, faith-based education in inclusive, community-rooted environments.

From 2016 to 2026 Holy Spirit added two new schools (St. Teresa of Calcutta and St. Kateri - both in Lethbridge) and modernized two existing schools (St. Michael's in Pincher Creek and St. Patrick's in Taber) However a significant portion of the division's infrastructure was originally constructed prior to 1990, and many buildings are now entering critical renewal windows. Strategic investment will be required to maintain safe, functional, and future-ready learning spaces across the schools and buildings of the school division.

Holy Spirit’s capital planning approach is guided by stewardship, equity, and long-term sustainability. Facility decisions are informed by utilization rates, building condition, program needs, and community demographics.

The division remains committed to ensuring that every student, regardless of location, has access to a safe, welcoming, and well-equipped learning environment.



Holy Spirit
CATHOLIC SCHOOL DIVISION

CITY OF LETHBRIDGE SNAPSHOT

Lethbridge is a dynamic and culturally vibrant city at the heart of southern Alberta’s prairie landscape. As the largest city in the province south of Calgary, it serves as a key hub for economic activity, education, and culture in the region.

Community & Lifestyle

The city combines urban amenities with small-town friendliness, offering families a balanced lifestyle rooted in accessibility, community engagement, and natural beauty. Framed by dramatic coulees and the iconic High Level Bridge, Lethbridge provides a striking backdrop for both everyday life and outdoor adventure.

Neighbourhoods are designed with families in mind, providing close access to schools, parks, recreation centres, and shopping. As the population continues to grow, new developments in west, north, and south Lethbridge reflect the city’s steady expansion.

Culture & Recreation

Cultural landmarks such as the Galt Museum, Casa Arts Centre, and Nikka Yuko Japanese Garden, along with a full calendar of festivals and events, highlight the city’s vibrant spirit. Residents enjoy year-round recreation, from local sports leagues and hiking trails to golf courses and winter activities in nearby mountain areas.

Economy & Education

Lethbridge’s economy is diverse, with strength in agriculture, healthcare, education, manufacturing, and logistics. Post-secondary institutions like the University of Lethbridge and Lethbridge Polytechnic drive innovation, attract students from across Canada and abroad, and contribute to a skilled, locally rooted workforce that supports long-term regional growth.

The city also supports a full spectrum of Public, Catholic and Francophone school options, including the Holy Spirit Catholic School Division, which provides faith-based learning from early years through to high school. French immersion and alternative programs further broaden educational opportunities.

Growth & Future

According to the 2021 federal census, Lethbridge’s population stood at approximately 101,400. Projections indicate that the city’s population will continue to steadily grow. With its affordability, accessibility, and high quality of life, the city remains an attractive destination for families, newcomers, and investment, positioning Lethbridge as a cornerstone of southern Alberta’s educational, economic, and community development.

SOUTHERN ALBERTA RURAL SNAPSHOT

The rural communities surrounding Lethbridge are a cornerstone of southern Alberta’s identity and strength.

From towns like Bow Island, Coaldale, Picture Butte, Pincher Creek, and Taber, these areas reflect a deep connection to agriculture, family, and faith-based traditions, values that align closely with the mission of the Holy Spirit Catholic School Division.

Economy & Community

Agriculture, agri-food processing, small business, and renewable energy form the backbone of the rural economy. Community centres, churches, and schools serve as vital gathering places that foster belonging and intergenerational connection.

Demographic Trends

Though modest in size, many rural towns are experiencing gradual growth driven by immigration, improved transportation, and the appeal of a quieter lifestyle. Families seeking values-based education increasingly turn to Catholic schools as trusted community anchors.

Role of Catholic Schools

Holy Spirit schools in these communities offer personalized, faith-infused education with the advantages of smaller class sizes and strong community ties. These schools foster leadership, cohesion, and opportunity—serving as both academic institutions and cultural pillars.

Strategic Imperative

In a region where distances are wide and resources are limited, modern and well-supported Catholic schools are essential. Investment in rural education is not only a matter of equity—it is a commitment to the long-term vitality, sustainability, and resilience of southern Alberta.

POPULATION GROWTH COMPARISON (2024)

The towns and city within the Holy Spirit Catholic School Division have experienced varied population growth over the past two decades.

From Lethbridge’s rapid urban expansion to Picture Butte’s impressive five-year surge, each community reflects distinct demographic momentum. This comparison table highlights year-over-year, five-year, and long-term growth trends across the region, offering a strategic lens for planning, investment, and educational infrastructure alignment.

Town/City	2024 Population	Year-over-Year Growth	5-Year Growth (2019–2024)	20-Year Growth (2004–2024)
Bow Island	2,169	1.45%	9.93%	24.80%
Coaldale	9,433	1.43%	5.75%	53.70%
Lethbridge	111,400	4.16%	10.60%	60%
Picture Butte	2,361	3.78%	21.50%	36.40%
Pincher Creek	3,901	1.01%	3.83%	3.97%
Taber	9,853	2.07%	10.00%	25.40%

Key Insights

Fastest 5-Year Growth: Picture Butte (+21.5%)

Highest Year-over-Year Growth: Lethbridge (+4.16%)

Most Significant 20-Year Growth: Lethbridge (+60%) and Coaldale (+53.7%)

Lowest Long-Term Growth: Pincher Creek (+3.97%)

GROWTH AND PLANNING

Lethbridge's population reached 106,550 in 2023, reflecting a 4.99% increase since the previous census (2019). This growth is unevenly distributed across the city's three major regions:

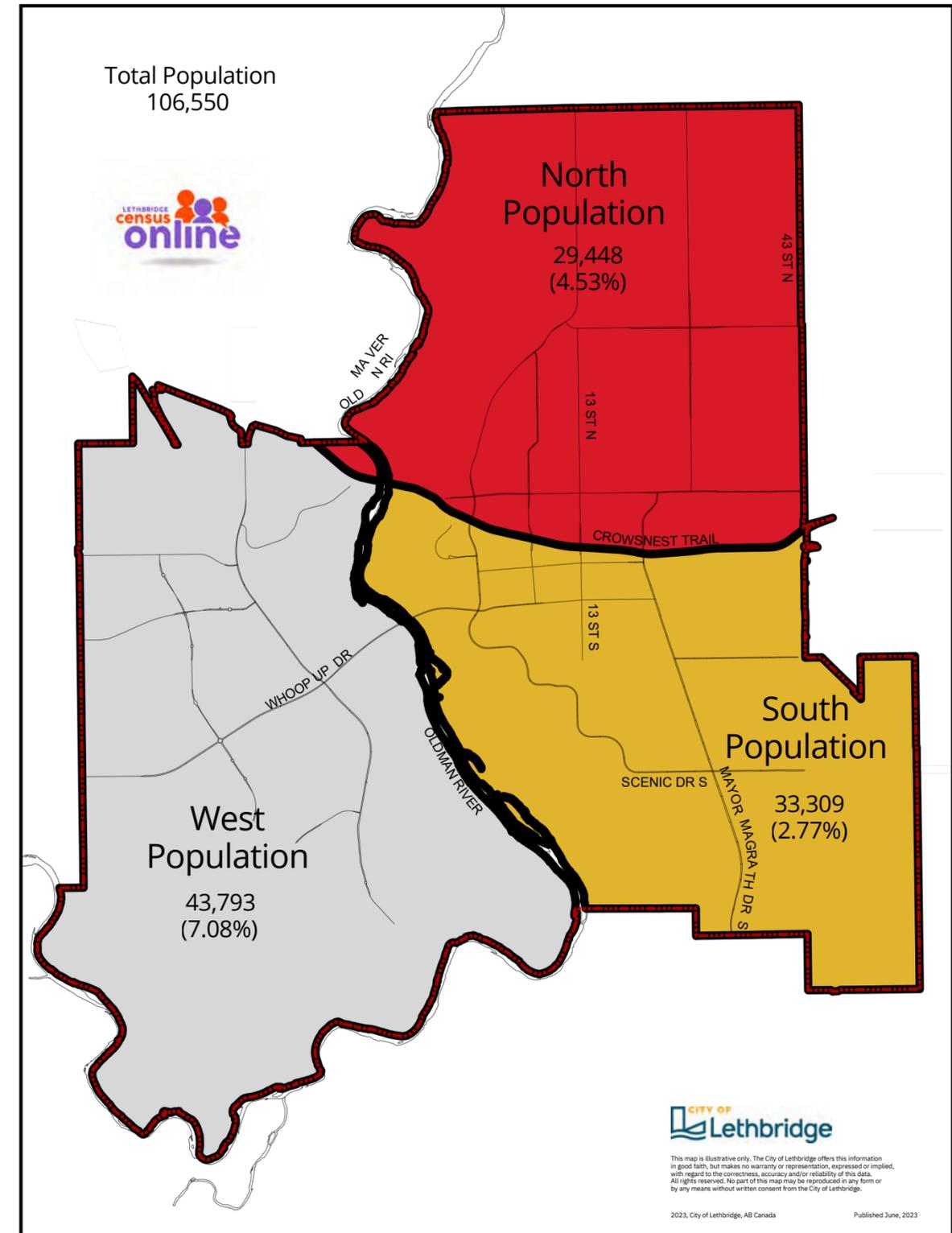
- **West Lethbridge: +7.08%**
- **North Lethbridge: +4.53%**
- **South Lethbridge: +2.77%**

West Lethbridge stands out as the city's fastest-growing quadrant, absorbing the majority of new residential development and attracting a high concentration of young families and first-time homeowners. This trend reflects broader urban dynamics, with new subdivisions, schools, and infrastructure shaping the future of the city's west side.

North Lethbridge continues to see steady, predictable growth, increasing by 4.53% since the previous census. Unlike the rapid expansion on the westside, growth in the north is shaped by a mix of mature neighborhoods, infill development and pockets of new residential construction. This area attracts a diverse blend of long-established families, newcomer, and working households, contributing to the stable community profile.

As Lethbridge evolves, this census snapshot reveals more than population growth; it signals shifting demographics, changing community needs, and the urgency of aligning infrastructure investments with growth patterns. From education and transit to recreation and healthcare, West Lethbridge's momentum demands a forward-looking, data-informed approach to planning, while North Lethbridge's impressive growth, especially in the Blackwolf neighbourhood requires careful attention and consideration.

[Source: City of Lethbridge](#)



GROWTH AND PLANNING

Neighbourhood-Level Growth and Educational Implications

Neighbourhood-level data from the 2023 Lethbridge Census reinforces West Lethbridge as the city’s most active and fastest-growing corridor.

Since 2019, West Lethbridge has added nearly 3,000 residents, accounting for over 40% of total citywide growth. This surge is concentrated in high-growth communities such as Garry Station, Copperwood, and Crossings. These neighborhoods, along with the north Lethbridge communities of Black Wolf and Legacy Ridge, continue to attract young families and drive sustained residential development.

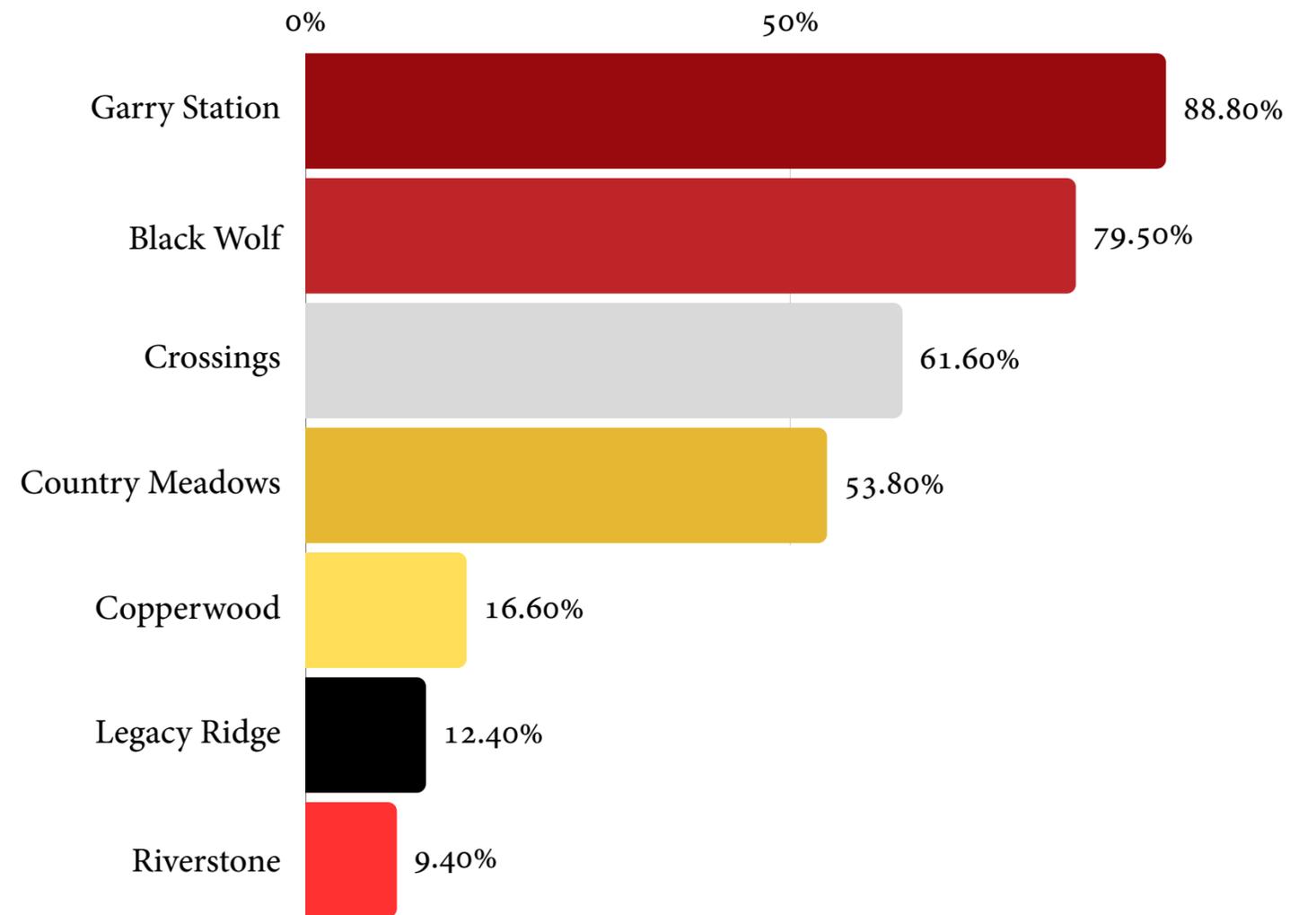
These patterns have direct implications for infrastructure planning, particularly in K–12 education. As these neighbourhoods expand, demand for elementary and secondary school capacity is rising. Without timely investment, existing schools may face:

- Overcrowding and reduced instructional space
- Longer commute times for students
- Limited access to specialized programming and inclusive supports

A proactive strategy, identifying future school sites, securing capital funding, and aligning with municipal land use plans, is essential to ensure educational infrastructure keeps pace with community needs.

West Lethbridge isn’t just growing, it’s evolving. And the city’s education system must evolve with it to support equitable access, long-term sustainability, and vibrant neighbourhood development. While North Lethbridge’s steady growth is indicative of the spirit displayed in this historical part of the city and deserves careful planning and attention.

Percentage Growth (2019 → 2023)



Source: Lethbridge News

GROWTH AND PLANNING

The GIS map highlights Lethbridge's designated future development zones, with a concentration of planned residential expansion in West Lethbridge, North Lethbridge, and select infill areas across the city.

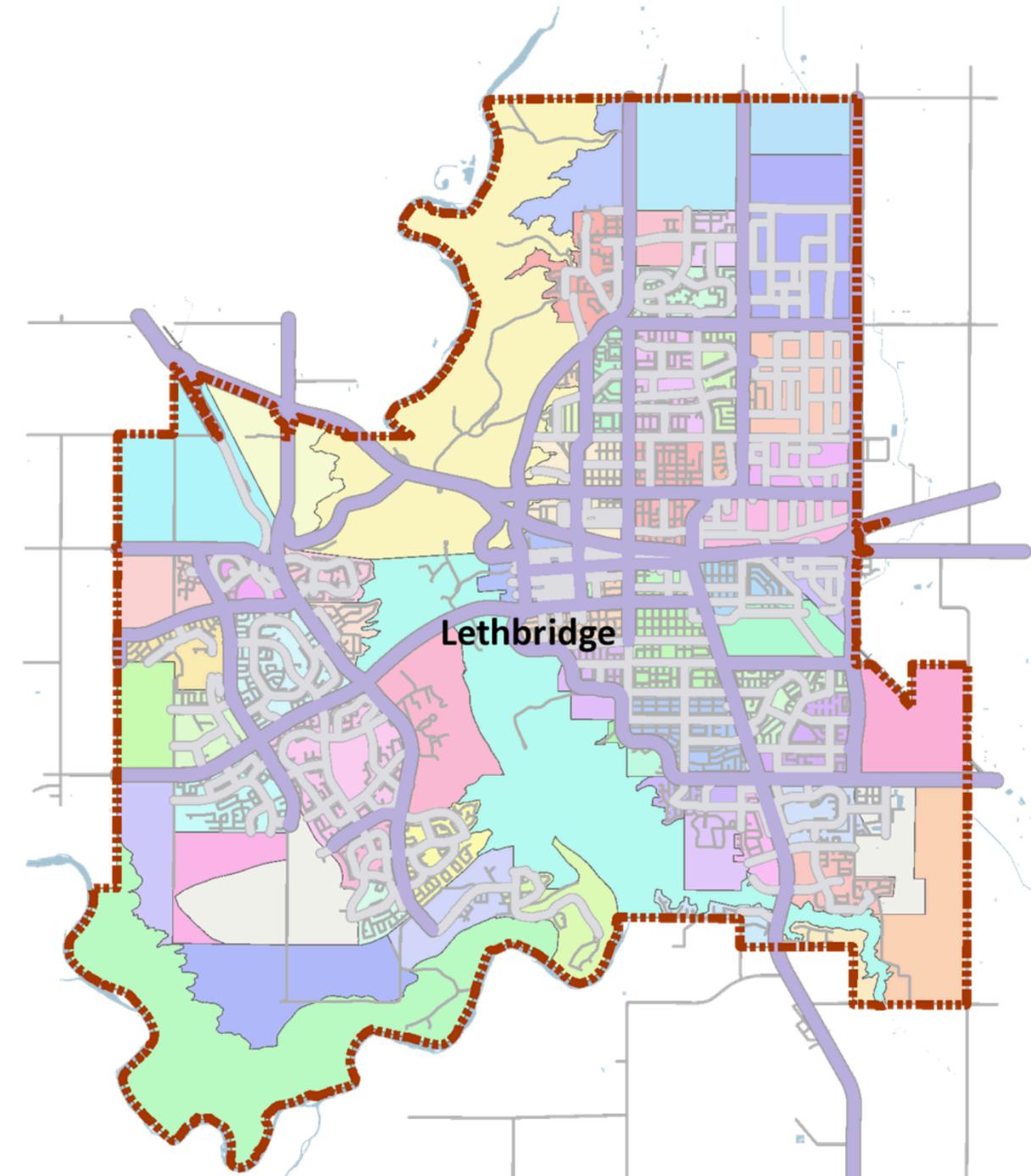
These growth corridors are expected to absorb the majority of new housing over the next decade, driven by municipal land use plans, subdivision approvals, and infrastructure investments. As new families settle in these areas, demand for K-12 school capacity will rise, particularly in elementary and middle years programming.

To remain responsive, Holy Spirit Catholic School Division must:

- Identify and secure future school sites in alignment with municipal growth plans
- Coordinate with city planners to ensure educational infrastructure is embedded in new communities
- Advance capital submissions that reflect projected enrolment and demographic shifts
- Prioritize equity and access to ensure all students benefit from modern, well-located learning environments

Strategic planning today will ensure that tomorrow's neighbourhoods are supported by resilient, inclusive, and future-ready Catholic schools.

(Note: Boundary lines for the City of Lethbridge are shown in red. While the yellow, blue and green areas indicate coulees, you can see the growth potential in areas of north, south and west.)



Source: [Lethbridge GIS](#)



Key Take Aways

Lethbridge and the surrounding rural communities across southern Alberta are experiencing steady growth, driven by a diverse economy, expanding neighbourhoods, and a strong commitment to education.

As demand increases in both urban and rural areas, schools must be equipped to meet the evolving needs of all students. Investment in modern, inclusive, and adaptable educational spaces is essential to ensure safe, high-quality learning environments that support long-term community growth and student success across the entire region.



GUIDING DOCUMENTS

Holy Spirit Catholic School Division’s 3-Year Capital Plan is shaped by municipal development plans, provincial guidelines, and facility assessments.

These documents ensure that school infrastructure decisions align with community growth, Alberta Education and Childcare priorities, and long-term sustainability.

City of Lethbridge & Lethbridge County – Intermunicipal Development Plan (IDP)

The IDP provides a shared vision for managing growth, land use, and infrastructure across the region. It supports:

- Sustainable, coordinated development
- A resilient regional economy
- High quality of life for residents
- Respect for both rural and urban identities

This collaborative framework ensures that future planning supports community well-being, environmental stewardship, and efficient service delivery - critical factors in school site selection and long-term capital alignment.

Town of Taber, Town of Bow Island, and Town of Pincher Creek – Municipal Development Plans (MDPs)

Each municipality has adopted its own MDP to guide local growth, land use, and infrastructure priorities. These plans emphasize:

- Alignment of school sites with residential growth patterns
- Support for community services and amenities
- Integration of educational facilities into long-term municipal planning
- Responsiveness to rural and small-town identities

Together, these municipal frameworks provide essential context for Holy Spirit’s facility planning, ensuring that capital investments reflect both local and regional development trajectories.

Alberta Education and Childcare & Alberta Infrastructure

The Alberta Ministry of Education and Childcare developed the School Capital Manual to guide school jurisdictions in:

- Prioritizing and implementing infrastructure projects
- Preparing 3-year capital plans
- Securing funding for approved submissions

It defines roles and responsibilities for school divisions and ensures that capital planning aligns with provincial standards for educational facility development and modernization.

Facility Assessments and Provincial Grants

Between 2013 and 2018, Alberta Infrastructure conducted facility condition assessments for 12 schools in the Holy Spirit Catholic School Division. These evaluations provide a snapshot of asset age and condition at the time of assessment.

Provincial grants, including Operations and Maintenance (O&M), Infrastructure Maintenance and Renewal (IMR), and Capital Maintenance and Renewal (CMR), support repair and replacement of building components, from daily wear to major upgrades. Additional programs such as School Now and the Modular Classroom Program provide targeted funding for approved projects.



CAPITAL PROJECT REQUEST PLAN

CAPITAL PRIORITIES SUMMARY

Capital investment in Holy Spirit Catholic School Division facilities is supported through a combination of provincial funding programs administered by Alberta Education and Childcare & Alberta Infrastructure.

These programs are designed to address different types of capital needs, ranging from long-term facility renewal and modernization to capacity expansion and targeted maintenance.

Access to capital funding is competitive and prioritized at the provincial level. As a result, projects must be clearly defined, defensible, and aligned with provincial criteria, enrolment demand, and long-term infrastructure strategies.

Primary Capital Funding Programs

Planning and Pre-Planning Funding

Planning, pre-planning, and value scoping studies support early-stage project development by validating scope, feasibility, and alignment with provincial priorities. These studies position school jurisdictions to advance well-defined projects when capital funding opportunities arise.

Modernization and Replacement Programs

Modernization and replacement funding addresses aging school facilities that no longer meet educational, safety, or operational standards. These projects focus on renewing core building systems, improving functionality, enhancing accessibility, and supporting contemporary teaching and learning environments.

Expansion and New Construction

Expansion and new school construction funding responds to sustained enrolment growth and capacity pressures. These investments ensure permanent instructional space is delivered in growing communities and high-demand catchments.

Maintenance and Lifecycle Support Programs

Provincial maintenance-related funding programs support ongoing repair, renewal, and lifecycle upkeep of school facilities. While these programs address essential infrastructure needs, they do not replace comprehensive modernization or long-term renewal initiatives.

Strategic Implications

Successful capital investment depends on proactive planning, strong alignment with municipal growth patterns, and defensible evidence of need. Holy Spirit Catholic School Division's 3-Year Capital Plan ensures the Division remains capital-ready by clearly identifying priorities, advancing early planning studies, and aligning facility strategies with provincial funding frameworks.

CAPITAL FUNDING PROGRAMS

Holy Spirit Catholic School Division's capital priorities over the next decade focus on:

- Renewing or replacing aging infrastructure
- Adding permanent capacity in high-growth areas
- Improving program delivery through flexible, inclusive learning spaces
- Supporting long-term lifecycle planning and infrastructure sustainability
- Strengthening career and trades pathways through purpose-built facilities

These priorities are guided by facility condition needs, enrolment projections, and alignment with Alberta Education and Childcare's capital planning framework.

Prioritization Criteria

1. Building Lifecycle, Condition, and Renewal Needs

- Facility condition and system performance
- Building age and renewal requirements
- Safety and accessibility considerations

2. Space Utilization, Enrolment, and Programming Needs

- Current and projected enrolment
- Capacity pressures and utilization rates
- Program delivery needs, including specialized and inclusive supports

3. Alignment With Municipal Growth, Boundaries, and Strategic Planning

- Consistency with municipal growth and long-term development
- Boundary implications and catchment impact
- Alignment with Division goals, community needs, and provincial priorities



CAPITAL PROJECT REQUEST PLAN

The 2026-2029 3-Year Capital Plan includes the top 3 rated priorities for Holy Spirit Catholic School Division. It is important to both understand historical context of our school communities and prepare for future generations of learners with strategic foresight. Additionally, we need to be able to integrate school-specific needs within a division-wide plan.

Many factors, both internal and external, influence how we prioritize our Capital Plan. While a building modernization, addition, or replacement itself is a tangible outcome of a capital project, we also wanted to stress the importance of how factors such as curriculum, programming, technology trends, municipal growth are the critical decision drivers.

Priority	School - Community	Grades	Construction Year	Funding Type	Project Type	Possible Funding Required	Project Drivers
1	St. Francis Junior High School (Lethbridge)	7-9	1958 <ul style="list-style-type: none"> Additions 1963, 1966, 1985 Partial modernization 1985, 2003 	Planning	Replacement	\$250,000	Health and Safety, Functionality and Programming
2	Father Leonard Van Tighem School (Lethbridge)	K-9	1991 <ul style="list-style-type: none"> Portables 1998, 2008, 2015, 2019, 2020, 2021 	Pre-Planning	Mini-Modernization	\$75,000	Functionality and Programming
3A	Catholic Central High School - Dual Campus (Lethbridge)	10-12	1948 - Campus East 2010-Campus West	Pre-Planning	Value Scoping	\$75,000	Efficiency Solutions, Functionality and Programming
3B	Catholic Central High School - East Campus (Lethbridge)	10-12	1948 <ul style="list-style-type: none"> Additions 1958, 1966, 1985, 1998 Portables 2004 Modernization 1998 	Pre-Planning	Modernization	\$75,000	Health and Safety, Functionality and Programming



PRIORITY 1: ST. FRANCIS JUNIOR HIGH SCHOOL



Priority 1:

St. Francis Junior High School (Lethbridge)

Project Type:

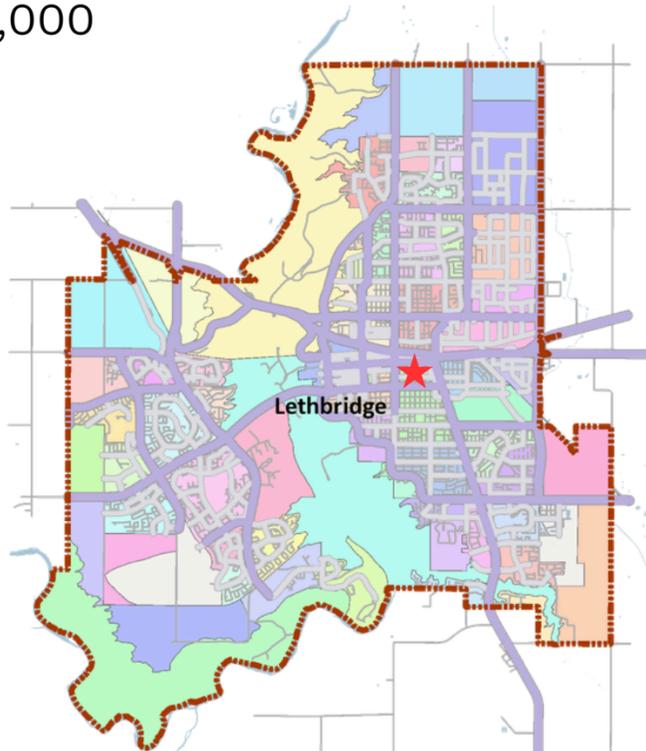
Planning and Design Funding for Replacement School (\$250,000)

Timeline:

2026-2027

Estimated Construction Cost of New Building:

\$44,915,000



Project Overview

Following the completion of a value scoping study (available in BLIMS), St. Francis Junior High School has been identified for full replacement. The existing facility, originally constructed in 1958 with multiple additions in the 1960s and 1980s, no longer supports modern educational delivery, operational efficiency, or long-term lifecycle viability. A replacement school will provide a purpose-built junior high facility that supports contemporary programming, inclusive learning environments, and long-term enrolment growth in North and South Lethbridge. This project will eliminate longstanding infrastructure constraints and create a modern, flexible, and accessible learning environment aligned with current and future educational needs.

Rationale

St. Francis Junior High School's aging mechanical, electrical, and plumbing systems no longer provide the performance or reliability required for a modern educational facility. The current building layout restricts delivery of CTF, fine arts, and inclusive education due to inflexible and outdated spatial design. Accessibility limitations, aging systems, and structural constraints make modernization less effective and less cost-efficient compared to full replacement.

Replacement will address these longstanding issues by providing a high-quality, future-ready learning environment that supports instructional continuity, collaborative learning, and inclusive education. The school's central location and stable enrolment base make it a strong candidate for reinvestment and replacement, ensuring the Division can continue to meet growing junior high demands in North and South Lethbridge.

Preliminary Replacement Scope (to be confirmed through design development)

- Construct a new, purpose-built junior high facility
- Develop flexible, inclusive, and collaborative learning environments
- Incorporate modern CTF, fine arts, and interdisciplinary instructional spaces
- Provide full barrier-free accessibility throughout the facility
- Improve site circulation, safety, and student drop-off/pick-up flows
- Support long-term capacity for projected enrolment growth

Strategic Alignment

This replacement project supports Alberta Education and Childcare's vision for modern, inclusive, and future-ready schools. It aligns with Alberta Infrastructure's criteria for lifecycle renewal, utilization optimization, and educational functionality. By replacing an aging facility with a new purpose-built school, the project strengthens program delivery, enhances equity across the Division, and supports long-term community sustainability.

PRIORITY 1: ST. FRANCIS JUNIOR HIGH SCHOOL



Why Now?

St. Francis Junior High School is currently at 102% utilization, rising to 110% by 2029, with sustained enrolment pressure expected through 2034. The existing facility's aging infrastructure, limited accessibility, and inflexible layout restrict the Division's ability to deliver high-quality junior high programming.

Replacement is essential to maintain instructional continuity, support inclusive education, and ensure the school remains a key anchor for families in North and South Lethbridge.



Health & Safety

Aging HVAC, electrical, and plumbing systems raise reliability concerns for daily operations and emergency response. Limited barrier-free access and outdated fire safety infrastructure impede safe movement and inclusive participation.

Building Condition

Core building systems are nearing or at end-of-service life. Structural and envelope components reflect significant lifecycle deterioration, making long-term reinvestment in the existing building inefficient.

Enrolment Pressure

With utilization expected to exceed 110% by 2029, the current facility cannot support projected demand or required junior high program expansion.

Functionality & Programming

Outdated learning spaces restrict delivery of CTF, fine arts, science, and inclusive education. The lack of breakout rooms, flexible learning areas, and modern collaborative spaces limits alignment with contemporary pedagogy.

Purpose of the Replacement School

- Address critical infrastructure limitations
- Provide modern, adaptable, and inclusive learning environments
- Improve safety, accessibility, and building performance
- Align with Alberta Infrastructure replacement and modernization criteria
- Address enrollment pressures

Strategic Continuity

This replacement project anchors the Division's 3-Year Capital Plan and supports long-term instructional, operational, and community goals. It ensures St. Francis Junior High School remains a high-performing, future-ready facility and a well-supported candidate for provincial investment focused on lifecycle renewal and educational equity.

Holy Spirit Catholic School Division also has the unique opportunity to partner with both Lethbridge School Division and The City of Lethbridge. As this is an inner city location that houses 4 schools in a two block radius along with public commercial spaces and residential housing, there are significant issues with traffic flow. As Lethbridge School Division is also looking for a modernization for their highschool in the area, it provides an opportunity to work together, to address the congestion that this area currently faces.



PRIORITY 2: FATHER LEONARD VAN TIGHEM SCHOOL



Priority 2:

Father Leonard Van Tighem School (Lethbridge)

Project Type:

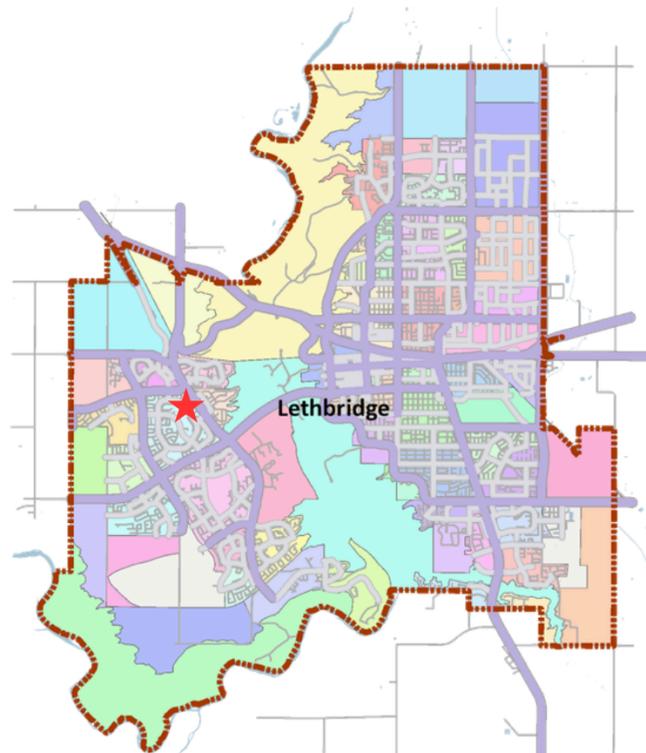
Pre-Planning for Mini-Modernization (\$75,000)

Timeline:

2026-2027

Estimated Cost of Mini-Modernization:

TBD



Project Overview

Father Leonard Van Tighem School is a well-established facility in West Lethbridge, currently transitioning from a K–9 configuration to a dedicated Grade 7–9 junior high school. This shift, combined with aging infrastructure and sustained enrollment growth, necessitates a targeted modernization to ensure program continuity, infrastructure renewal, and long-term viability.

Rationale

The school is operating near optimal utilization, with limited spatial flexibility to accommodate projected enrolment growth and evolving program delivery requirements. West Lethbridge continues to experience strong residential development, placing sustained demand on junior high school programming.

Transitioning to a Grade 7–9 learning model requires reconfiguration of instructional spaces to better support junior high pedagogy, CTF delivery, and inclusive education. Several core building systems are approaching the end of their functional service life and require renewal to maintain reliable operations. Modernization will also reduce reliance on modular classrooms and improve overall operational efficiency.

Objectives of the Modernization Project

- Reconfigure classrooms to support junior high programming
- Upgrade CTF, science, and flexible learning spaces
- Replace aging mechanical and electrical systems in alignment with FCA recommendations and lifecycle priorities
- Improve washrooms, common areas, and accessibility features
- Enhance site layout for traffic flow, safety, and barrier-free access
- Align facility upgrades with Alberta Infrastructure criteria

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances the division’s goals for safe, inclusive, and future-ready learning environments. It positions FLVT as a resilient, strategically located junior high hub serving West Lethbridge’s growing population.

PRIORITY 2: FATHER LEONARD VAN TIGHEM SCHOOL



Why Now?

Father Leonard Van Tighem School is identified in the Division's 3-Year Capital Strategy for targeted modernization. The transition to a 7–9 configuration and aging infrastructure position 2028–2030 as the strategic window for investment, balancing infrastructure urgency and program transition.

Planning will validate scope, cost, and long-term viability before advancing to Alberta Infrastructure for formal submission.



Capital Drivers Supported

Health & Safety

Aging fire alarm and PA systems raise reliability concerns for emergency response. Poor thermal performance and envelope air leakage compromise comfort, energy efficiency, and indoor air quality.

Building Condition

Core systems, including boilers, AHUs, BMCS controls, and envelope components, are past their lifespan. Deferred maintenance exceeds \$3.88M, with a replacement cost of \$18.97M, underscoring the need for targeted reinvestment and lifecycle renewal.

Enrollment Pressure

Father Leonard Van Tighem School is operating near capacity, with continued growth projected due to West Lethbridge residential development. Without intervention, space constraints will disrupt program delivery, scheduling flexibility, and equitable access to specialized services.

Functionality & Programming

The current layout limits CTF, science, and inclusive education delivery. The absence of breakout rooms, flexible spaces, and barrier-free amenities limits the delivery of CTF, science, and inclusive education and restricts the creation of adaptable, student-centered learning environments.

Purpose of the Modernization

- Address aging infrastructure and deferred maintenance
- Support 7–9 program transition and junior high pedagogy
- Align upgrades with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity

This modernization bridges the current 10-Year Capital Strategy with long-term infrastructure renewal. It ensures FLVT remains a top-tier investment priority with a defensible, data-driven modernization pathway.



PRIORITY 3A: CATHOLIC CENTRAL HIGH SCHOOL

Priority 3A:

Catholic Central High School

Project Type:

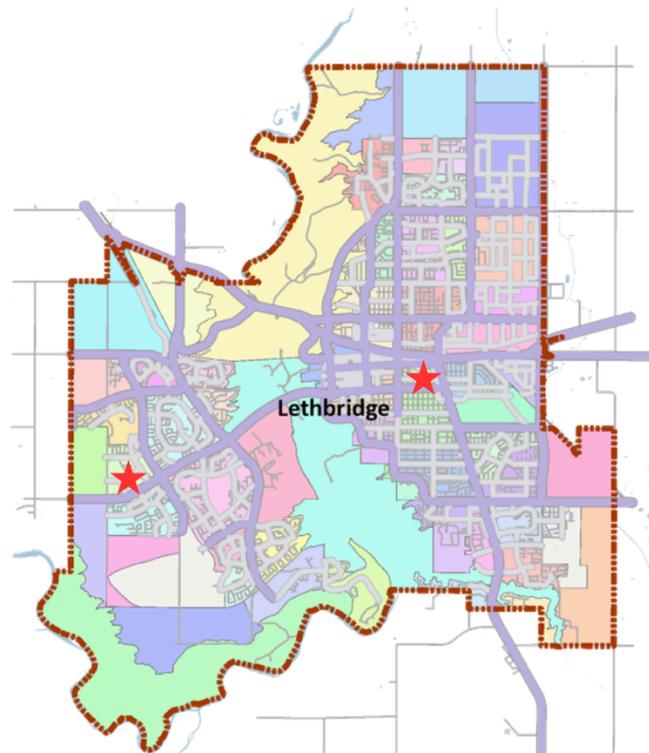
Value Scoping Study (\$75,000)

Timeline:

TBD

Estimated Cost:

TBD



Project Overview

Catholic Central High School operates across two campuses in Lethbridge: East and West. The West Campus is a newer, modernized facility with infrastructure capable of supporting comprehensive high school programming. The East Campus, while central to the school’s legacy, faces increasing infrastructure challenges, limited CTS spaces, and the ability to offer robust programming on that campus.

This value scoping study will evaluate modernization opportunities across both campuses, with a focus on optimizing program delivery, addressing aging infrastructure, and preparing for future enrollment growth. The study will assess facility readiness, instructional needs, and capital planning options - without presupposing any structural reconfiguration.

Rationale

Infrastructure disparities between the East and West campuses, combined with demographic shifts and rising high school enrollment, warrant a strategic review. This study will help determine how best to support inclusive, flexible, and future-ready learning environments across both sites.

Objectives of the Value Scoping Study

- Assess facility condition and infrastructure capacity at both campuses
- Review current and future program delivery needs, including CTS and inclusive education
- Identify modernization strategies that support long-term operational efficiency
- Align potential upgrades with Alberta Education and Childcare & Infrastructure criteria
- Prepare for future capital submission and lifecycle planning

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances Holy Spirit’s goals for safe, inclusive, and responsive learning environments. It lays the groundwork for a defensible modernization strategy that reflects community growth and evolving student needs.

PRIORITY 3A: CATHOLIC CENTRAL HIGH SCHOOL



Why Now?

Catholic Central is approaching a critical juncture. The East Campus faces significant deferred maintenance, while the West Campus offers modern infrastructure and capacity. With high school enrollment projected to increase, the division must ensure both campuses are equipped to deliver high-quality programming and student supports.

A value scoping study in 2026–2027 will validate scope, cost, and long-term viability before advancing to Alberta Infrastructure for formal submission. It ensures the Division remains capital-ready and aligned with provincial funding frameworks.

Capital Drivers Supported:

Health & Safety

The East Campus has aging fire alarm, PA, and intrusion systems that pose reliability risks for daily operations and emergency response. Modernization would enable targeted upgrades and improved safety protocols.

Building Condition

Several major building systems at the East Campus, including mechanical and envelope components, have experienced significant lifecycle aging. A strategic assessment is required to understand renewal priorities and support long-term facility performance and reliability.

Enrollment Pressure

Catholic Central operates near capacity across both campuses. A modernization strategy will support better distribution of students, improved scheduling, and enhanced access to specialized programming and student services.

Functionality & Programming

The West Campus offers stronger infrastructure for CTS, athletics, and inclusive education. The study will explore how to leverage these strengths to support equitable program delivery across both sites.

Purpose of the Study

- Assess the feasibility of program delivery across two campuses
- Identify cost-effective design and operational options
- Align upgrades with educational programming and Alberta Infrastructure criteria
- Prepare for future capital submission

Strategic Continuity:

This study bridges the Division's current operational strategy with its emerging 10-Year Capital Plan. It ensures Catholic Central remains a top-tier investment priority with a defensible, data-driven modernization pathway.



PRIORITY 3B: CATHOLIC CENTRAL HIGH SCHOOL EAST CAMPUS

Priority 3B:

Catholic Central High School - East

Project Type:

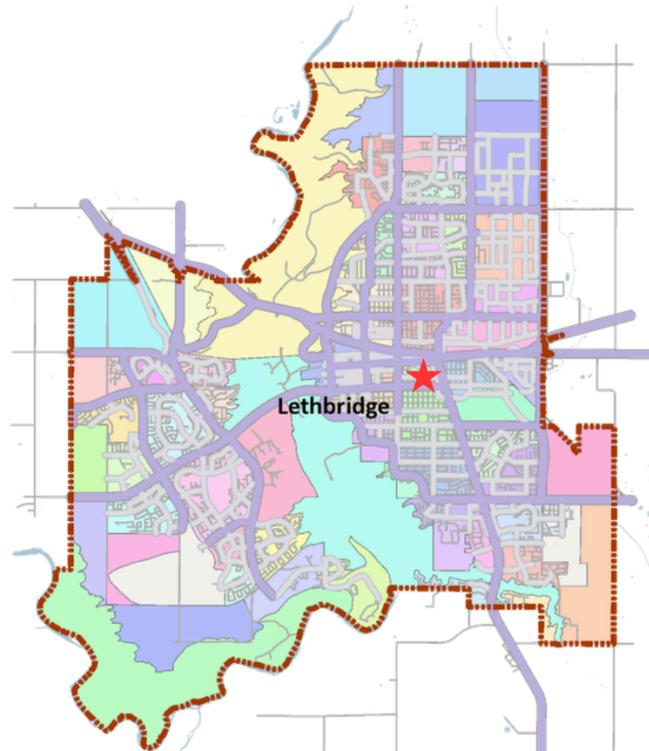
Pre-planning for Modernization (\$75,000)

Timeline:

TBD

Estimated Cost of Modernization:

TBD



Project Overview

Catholic Central High School East Campus is a legacy facility serving a diverse urban catchment in central Lethbridge. Originally constructed in 1948 with multiple additions through 2001, the campus underwent a major modernization in 1998. Today, core systems and infrastructure are well beyond their expected lifespan, with significant deferred maintenance, spatial inefficiencies, and aging building components.

A full modernization is required to restore core functionality, improve educational delivery, and ensure long-term viability. This project will focus on renewing infrastructure, enhancing inclusive and CTS programming environments, and aligning the facility with Alberta Infrastructure modernization criteria.

Rationale

The East Campus faces escalating risks to operational continuity and student experience due to aging mechanical, electrical, and envelope systems. Modernization will reduce lifecycle costs, improve safety and accessibility, and support equitable access to specialized programming for a growing high school population.

Objectives of the Modernization

- Replace end-of-life mechanical, electrical, and roofing systems
- Improve energy efficiency, thermal comfort, and indoor air quality
- Reconfigure learning environments to support CTS, fine arts, inclusive education, and collaborative instruction
- Enhance accessibility and barrier-free design
- Align facility upgrades with Alberta Infrastructure modernization criteria

Strategic Alignment

This project supports Alberta Education and Childcare’s capital planning framework and advances Holy Spirit’s goals for safe, inclusive, and future-ready learning environments. It positions Catholic Central East Campus as a resilient, pedagogically aligned facility capable of serving future generations.

PRIORITY 3B: CATHOLIC CENTRAL HIGH SCHOOL

Why Now?

The 2023 Facility Condition Assessment (FCA) identifies urgent infrastructure and educational constraints at Catholic Central East Campus:

- Facility Condition Index (FCI): 0.2442
- Deferred Maintenance: Over \$9.4 million
- Replacement Cost: Exceeds \$38 million

Without timely intervention, aging systems, and spatial limitations will continue to compromise safety, programming flexibility, and equitable access to modern learning environments.



Capital Drivers Supported:

Health & Safety

Aging fire alarm, PA, and intrusion systems raise reliability concerns. Poor sightlines and outdated security infrastructure compromise supervision and emergency response.

Building Condition

Several core building systems, including mechanical, roofing, and envelope components, are approaching the end of their functional service life. Deterioration of key systems and assemblies indicates the need for comprehensive renewal to ensure building performance and long-term reliability.

Enrollment Pressure

The East Campus supports a large high school population. Without modernization, scheduling, programming, and equitable access to specialized supports will be compromised.

Functionality & Programming

CTS, science labs, and inclusive education spaces are outdated. The absence of breakout rooms, flexible learning areas, and barrier-free amenities restricts the delivery of inclusive, CTS, and collaborative instruction.

Purpose of the Modernization

- Address critical infrastructure deficiencies
- Enhance learning environments and programming flexibility
- Improve safety, accessibility, and energy performance
- Align with Alberta Infrastructure modernization criteria
- Prepare for future capital submission

Strategic Continuity

This modernization bridges the Division’s emerging 10-Year Capital Plan with long-term educational goals. It ensures Catholic Central East Campus remains a viable, high-performing facility and a defensible, data-driven candidate for provincial investment aligned with lifecycle renewal and educational equity.

POPULATION, ENROLMENT & UTILIZATION

ALBERTA, LETHBRIDGE, AND SURROUNDING AREA POPULATION TRENDS



Alberta-Wide Growth

Over the past two decades, Alberta has experienced steady, sustained population growth. Strong economic fundamentals, relatively affordable housing, and appeal to both interprovincial and international migrants have made the province a top destination for families seeking stability and opportunity. Communities with robust infrastructure and regional services have grown the fastest, reinforcing Alberta's role as one of Canada's most dynamic provinces.

Growth in Lethbridge

As the primary urban centre in southern Alberta, Lethbridge has been a significant beneficiary of these trends. Between 2011 and 2021, the city's population increased by more than 20%, surpassing 100,000 residents and cementing its position as Alberta's fourth-largest city. Growth has been particularly concentrated in West Lethbridge, where new residential developments attract young families and first-time homebuyers.

Regional Expansion

Nearby municipalities, including Coaldale, Picture Butte, and Taber, have also recorded consistent growth. These communities balance small-town or rural lifestyles with access to Lethbridge's services and amenities. This pattern strengthens enrolment demand within the Holy Spirit Catholic School Division, as families increasingly move between the city and surrounding areas.

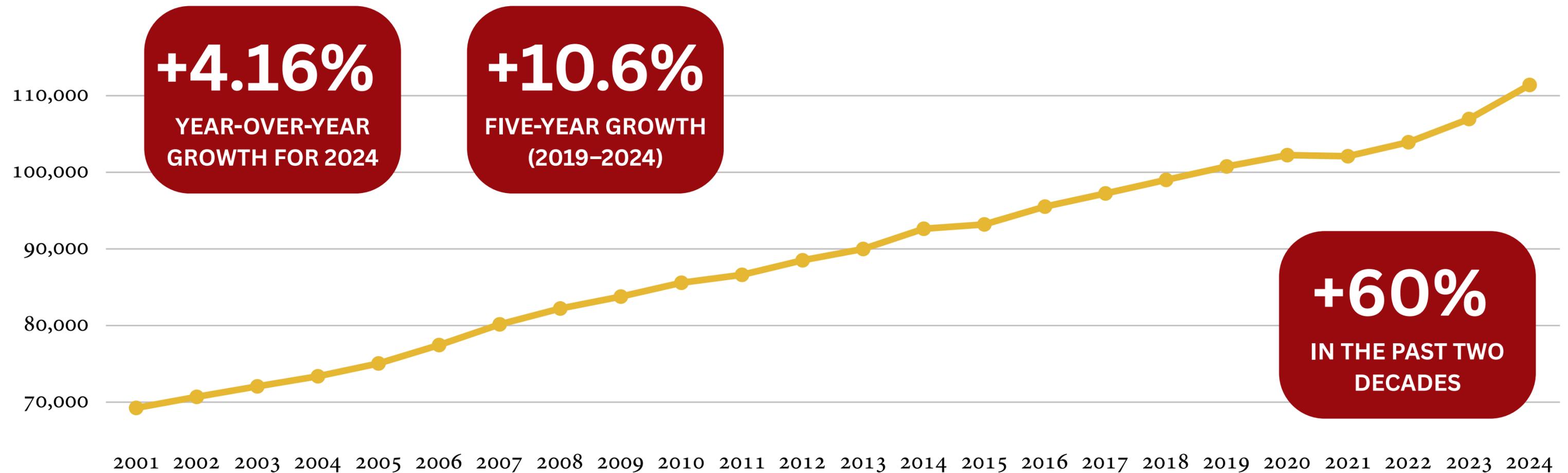
Implications for Schools

The combination of natural population increases, inward migration, and a younger-than-average demographic profile is fueling sustained enrolment growth across Holy Spirit Catholic School Division.

According to Alberta Treasury Board and Finance projections, the Lethbridge Census Metropolitan Area (CMA) will continue expanding over the next decade, reinforcing the urgency of aligning school infrastructure with demographic realities. Strategic investment in new construction, modernization, and site acquisition is essential to ensure equitable access, program continuity, and long-term educational excellence across Southern Alberta.

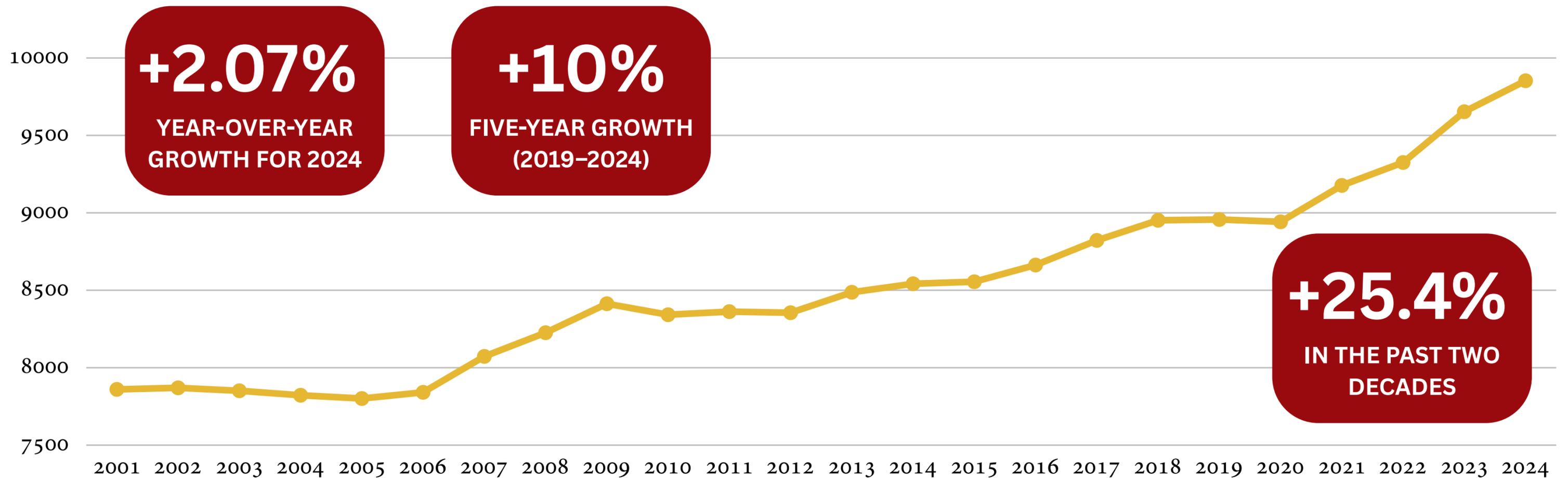
LETHBRIDGE POPULATION TRENDS

Lethbridge had a population of 111,400 in 2024, the 4th highest in the province. The population of Lethbridge increased 4.16% year-over-year, and increased 10.6% in the last five years.



TABER POPULATION TRENDS

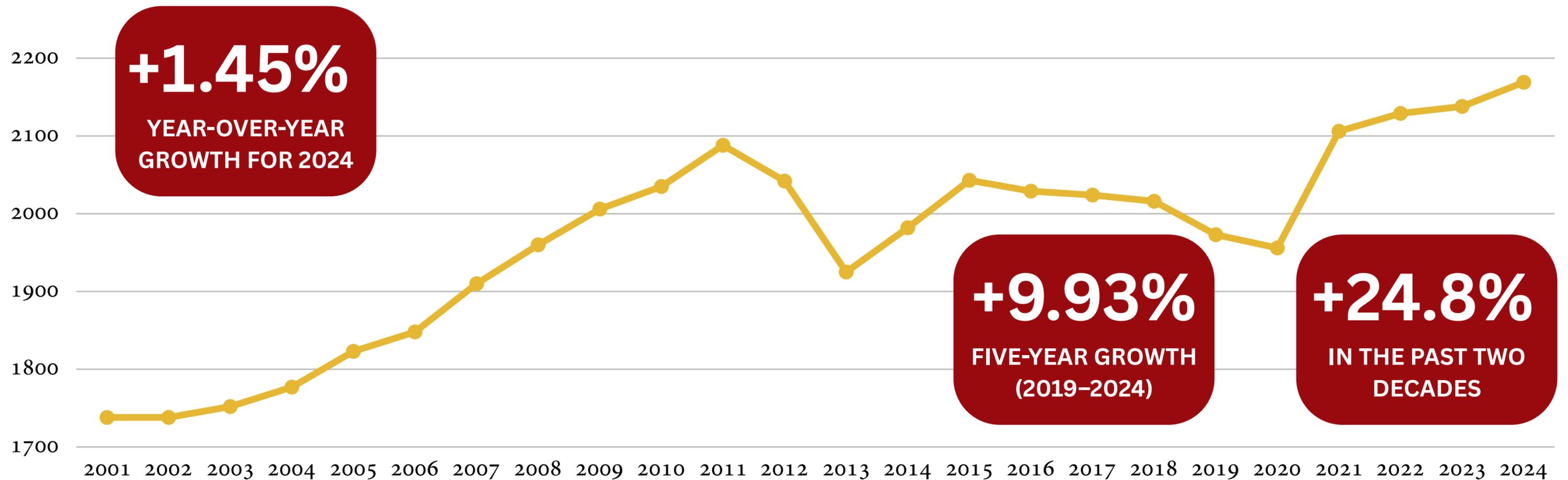
Taber had a population of 9,853 in 2024. The population of Taber increased 2.07% year-over-year, and increased 10.0% in the last five years.



[Source: Alberta Government Statistics](#)

BOW ISLAND POPULATION TRENDS

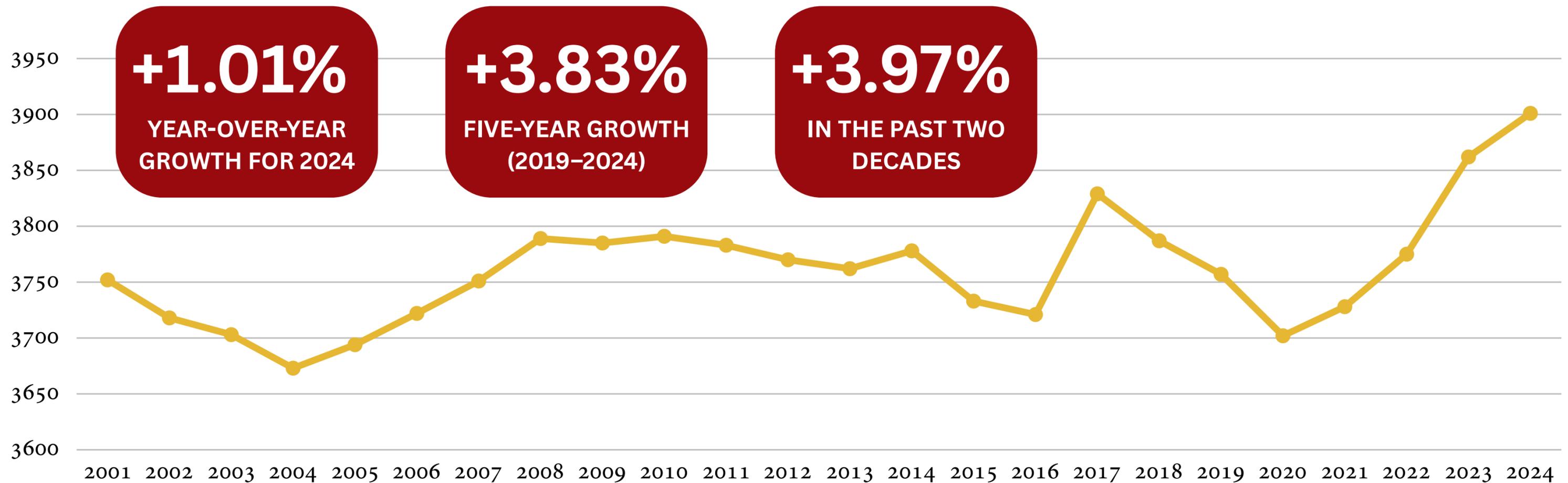
Bow Island had a population of 2,169 in 2024. The population of Bow Island increased 1.45% year-over-year, and increased 9.93% in the last five years.



[Source: Alberta Government Statistics](#)

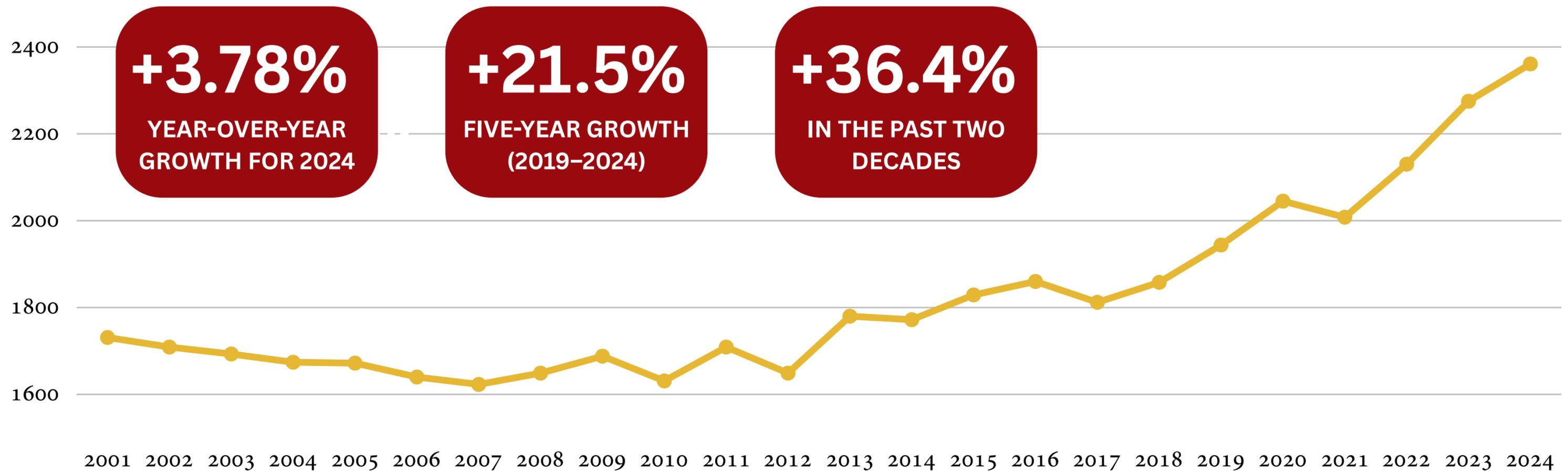
PINCHER CREEK POPULATION TRENDS

Pincher Creek had a population of 3,901 in 2024. The population of Pincher Creek increased 1.01% year-over-year, and increased 3.83% in the last five years.



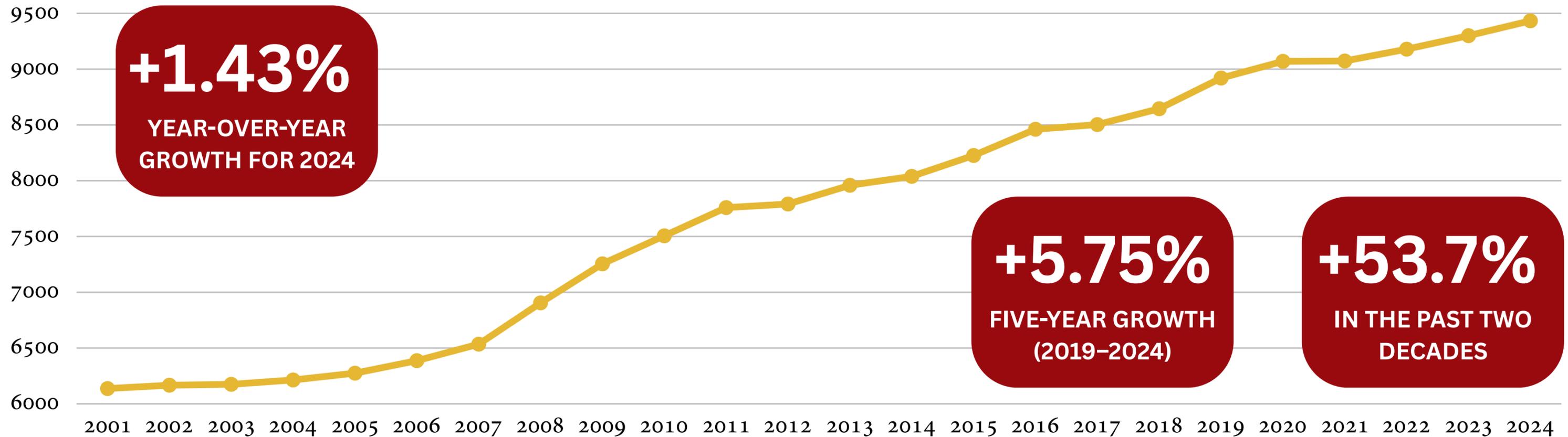
PICTURE BUTTE POPULATION TRENDS

Picture Butte had a population of 2,361 in 2024. The population of Picture Butte increased 3.78% year-over-year, and increased 21.5% in the last five years.



COALDALE POPULATION TRENDS

Coaldale had a population of 9,433 in 2024. The population of Coaldale increased 1.43% year-over-year, and increased 5.75% in the last five years.

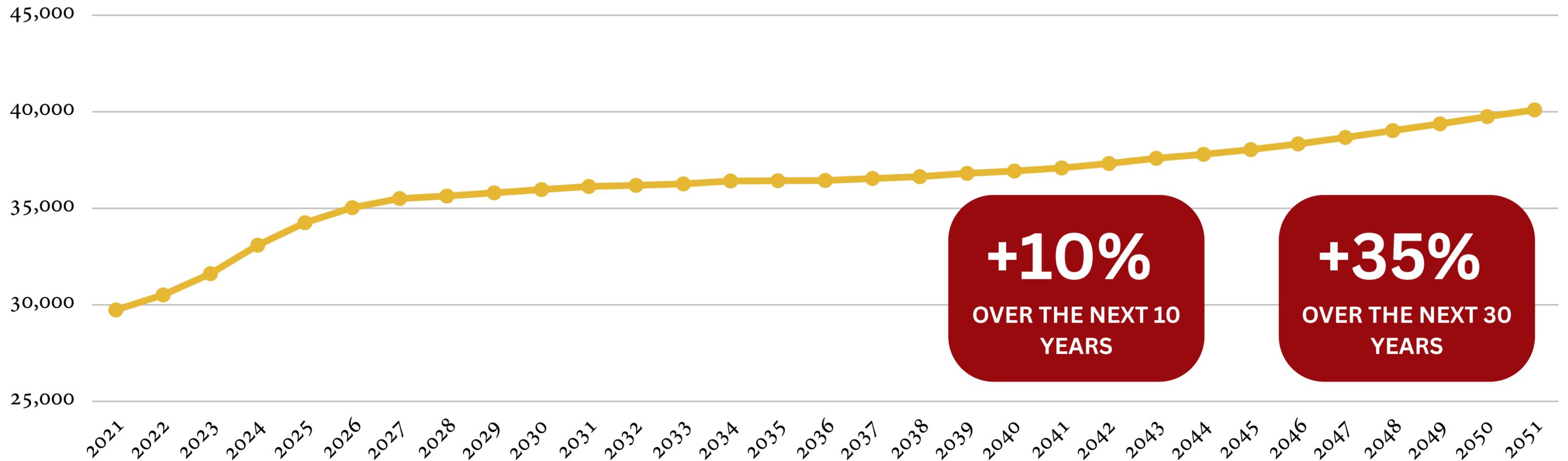


[Source: Alberta Government Statistics](#)

STUDENT POPULATION FORECASTS (AGES 5-19)

The student-aged population in the Holy Spirit Catholic School Division is projected to grow steadily from just under 30,000 in 2021 to over 40,000 by 2051.

This long-term upward trend highlights the increasing need for sustained investment in schools, staffing, and programming to support future students across the division.



HISTORICAL ENROLMENT TRENDS

Holy Spirit Catholic School Division's enrolment has shown steady long-term growth over the past three decades, rising from 4,358 students in 1996 to 5,648 in 2026. While enrolment fluctuated during the mid-2000s and early 2010s, the Division experienced renewed and sustained growth beginning in 2014, reflecting increasing demand for Catholic education across both urban and rural communities. This long-term upward trend highlights the importance of ongoing capital planning to support program delivery, facility renewal, and emerging capacity needs.



Source: [Alberta Government Statistics](#)

AREA CAPACITY & UTILIZATION REPORT

Purpose of the Chart

The following chart illustrates the relationship between current and projected school enrolment and the physical capacity of each facility. It highlights where infrastructure is under pressure and where future growth may exceed available space.

Important Note

Projections are based solely on existing school infrastructure. The chart does not reflect the impact of any future schools that may be added.

Strategic Interpretation

Schools flagged in red or yellow represent high-pressure zones requiring attention. These indicators inform capital prioritization, supporting decisions around modernization, expansion, and new construction to ensure program continuity, equitable access, and defensible submissions to Alberta Infrastructure.



AREA CAPACITY & UTILIZATION REPORT

School	Location	Grades	Actual Enrollment 2025	Capacity	Current Utilization	Forecast Population Increase per Year	Enrollment Forecast 2035	Utilization 2035
CARE Outreach	Lethbridge South	7 - 9	10	12	83%	2.77%	14	113%
Catholic Central High School	Lethbridge West / South	10 - 12	1003	1473	68%	4.93%	1702	116%
Children of St. Martha	Lethbridge West	EL-6	224	310	72%	7.08%	475	153%
Ecole St. Mary	Lethbridge South	EL-6	427	489	87%	4.53%	577	118%
Father Leonard Van Tighem	Lethbridge West	EL-9	685	689	99%	7.08%	1,454	211%
Our Lady of Assumption	Lethbridge South	EL-6	193	352	55%	2.77%	261	74%
St. Catherine	Picture Butte	EL-9	178	287	62%	3.78%	268	93%
St. Francis	Lethbridge South	7 - 12	711	634	112%	2.77%	960	151%
St. Joseph	Coaldale	EL-9	302	397	76%	1.43%	353	89%
St. Mary	Taber	6 - 12	171	399	43%	2.07%	214	54%
St. Michael	Bow Island	EL-12	41	230	18%	1.45%	48	21%
St. Michael's	Pincher Creek	EL-12	323	420	77%	1.00%	360	86%
St. Patrick	Taber	EL-5	194	237	82%	2.07%	243	103%
St. Patrick Fine Arts	Lethbridge West	K-6	295	305	97%	7.08%	626	205%
St. Paul	Lethbridge North	EL-6	320	382	84%	4.53%	521	136%
St. Teresa of Clcutta	Lethbridge North	EL-6	412	400	103%	4.53%	671	168%
Trinity E-Learning	Lethbridge South	9 - 12	52	50	104%	2.77%	70	140%

Note: Population growth forecasts for Lethbridge-based schools are derived from municipal census data published by the City of Lethbridge.

Forecasts for schools located in regional communities, including Coaldale, Picture Butte, Taber, Bow Island, and Pincher Creek are based on population trend data provided by the Government of Alberta.

SCHOOL BOUNDARIES

Strategic Context

Adjusting school boundaries can influence decisions around new construction, modernization, and program delivery. Boundary changes may temporarily alleviate enrolment pressure, but they are not long-term infrastructure solutions.

Implementation Challenges

Boundary adjustments are often met with concern from affected families and can be difficult to implement. They may disrupt community cohesion, alter school identity, and require extensive consultation.

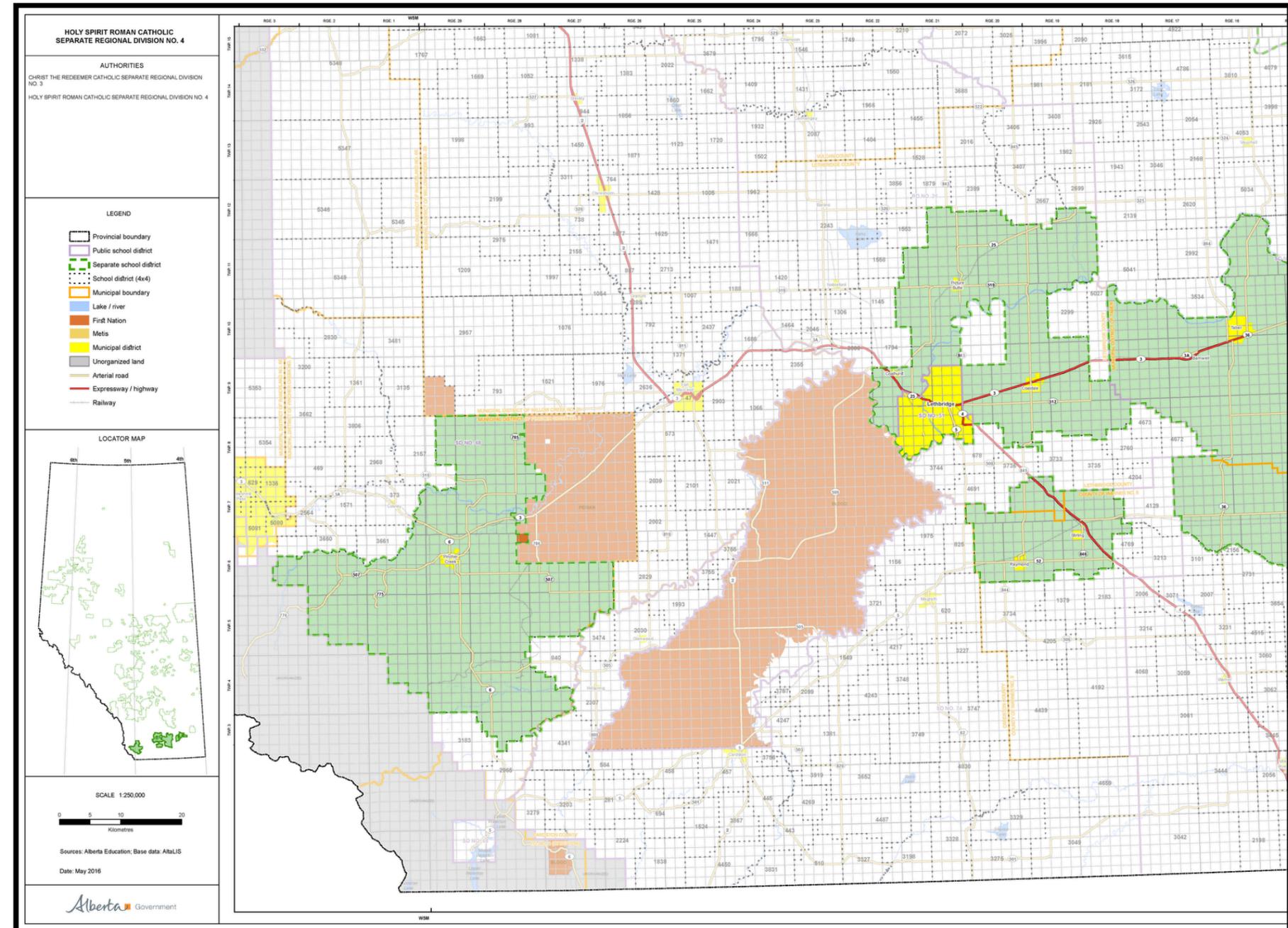
Operational Impacts

While boundary changes may offer short-term relief, they frequently lead to increased transportation costs, logistical complexity, and program fragmentation. These impacts must be weighed carefully against the benefits.

Planning Implications

Holy Spirit Catholic School Division considers boundary adjustments only when necessary and in conjunction with broader capital strategies. Long-term solutions, such as new school sites, facility expansions, and modernizations, are preferred to ensure stability, equity, and continuity for students and families.

With building of a new elementary school in west Lethbridge, we did undertake a boundary reconfiguration to help alleviate and balance out enrolment within our schools and address future programming needs by moving towards a stand alone junior high on the west side of town.



Source: Alberta Education

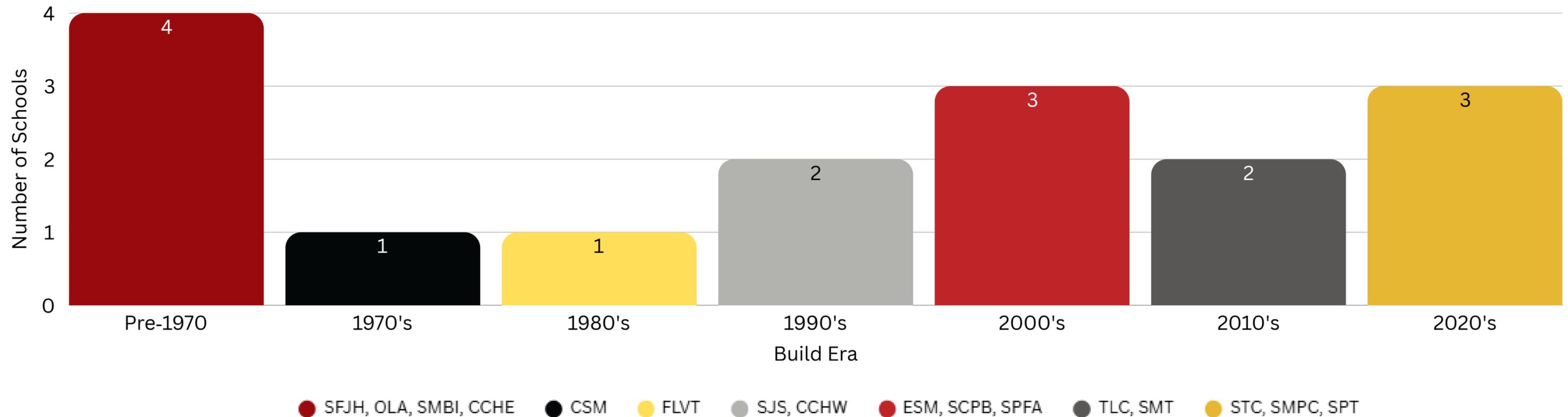
APPENDIX

EXISTING SCHOOL FACILITIES

Holy Spirit Catholic School Division maintains a diverse portfolio of educational facilities across southern Alberta, comprising 16 schools and two specialized learning centres. As of 2025, nearly 25% of the division's schools were originally constructed prior to 1970, with an additional 20% built between 1970 and 1990.

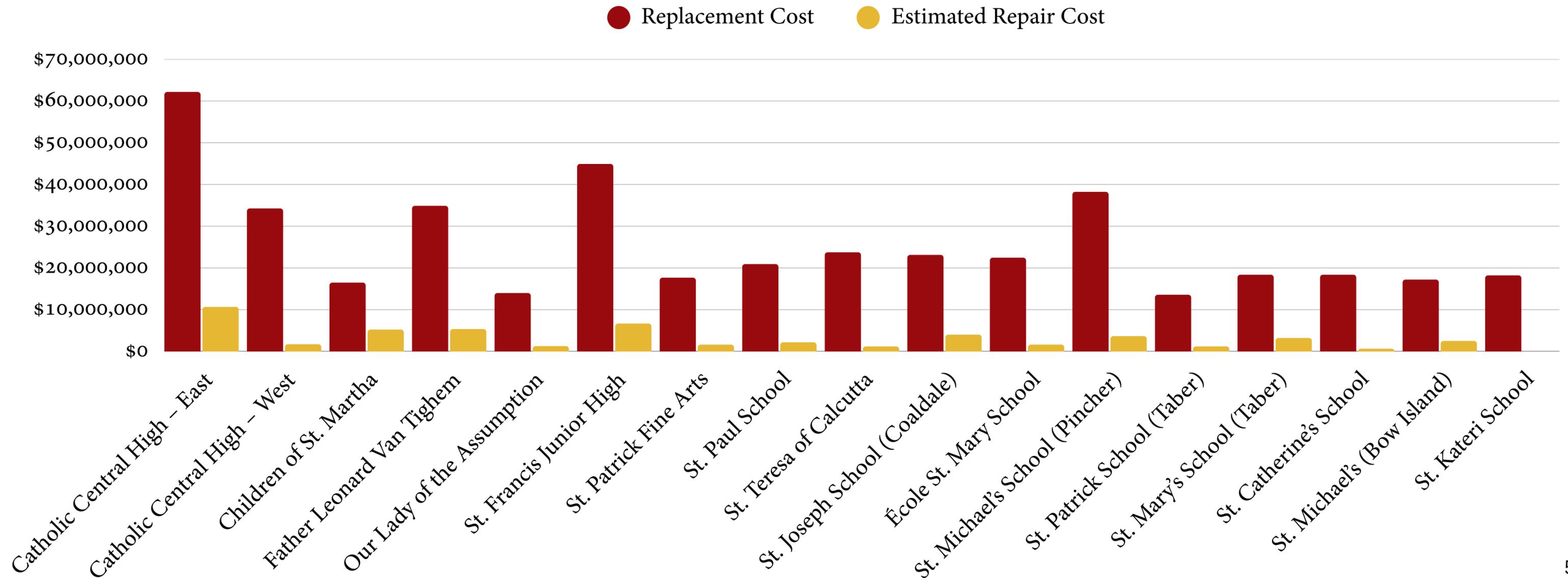
These aging facilities are entering critical renewal windows, and strategic investment will be required to sustain safe, functional, and modern learning environments. The remaining schools, built between 1990 and 2023, represent mid-life and recently modernized assets that will require targeted lifecycle planning over the next decade.

The age distribution of Holy Spirit's facilities is shown in the following graph. Renewal planning must consider building condition, utilization pressures, and community growth trends to ensure capital investments align with long-term educational and demographic needs.



INFRASTRUCTURE AGE & REPAIR COST SUMMARY

This bar graph ranks schools by total estimated repair cost based on verified FCA data. Catholic Central High – East, St. Francis Junior High, and Father Leonard Van Tighem represent the highest capital exposure. These figures help prioritize funding and inform strategic investment decisions across the portfolio.



ST. FRANCIS JUNIOR HIGH SCHOOL

School Overview

St. Francis Junior High School is a Grade 7–9 Catholic school located at 2601 19 Avenue South in Lethbridge, Alberta. Serving approximately 535 students from Lethbridge, nearby communities, and First Nations reserves, the school provides a strong Catholic educational foundation focused on academic excellence, responsible citizenship, and personal growth. As a key middle-years institution in the Holy Spirit Catholic School Division, St. Francis fosters a supportive learning environment where students are encouraged to develop independence, faith, and leadership skills.



Facility Snapshot

- Year built: 1957
- Gross area: 6,824 m²
- Capacity: 708

Educational Programming

- Full Grade 7–9 Catholic programming integrated with faith formation
- Core academic subjects supported by enrichment and exploratory options
- Inclusive education model with supports for diverse learning needs
- Religious education and spiritual development embedded throughout the school day
- Extracurricular opportunities in athletics, arts, leadership, and community service
- Focus on fostering responsible citizenship and lifelong learning skills

Community Role & Impact

St. Francis Junior High School is a respected and well-established school in south Lethbridge, known for its strong sense of community and student-centered culture. Its connections with families, First Nations communities, and parish partners contribute to a welcoming, culturally responsive environment. The school serves as an important gathering place for academic celebrations, athletic events, faith activities, and community initiatives, strengthening the school's role as a trusted and inclusive hub for middle-years education.

Strategic Importance in Capital Planning

St. Francis Junior High School plays a significant role in meeting the Holy Spirit Catholic School Division's long-term needs for junior high education. Its aging infrastructure, coupled with rising utilization forecasts, underscores the importance of planning for modernization and long-term facility renewal. Ensuring St. Francis remains equipped to support growing and diverse student populations is essential to sustaining high-quality Catholic education at the middle-school level.

FATHER LEONARD VAN TIGHEM SCHOOL

School Overview

Father Leonard Van Tighem School (FLVT) is a soon to be Grade 7 to Grade 9 Catholic school located at 25 Stoney Crescent West in Lethbridge, Alberta. As part of the Holy Spirit Catholic School Division, FLVT serves a diverse and rapidly growing student population on the city's west side. The school provides a faith-centered educational environment that emphasizes academic excellence, spiritual development, and community engagement. With a wide range of curricular and extracurricular opportunities—including music, art, French as a Second Language, athletics, and a school musical—FLVT offers a well-rounded education grounded in Catholic values.

Facility Snapshot

- Year built: 1991
- Gross area: 4,697 m²
- Capacity: 721

Educational Programming

- Junior high Catholic faith-based curriculum
- Comprehensive core academic subjects and religious education
- Diverse option courses including music, art, and French as a Second Language
- Wide range of extracurricular activities such as athletics, clubs, and musical productions

Community Role & Impact

Father Leonard Van Tighem School plays a vital role in west Lethbridge, serving as both an educational institution and a community hub. Its strong partnerships with families, parish communities, and local organizations help cultivate a supportive and vibrant school culture. The school is known for its welcoming environment, commitment to service, and active community involvement, all of which contribute to building strong connections between students, staff, and families.

Strategic Importance in Capital Planning

With west Lethbridge experiencing sustained population growth, FLVT is a key component in the Division's long-range planning for K–9 education. The school's rising enrolment pressures and expanding catchment area highlight the need for strategic planning regarding space, modernization, and long-term capacity. Ensuring FLVT remains equipped to support continued growth is essential to maintaining high-quality Catholic education in one of the region's most rapidly developing communities.



CATHOLIC CENTRAL HIGH SCHOOL (EAST CAMPUS)

School Overview

Catholic Central High School (CCH) East Campus is a Grade 10–12 Catholic high school located at 405 18 Street South in Lethbridge, Alberta. As part of a dual-campus model serving more than 1,000 students across the city, the East Campus plays a pivotal role in delivering flexible, high-quality Catholic secondary education. Known for its strong academic pathways, leadership opportunities, and vibrant school culture, CCH fosters a Christ-centered environment that supports student achievement, personal growth, and community engagement.



Facility Snapshot

- Year built: 1948
- Gross area: 9,187 m²
- Capacity 974

Educational Programming

- Full Grade 10–12 Catholic high school programming
- Advanced Placement (AP) courses
- French Immersion programming
- Extensive fine arts options including drama, music, and visual arts
- Robust athletics and extracurricular opportunities
- Quarter-system timetable supporting focused instructional blocks

Community Role & Impact

Catholic Central High School East Campus is a cornerstone of secondary Catholic education in Lethbridge. Serving students from across the city and surrounding region, it offers a dynamic and welcoming environment grounded in faith, academics, and community service. Its long-standing history and strong parish partnerships make it a trusted institution where generations of families have found both spiritual formation and educational excellence. The East Campus also contributes significantly to community vibrancy through events, performances, and service initiatives.

Strategic Importance in Capital Planning

As one of the largest and oldest secondary schools within the Holy Spirit Catholic School Division, CCH East Campus plays a critical role in long-term planning for secondary education. Its central location, dual-campus structure, and broad programming make it a priority for modernization and ongoing investment. Addressing aging infrastructure while sustaining high-quality learning environments is essential to ensuring CCH continues to meet the academic and spiritual needs of future learners. The campus remains a foundational pillar in the Division's capital strategy, balancing tradition with evolving educational demands.

CATHOLIC CENTRAL HIGH SCHOOL (WEST CAMPUS)

School Overview

Catholic Central High School (CCH) West Campus is a Grade 10–12 Catholic high school located at 251 Britannia Boulevard West in Lethbridge, Alberta. As part of CCH’s dual-campus model serving more than 1,000 students, the West Campus provides modern, flexible learning spaces that support a wide range of academic and extracurricular opportunities. Its contemporary design, diverse programming, and Christ-centered environment make it a key hub for student learning, collaboration, and community connection within the Holy Spirit Catholic School Division.



Facility Snapshot

- Year built: 2010
- Gross area: 5,346 m²
- Capacity: 539

Educational Programming

- Full Grade 10–12 Catholic high school programming
- Advanced Placement (AP) opportunities
- Leadership and student life initiatives integrated across campus
- Flexible learning environments supporting inquiry, collaboration, and innovation
- Inclusive supports that meet the diverse academic and spiritual needs of learners

Community Role & Impact

The CCH West Campus is a vibrant gathering point for students and families in West Lethbridge. Its modern facilities, strong parish relationships, and student-centered culture help foster a sense of belonging rooted in Catholic values. The campus hosts numerous community events, performances, and athletic activities that strengthen connections between the school, families, and the broader community. As part of the dual-campus structure, West Campus expands access to specialized programming while maintaining a unified school identity.

Strategic Importance in Capital Planning

As a newer facility with growing enrolment pressures in West Lethbridge, CCH West Campus plays an essential role in the Division’s long-term secondary education strategy. Its modern infrastructure and strategic location support continued growth in one of Lethbridge’s fastest-expanding areas. Ensuring that the West Campus remains adaptable to evolving program needs and student population increases is central to sustaining high-quality Catholic education across the Division.



Holy Spirit
CATHOLIC SCHOOL DIVISION



MSK
DEVELOPMENTS

ACTION NO: B.3

March 25, 2026

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Linda Ellefson, Board Chair

SUBJECT: Board and Superintendent Evaluation

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND

1. As outlined in *Policy 2: Role of the Board*, the Board of Trustees will annually evaluate the effectiveness of the Board as well as evaluate the Superintendent on an agreed upon schedule.
2. Attached for Board reference is *Policy 2: Role of the Board*.
3. A recent independent evaluation of the Superintendent was successfully conducted between April and June 2025, providing a comprehensive review of leadership performance.
4. Board Chair Linda Ellefson will speak to this item.

RECOMMENDATION

That the Board of Trustees authorizes the Board Chair to investigate independent consulting services for the purpose of conducting a formal Board evaluation for the 2025/2026 school year.



POLICY 2

Revised December 2025

ROLE OF THE BOARD

Section 33 of the *Education Act* outlines the role of the Board. As the corporate body elected by the Catholic electors of the division, the Board is responsible for establishing educational objectives and goals of the Holy Spirit Catholic School Division in accordance with the Christian ideals and values of the Catholic community. The Board, empowered through provincial legislation and the natural person powers granted by the *Education Act* and its regulations, shall provide overall leadership, strategic direction, and accountability for the division. It is responsible for ensuring the educational programs and services to enable student success, aligned with legislative requirements, values of the electorate, and in alignment with the Magisterium of the Catholic Church.

The Board fulfills this responsibility by setting clear direction, stewarding resources responsibly, exercising fiduciary oversight, and engaging constructively with its communities.

Areas of Responsibility

Develop a work plan, in alignment with *Policy 2: Role of the Board* and *Policy 3: Role of the Trustee*, outlining Board activities and advocacy.

1. Faith Leadership
 - 1.1 Make decisions which reflect Catholic values and beliefs.
 - 1.2 Maintain a visible presence within the Catholic faith community.
 - 1.3 Support and participate in parish functions in communities served by the division.
 - 1.4 Participate in and make decisions regarding Alberta Catholic School Trustees' Association (ACSTA) issues.
 - 1.5 Advocate for the preservation of constitutional rights to Catholic education in Alberta. Proactively foster and strengthen community support for the Catholic education system.
 - 1.6 Ensure decisions align with recommendations from the Bishop of Calgary and/ or resources provided by the Bishops of Alberta and

Northwest Territories, Canadian Conference of Catholic Bishops, and Vatican documents.

- 1.7 Participate in faith formation opportunities and ensure that strong faith development opportunities are provided for students and staff.
- 1.8 Model a culture of faith, respect, and integrity, rooted in the Good News of Jesus Christ.

2. Accountability to Provincial Government

- 2.1 Act in accordance with all statutory requirements to implement provincial and educational standards and policies.
- 2.2 Perform Board functions required by governing legislation and existing Board policy.

3. Accountability to Community

- 3.1 Make data-informed decisions.
- 3.2 Establish processes and provide opportunities for community input.
- 3.3 Report division results.
- 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.
- 3.5 Engage in activities of the Board as outlined in *Policy 3: Role of the Trustee*.

4. Assurance and Planning

- 4.1 Provide overall direction for the division by establishing mission, vision, strategic priorities, outcomes, and key results.
- 4.2 Approve the Annual Education Assurance Results Report and the Three-Year Education Plan.
- 4.3 Monitor progress toward established outcomes and provide direction for improvement.

5. Recognition for Staff and School Community

5.1 The Board will recognize staff, community, and schools.

6. Policy Development

6.1 Establish governance policies that guide Board work and reflect legislated requirements, division goals, and Catholic values.

6.2 Identify the areas that require Board policy.

6.3 Develop and revise policies as per *Policy 7: Appendix C: Policy Development and Review Committee Terms of Reference*.

6.4 Monitor policy impact to determine if policy is producing the desired results.

7. Superintendent / Board Relations Requirements

7.1 Select and appoint the Superintendent as the Chief Executive Officer of the Division.

7.2 Provide the Superintendent with clear corporate direction.

7.3 Delegate, in writing, authority to the Superintendent and identify responsibility subject to provisions and restrictions in the *Education Act*.

7.4 Entrust the day-to-day management of the school division to the staff through the Superintendent.

7.5 Interact with the Superintendent in an open, honest, respectful, and professional manner.

7.6 Evaluate the Superintendent on an agreed upon schedule based upon the Superintendent job description and additional Board direction

7.7 Annually review the compensation of the Superintendent.

8. Political / Advocacy Requirements

8.1 Demonstrate effective advocacy through sustained engagement with the Alberta School Boards Association (ASBA) and the Alberta Catholic Trustees'

Association (ACSTA). Participate in general membership meetings to ensure the division's perspectives are clearly represented in provincial advocacy efforts.

- 8.2 Enlist the support of the municipal, provincial, and federal governments to provide a leadership role in support of our students and Catholic education initiatives.
- 8.3 Be the voice of, and advocate for Catholic education within our communities on the role of locally elected Boards and other political issues.

9. Board Development

- 9.1 Annually evaluate Board effectiveness.
- 9.2 Demonstrate continuous learning in support of informed governance, increasing knowledge of role, processes, and issues.
- 9.3 Utilize training and professional development resources available from ASBA, ACSTA, Canadian Catholic School Trustees' Association (CCSTA), Canadian School Boards Association (CSBA), and Grateful Advocates for Catholic Education (GrACE).
- 9.4 Develop a work plan, in alignment with *Policy 2: Role of the Board* and *Policy 3: Role of the Trustee*, outlining Board activities and advocacy.

10. Fiscal Responsibility Mandate

- 10.1 Approve the annual budget and allocate resources in alignment with the Board's strategic priorities and student needs.
- 10.2 Annually approve the Three-year Capital Plan and Infrastructure and Maintenance Renewal (IMR) Plan.
- 10.3 Review and approve all new and replacement playground requests.
- 10.4 Establish reserve funds for purchase, replacement, or upgrading of capital assets through the budget process.
- 10.5 Maintain an accumulated operating surplus, within Alberta Education's required limits.
- 10.6 Appoint an external auditor.

- 10.7 Receive and review the annual audit report and ensure quality indicators are met.
- 10.8 Monitor fiscal management and internal financial controls of the division.
- 10.9 Approve the Audited Financial Statements.
- 10.10 Support and comply with the fiscal requirements and regulation established by the Auditor General and Alberta Education.
- 10.11 Set the labour negotiations mandates, actively participate in the negotiations process, and ratify memoranda of agreement with bargaining units.

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

ACTION NO: B.4

March 25, 2026

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Linda Ellefson, Board Chair

SUBJECT: Appointment of Infrastructure and Capital Committee Members

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND

1. The Board must appoint members to standing committees, external committees, committees required by contract, and any *ad hoc* committees.
2. *Policy 7: Board Committees and Board Representation* has been amended to include the newly approved Infrastructure and Capital Committee. In clause 2.8.1 it states that three (3) trustee representatives will be appointed to this committee.
3. *Policy 7 – Appendix H: Infrastructure and Capital Committee Terms of Reference* states that the Board Chair will serve as the Chair of the committee.

RECOMMENDATION

That the Board of Trustees proceeds to appoint Trustee _____, Trustee _____, and Trustee _____ to the newly formed Infrastructure and Capital Committee;

AND FURTHER, that the Board Chair will serve as Committee Chair.

PR NO:

C.1

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 13: Hearings on Student Matters

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 13: Hearings on Teacher Matters* is brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals is attached with this policy. All policy review should be conducted on the basis of how each reflects the statements made in the Board's Mission, Vision, and Values.

RECOMMENDATION

That the Board of Trustees accepts *Policy 13: Hearings on Teacher Matters*, 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.



HEARINGS ON TEACHER MATTERS

The *Education Act*, Section 212, provides a teacher who wishes to object to a transfer with the right to request a meeting before the Board.

The Superintendent will provide teachers whose contracts of employment or administrative designations are being considered for termination an opportunity to be heard by the Superintendent prior to making a decision in accordance with this policy.

The Superintendent may suspend a teacher from the performance of a teacher's duties in accordance with Subsection 213 of the *Education Act*. The power to suspend the services of a teacher may not be further delegated. The teacher may appeal such suspension to a Board of Reference.

Specifically

1. Transfer:
 - 1.1 A teacher who wishes to object to a notice of transfer given by the Superintendent may request in writing to the Superintendent a meeting before the Board within seven days of receipt of the notice.
 - 1.2 The Superintendent shall inform the Board upon receipt of the teacher's request.
 - 1.3 The Board may set a date for the meeting that is not earlier than 14 days after the teacher received the notice of transfer, unless the teacher agrees in writing to an earlier date.
 - 1.4 The Superintendent shall advise the teacher in writing of the date, time, and location of the meeting.
 - 1.5 Where the teacher has requested a meeting, the teacher shall not be transferred until after the meeting before the Board has been held.
2. Suspension of Teaching Contract or Designation
 - 2.1 Where the Deputy Superintendent will be recommending a decision on the suspension of a teaching contract or designation to the Superintendent, the Deputy Superintendent will provide the following to the teacher:
 - 2.1.1 The recommendation to suspend the contract of employment and the reason for the recommendation.
 - 2.1.2 The date, time, and location of a meeting at which the Superintendent will consider the recommendation.
 - 2.1.3 The right of the teacher to attend the meeting referenced in 2.1.2 and make representations to the Superintendent.
 - 2.1.4 The right to have representation from the Alberta Teachers' Association and legal counsel.

- 2.2 Should the teacher wish to have an opportunity to be heard by the Superintendent at the meeting referred to in 2.1.2 above to object to the suspension, a written request for such shall be submitted to the Superintendent not less than two business days prior to the meeting scheduled pursuant to section 2.1.2 above. The teacher shall also state whether or not they will be represented by council and / or the ATA, provide the names of any other representatives, and any relevant written material that the teacher wishes to have considered by the Superintendent.
3. Termination of Teaching Contract or Designation
 - 3.1 Where the Superintendent will be making a decision on the termination of a teaching contract or designation, the Superintendent, or designate, will provide the following to the teacher:
 - 3.1.1 The recommendation to terminate the contract of employment and the reason for the recommendation.
 - 3.1.2 The date, time, and location of a meeting at which the Superintendent will consider the recommendation.
 - 3.1.3 The right of the teacher to attend the meeting referenced in 2.1.2 and make representations to the Superintendent.
 - 3.1.4 The right to representation from the Alberta Teachers' Association and legal counsel.
 - 3.2 Should the teacher wish to have an opportunity to be heard by the Superintendent at the meeting referred to in 2.1.2 above to object to the termination, a written request for such shall be submitted to the Superintendent not less than two business days prior to the meeting scheduled pursuant to section 2.1.2 above. The teacher shall also state whether or not they will be represented by council and / or the ATA, provide the names of any other representatives, and any relevant written material that the teacher wishes to have considered by the Superintendent.
4. Notwithstanding the foregoing, in the event that the Superintendent determines that a recommendation for termination of a teacher's contract of employment or designation, in light all the circumstances (which relevant circumstances shall be determined at the Superintendent's sole discretion), be made by the Board rather than the Superintendent, the Superintendent shall advise the Board Chair, in writing, that the Superintendent will be referring a recommendation for termination of a teacher's contract of employment or designation to the Board for the Board's consideration. The Board shall, on a case-by-case basis, as recommended by the Superintendent, retain jurisdiction to hear and decide all such recommendations for termination of a teacher's contract of employment or designation. In such a case, the Board shall follow the process as outlined below in Section 5.
5. Procedure to be followed at Board Hearing on Transfer Pursuant to Section 1
 - 5.1 The Board Chair will call the meeting to order and explain that the meeting will be held in-camera and will provide:
 - 5.1.1 An opportunity for the Superintendent and the teacher to make representation in support of their respective positions, and to provide relevant evidence they feel may impact upon the dispute.
 - 5.1.2 The Board with an opportunity to receive relevant information and to review the facts of the dispute.

- 5.1.3 A process through which a decision is considered and reached in a fair and impartial manner.
- 5.2 Minutes of the meeting will be taken by the recording secretary and kept for the Board's record. No external electronic recordings shall be permitted.
- 5.3 The Superintendent shall present evidence on behalf of the recommendation and have any witnesses appear that the Superintendent considers necessary.
- 5.4 The teacher will then be given the opportunity to make a presentation to the Board and to respond to any information provided to the Board by the Superintendent or any witnesses that may have been called.
- 5.5 Board members may ask questions of clarification through the Board Chair, of the Superintendent, any witness that has been called by the Superintendent, the teacher, or any representative that the teacher may have called, after hearing from both parties.
- 5.6 Cross-examination by either the Superintendent or the teacher will not be permitted.
- 5.7 The teacher, and then the Superintendent, will be provided with the opportunity to make a brief closing statement to the Board.
- 5.8 The Board shall meet without those involved directly in the dispute in order to arrive at a decision. The Board has the right to call upon legal advisors to assist them on points of law or the drafting of a resolution.
- 5.9 The Board shall identify those individuals it wishes to have in attendance during its deliberations.
- 5.10 If the Board requires additional information or clarification, those involved in the dispute will be requested to return and provide the necessary information.
- 5.11 The Board Chair shall thank the teacher and the Superintendent for their presentations and advise them that the meeting has been adjourned and the decision of the Board will be communicated to them.
- 5.12 The Board Chair shall advise the Superintendent of the decision of the Board.
- 5.13 The Board decision and the reasons for the decision will be communicated to the teacher by telephone following the meeting and confirmed in writing.

References

**Sections 33, 52, 53, 119, 212, 213, 214, 215 *Education Act*
Teaching Quality Standards**

PR NO:

C.2

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 14: Appeals and Hearings on Student Matters

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 14: Appeals and Hearings on Student Matters* is brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals 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, Values, and Goals.

RECOMMENDATION

That the Board of Trustees accepts *Policy 14: Appeals and Hearings on Student Matters*, as amended.



APPEALS AND HEARINGS ON STUDENT MATTERS

The principles of natural justice support the provision of a mechanism for parents, students, and members of the public and staff to appeal decisions made, or not made, by employees of the Board. The *Education Act*, Sections 42-44, also requires the Board to establish an appeal process.

1. The Board will hear appeals on administrative decisions on all matters, which are submitted in accordance with Section 42 of the *Education Act*. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.
2. The expulsion of a student will be dealt with in accordance with *Administrative Procedure 319: Suspension and Expulsion of Students*.
3. Parents of students, and students sixteen (16) years of age or older, have the right to appeal to the Board, a decision of the Superintendent. The Superintendent must advise parents and students of this right to appeal.
4. The appeal to the Board must be made within ten (10) days from the date that the individual was informed of the Superintendent's decision. The appeal must be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand and the reason for the appeal.
5. Parents of students, as above, when appealing a decision to a Board, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parents or students. The names of such individuals who will be in attendance and the role of the resource person(s) must be provided to the Board at the time of filing the appeal.
6. The Board may arrange to have legal counsel present for any matter being appealed.
7. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
8. The appeal will be heard in-camera, with specified individuals in attendance.
9. The appeal hearing will be conducted in accordance with the following guidelines:
 - 9.1 The Board Chair will outline the purpose of the hearing, which is to provide:
 - 9.1.1 An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - 9.1.2 The Board with the means to receive information and to review the facts of the dispute; and
 - 9.1.3 A process through which the Board can reach a fair and impartial decision.

- 9.2 Notes of the proceedings will be recorded for the purpose of the Board's records. No external electronic recordings will be permitted.
 - 9.3 The Superintendent and/or staff will explain the decision and give reasons for the decision.
 - 9.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 9.5 The Superintendent and/or staff will have an opportunity to respond to information presented by the appellant.
 - 9.6 Committee members will have the opportunity to ask questions or clarification from both parties.
 - 9.7 No cross-examination of the parties shall be allowed.
 - 9.8 The Board will meet without the respective parties in attendance to discuss the appeal and reach a decision.
 - 9.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return in order to provide its information.
 - 9.10 The Board decision and the reasons for that decision will be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister if the appellant is dissatisfied with the decision of the Board and if the matter under appeal is a matter described in Sections 43 and 44 of the *Education Act*.
10. Under Section 43 and 44 of the *Education Act*, the only matters on which the Minister of Education and Childcare will consider appeals are:
- Specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in an early childhood services program;
 - Student expulsion;
 - Access to, or the accuracy of completeness of student records; or
 - Board responsibility for a specific student.

References

Sections 3, 4, 11, 14, 31, 33, 36, 37, 40, 42, 43, 44, 52, 53 *Education Act*

PR NO:

C.3

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 16: School Closure

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 16: School Closure* is brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals 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, Values, and Goals.

RECOMMENDATION

That the Board of Trustees accepts *Policy 16: School Closure*, as presented.



SCHOOL CLOSURE

The Board may from time to time be required to close existing schools and to realign attendance areas to ensure the efficient and effective operation of the division. The process for the closure of schools is outlined in Section 62 of the *Education Act*. Prior to any decision on a school closure or a realignment of attendance areas, the Superintendent shall review the *Education Act* to ensure that the process to be followed is in compliance with provincial requirements.

Specifically

1. The Board, upon receiving a referral from the Superintendent of Schools regarding the possible closure of a school, shall determine whether or not to proceed with further study.
2. Should the Board wish to proceed with a consideration of closure, the Board will have the matter raised as a notice of motion at a regular meeting of the Board, and details will be provided which will identify the specific school or portion of the school affected.

The Board shall communicate the fact and implications of the possible school closure, and the date and place of the public meeting to discuss the closure in writing to the parents of every child and student enrolled in the school affected by the closure and any other person, municipality or community organization who, in the opinion of the Board, may be significantly affected.

3. The communication shall address how the closing would affect the following:
 - 3.1 the attendance area for that school;
 - 3.2 relevant information as outlined within the Board's long-range capital plan;
 - 3.3 the attendance at other schools, including the number of students who would be relocated if the school were to close;
 - 3.4 the need for, and the extent of, bussing;
 - 3.5 program implications for other schools;
 - 3.6 the educational and financial impact of closing the school, including the effect on operational costs and capital implications;
 - 3.7 the financial and educational impact of not closing the school;
 - 3.8 the capital needs of other schools that may have increased enrollments as a result of the closure; and
 - 3.9 the proposed disposal of the school if the entire school is to be closed.

4. The date and place of the public meeting shall be:
 - 4.1 posted in five or more conspicuous places in the area of the school, or schools, affected by the closure, for at least two weeks prior to the date of the public meeting; and
 - 4.2 published online on both the school and division websites, in the local parish bulletin and in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, once a week for at least two weeks prior to the date of the public meeting.
5. On the date set for the public meeting, the Board will convene at the time and place specified to discuss:
 - 5.1 the possible closure;
 - 5.2 the implications for the students, the community, and for the school system;
 - 5.3 possible implementation plans; and
 - 5.4 possible alternatives.
6. At the public meeting, the Board shall provide an opportunity for the council(s) of the municipality in which the school is located to provide a statement to the Board of the impact the closure may have on the community.
7. A minimum of three trustees shall attend the public meeting.
8. Following the public meeting, there shall be a minimum period of three weeks for electors to make written representation to the Board regarding the possible closure.
9. The Board may determine times and places for further meetings.
10. The final debate by the Board and the vote upon the resolution shall occur only after all the Board procedures have been completed.
11. Subsequent to the final debate, and if the vote is in favour of school closure, the Board shall request approval from the Minister forthwith in order to proceed with the closure.

Reference **Section 62, *Education Act***

PR NO:

C.4

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 20: Fiscal Stewardship

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 20: Fiscal Stewardship* is brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals 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, Values, and Goals.

RECOMMENDATION

That the Board of Trustees accepts *Policy 20: Fiscal Stewardship*, as amended.



FISCAL STEWARDSHIP

Holy Spirit Catholic School Division is committed to the responsible stewardship of its resources. The Board remains accountable to its stakeholders and is dedicated to managing public funds in a fiscally responsible and transparent manner, ensuring accountable decision-making that benefits both current and future generations.

Through ethical resource management, the division ensures that funds are used appropriately and that unethical practices are avoided. By prioritizing sustainable, long-term value over short-term gains, Holy Spirit Catholic School Division emphasizes thoughtful long-term planning, clear accountability, and transparent reporting. Robust internal controls further safeguard system integrity and support effective risk management.

Recognizing its oversight role as referenced in the *Education Act*, the Board relies on the guidelines established in this policy to create the conditions necessary for effective financial governance and accountability. In carrying out its fiduciary responsibility, the Board exercises financial oversight, while Division employees carry out financial responsibilities within delegated authority and established administrative procedures. This framework includes strong budgetary controls, interim accountability reporting, oversight by the Audit Committee, use of financial health indicators, and ongoing professional development. Financial practices are guided by *Public Sector Accounting Standards* and applicable provincial regulations

Practices

1. Budgetary Controls

- 1.1 The Division's budget is the strategic fiscal plan, aligning educational goals, Board Priorities, Division 3- and 10-Year Capital Plans, infrastructure needs, and student success with revenue and expenses. It serves as a legal operating document, designed to ensure resources are allocated effectively, transparently, and responsibly.
 - 1.1.1 The decentralized budgets shall be clearly linked to the Three-Year Education Plan, senior administrative work plans, associated School Education Plans, and Continuous Improvement Plans at the school level
- 1.2 Focusing on sustainability and preventing the depletion of reserves, the Board will review resource allocation, ensuring expenditures align with divisional needs.
- 1.3 The Board will ensure that financial monitoring and fiscal controls are in place through *Policy 24: Budget*, the work of the Finance and Audit Committees, the yearly financial audit by external professionals, and interim financial reporting by administration.
- 1.4 As per Section 222(5) of the *Education Act*, the Superintendent is responsible for the day-to-day supervision of the division schools, educational programs, and fiscal management practices.
 - 1.4.1 Ensuring that the fiscal management of the school division by the Secretary-Treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act* or any other Act.
 - 1.4.2 To ensure internal controls are established to manage financial risks and are:

1.4.2.1 Recommended by the Secretary Treasurer, Auditor, or Board of Trustees and provide for the following outcomes:

- 1.4.2.1.1 Safeguard assets;
- 1.4.2.1.2 Ensure transactions are authorized;
- 1.4.2.1.3 Ensure legislation and policies are followed; and
- 1.4.2.1.4 Ensure value for money.

1.5 To safeguard the integrity of managing and spending public funds, all stakeholders, including employees of Holy Spirit Catholic School Division, have a responsibility to report any suspected or known irregularities. This includes concerns related to operational revenues or expenditures, questionable financial decision-making processes, unethical conduct, fraudulent use of funds, abuse of authority or breaches of public trust involving public resources (collectively referred to as “Wrongdoing”). Such concerns must be reported to the Superintendent of Schools in accordance with this policy, and as outlined in *Policy 21: Public Interest Disclosure (Whistleblower Protection)*.

2. Accountability Reporting

Since the Board retains its fiscal responsibility, it will maintain accountability measures to ensure that governance direction and intent are fulfilled.

The Board holds those managing fiscal resources within the school division accountable for achieving established educational goals while operating within the approved budget.

2.1 Interim accountability reports are an essential mechanism for ensuring that the Board’s governance direction is being fulfilled. Interim reporting enables the Board to assess whether its assumptions and expectations are on track to be achieved and provides the basis for making organizational adjustments when necessary. Accordingly, the reports will include the following information:

- 2.1.1 The current status of budgetary assumptions approved by the Board in the development of the operational budget;
- 2.1.2 Actual results for the reporting period to date;
- 2.1.3 A forecast of operating results through to the end of the school year;
- 2.1.4 Variances between forecast revenues and expenditures to the approved annual budget;
- 2.1.5 Explanation of significant variances;
- 2.1.6 Status of capital projects in progress;
- 2.1.7 Any unsupported capital costs (where applicable); and
- 2.1.8 The status of reserve funds.

- 2.2 Interim Accountability Reports will be periodically provided, in adherence to the requirements set out by Alberta Education.

3. Audit Committee of the Board

- 3.1 In alignment with the recommendations of the Auditor General and Alberta Education, this standing committee of the Board will serve as the central component of the Board's fiscal oversight process.
- 3.2 The Audit Committee will conduct its responsibilities independently of Senior or School Administration and will avoid any situations could compromise its objectivity in performing its oversight role.
- 3.3 The Board's Audit Committee will communicate with the Superintendent and Secretary-Treasurer, and will initiate its work independently, while remaining responsive to recommendations brought forward by the Superintendent to the Board Chair and the Chair of the Audit Committee.
- 3.4. The Audit Committee is accountable to the Board and will support the Board and the Board Chair.
- 3.5 The Audit Committee will oversee fiscal accountability and internal controls processes.
- 3.6 The Audit Committee will facilitate effective communication among senior administration, the Board, and the auditors.
- 3.7 The Audit Committee will strive to strengthen operational effectiveness and foster public confidence in fiscal stewardship.

4. Indicators of Financial Health

- 4.1 The Board will respond to the expectations of Alberta Education and the Auditor General by ensuring that both short- and long-term indicators of financial health are continuously monitored.
- 4.2 In this regard, the Board will pursue a recommended accumulated operating surplus and capital reserve that:
 - 4.2.1 Enables the division to meet its financial obligations from an operational and capital perspective;
 - 4.2.2 Mitigates the risk of borrowing to cover operational expenses;
 - 4.2.3 Allows for interest to be earned on assets; and
 - 4.2.4 Supports the Board's ability to allocate current funding to current student population.
- 4.3 Monitoring of fiscal health will require consideration of fiscal trends at both the divisional and provincial levels.

5. Ongoing Board and Staff Development

- 5.1 Responsibility for translating overall audit recommendations to professional development goals that enhance the fiscal stewardship of the school division rests with the Secretary-Treasurer.
- 5.2 Based upon these recommendations, the Superintendent will ensure that the division's annual operational budget provides for the funding necessary to achieve these professional development goals.
- 5.3 Those involved in upholding fiscal stewardship are expected to pursue ongoing professional development to ensure they are equipped to carry out their responsibilities effectively. All financial practices are guided by Public Sector Accounting Standards and applicable provincial regulations.

References **Sections 33, 222, 137 – 143, *Education Act*
Alberta's Assurance Framework**

PR NO:

C.5

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 24: Budget

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 24: Budget* and *Policy 24 - Appendix A: Budget Timelines* are brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals 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, Values, and Goals.

RECOMMENDATION

That the Board of Trustees accepts *Policy 24: Budget*, as presented, and *Policy 24 - Appendix A: Budget Timelines*, as amended.



BUDGET

The Board of Trustees approves the annual budget to fiscally manage the Division's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as required by the *Education Act*.

The budget is developed in the best interests of all students, in a budget process that is open and transparent at the most reasonable cost to the taxpayer reinforcing Holy Spirit Catholic School Division's Mandate, Mission, Vision, Values, and Goals. Authority to approve system budget and allocate funds rests with the Board.

Holy Spirit Catholic School Division's budget is set through allocation of funds in a consultative process that is key to the division and its schools operating in an effective and efficient manner. The *Holy Spirit Catholic School Division Board Priorities* and *Faith Plan*, *Alberta Education Funding Manual*, *Alberta Education Assurance Results Reports* are key planning documents and will be considered along with stakeholder feedback for the creation of the annual budget.

As a Board, strategic thinking drives the work of governance through systems thinking, strategic focus, deep learning, and manner. Involvement by stakeholders in the development of the budget process is critical to having the final budget understood, accepted, and properly administered. The Superintendent will facilitate the consultative process that must follow budget timelines, leading to the development of a draft budget being brought forward to the Board of Trustees. Once the goals and priorities are established and financial resources allocated, the expenditure and monitoring of funds within the guidelines established by the Board is the responsibility of the designated Holy Spirit Catholic School Division administrator.

The budget will be reviewed quarterly and presented at Finance Committee meetings. Comparison of actual revenues and expenditures to approved budget will be made with any changes to program plans, framework, and provincial funding explained. If unanticipated non-targeted funding is received, utilization will be discussed with the Superintendent and authorized by the Board of Trustees.

References

Sections 139; *Education Act*



BUDGET TIMELINES

Timelines:

1. September - October
 - 1.1 The Board of Trustees:
 - 1.1.1 Reviews Mission, Vision, and Values.
 - 1.1.2 Reviews Board Priorities and associated goals and measures.
 - 1.1.3 Envisions possibilities.
2. October – December
 - 2.1 Board sponsored Budget Collaboration Team:
 - 2.1.1 Reviews impact of previous year’s budget.
 - 2.1.2 Assesses central allocated budgets, school-based budgets, and staffing allocations.
 - 2.1.3 Gathers feedback from stakeholders around strengths, weaknesses, and opportunities.
 - 2.1.4 Superintendent compiles visionary / budgetary recommendations.
3. January
 - 3.1 Board reviews visionary / budgetary recommendations as presented by the Superintendent.
4. February – April
 - 4.1 Provincial budget is released.
 - 4.2 Secretary Treasurer prepares a draft budget.
5. April - May
 - 5.1 Board of Trustees holds an information session on draft budget.
6. May
 - 6.1 Draft Budget
 - 6.1.1 Reviewed by the Finance Committee.
 - 6.1.2 Budget is passed at the Regular Board of Trustees meeting in May.

PR NO:

C.6

March 25, 2026

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 7: Board Committees and Board Representation

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 7: Board Committees and Board Representation, Policy 7 - Appendix B: Audit Committee Terms of Reference, Policy 7: Appendix C: Finance Committee Terms of Reference, and Policy 7: Appendix H: Infrastructure and Capital Committee Terms of Reference* are brought forward for Board review and discussion by the Policy Development and Review Committee with respect to the revisions and modifications recommended by the committee.
2. A copy of the Board's Mission, Vision, Values, and Goals 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, Values, and Goals.

RECOMMENDATION

That the Board of Trustees accepts *Policy 7: Board Committees and Board Representation, Policy 7 - Appendix B: Audit Committee Terms of Reference, Policy 7: Appendix C: Finance Committee Terms of Reference, and Policy 7: Appendix H: Infrastructure and Capital Committee Terms of Reference*, as amended.



INFRASTRUCTURE AND CAPITAL COMMITTEE TERMS OF REFERENCE

Role:

Section 53 of the *Education Act* stipulates that the Board shall establish, maintain, and implement policies necessary for fulfilling its responsibilities under section 33. The Infrastructure & Capital Committee provides strategic governance and financial oversight through the review and analysis of information related to the construction, renovation, and maintenance of Holy Spirit Catholic School Division's schools and facilities. The Committee supports the Board by reviewing projects, reporting on progress, and making recommendations to ensure that capital investments and maintenance activities align with Board priorities, fiscal responsibility, and long-term sustainability. Authority to direct the Superintendent rests solely with the Board acting as a collective body.

Composition:

The Committee shall be a committee consisting of:

1. Chair of the Board
2. Three (3) Trustees with representation from both urban and rural.
3. Superintendent

The Superintendent may request that administrative and technical staff attend meetings as required to provide information and support the committee's work.

The Chair of the Board shall be the Chair of the Infrastructure and Capital Committee.

Meetings:

- a. Meetings will be called by the Committee Chair.
- b. The committee shall meet three (3) times per year.
- c. Additional meetings may be called by the chair if required.
- d. The three (3) Trustee serving on the committee may be invited to attend CMR school tours. Tour schedule as developed and communicated by the Office of the Superintendent.

Responsibilities:

In alignment with the Board's responsibility to approve the division's priority project list, including capital and modernization projects, and to approve the Division Budget, including CMR expenditures, the Committee shall:

- a. Evaluate whether available capital and infrastructure resources are allocated effectively to best support the educational needs of students in the division consistent with Board priorities, mission, vision, & values.
- b. Receive and review information regarding the plans, construction, and progress of new builds or modernizations of schools.
- c. Review three-year CMR plans. When invited by the office of the Superintendent, attend school-based CMR tours, as an observer, for the purpose of maintaining understanding of the division's capital and maintenance needs, processes, and potential budgetary impacts. CMR meetings remain administrative. Liaison Trustees may be invited by office of the

Superintendent to participate in liaison school tours to maintain awareness of school condition, even if they do not serve on the Committee.

- d. Review project priorities, reviewing, and providing feedback on three- and ten-year Capital Plans, making recommendations when the Three-Year Capital Plan is presented to the Board for approval.
- e. Ensure the Committee's work is consistent with *Policy 2: Role of the Board*.



AUDIT COMMITTEE: TERMS OF REFERENCE

Role:

The Audit Committee supports the Board of Trustees in carrying out its oversight responsibilities related to the financial reporting process, the system of internal controls over financial reporting, and the audit function, including compliance with *Public Sector Accounting Standards (PSAS)*. In doing so, the Committee assists the Board in fulfilling its fiduciary obligations under the *Education Act* and the Board's Fiscal Stewardship Policy.

Authority:

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility as delegated by the Board of Trustees. It is empowered to:

1. With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
2. Seek any information it requires from employees – all of whom are directed to cooperate with the committee's requests – or external parties; and
3. Meet with Division officers, external auditors or outside counsel, as necessary.

The committee does not exercise operational authority and shall not direct the day-to-day activities of administration.

Composition:

The audit committee will consist of the following members:

1. Vice Chair of the Board
2. Two (2) Trustees of the Board
3. Two (2) public members who are not employees

The Vice Chair of the Board shall be the Chair of the Audit Committee.

The two (2) public members must not be Trustees of the Board, must be independent to the Division, must be financially literate and have no relationship to the audit firm. This appointment will be for a two-year term and may be reappointed once by the Board of Trustees (total four (4) years) without advertisement.

Appointment of Public Members:

The Trustees on the Audit Committee shall make a recommendation to the Board concerning the appointment of the public members. The Board shall approve the public members. In the event a public member is unable to complete their two-year term, the Audit Committee shall immediately begin a search for a new public member.



Meetings:

The Audit Committee will meet at least two (2) times per year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It shall hold private meetings with auditors and management.

Minutes of meetings will be prepared. Audit Committee reports shall be provided at a meeting of the Board of Trustees.

The Superintendent, Secretary Treasurer, and other members of senior administration may attend Audit Committee meetings at the committee's discretion.

Compensation:

The Audit Committee members shall be compensated as follows:

Public member	\$90 for meetings four (4) hours or less
	\$160 for meetings over four (4) hours

Responsibility:

The function of the audit committee is to help the auditors to remain independent of management and to support the Board in exercising effective financial oversight. The audit committee will carry out the following responsibilities:

Financial Statements and Annual Audit:

- a) Recommend external auditors to the Board;
- b) Review the auditor's proposed audit scope and approach;
- c) Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles;
- d) Review with management and the auditors all matters required to be communicated to the Board of Trustees;
- e) Review with management and the auditors the results of the audit, including any difficulties encountered, including internal and external school audits;
- f) Provide a recommendation to the Board of Trustees regarding the appointment or discharge of the auditors;
- g) Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the school division, including non-audit services, and discussing the relationship with the auditors; and,
- h) Meet separately from management, with the auditors to discuss any matters that the audit committee or auditors believe should be discussed privately.

Internal Control:

1. Review and monitor the effectiveness of the division's internal controls over annual reporting, including information technology security and control, while recognizing that the internal controls are implemented by administration and overseen by the Board.
2. Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with

management's responses.



Holy Spirit
CATHOLIC SCHOOL DIVISION

Fraud and Irregularities:

1. Receive reports, where appropriate, regarding significant financial irregularities, fraud investigations, or matters reported under the Board's Public Interest Disclosure (Whistleblower Protection) Policy that relate to financial oversight.

References **Section 142, *Education Act***



FINANCE COMMITTEE TERMS OF REFERENCE

Role:

The Finance Committee is responsible for providing ongoing financial oversight, monitoring the division's budget, and reporting on the Division's financial position to the Board. While the committee may present recommendations, it is the Board that holds the authority to provide direction to the Superintendent as a collective body.

Authority

Section 53 of the *Education Act* stipulates that the Board shall establish, maintain and implement policies necessary for fulfilling its responsibilities under section 33.

Composition:

The Finance Committee shall be a committee consisting of:

1. Vice Chair of the Board
2. Three (3) Trustees
3. Superintendent

The Superintendent may request that administrative and technical staff attend meetings as required to provide information and support the committee's work.

The Vice Chair of the Board shall be the Chair of the Finance Committee.

Meetings:

- a. Meetings will be called by the Committee Chair.
- b. The committee shall have an initial planning meeting to prepare its yearly plan.
- c. The committee shall meet three (3) times per year.
- d. Additional meetings may be called if required.

Responsibilities:

- a. In alignment with Board priorities, mission, vision, and values, evaluate whether available resources are allocated effectively to best support the educational needs of students in the division.
- b. When significant adjustments to the budget are necessary, gather the relevant details and present recommendations to the Board for review and approval.
- c. Ensure compliance with *Policy 20: Fiscal Stewardship* and *Policy 24: Budget*.
- d. Examine budget documents presented.
- e. Review quarterly financial reports and management discussion and analysis.
- f. Review Governance Budget as per *Policy 18: Board Governance and Operations*.
- g. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school division's financial reporting.
- h. Annually review the status of reserve funds.



POLICY 7

Revised March 2026

BOARD COMMITTEES AND BOARD REPRESENTATION

The Board's fundamental obligation is to preserve and enhance the public trust in Catholic education and in the affairs of its operations. In Section 52 of *Education Act*, a school board may delegate committees of the board to do any act or exercise any power that the board is required to do or exercise. Committees are established by the Board to assist in the governance of the division. The function of a committee is to assist in facilitating the decision-making of the Board.

The Holy Spirit Catholic School Division Board establishes committees to support effective governance and ensure the orderly and efficient conduct of its work. These committees assist in the decision-making process, contributing to the smooth operation of Board business. Committees may take the form of Standing Committees for ongoing responsibilities, Representatives on External Committees when such participation is considered beneficial to the Division, and Special (Ad Hoc) Committees for short-term or specific tasks.

All Standing Committees are chaired by a Trustee and must operate in alignment with the Division's goals, principles, and written Terms of Reference. Committees do not have legal authority unless the Board explicitly delegates power to them to act on its behalf.

Standing Committees

Standing Committees of the Board are internal subgroups, primarily composed of Board members, established to carry out specific oversight and strategic functions that support and streamline the Board's overall operations. These committees assist in upholding governance and fiduciary responsibilities and operate in accordance with the committee Terms of Reference. Trustees are responsible for reporting back to the Board with any recommendations.

1. Guidelines for the operation of Standing Committees of the Board are as follows:
 - 1.1 The Board Chair shall be an ex-officio member of every Standing Committee of the Board and may actively participate and vote.
 - 1.2 The Superintendent will attend all Standing Committees of the Board meetings and activities as the chief executive officer of the Board.
 - 1.3 The members of each committee will be appointed at the annual organizational meeting of the Board by a majority of the trustees in attendance.
 - 1.4 A record of the proceedings of committee meetings shall be taken and maintained.
 - 1.5 In preparing recommendations for the Board's consideration, trustee representatives are expected to consult with the Superintendent and through the Superintendent with those staff members directly involved with the matter on which a recommendation is to be made.
 - 1.6 When the work of two or more committees overlap, trustees involved in each committee will consult with each other, prior to presenting a recommendation to the Board.

- 1.7 Unless otherwise prescribed, the members of each committee shall select the chairperson for that committee.
2. The Standing Committees of the Board, their responsibilities, and procedures are as follows:
 - 2.1 Negotiations Committees
 - 2.1.1 Each negotiations committee (ATA and CUPE 1825) will consist of three (3) Trustees.
 - 2.1.2 The roles and responsibilities of the negotiations committees will be held as expressed and in accordance with Policy 7 - Appendix A: Negotiation Committee: Terms of Reference.
 - 2.2 Audit Committee
 - 2.2.1 The committee will consist of the Vice Chair of the Board, two (2) Trustees, and two (2) public members who are not employees.
 - 2.2.2 The roles and responsibilities of the audit committee will be held as expressed and in accordance to with Policy 7 - Appendix B: Audit Committee: Terms of Reference.
 - 2.3 Finance Committee
 - 2.3.1 The committee shall be a committee of the Board Chair, three (3) Trustees, Superintendent, Secretary Treasurer, and other Senior Administration as deemed necessary.
 - 2.3.2 The roles and responsibilities of the Finance Committee will be held as expressed in accordance with Policy 7 – Appendix C: Finance Committee: Terms of Reference.
 - 2.4 Share the Mission Committee
 - 2.4.1 The committee will consist of two (2) Trustees and the Vice Chair.
 - 2.4.2 The roles and responsibilities of the Share the Mission Committee will be held as expressed and in accordance with Policy 7 - Appendix D: Share the Mission Committee: Terms of Reference.
 - 2.5 Teacher Board Advisory Committee (TBAC)
 - 2.5.1 The committee will consist of three (3) Trustees, ensuring that there is both urban and rural representation, the Superintendent and the Deputy Superintendent, or designate.
 - 2.5.2 The roles and responsibilities of the committee will be held as expressed and in accordance with Policy 7 - Appendix E: Teacher Board Advisory Committee: Terms of Reference.

2.6 Policy Development and Review Committee

2.6.1 The committee will consist of the Board chair and three trustees, the Superintendent.

2.6.2 The roles and responsibilities of the committee will be held as expressed and in accordance with Policy 7 - Appendix F: Policy Development and Review Committee Terms of Reference.

2.7 GrACE (Grateful Advocates for Catholic Education)

2.7.1 The committee will consist of two (2) Trustees, the Superintendent and/ or designate.

2.7.2 The roles and responsibilities of the committee will be held as expressed and in accordance with Policy 7 - Appendix G: GrACE Committee Terms of Reference.

2.8 Infrastructure and Capital Committee

2.8.1 The committee will consist of three (3) Trustees, the Board Chair, the Superintendent and/or designate

2.8.2 The roles and responsibilities of the committee will be held as expressed and in accordance with Policy 7 – Appendix H: Infrastructure and Capital Committee Terms of Reference.

Representatives on External Committees

Board members represent the Holy Spirit Catholic School Division by serving as representatives on committees established by external organizations. In this role, Trustees facilitate the exchange of information, engage in discussions on shared issues, and contribute to collaborative dialogue, all while upholding the confidentiality of the Division.

When an external organization requests representation, the Board Chair will bring the request to the next public Board Meeting for consideration and appointment of a representative.

1 Guidelines for the operation of Representatives to External Committees are as follows:

- 1.1 The members of each committee will be selected at the annual organizational meeting of the Board by a majority of the trustees in attendance.
- 1.2 Trustee representatives to external committees are responsible for reporting relevant information and recommendations to the Board or make such decisions duly delegated to them by the Board.
- 1.3 Trustee representatives, if in doubt during the course of committee work, are expected to consult with the Board Chair and, if appropriate, the Superintendent.
- 1.4 If a Trustee cannot attend a meeting, the Trustee is responsible for asking an alternate to attend on their behalf, where applicable.

1.5 Trustee representatives serve on external committees as representatives of the Holy Spirit Catholic School Division. They must ensure that their duties and actions align with the mission, vision, and values of the Division and in compliance with the Trustee Code of Conduct, while also fulfilling the mandate and Terms of Reference of the external committee.

2 The External Committees approved for Trustee representation are as follows:

2.1 Alberta Catholic School Trustee Association (ACSTA)

The representative operates in alignment with ACSTA's mission and bylaws and is expected to actively participate in meetings, support collective decisions, and act in the best interests of Catholic education.

2.1.1 One (1) Trustee shall be named as the representative and one shall be designated as the alternate.

2.1.2 Holy Spirit Catholic School Division holds membership and voting rights at ACSTA meetings. The appointed Trustee representative participates in committee business and exercises voting rights on behalf of the Board. Whenever possible, the Trustee should consult with the Board prior to casting votes on significant matters.

2.2 Alberta School Boards Association (ASBA) Zone 6

The representative's role is to engage in discussions on educational issues, share information, develop policy positions for provincial advocacy, and provide feedback to the Alberta School Boards Association (ASBA) Board of Directors. The Zone operates under ASBA's mission and bylaws.

2.2.1 One (1) Trustee shall be named as the representative and one shall be designated as the alternate.

2.2.2 Holy Spirit Catholic School Division holds membership and voting rights at Zone 6 meetings. The appointed Trustee representative participates in committee business and exercises voting rights on behalf of the Board. Whenever possible, the Trustee should consult with the Board prior to casting votes on significant matters.

2.3 Teacher Employers' Bargaining Authority (TEBA)

TEBA acts as the employer's bargaining agent, bargaining on behalf of all school boards in Alberta. This provincial body is intended to consult about provincial teacher contracts and employment negotiations. The Trustee representative serves on a committee composed of school trustees from across the province, which elects seven members to form the TEBA (Teachers' Employer Bargaining Association) Board of Directors. This committee is responsible for setting the strategic direction of TEBA, establishing the mandate for collective bargaining with the Alberta Teachers' Association (ATA), and voting to ratify negotiated agreements on central matters that impact all public, separate, and Francophone school authorities in Alberta.

2.3.1 One (1) Trustee will be selected to serve as the division's representative to this committee.

2.3.2 Holy Spirit Catholic School Division holds membership and voting rights at meetings. The appointed Trustee representative participates in committee business and exercises voting rights on behalf of the Board. Whenever possible, the Trustee should consult with the Board prior to casting votes on significant matters.

2.4 Joint City of Lethbridge and School Boards' Liaison Committee

The Joint Committee of the City of Lethbridge and Lethbridge School Boards is established to strengthen collaboration, alignment, and mutual understanding between the Municipality and School Divisions. The committee will focus on shared governance priorities, joint advocacy efforts, and the cultivation of strong, effective working relationships that serve the community's best interests—especially children, youth, and families.

2.4.1 Two (2) Trustees shall be named as the representative to this committee in addition to the Superintendent and the Secretary-Treasurer.

2.5 Economic Development Lethbridge (EDL)

Economic Development Lethbridge (EDL) is an arm's length organization, supported by the City of Lethbridge, governed by a 31-member volunteer Board of Directors and managed by a team of professionals dedicated to economic prosperity in Lethbridge. A representative from either school district, to alternate every two years between Lethbridge School Division and Holy Spirit Catholic School Division.

2.5.1 One (1) Trustee shall be appointed as the representative to this committee.

2.5.2 The participating school division holds membership on behalf of the education sector and holds voting rights at meetings. The appointed Trustee representative participates in committee business and exercises voting rights on behalf of the Board. Whenever possible, the Trustee should consult with the Board prior to casting votes on significant matters.

2.6 Team Lethbridge

Team Lethbridge is a group of community leaders interested in raising awareness of how the city of Lethbridge contributes to the province and how we can work with our government representatives to support long-term success for Alberta.

2.6.1 Two (2) Trustees, and Superintendent or designate will be selected every mission year

Ad Hoc Committees

Special (Ad Hoc) Committees are temporary groups formed to address a specific, task-oriented issue that the board deems important but doesn't fall under a standing committee's scope. They are designed to provide focused expertise, promote collaboration, and allow for a quick, decisive response to unique situations

Special (Ad Hoc) Committees

1. Board Chair is approached with request for Trustee representation.
2. The Board Chair will present the request at the next public Board Meeting.
3. Ad Hoc Committee, if approved, is established by a formal resolution in Public Meeting with motion that includes a specific mandate and term, and dissolve once their assigned task is completed.

References *Sections 51, 52, 53, 141, 142, Education Act*

REPORT NO: D.1

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Superintendent's Report

BACKGROUND

1. Attached is the Superintendent's Report for March 25, 2026.

RECOMMENDATION

That the Board of Trustees receives and files the Superintendent, Deputy Superintendent, Secretary Treasurer, Associate Superintendent, Directors of Support Services, Technology, and Facilities Reports for March 25, 2026.



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Superintendent

Report to the Board of Trustees

March 2026

Embodying Catholic Leadership

- Attend Sunday Mass at St. Basil's
- CCSSA Board Meeting (February 26)
- Attending daily prayer at CEC when present
- LLT Lenten Retreat (March 3)
- Attended Holy Spirit Spiritual Development Day (March 13)
- Faith reflections in, "Superintendent Sunday"

My ongoing participation in the CCSSA Board Meetings provides valuable opportunities to collaborate with provincial partners and strengthen the identity of Catholic education across Alberta. Divisionally, I find great inspiration in attending daily prayer at the CEC whenever I am present, as these moments of quiet reflection help center our administrative efforts in Christ. This spiritual grounding was further deepened during our LLT Lenten Retreat on March 3, where we took a step back from the busyness of leadership to focus on personal and collective renewal. These experiences were culminated by our Holy Spirit Spiritual Development Day on March 13—a meaningful gathering where we came together as a division to allow ourselves time to be steeped in our faith. Collectively, these activities ensure that our leadership extends beyond administration to serve as a true ministry dedicated to the faith formation of our staff and students.

Building Effective Relationships

- Future Planning, 1:1 Meetings (Principals/Associate Principals)
- MLA Meeting, Nathan Neudorf (UCP) (Feb 27)
- MLA Meeting, Rob Miyashiro (NDP) (March 5)
- Staffing Conversations with Director of Support Services, Deputy Superintendent, Associate Superintendent
- Kindergarten Update/Boundaries Update Meetings with Principals
- St. Kateri tour with Board of Trustees

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- Council of School Councils Meeting
- Agenda Setting meeting with Chair and Vice Chair
- SALT Talks (SCPB) (Feb 26)
- FLVT Principal for a Day- school visit
- Meeting with Director of Facilities and Secretary Treasurer re: Projects, Budget and Timelines
- Attended: Joseph and The Amazing Technicolor Dreamcoat

Building strong relationships across our division requires a commitment to meaningful dialogue and active engagement within our school communities. My recent one-on-one planning meetings, along with sessions on kindergarten and boundary updates with principals, have been vital in maintaining alignment and trust as we manage the complexities we face. This collaborative approach extends externally through productive meetings with MLAs Nathan Neudorf and Rob Miyashiro, as well as through our active involvement with parents at the Council of School Councils (COSC). These relationships are reinforced when we see the tangible outcomes of our governance in action—such as the tour of St. Kateri with the Board. Two particular highlights for myself were attending the production of CCH’s “Joseph and the Amazing Technicolor Dreamcoat” and spending time with Father Leonard Van Tighem’s, “Principal for a Day” which brought so much joy and reminded me of the incredible talent of our students and dedication of our staff.

Visionary Leadership

- Weekly SALT meeting
- Commenced SALT bi-weekly Superintendent 1:1 meetings
- Future Planning, 1:1 Meetings (Principals, Associate Principals)
- Budget Committee Meeting (Feb 26)
- Budget Meeting with Minister
- MLA Meeting, Nathan Neudorf (UCP) (Feb 27)
- MLA Meeting, Rob Miyashiro (NDP) (March 5)
- Policy Committee Meeting
- FLVT Visioning/St. Kateri Meetings with Principals, Deputy Superintendent, Associate Superintendent, Deputy Superintendent, Secretary Treasurer (ONGOING)

Our division is driven by a dedication to purposeful advocacy and collaborative long-term planning. Our recent strategic initiatives—including ongoing future planning and one-on-one meetings with myself and school-based administration—help ensure that our internal leadership remains aligned and proactive in addressing the evolving needs

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of our schools. This vision is further reinforced through targeted advocacy at the provincial level, demonstrated by key meetings with MLAs Nathan Neudorf and Rob Miyashiro. By connecting these political engagements with our divisional efforts such as FLVT and St. Kateri, I believe that we are positioning ourselves to develop policies and capital plans that are not merely reactive but are forward-thinking, faith-based initiatives aimed at creating a sustainable future for all students.

Modeling a Commitment to Professional Learning

- Actively reviewing Administrative Procedures and Board Policies through SALT meetings and Board Policy Committee
- Ongoing meetings with CCSSA Board and Executive Director
- Finance Committee Meeting
- Meeting with Associate Superintendent and Wendy Urquhart re: International Students
- CASS Spring Conference (March 17-19)
 - Superintendent Communities of Practice
 - Collaborative Governance: Leading with Your Board
 - Financial Literacy for Superintendents
 - Piercing the Bubble: A System Leader's Guide to Difficult Conversations
 - Our Journey with Communication, Language and Literacy Development for Students

The CASS Conferences continue to serve as a vital platform for professional development, offering an opportunity to enhance the specialized skills necessary for system-level leadership. This year, the experience was greatly enriched by our participation as a Senior Team, alongside our Deputy Superintendent, Associate Superintendent, and Director of Student Services. This collaborative approach enabled us to process new insights in real time, helping to maintain cohesion and alignment within our leadership team.

The sessions I attended were particularly valuable, providing a well-rounded focus on both the technical and relational aspects of my role. Participating in the Superintendent Communities of Practice and exploring Collaborative Governance offered fresh perspectives on leading in partnership with the Board of Trustees. Additionally, sessions on Financial Literacy and the Finance Committee worked to sharpen my fiscal management skills. Practical workshops, such as "Piercing the Bubble," which focused on navigating difficult conversations, and our in-depth exploration of Communication, Language, and Literacy Development, directly advance our commitment to student success. By committing to learning as a Senior Team, we ensure that these

professional insights are not only individual growth opportunities but are integrated into the ongoing improvement of Holy Spirit Catholic School Division.

Leading Learning

- Continuing to collaborate with CASS Mentor, Dr. Andrea Holowka
- Enrolment conversations with Acting Secretary Treasurer and Principals
- Weekly SALT meeting
- Commenced SALT bi-weekly Superintendent 1:1 meetings

Leading learning requires a deliberate balance of personal growth, strategic alignment, and the disciplined stewardship of resources. I prioritize my own professional development by continuing to collaborate with my CASS mentor, Dr. Andrea Holowka, attending CCSSA, CASS provincial meetings. Effective learning environments also depend on sustainable infrastructure, which I address through ongoing enrolment conversations with my Secretary Treasurer and Principals to align staffing and space with student needs. To ensure our instructional vision is enacted across the division, I facilitate weekly SALT meetings to maintain strategic momentum, and I have commenced bi-weekly 1:1 meetings with my senior team. These 1:1 sessions are essential for building leadership capacity and fostering the high-trust relationships necessary to drive meaningful academic improvement throughout my schools.

Ensuring First Nations, Métis and Inuit Education for All Students

- Met with Associate Superintendent, Deputy Superintendent and Secretary Treasurer to decide the allocation of reserve Jordan's Principle funds.

It was a gift to learn that we could spend the remainder of our reserved funds that we received from Jordan's Principle. On the heels of the Classroom Complexity team allocations, we decided to use these funds to provide additional support to Junior and Senior High.

School Authority Operations and Resources

- Met with Secretary Treasurer re: Budget Meetings
- Budget Advisory Committee meeting (Jan 20)
- Meeting with Deputy Superintendent, Secretary Treasurer, Associate Superintendent of Learning and Director of Student Services (re: budget/staffing) (ONGOING)
- Met with Principals and Secretary Treasurer: re: Enrolment projections
- Engaging Council of School Councils re: Schollie surveys
- Kindergarten Information Gathering Meeting, Associate Superintendent, Lethbridge Principals, Sheri Thomas (Jan 9)

- FLVT Visioning/Organizational Meeting with Principal, Associate Superintendent, Deputy Superintendent, Secretary Treasurer (Jan 14)
- Met with Principals and Secretary Treasurer: re: Enrolment projections

Effective stewardship of school operations and resources is rooted in a proactive, collaborative approach to fiscal and strategic planning. To ensure long-term sustainability, we have prioritized the analysis of enrollment projections in direct consultation with our principals and gathered critical information during the Kindergarten Meeting. These operational insights, paired with high-level strategic exercises like the Father Leonard Van Tighem (FLVT) visioning and organizational meeting, allow us to manage our physical and educational assets with precision and foresight. Furthermore, by engaging our SALT and LLT teams in the administration of the new Holy Spirit Schollie surveys, we ensure that our operational management remains data-driven and responsive to the evolving needs of our school communities. This disciplined approach to managing resources ensures that Holy Spirit remains a robust, well-maintained, and fiscally responsible division focused on student success.

Supporting Effective Governance

- St. Kateri tour with Board of Trustees
- Budget Committee Meeting (Feb 26)
- Budget Meeting with Minister
- Policy Committee Meeting
- Finance Committee Meeting
- MLA Meeting, Nathan Neudorf (UCP) (Feb 27)
- MLA Meeting, Rob Miyashiro (NDP) (March 5)
- Council of School Councils Meeting
- Agenda Setting meeting with Chair and Vice Chair

The strength of our division's leadership is founded on transparent and effective governance. Over the past month, we have had several important opportunities to demonstrate this commitment in collaboration with our Board of Trustees. These efforts, including the St. Kateri school tour, Budget Committee meeting, and our advocacy during discussions with UCP and NDP MLAs, help ensure that our fiscal and facility decisions are grounded in the realities of our classrooms. Additionally, our Council of School Councils (COSC) meeting and my regular goal-setting meetings with the Chair and Vice-Chair allow us to align our strategic vision with the input of our parents and stakeholders. These activities are more than administrative tasks; they are vital components of a healthy, faith-driven governance model that supports the mission of Holy Spirit Catholic School Division.

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REPORT NO: D.2

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Anthea Boras, Deputy Superintendent

SUBJECT: Deputy Superintendent's Report

BACKGROUND

1. Attached is the Deputy Superintendent's Report for March 25, 2026.



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Deputy Superintendent Report to the Board of Trustees March, 2026

Embodying Catholic Leadership

- I have the privilege of leading prayer at St. Basil Catholic Education Centre before interviews and other meetings;
- I attend weekly Sunday Mass at St. Martha Parish where I serve as a lector at 11:00am Mass. We are fortunate to have Fr. Valentine leading us through a Parish Ministry Retreat this Lenten season. *If every renewal begins with prayer, then even small steps will bear fruits* - Bishop Joseph Dabrowski. The retreat offered an opportunity to break bread together, participate in worship, Adoration and confession and then conclude with Mass;
- We were blessed as a Learning Leadership Team to have Aaron lead us in a Lent Retreat at the Martha Retreat Centre. The theme was *"The Lowest Place - A Pilgrimage of the Heart"*. We focused on *Luke 14:7-14 - The Wedding Banquet*;
- Coming together as a division for our Spiritual Development Day was also a gift. Guest speaker, Katie Patrizio led us through the key covenants of the bible. Her knowledge was impressive;
- My own Lenten Journey includes the **Hallow** - *Lent Pray40: The Way*. The central idea for this year is "returning to God" in a deeply personal and relational way. It draws heavily on the parable of the Prodigal Son;
- I had the opportunity to attend Ash Wednesday Mass at St. Basil's Church, led by the St. Paul School community;
- I am so grateful for the many opportunities for faith development that are infused into our Holy Spirit community.

Building Effective Relationships

- I am very fortunate to have observed all 21 of our probationary teachers. These visits provide me with an opportunity to not only observe their teaching skills but also to provide mentorship and support while building relationships. We are truly blessed to have faith-filled, knowledgeable teachers starting their careers with us;
- Met with a variety of teaching and support staff to discuss possible changes in assignment and to advise and help to resolve challenges they are encountering in their work life;
- I had the opportunity to attend a variety of extra-curricular activities at schools including basketball and the fine arts presentation of *Joseph and the Amazing Technicolor Dreamcoat*. Not only was I inspired by our talented students, but I felt so grateful to our staff and volunteers who provide these opportunities beyond the classroom to our students;
- Attended the Council of School Council Meeting which provides us the opportunity to connect with our parent community around Board priorities, and what they see as emergent needs in their school communities;
- Chantel and I met with our ATA President, John Templin.



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Modeling Commitment to Professional Learning

- It's been a busy few months for my own professional learning as I completed the Superintendent Leadership Quality Standard course through the University of Calgary Continuing Education Program. Through this course, I developed a deeper understanding of the strategic and operational leadership required to lead a school division effectively. Collaboratively we discussed actionable strategies for fostering productive community relationships, establishing a shared vision for student success, and building a learning culture rooted in continuous improvement and Indigenous foundational knowledge. Furthermore, we analyzed the complexities of effective governance and resource management, ensuring alignment with provincial legislation and the Education Act. Ultimately, this journey has reinforced my belief that effective leadership is built on trust and connection, giving me a practical framework to foster meaningful partnerships and support my community in the years ahead;
- I attended the CASS Annual Conference in Edmonton and my learning included keynotes as well as breakout sessions on:
 - Who Takes Care of the Leaders;
 - Workplace Investigation Bootcamp;
 - Differentiation for Leading Principal Leaders;
 - Simplify Your Assurance Results.

Visionary Leadership

- We meet bi-weekly as SALT to discuss supporting schools with the Board priorities and budgeting accordingly;
- Now that we have had the opportunity to visit the majority of our sites for SALT Talks, we are analysing data in order to identify the greatest areas of need when envisioning our future plans;
- Our LLT meeting provided us with an opportunity to learn with our AI cohort. We are taking the time to ensure we set the standard for how we use technology to support our staff and students. By establishing clear guiding principles early on, we are leading with a vision that balances innovation with responsibility. The human connection remains at the forefront of our work.

Leading Learning

- Connecting regularly with school administrators to support any matters that may surface. This includes the components of teacher growth, supervision and evaluation;
- Leading learning at LLT based on the LQS *Fostering Effective Relationships and Providing Instructional Leadership*.

Supporting First Nations, Métis and Inuit Education for All

- At our LLT meeting, our Division Principal led us through how parables and Indigenous traditional stories reveal truth slowly, and are told and heard multiple times throughout one's life to invite reflection and guidance on growing in our faith, character and relationships. We



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focused specifically on *Morning Star*, a traditional Blackfoot story and how it could be braided with the parable of the Wedding Feast.

Supporting School Authority Operations and Resources

- I work closely with our transportation partners in order to establish the final calendars for the 2026/2027 school year;
- Our HR team works diligently to ensure the weekly Here in Spirit newsletter is up to date with relevant detailed job postings for all positions available in the division;
- This month, I have had the opportunity to interview teachers, substitute teachers, administrative support and education assistants;
- I continue to work collaboratively with our team to ensure clarity around staffing processes and procedures within the Holy Spirit Catholic School Division.

Supporting Effective Governance

- I attended the Council of School Council/Board of Trustees meeting;
- I worked with the Principal and the successful teacher nominee, to submit the Holy Spirit's 2025 *Edwin Parr nominee* package to the Alberta School Boards Association. An official announcement will be released before Easter;
- I attend all Board Meetings and ensure the collaborative work that we do supports the Board priorities.

REPORT NO: D.3

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Amanda Lindemann, Secretary Treasurer

SUBJECT: Secretary Treasurer's Report

BACKGROUND

1. Attached is the Secretary Treasurer's Report for March 25, 2026.



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Report to the Board of Trustees March 2026

UPDATE FROM THE SECRETARY TREASURER'S OFFICE (AMANDA)

- Participated in Budget Committee Meeting
- Attended SALT Talk at St. Catherine Picture Butte
- Met with Joint Use partners
- Hosted budget consultation town halls with the Council of School Councils and school communities
- Participated in quarterly Joint Health and Safety Committee
- Met with the Lethbridge Cougar Basketball Club executive
- Participated in monthly LLT meeting
- Continued collaboration with schools and Director of Facilities on Federal Nutrition Grant
- Contributed to weekly SALT Meetings
- Finalized 10-year and 3-year capital plans
- Participated in biweekly construction meetings for St. Kateri Elementary School
- Completed required GRE reporting and submission
- Attended USIC quarterly subscriber meeting
- Collaborated with the Board of Trustees during the Finance Committee meeting
- Prepared and presented the quarterly financial report
- Attended Privacy Impact Assessment training
- Started preliminary work on budget 2026/2027 in preparation for funding announcement including collaborations with department directors

TRANSPORTATION, INSURANCE AND RISK MANAGEMENT UPDATE (CASSANDRA)

- Attended Privacy Impact Assessment workshop
 - Collaborated with Student Information Coordinator and Director of Technology on Privacy Management Program
 - Contributed to quarterly Joint Health and Safety Committee meeting
-

- Participated in USIC Subscriber meeting, Risk Management and Claims committee and IT committee
- Reviewed for approval all risk assessments, volunteer, chaperone and driver applications, collaborated with teachers and administrators on activity assessments
- Monitored all student and staff accident reports, requested more information when required



REPORT NO: D.4

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Aaron Skretting, Associate Superintendent

SUBJECT: Associate Superintendent Report

BACKGROUND

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



Holy Spirit Catholic School Division

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Associate Superintendent of Learning
Board Report - March 2026

Board Strategic Priority - Strengthening Our Catholic Faith

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

- **Bishop's Assurance Pilot** - We are excited to be running a pilot of the Bishop's Assurance model at St. Catherine School on Thursday, April 16, 2026. We are in the final stages of coordination with internal and external partners as we organize this day. I have arranged for participation from the Board of Trustees, Senior Administration, the Diocese of Calgary, as well as external partners from Medicine Hat Catholic. I will be meeting with the staff in advance of the pilot to provide an overview of expected activities as well as to alleviate any concerns that they may have.

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

- **SPICE & Blueprints** - Registration has now opened for this year's [SPICE](#) and [Blueprints](#) retreats. This year's speaker is Roy Petitfils, who will be speaking on the theme "Rooted in Christ." SPICE will be held Thursday, April 30 - Sunday May 3, with Blueprints following Tuesday May 5- Friday May 8.
 - This year's draw winners are as follows:
 - [SPICE \(40 entries\)](#) - Rhonda Sutter (CCH - Support Staff), Ivy Alvarez (STC - Teacher), Amanda Omilon (CCH - Teacher), Carolyn Siemens (SMT - Teacher)
 - [Blueprints \(10 entries\)](#) - Josh Gatner (SCPB - Administrator)
 - [Excellence in Catholic Education Winner](#) - Congratulations to this year's winner, Dominique Plouffe-Chandler from SMPC!

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

- **Spiritual Development Day** - On Friday, March 13, we hosted our yearly Spiritual Development Day. This day was well received by participants and staff, with initial feedback results revealing strong value for both Fr. Santiago's message and the presentation from our speaker Katie Patrizio. Finalized results will be presented next month.
 - Board Chair Linda Ellefson, Trustee Bob Spitzig, and myself also attended the evening session at All Saints Parish, sponsored by GrACE. Fr. Kevin Tumback suggested that approximately 130 people were in attendance, with strong positive feedback for the speaker as well as a desire for future collaboration.

Board Strategic Priority - Learning Through Quality Teaching

We prepare students for career pathways.

- **Career Education Task Force** - We are anticipating the next meeting of the Career Education Task Force, which will be held on Thursday, March 26, 2026 as a full day meeting. At this meeting, we will be reviewing and refining the draft vision statements that were started earlier this year, consider how other divisions have approached this area, including their own constraints and strengths, as well as the career progressions from grades 7-12.



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A small representative group from the task force will also be supported in attendance at the upcoming CASS Trades and Technologies Summit, April 28-29 in Calgary.

All students demonstrate growth in literacy and numeracy.

- **Literacy and Numeracy Leads** - Our work with Literacy and Numeracy leads continued in March with outside presenters coming to support our learning and application. Dr. Richelle Marynowski (numeracy) and Drs. Miriam Ramzy & Michelle Bence (literacy) provoked our thinking in the initial visioning of the group, and made concrete connections to classroom practices and effective instruction. We have one more scheduled meeting with each group this spring, with the target of finalizing vision and articulating practice exemplars before the next school year.

Schools reflect collaborative teaching and learning environments.

- **French Exchange** - Students from St. Mary School in Taber travelled to France this past month as part of an enriching educational exchange coordinated by our International Education Coordinator, Wendy Urquhart. Holy Spirit Catholic Schools has established a strong partnership with Lycée Marguerite Yourcenar, a secondary school located in the town of Erstein in the Alsace region of France.

This exchange began in October, when four students from Lycée Marguerite Yourcenar visited Taber. During their stay, they attended St. Mary School and were hosted by the families of the four Holy Spirit students who travelled to France this month.

Through this reciprocal experience, our students have had the opportunity to broaden their global perspective, deepen their French language skills through full immersion, and form meaningful, lasting relationships. The headmasters and teachers at Lycée Marguerite Yourcenar work closely with our division to ensure that students continue to meet academic expectations while participating in this unique cultural experience

Board Strategic Priority - Living Truth and Reconciliation

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

- **A'tsimaani Conference** - CCH students demonstrated exceptional leadership at the conference hosted by the U of L (March 9–13, 2026), guiding scholars and Elders in linguistic preservation.
- **CASS Conference** - Facilitator Ken Fox will further this work by presenting on April 23, 2026, about our division's partnership with the Mioohpoloiksi project, specifically the positive academic effects of extra-curricular family language nights.

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

- **Jordan's Principle** - We are providing targeted school supports consistent with the original proposal, including the strategic allocation of graduation coaches and educational assistants to meet specific site needs, as well as increased opportunities for Elder engagement.
- **Family Language Night** - Children of St. Martha hosted the dinner and game based on Napi and the Rock on March 19, 2026. These evenings continue to be high engagement events which connect families and Elders to foster wholistic student success and community connection.



Holy Spirit Catholic School Division

...where children are cherished and achieve their potential

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

- **Eagle Spirit Nest Community Association (ESNCA)** - We have reignited our partnership with this group, ensuring Holy Spirit representation from Jana Boschee and Jodie Gross. This collaboration was highlighted at the March 10 ESNCA AGM, where provincial grant spending was announced, providing a permanent Teepee at the Trout Pond and an Indigenous Program Manager, offering our Taber-area students local access to cultural and land-based learning.
- **Division PowWow** - We are establishing an annual Fall PowWow, with the initial planning committee meeting scheduled for April 15, 2026, at 5:00pm at St. Basil's CEC. Each school has been asked to invite representatives from their parent and staff community.

REPORT NO: D.5

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Crystal Lothian, Director of Support Services

SUBJECT: Director of Support Services Update

BACKGROUND

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



Holy Spirit Catholic School Division

...where children are cherished and achieve their potential

Director of Support Services
Report to the Board of Trustees
March 2026

Board Strategic Priority: Belonging in our Diverse Community

We will assist students in navigating various pathways of support

Grant Application: Holy Spirit Catholic School Division submitted a grant application to the City of Lethbridge Family and Community Support Services (FCSS) seeking funding to continue and enhance the Family First Facilitator (FFF) program for a two-year period from January 1, 2027 to December 31, 2029. The proposal, written by Crystal Lothian, Director of Support Services, outlines the importance of maintaining preventative, school-based supports that strengthen families, promote the healthy social development of children, and connect caregivers with community resources. The request is intended to sustain the program beyond the current FCSS grant, which supports the work of the Family First Facilitators and is set to expire on December 31, 2026.

International Day of Happiness: Schools across the division were encouraged to recognize the United Nations International Day of Happiness on March 20, 2026 by engaging students in reflection on wellbeing, connection, and balance in the digital world. In alignment with this year's theme exploring the relationship between social media and happiness, classrooms were invited to participate in conversations and activities that promote positive relationships, responsible digital citizenship, and healthy screen-time habits. These discussions support students in recognizing how technology can be used intentionally to foster creativity, connection, and overall wellbeing.

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

Family First Facilitator Parent Learning Series: Throughout the month of March, the Family First Facilitators partnered with the Chinook Autism Society to deliver a four-session parent learning series at École St. Mary School and Children of St. Martha School. The sessions focused on Autism and Neurodivergence Basics, Sensory Systems and Behaviour, ISP Supports and School Resources, and concluded with a Question and Answer evening for families. This initiative provided parents and caregivers with practical strategies, increased understanding of neurodiversity, and strengthened connections between families, schools, and community partners in support of inclusive learning environments.

Early Learning Professional Development Opportunities: To ensure high-quality support for our youngest learners, educational assistants in Kindergarten and Early Learning Programs participated in comprehensive professional development this year. Staff banked these training hours to be utilized during the February break. The professional learning focused on enhancing classroom practice through specialized sessions, including Understanding Autism Parts 1 and 2, Supporting Sensory Regulation, Outdoor Play, and Building Brains Parts 1 and 2. Additionally, some staff engaged in Hanen Training and a session around Purposeful Play to integrate Speech Language Pathology focus skills into daily routines. Site specific Lunch 'n Learn opportunities tailored to local school needs were also provided.

REPORT NO: D.6

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Regan Holt, Director of Technology

SUBJECT: Director of Technology Update

BACKGROUND

1. Regan Holt, Director of Technology, has prepared the attached report to apprise the Board of recent division activity related to the technology department.



Holy Spirit Catholic School Division

...where students are cherished and achieve their potential

Director of Technology

Board Report

March 2026

Technology - Executive Summary

This month, we have been supporting schools with their various spiritual and sporting events involving audio visual technology. We are working with teachers and support staff focusing on the preparatory work for exam season.

With our AI Cohort, we continue to work with LLT to design our Guiding Principles that will support governance frameworks around AI use within Holy Spirit.

We are in the implementation phase of upgrading our wireless and network infrastructure to continue to provide reliable services in our schools. To help with this, we have a new computer technician that has joined our team. Additionally, we have a student practicum agreement with Lethbridge Polytechnic that gives extra hands to help facilitate this work.

We are working with stakeholders and leadership within the division to help inform and develop budgets for upcoming technology initiatives.

Technology - Monthly Update

- Technicians are visiting schools to help teachers and support staff access technology in their learning spaces.
- Ongoing AV support for spiritual events and sporting activities across the division.
- Generative AI Cohort - we are working with our LLT to establish guiding principles that will support GenAI use in our schools. This is part of the governance framework established within our cross-divisional partnerships.
- Collaborating with division leadership to inform budget planning for upcoming technology initiatives in schools.
- AB Ed has released improved testing software (i.e., Vretta upgrades). This upgrade will reduce vulnerabilities and strengthen authenticity in online diploma assessments. We are implementing this solution across our division for spring 2026 exam season.
- We welcome Cole Ormann as Computer Technician to our team. He replaces an old position that was yet to be filled.
- We have a partnership with Lethbridge Polytechnic where a practicum student from CIT Program will be job shadowing with our tech team
- Coordination of operational technology projects with the new St Kateri Elementary School is ongoing.

REPORT NO: D.7

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Vivien Kossuth, Director of Facilities

SUBJECT: Director of Facilities Update

BACKGROUND

1. Vivien Kossuth, Director of Facilities, has prepared the attached report to apprise the Board of recent division activity related to facilities and maintenance.



Holy Spirit Catholic School Division

...where students are cherished and achieve their potential

Director of Facilities Report to the Board of Trustees March 2026

NEW ELEMENTARY SCHOOL, WEST LETHBRIDGE

For comparison, the construction progress photos below were taken on January 14, 2026 and March 11, 2026.



Above: South Face View



Below: East Face View





Above: West Classrooms

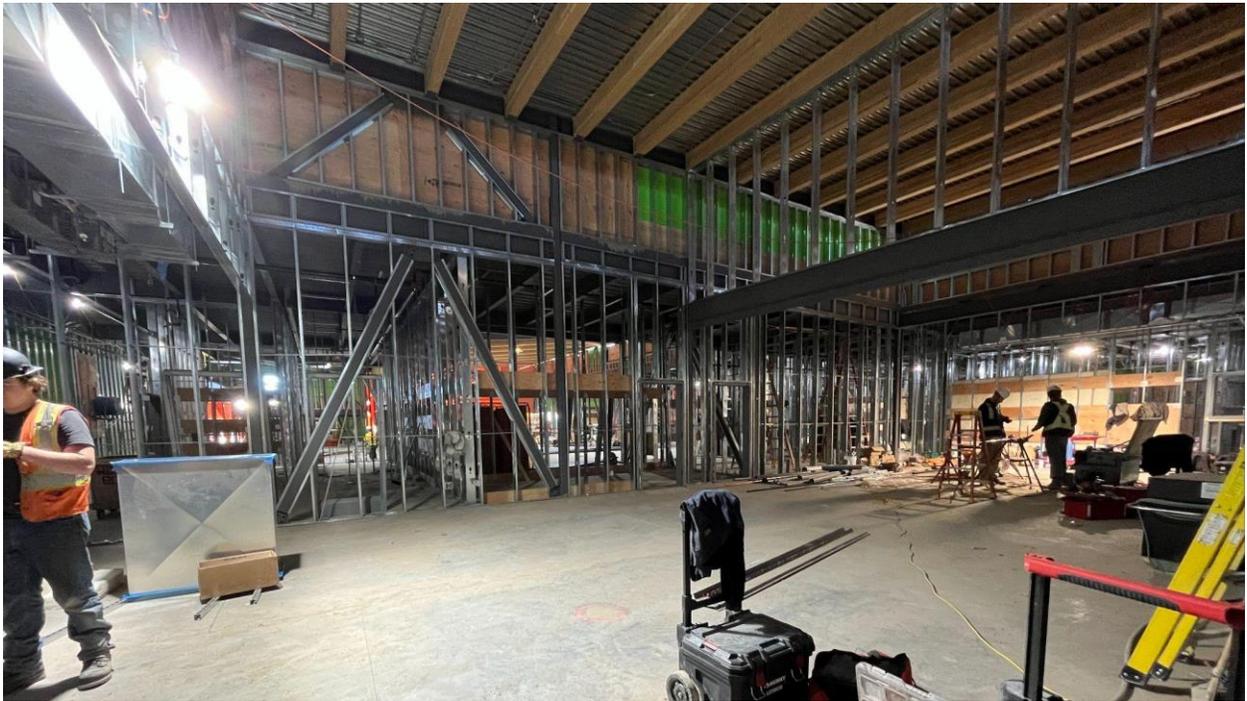
Below: Admin Offices and Staff Room

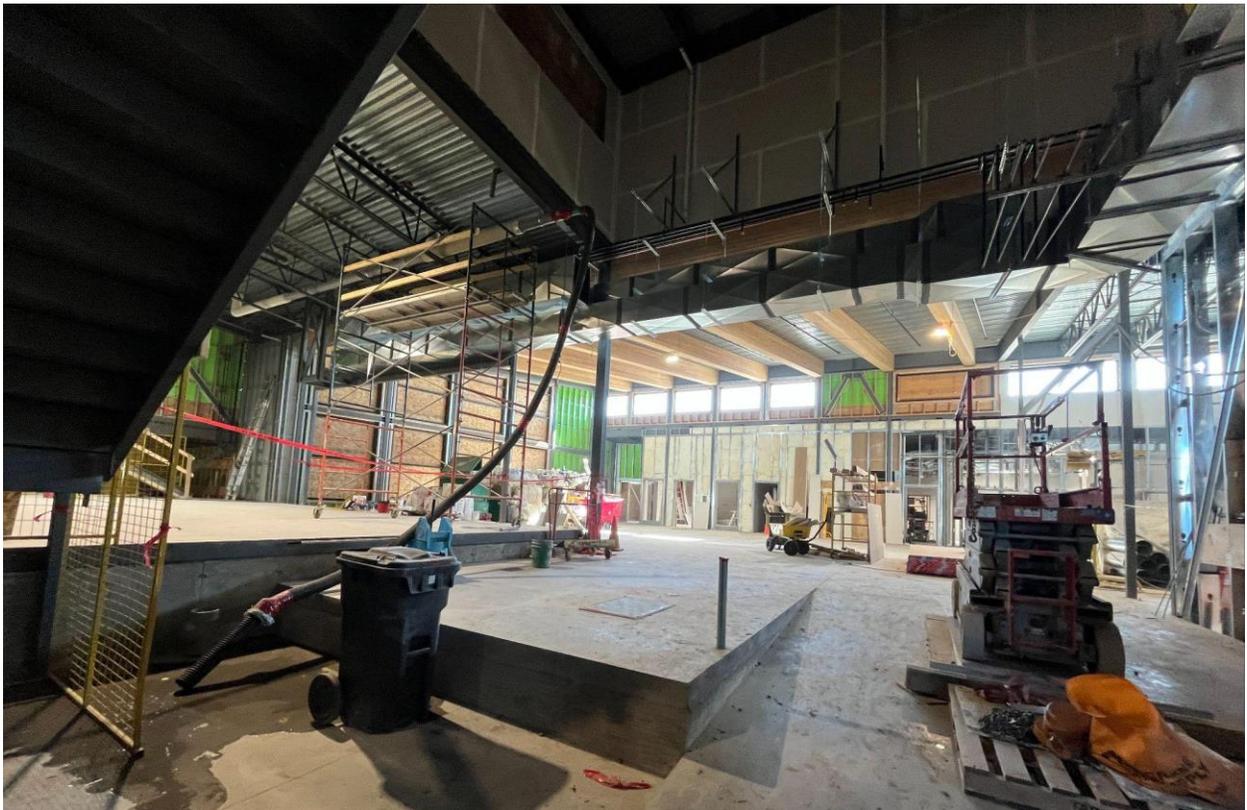




Above: Breakout Room & Kindergarten Classroom

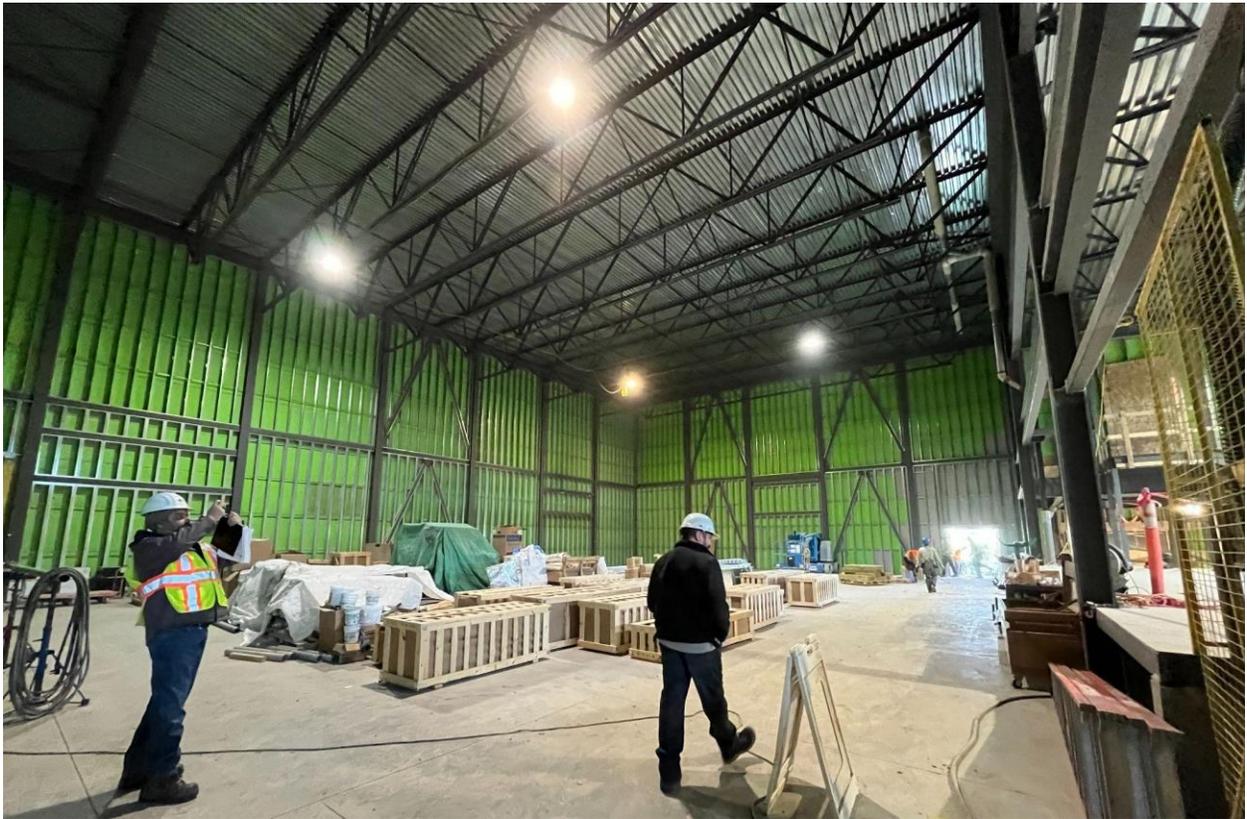
Below: Ancillary Classrooms

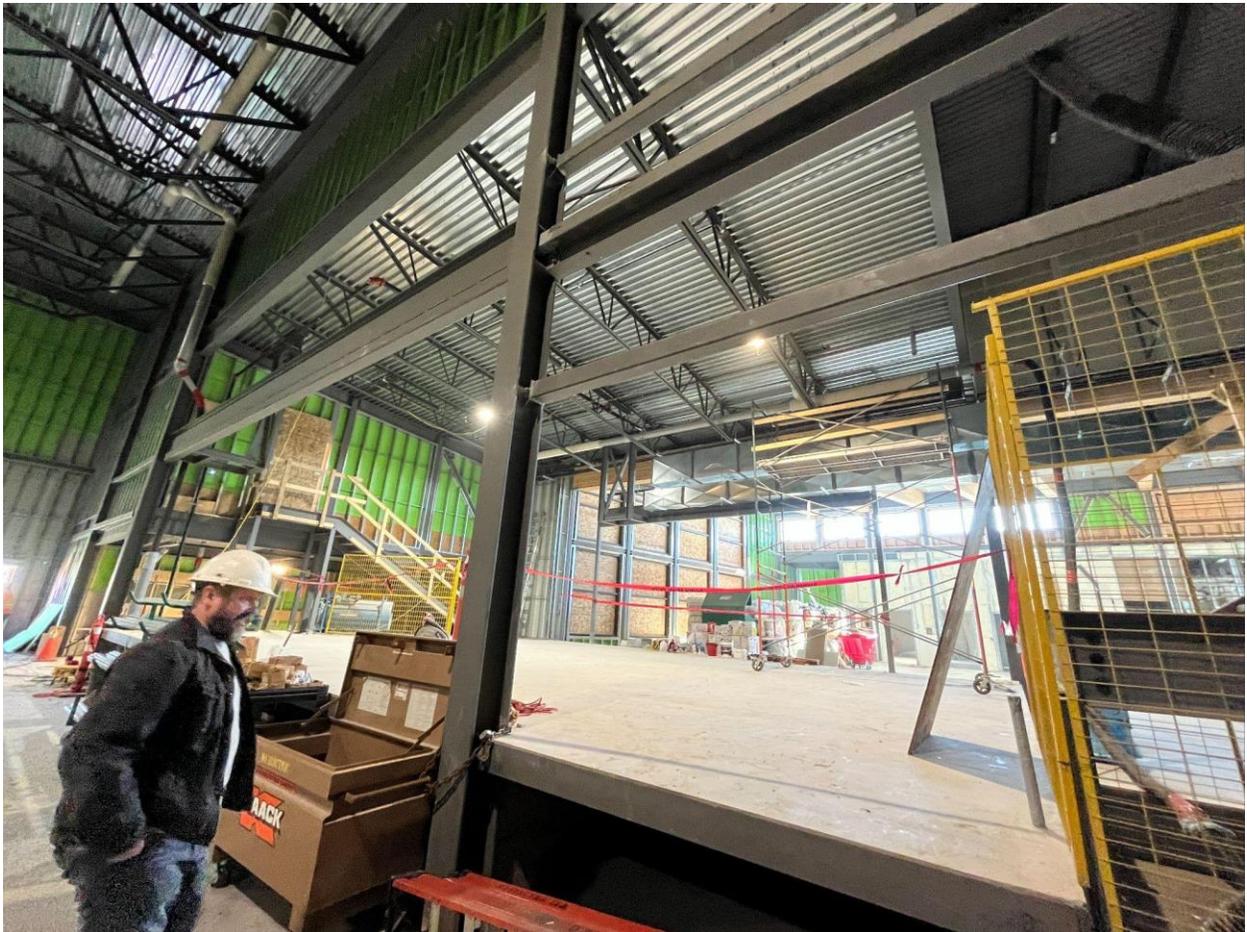




Above: Gathering Space, Servery (left foreground), Stage (far left)

Below: Gym (background), Stage (foreground), Gym Storage (bottom right)





Above: Stage from Gym-side (storage under stage)

Below: Learning Commons, North Washroom (bottom right), Mechanical Mezzanine (top right)



SCHOOL SAFETY

In addition to the recent Provincial effort to audit our administrative policies and procedures related to student and school safety, SALT, LLT and the Lockdown Committee are collaborating on documents to audit current building assets, policies, and mental health supports. Recommendations for a school safety strategy will be brought to the Superintendent for review.

FURNITURE & EQUIPMENT RENEWAL

Principals will submit furniture and equipment requests (new and replacement items) from January 16 to March 27, 2026.

IMR PLANNING AND TOURS

Facilities is currently reviewing the list of open and pending IMR (Infrastructure Maintenance & Renewal) projects throughout the Division. Additionally, SALT introduced a Programming Request Form to support new and existing programs as per Focus Programs AP 220 in the areas of fundraising, school offerings, maintenance-support, teacher training, technology hardware/software, furniture/equipment, risk & safety assessments/insurance, communications planning.

END OF REPORT

REPORT NO: E.1

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees
FROM: Board Chair
SUBJECT: Board Chair's Report

BACKGROUND

1. The Board Chair Linda Ellefson 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, and Economic Development Committee Reports for March 25, 2026.



BOARD CHAIR ACTIVITIES REPORT

BOARD CHAIR: Linda Ellefson

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Sundays	Regular Mass attendance at St. Catherine's where I serve as lector, music ministry and hospitality
February 25	Mass at ESM
February 25	Catholic Ed Talk on the Do's and Don'ts of Advocating to the Provincial Government
February 26	Mass at St. Teresa
February 26	Mass at St. Francis
March 13	Spiritual Development Day
March	Weekly visits to FLVT
March	During Lent participate in Hallow Lent, Pray 40

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Daily	Review Alberta School Boards Association Media Summary Review
Weekly	Review ACSTA Weekly Memo and Media Scan
Monthly	Review GrACE Reports
Weekly	Read Superintendent Sunday
March 6	School Safety from Assistant Deputy Minister of Systems Excellence
March 7	Alberta Council eNews
March 9	Funding Manual for School Authorities Update from EDC Deputy Minister Lora Pillipow
March 9	Report Card Survey for School Authorities from EDC Deputy Minister Lora Pillipow

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

March 2	Policy Committee Meeting
March 2	Council of School Councils
March 5	ACSTA: Chair the Awards Committee
March 12	GrACE Provincial Zoom Meeting
March 16	Board Agenda Setting
March 17	Finance Meeting
March 18	ASBA Zone 6
March 20	ACSTA Board of Directors Meeting Zoom
March 25	COW and Public Board Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education

February 27	Board engagement with MLA East, Nathan Neudorf
March 2	Council of School Councils Meeting



BOARD CHAIR ACTIVITIES REPORT

BOARD CHAIR: Linda Ellefson

BOARD MEETING DATE: March 25, 2026

February 27	Board engagement with MLA East, Nathan Neudorf
March 5	Board engagement with MLA West, Rob Miyashiro
March 10	FLVT School Council
March	Read all school Newsletters, ASBA Daily Media Updates, ACSTA Weekly Updates
March 3	Alberta Education Survey via telephone
March 13	Assumption Hall with Katie Patrizio on The Geography of Holy Week
March	Sign all Graduation Certificates

Active Collaboration and Advocacy (continued):

Engage in advocacy through correspondence with the public, ministers and elected officials

March	Basketball at ESM
March 2	ACSTA Feedback Form on Board Faith Formation
March 2	School Safety Feedback Letter from EDC Deputy Minister
March 9	ASBA Parliamentary Procedures Virtual with Todd Brand
March 9	IMR Visit at St. Pat's Fine Arts
March 11	Budget Mains Estimates Schedule
March 17	IMR at FLVT
March 11	Holy Spirit Budget Town Hall at CCH West Campus
March 18	Holy Spirit Town Hall at CCH East Campus
March 19	IMR at St. Catherine's
March 21	CCH Production of Joseph the Amazing Technicolour Dream Coat
March 23	Holy Spirit Town Hall Virtual Session

REPORT NO: E.2

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Linda Ellefson, Board Representative

SUBJECT: ACSTA Report

BACKGROUND

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

ACSTA Report, March 25, 2026



ACSTA

Alberta Catholic School Trustees' Association

Celebrate, preserve, promote, and enhance Catholic education

- **March 5, Awards Committee met to review Award Criteria and Matrix for the following awards: Appreciation Award, Meritorious Award, Honorary Life Membership**
- **March 20, Board of Directors Virtual Meeting**
- **March 18, Catholic Ed Talk: John Brahier on “Principles Before Policy: A Catholic Vision for AI in Schools”**
- **March: Met with both MLA Lethbridge East, Nathan Neudorf and MLA Lethbridge West, Rob Miyashiro to share advocacy and build relationships in celebration of the gift of publicly funded Catholic Education.**
- **March 30, MLA Reception in Edmonton. Superintendent Axani and Chair Ellefson will be attending.**

REPORT NO: E.3

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty (alternate), Board Representative

SUBJECT: ASBA Report

BACKGROUND

1. Tricia Doherty, alternate Board representative to ASBA, will provide a report to the Board regarding recent ASBA business, events, and activities.

Zones play a vital role in the Association's governance framework. They provide a regional structure that supports collaboration, encourages information sharing and ensures the voices of all member boards are represented at the provincial level. Each school board belongs to a Zone, and a Zone Representative (typically one trustee from each board) is appointed by their respective school board.

Zone 6 membership consists of Trustees from the following ASBA Full Member Boards:

Grasslands School Division
Holy Spirit Catholic School Division
Horizon School Division
Lethbridge School Division
Livingstone Range School Division
Medicine Hat Catholic School Division
Medicine Hat Public School Division
Palliser School Division
Prairie Rose School Division
Westwind School Division

ASBA Zone 6 Meeting Agenda

Call to order, land acknowledgment, introductions, and approval of previous minutes.

ASBA Reports: Summary of Advocacy and ongoing highlights available on www.asba.ab.ca

ASBA Director Report: (Alison P) Highlighted ongoing board work, including budget review

ASBA President Report: (Shali B) Highlights on portal: Busy ministerial engagement on March 11

ASBA Vice-President Report: (Devonna K) SGM prep happening with PDAC; reviewing feedback for SGM

ASBA CEO Report: (Dr. Viv) Keeping an eye on ongoing and new legislation and current political landscape in the province to be able to support member boards.

List of [2026 ASBA awards and deadlines](#)

Zone Chair Report: (Roisin G) Awards season here, helping to coordinate the incoming awards. Fiscal year is now aligning with ASBA Provincial, so will be creating a budget for the zone to be reviewed this spring.

Zone Committees

Labour Relations Coordinator: (Cheryl M) Report with Agenda.

The Consortium South Office: (Kathy C) Report in Agenda.

Handbook Committee: Motion to adopt ASBA Handbook - approved. Motion to adopt Zone 6 operating procedures as appendix - approved.

South Zone Comprehensive: (Alison P on behalf of Lori) Presentation from Primary care on Federal Nutrition Grant.

Edwin Parr Committee: Selection committee has been appointed. Banquet will be held on May 20, 2026 in Taber.

Alberta Education Field Director: (Catherine) Information regarding education questions in Alberta. [Government News Releases and Emails](#)

Continuing Education

The Consortium South Office: [Opportunities](#)

ASBA: [Professional Learning Opportunities](#)

Position Statements: Requirements outlined in Agenda

Round Table: AI, Transportation, Access to technology in communities without access to internet, new charter school, Emergency Response Committees, School Resource Officers, Potential Position Statement.

Next Meeting: Motion to change next meeting to April 29, 10:30 am to be held at Horizon SD to accommodate ASBA Executive "Road Show". Please RSVP to meeting via board representative if planning to attend in person.

REPORT NO: E.4

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty and Linda Ellefson, Board representatives

SUBJECT: GrACE Report

BACKGROUND

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

March 25,2026 GrACE Report



- **March 13, 2026, Spiritual Development Day with Katie Patrizio on Scripture in response to Year One of our Faith Plan, to Know God.**
- **March 13, 2026, Assumption Hall at 7:15 with Katie Patrizio on “Jesus and Jerusalem”, The Geography of Holy Week.**
- **Save the date: April 9,2026 First Annual AGM for GrACE virtual**
- **Upcoming Monthly themes for the Newsletter:**
April: Easter Joy and Renewal
May: Marian Devotions and Catholic Identity
June: Year End Celebrations and Graduations

PRAYER INTENTIONS:

- **For Catholic Education: That we may remain steadfast in hope and anchored in truth amid a changing world.**
- **For Students: That their love for learning and desire for holiness may grow through their Catholic Education.**
- **For all educators: That they may be blessed in their sacred calling to teach and form young hearts.**

- **GrACE Facebook www.facebook.com/GrACE4cathed**
- **Instagram@grace4catholiceducation**

REPORT NO: E.5

March 25, 2026

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Tricia Doherty, Board representative

SUBJECT: Economic Development Committee Report

BACKGROUND

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

Economic Development Lethbridge

Year in Review



2026 Board of Directors

Board Chair & Technology Ed Limon	Industrial & Manufacturing Matthew Salmon ◊
Vice-Chair Mayor Blaine Hyggen	Lethbridge College Kenny Corscadden
Agriculture Robert Luco *	Lethbridge County Tory Campbell
Airport Vacant	Multicultural Gerry Saguin *
Arts, Culture & Entertainment Mary Ann Crow Healy	Nonprofit Sandra Mintz
Chamber of Commerce & Past President Charlene Scheffelmair	Real Estate & Development Vacant
City of Lethbridge Councillor Al Beeber *	Regional Economic Development Agencies Bev Thornton *
City of Lethbridge Manager Vacant	Retail Jeremy Roden
Community & Social Services Mandy DeCocco-Kolebaba *	Sector-at-Large Vacant
Construction Blayne Janssens ◊	Seniors Alan Stalker
Education Allison Purcell *	Sports / Recreation Susan Eymann
Environment Nnamdi Chiadikobi *	Supply Chain & Logistics Vacant
Financial & Professional Services Jessica Joss *	University of Lethbridge Dr. Dena McMartin
Health & Wellness Vacant	Young Entrepreneur Jack Martin
Hospitality & Tourism Jody Young	Young Professional Jared Boras ◊
Indigenous Byron Jackson	

Lethbridge Brighter Together Survey

Level of Satisfaction with Locational Business Factors (2025)

64% of businesses surveyed are optimistic about the health of their business over the next 6-12 months

49% Assistance Businesses are Presently Seeking Identifying Relevant Grant Funding Opportunities

56% Anticipated Actions over the next 12 months: Increase Investments in Staff Training

BIGGEST STRENGTH: Post Secondary Presence

BIGGEST WEAKNESS: Municipal Tax Environment

Anticipated Business Obstacles:

- 1 COST OF INSURANCE**
- 2 LABOUR COSTS**
- 3 IMPACT OF TARIFFS**

For full results from the latest Brighter Together Survey, visit www.chooselethbridge.ca

Lethbridge Economic Development & Growth Statistics

35 INDUSTRY & SERVICE PROVIDER INTERVIEWS	14 ENGAGEMENTS WITH MUNICIPAL PARTNERS	7 MUNICIPAL PARTNERS
TRAINING COMPLETED BY CWG STAFF	TRANSPORTATION SYSTEMS	PERFORMANCE MEASUREMENT
	BUSINESS RETENTION & EXPANSION	INVESTMENT ATTRACTION
LETHBRIDGE CONFERENCE WITH CANADA'S LOGISTICS ASSOCIATION		
2 INDUSTRY TOURS	12 SPEAKERS	70 GUESTS
		\$5K REVENUE

226 +2,411%

125 ENDORSEMENT LETTERS Issued across Rural Renewal and Rural Entrepreneur streams	89 COMPANIES APPROVED Under the Rural Renewal Stream program	450k NEW INVESTMENT From 3 fully approved Rural Entrepreneur clients launching in Lethbridge
105 RURAL RENEWAL	20 ENTREPRENEUR	3 BUSINESSES
		4 JOBS CREATED
10.56% POPULATION GROWTH Steady growth over the last 5 years, showing continued momentum	23 MANUFACTURERS Companies participating in the Lethbridge Manufacturing Association	

ADVOCACY NO: F.1

March 25, 2026

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 March 25, 2026.



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Roisin Gibb

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Sundays	Regular attendance at St. Martha's Parish - 9am or 11am
March 8	Sacristan 9 am Mass St. Martha's Church
March 17	St. Patrick's Feast Day Mass at St. Patrick's Church
Lent	Best Lent Ever Dynamic Catholic Daily Reflection
Ongoing	Ascension App Daily Reflections
March 13	Spiritual Development Day

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Daily	Review Alberta School Boards Association Media Summary Review
Weekly	Review Alberta Catholic Trustee Association Weekly Memo & Media Scan
Monthly	Review Grace Reports
March 18	ASBA - Primary Care and Nutrition Policy Presentation

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Ongoing	Collaborative conversations with Board Chair Ellefson
March 2	ASBA Zone 6 Agenda Setting
March 4	OLA IMR Tour
March 16	Agenda Setting for COW and Public Meeting
March 18	ASBA Zone 6 Meeting - Chair
March 25	Board Meeting COW and Public

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

February 27	Meeting with MLA Neudorf
March 2	Council of School Council Meeting
March 5	Meeting with MLA Miyashiro
March 5	CCH School Council
March 11	CCH West Budget Open House
March 15	Attended CCH Production of Joseph and the Amazing Technicolor Dreamcoat
March 18	CCH East Budget Open House
March 23	Virtual Budget Open House



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Tricia Doherty

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Ongoing	Weekly Mass @St Martha's Parish
Mar 13, 2026	Spiritual Development Day Mass
Mar 21, 2026	Lector at 11am Mass

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

March 2026	Policy review prep for Policy committee meeting
Monthly	School Newsletters Review
Daily	ASBA News Briefs
Weekly	ACSTA Monday Memo and Media Scan
Monthly	GrACE Newsletter Review

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Mar 2, 2026	Policy Committee Meeting
Mar 3, 2026	IMR Tour SJS Coaldale
Mar 3, 2026	Joint City Sub Committee meeting/planning
Mar 4, 2026	IMR Tour OLA
Mar 9, 2026	IMR Tour SPFA
Mar 17, 2026	IMR Tour FLVT
Mar 18, 2026	IMR Tour SPS
Mar 18, 2026	ASBA Zone 6 - sat in as voting member
Mar 18, 2026	EDL AGM
Mar 25, 2026	Board Committee of the Whole
Mar 25, 2026	Board Public Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Feb 27, 2026	Meeting with Minister Neudorf
Mar 2, 2026	Council of School Council Chairs
Mar 5, 2026	Meeting with NDP MLA Roby Miyashiro
Mar 5, 2026	CCH Parent Teacher interviews
March 6-21, 2026	Backstage Help with CCH Production of Joseph and the Amazing Technicolor Dreamcoat
Mar 9, 2026	STC School Council - sent regrets for attendance but also passed along a reminder to attend Budget Town Hall Sessions.



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Tricia Doherty

BOARD MEETING DATE: March 25, 2026

Mar 10, 2026	SFJH School Council - sent regrets for attendance but also passed along a reminder to attend Budget Town Hall Sessions.
Mar 13, 2026	Attendance at Spiritual Development Day
Mar 18, 2026	Attended CCH Production JATD
Mar 21, 2026	Attended CCH Production JATD



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Blake Dolan

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

	Regular weekly attendance at Mass
March 3, 2026	St. Michael's Pincher Creek School Council Meeting
March 2, 2026	School Council of Councils meet the Trustees Meeting
March 13, 2026	District Spiritual Development Day in Lethbridge

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

March 2, 2026	IMR visit/tour SJS
March 18, 2026	ASBA ZONE 6 ZOOM Meeting

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

March 17, 2026	Finance Committee Meeting
March 25, 2026	COW / Board Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Feb 27, 2026	Meeting with UCP MLA
March 5, 2026	Meeting with NDP MLA



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Kevin Kinahan

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Mar. 5	Knights of Columbus meeting - Grand Knight
Mar. 6	Attended Stations of the Cross at St. Ambrose
Mar. 10	Led Altar server practice at St. Ambrose
Mar. 13	Knights sponsored soup (Clam Chowder) and led Stations of the Cross at St. Ambrose
Mar. 15	Lector at 9am Mass at St. Ambrose
Mar. 21	Organized a Men's Retreat - "Men of Faith" sponsored by K of C Coaldale

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Daily	ASBA Media Briefs
Weekly	ACSTA Memo and Media Scan
Monthly	GrACE newsletter

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Mar. 17	Finance Committee meeting
Mar. 25	C.O.W. meeting
Mar. 25	Public Board meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Mar. 17	St. Joseph School Council meeting
Mar. 23	SMBI School Council meeting
Ongoing	Reading Newsletters and weekly updates from schools
Mar. 18	Budget Town Hall meeting
Mar. 23	Virtual Budget Town Hall meeting



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Thomas Machacek

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

	Attend Mass weekly
Mar 4	Hosted Priests for supper that were participating in Parish Penitential Service
Mar 13	Spiritual Development Day

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Mar 25	Holy Spirit Board Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Mar 4	Attended FOSM meeting in Taber
Mar 11	Holy Spirit Budget open house



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Carmen Mombourquette

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Feb 22	Mass at St. Martha's Church (after watching Canada's Men's Hockey Team lose nail biter)
Mar 2	Mass at St. Martha's Church
Mar 13	Participated in Spiritual Development Day - Fr. Santiago's homily was spot on, the speeches from Board Chair and Superintendent very meaningful, and the Guest Speaker's Covenant Connections were very insightful - all in all a great day to be a Holy Spirit Trustee
Mar 15	Mass at St. Martha's Church

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Feb 22	Spent the afternoon reading the draft ten year capital plan and providing suggestions for further edits. To date the document is looking great and with each round of edits is getting stronger.
Feb 27	FLVT newsletter, St. Mike's BI newsletter, OLA newsletter, St. Pat's Taber newsletter
Mar 2	CCHS newsletter
Mar 3	IMR tour of St. Joseph School
Mar 4	St. Catherine's newsletter - new style and format - looks good
Mar 13	Read the notes on the Minister of Education's presentation to committee
Mar 11	Went to attend the public budget presentation but it was canceled
Mar 17	IMR Tour of FLVT School
Mar 18	IMR Tour of St. Paul School
Mar 18	Public Budget Meeting at CCH East
Mar 19	IMR Tour of St. Catherine School

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Feb 25	Committee of the Whole
Feb 26	Regular Board Meeting
Mar 2	Policy Committee Meeting
Mar 17	Finance Committee Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Feb 27	Meeting with MLA Nathan Neudorf
Mar 17	Attend the Joseph musical theatre show at CCH



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Cheralan O'Donnell

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Sundays	Mass St. Catherine
March 1, 2026	Mass On-line
March 13, 2026	Review of March Faith Plan

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

Daily	Review Alberta School Boards Association Media Summary
Weekly	Review Alberta Catholic Trustee Association Weekly Memo & Media Scan
Monthly	Review Grace Reports
March 2, 2026	Governance Role: Review
March 9, 2026	ASBA Learning Session: Board Meeting Booster: organizational leadership, training, and governance
March 10, 2026	ASBA Learning Session: Indigenous Knowledge Session

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

March 1, 2026	Policy Committee: Policy Preparation: Final review March Board Meeting Policies
March 2, 2026	Policy Committee Meeting: Policies to be reviewed March Board Meeting
March 11, 2026	Education & Childcare: Budget Announcements from Ministry
March 12, 2026	Teacher Employer Bargaining Authority Representative: Meeting
March 25, 2026	Committee of the Whole Board Meeting
March 25, 2026	Public Board Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

Sundays	Review Superintendent Sunday Messages
Mondays	Review St. Catherine School Calendar and Newsletter
March 2, 2026	Council of Councils Meeting & Feedback Session
February 28, 2026	Review St. Catherine School Safety Plan. Communication with parents and administration
March 4, 2026	Review St. Catherine School Calendar and Newsletter



TRUSTEE ACTIVITIES REPORT

TRUSTEE NAME: Bob Spitzig

BOARD MEETING DATE: March 25, 2026

Model Catholic Values:

Engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the division.

Feb./March	On going Mass All Saints
Feb. 24	All Saints Maintenance Meeting
Feb. 25	St Paul School Mass
Feb. 26	St Teresa School Mass
March 17	Prep meeting All Saints Easter Services at CCH
March 17	Mass at St. Patrick Church
March 18	Serve dinner to Priests before Penitential Service in Picture butte

Integrated Governance & Development:

Ensure a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes.

March 13	Spiritual Development CCH/All Saints

Board & Committee Meetings:

Facilitate effective governance through structured, informed, and collaborative decision-making.

Feb. 25	Board Meeting

Active Collaboration and Advocacy:

Foster meaningful engagement of parents, students, and community members in matters related to education & engage in advocacy

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ADVOCACY NO: F.2

March 25, 2026

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.

ADVOCACY NO: F.3

March 25, 2026

BOARD AGENDA ADVOCACY

TO: Board of Trustees

FROM: Linda Ellefson, Board Chair

SUBJECT: MLA Meetings

BACKGROUND

1. The Board annually invites the division's local MLAs to meetings with the Board of Trustees and the Superintendent of Schools.
 - Joseph Schow – MLA, Cardston-Siksika
 - Nathan Neudorf – MLA, Lethbridge East
 - Grant Hunter – MLA, Taber-Warner
 - Chelsae Petrovic – MLA, Livingstone-Macleod
 - Rob Miyashiro – MLA Lethbridge West
2. Board Chair Linda Ellefson will speak to the outcomes of the meetings.
3. On Monday, March 30, 2026 Board Chair Linda Ellefson and Superintendent of Schools Chantel Axani will be attending the MLA Reception, hosted by the Alberta Catholic School Trustees' Association, in Edmonton, AB.

ADVOCACY NO: F.4

March 25, 2026

BOARD AGENDA ADVOCACY

TO: Board of Trustees

FROM: Linda Ellefson, Board Chair

SUBJECT: Holy Spirit High Schools Graduation Planning

BACKGROUND

1. In order to assist with future planning, an effort has been made to secure the schedules for each High School Graduation in the division over the 2025/2026 school year.
2. The most recent arrangements are reflected in the document attached for Board information and will be updated as new information is obtained.

2026 High School Graduations - Holy Spirit Catholic School Division

Catholic Central High School Graduation:

Mass: Friday, May 8, 2026, 7:00 p.m. at visitLethbridge.com Arena
Ceremonies: Saturday, May 9, 2026, 9:00 a.m. at visitLethbridge.com Arena
Grand March and Dance: Saturday, May 9, 2026, 7:00 p.m. at visitLethbridge.com Arena
Theme: TBD

St. Michael's School (Pincher Creek)

Cap & Gown Mass: Friday, June 5, 2026, 7:00 p.m. at St. Michael's Church
Ceremonies: Saturday, June 6, 2026, 2:00 p.m. at Pincher Creek Community Hall
Banquet: Saturday, June 6, 2026, 5:30 p.m. at Pincher Creek Community Hall
Theme: "The Future is Bright"

St. Mary School (Taber)

Mass: Thursday, June 18, 2026, 6:00 p.m. at St. Augustine Church
Ceremonies: Thursday, June 18, 2026, 7:00 p.m. at Taber Civic Centre
Banquet: Friday, June 19, 2026, 5:00 p.m. at Taber Civic Centre
Theme: TBD

INFORMATION NO: G.1

March 25, 2026

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: "Share the Mission" Award Committee

SUBJECT: "Share the Mission" Award - Nomination Information

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND:

1. Nominations for the "Share the Mission" Award for 2025/2026 will be accepted from April 13, 2026 until June 5, 2026.
2. The online form for nominations will be placed on the Holy Spirit Catholic School Division website.
3. Information is attached for Board reference.



“Share the Mission” Award 2025/2026 Nomination Form

Award Criteria:

The “Share the Mission” Award is a prestigious award that recognizes community members, parents, students, and school staff who have:

- Offered outstanding or long-term service for the benefit of our students;
- Accepted demanding challenges and set new standards for the rest of us to follow;
- Contributed, through action and deed, to the Catholic atmosphere of our schools;
- Demonstrated involvement and leadership in community/parish organizations;
- Reflected the Mission Statement of the Holy Spirit Catholic School Division in all actions:

We are a Catholic faith community, dedicated to providing each student entrusted in 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.

Nominations:

Nominations will be accepted until Friday, June 5, 2026, by submitting the online form.

Award Presentation:

The “Share the Mission” Award is normally presented at the division’s August Opening Mass.

For more information:

Please contact Rhonda Kawa at kawarh@holyspirit.ab.ca or 403-327-9555, to answer any questions you may have about the award or the nomination submission process.

1. *What is your name as the nominator.

2. *Your contact information. Please ensure you provide an email **and** phone number.

3. *Who would you like to nominate? (This can be an individual or a group)

4. *How did you become aware of the nominee's service to our schools?

5. *What school/schools has the nominee served? (Select any that apply)

- | | |
|---|---|
| <input type="checkbox"/> Catholic Central High School (Lethbridge) | <input type="checkbox"/> St. Mary School (Taber) |
| <input type="checkbox"/> Children of St. Martha School (Lethbridge) | <input type="checkbox"/> St. Michael's School (Bow Island) |
| <input type="checkbox"/> École St. Mary (Lethbridge) | <input type="checkbox"/> St. Michael's School (Pincher Creek) |
| <input type="checkbox"/> Father Leonard Van Tighem School (Lethbridge) | <input type="checkbox"/> St. Patrick Fine Arts School (Lethbridge) |
| <input type="checkbox"/> Our Lady of the Assumption School (Lethbridge) | <input type="checkbox"/> St. Patrick School (Taber) |
| <input type="checkbox"/> St. Catherine School (Picture Butte) | <input type="checkbox"/> St. Paul School (Lethbridge) |
| <input type="checkbox"/> St. Francis Junior High School (Lethbridge) | <input type="checkbox"/> St. Teresa of Calcutta School (Lethbridge) |
| <input type="checkbox"/> St. Joseph School (Coaldale) | <input type="checkbox"/> St. Basil Catholic Education Centre (Lethbridge) |
| <input type="checkbox"/> Trinity Learning Centre | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> All Holy Spirit Catholic Schools | |

6. How long has the nominee served our Holy Spirit Catholic Schools' community?

INFORMATION NO: G.2

March 25, 2026

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Amanda Lindemann, Secretary-Treasurer

SUBJECT: Second Quarter Financial Report

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Attached for Board review is the Holy Spirit Catholic School Division's *Fiscal Accountability Report: Second Quarter* for the period from September 1, 2025 to February 28, 2026.

Holy Spirit Roman Catholic Separate School Division
Statement of Revenue and Expense
Budget vs. Actual Variance
September 1, 2025 - Feb 28, 2026

	2025/2026 Budget Approved May 2025	2025/2026 Adjusted Budget Funding Aug 2025	Prorated Budget For Q2	YTD Actual	YTD Budget Variance - Q2	% Budget Rec'd/Used	MGMT Benchmark %
Revenue							
Alberta Education / Infrastructure	67,264,430.00	67,703,545.00	33,851,772.50	37,686,202.00	3,834,429.50	56%	50%
Other - Government of Alberta	328,579.00	328,579.00	164,289.50	135,760.00	(28,529.50)	41%	50%
Federal Government / First Nations	1,506,601.00	1,506,601.00	753,300.50	902,590.00	149,289.50	60%	50%
Fees	2,354,561.00	2,354,561.00	706,368.30	690,542.00	(15,826.30)	29%	30%
Other Sales and Service	557,600.00	557,600.00	334,560.00	741,084.00	406,524.00	133%	60%
Investment income	380,000.00	380,000.00	190,000.00	186,055.00	(3,945.00)	49%	50%
Gifts and Donations	198,750.00	198,750.00	119,250.00	130,544.00	11,294.00	66%	60%
Rental of Facilities	75,000.00	75,000.00	37,500.00	31,305.00	(6,195.00)	42%	50%
Fundraising	250,000.00	250,000.00	150,000.00	245,865.00	95,865.00	98%	60%
Other Revenue	237,095.00	237,095.00	71,128.50	77,842.00	6,713.50	33%	30%
Total Revenue	73,152,616.00	73,591,731.00	36,378,169.30	40,827,789.00	4,449,619.70		
Expense							
Certificated Salaries & Benefits	36,591,729.00	36,800,085.00	18,400,042.50	17,933,871.00	(466,171.50)	49%	50%
Non-Certificated Salaries & Benefits	15,680,650.00	15,680,650.00	7,840,325.00	8,235,574.00	395,249.00	53%	50%
Subtotal	52,272,379.00	52,480,735.00	26,240,367.50	26,169,445.00	(70,922.50)	50%	50%
Services, Contracts & Supplies	13,340,116.00	13,340,116.00	6,670,058.00	6,439,688.00	(230,370.00)	48%	50%
Amortization	4,643,165.00	4,643,165.00	2,321,582.50	1,957,850.00	(363,732.50)	42%	50%
Bank charges	27,500.00	27,500.00	13,750.00	11,194.00	(2,556.00)	41%	50%
Total Expense	70,283,160.00	70,491,516.00	35,245,758.00	34,578,177.00	(667,581.00)	49%	50%
Surplus/(Deficit)	2,869,456.00	3,100,215.00	1,132,411.30	6,249,612.00	5,117,200.70		

Positive/(Negative) Budget Variance 5,117,200.70

The positive budget variance is mainly due to the timing of grants (ie. Teacher salary settlement, and base funding reduction for labor action) as well as the addition of new grants given after the budget had been submitted. These can be seen below. This is slightly offset by the timing of expenditures in our services contracts and supplies, and amortization that currently only estimates supported costs.

Grants received in year (please note the increase for the Mental Health in schools and our Aug Funding increase have already been factored into adjusted budget above)

Teacher labor action funding reduction (2,643,575 adjustment req'd but only reduced by 439,464 so far)	2,204,111.00	This is what remains in additional funding that will be reduced by Aug 31
LISS Grant	37,884.00	
ASCE Grant	7,500.00	
FCSS Grant	18,000.00	
Classroom Complexity	1,500,000.00	Note this will be deferred if unspent at year end
Federal Nutrition Funding	358,767.00	
Foreign Tuition	234,224.00	Full 12 months only expended 6, so the remainder has no corresponding expense yet.
Teacher Salary Settlement (received for retro and grid adjustments, only paid out 1,469,349 so far)	<u>607,836.00</u>	
	4,968,322.00	Additional funds over and above submitted budget

	INSTRUCTION - ECS	INSTRUCTION GRADE 1 - 12	PLANT OPERATIONS AND MAINTENANCE	TRANSPORTATION	BOARD & SYSTEM ADMINISTRATION	Total	Budget Percentage Rec'd/Used	Management Benchmark	
ALBERTA EDUCATION	1,757,493.00	28,003,725.00	3,039,748.00	1,471,022.00	1,236,692.00	35,508,680.00	56%	50%	Although we received additional grants, some AB education grants are deferred until spent ie. Dual Credit, and curriculum implementation. We were also reduced for the ATRF funds received as we paid out less due to labor action. This helped to even out our funds received meeting our management benchmark.
ALBERTA INFRASTRUCTURE			2,177,522.00			2,177,522.00	56%	50%	This is equal to our supported amortization and our CMR funding, currently we have allocated 3 months of supported amortization from deferred capital allocations
OTHER - GOVERNMENT OF ALBERTA	-	135,760.00	-	-	-	135,760.00	41%	50%	Funds included here are for our Mental Health Capacity building program, we invoice expenditures as they occur. Our expenditures match our revenue. While we would expect to have spent approximately 2 quarters, this is based on actual costs. We are down slightly as programming for 1 month due to labor action was not as extensive as it would have been. We run programs over the summer as well which utilize what is available in the grant.
FEDERAL GOVERNMENT AND FIRST NATIO	-	902,590.00	-	-	-	902,590.00	60%	60%	The funds accounted for currently pertain to the school fees collected for federally funded students. These have been billed and the remaining portion deferred and added each month. This is what we expected.
FEES	-	689,267.00	-	1,275.00	-	690,542.00	29%	30%	Fees are difficult to benchmark. Our budget encompasses all fees that schools think they may charge throughout the year. Fees for things like international trips, graduation and sports that occur later in the year haven't been collected as of yet. Schools attach fees as they come up, ie. option fees for new quarters are attached at the quarter start, international trip fees happen in the spring etc.
OTHER SALES AND SERVICES	86,215.00	654,869.00	-	-	-	741,084.00	133%	50%	This is significantly more, our Internation tuition has been recored here for the full year, yet, expenditures are only for the first 6 months, I could adjust the benchmark, however we also include SGF other sales and services, which are things like hot lunch, school swag, locker rentals, gate fees for extra curricular etc.
INVESTMENT INCOME	-	-	-	-	186,055.00	186,055.00	49%	50%	While this appears to be low, the interest earned on our capital funds, goes directly into our deferred capital allocations. When we budget we include all interest income, our capital interest earned to date is 49k, which technically brings us in slightly over what we expected. These funds are brought into revenue as they are spent. ie. Our capital plan is being paid for via interest from capital funds.
GIFTS AND DONATION	-	130,544.00	-	-	-	130,544.00	66%	60%	Gifts and donations are an estimate based on prior years revenue. These vary from year to year.
RENTAL OF FACILITIES	-	-	31,305.00	-	-	31,305.00	42%	50%	This is rent for usage of our facilities, we have Boys and Girls Club that rents space in our facilities as well as SAPDC and Taber Childcare.
FUNDRAISING	-	245,865.00	-	-	-	245,865.00	98%	60%	This fluctuates from year to year depending on the initiatives that are going on at schools. We had a couple schools with larger outdoor play area beautifications that did fundraising. We also have schools that do larger fundraising at the beginning of the school year to cover off activities and field trips during the year. We expect to see additional increases to fundraising in the spring as well as schools raise funds for year end activities. We estimate based on prior year. Funds raised are targeted and spent for the purpose collected.
OTHER REVENUE	-	74,842.00	-	-	3,000.00	77,842.00	33%	30%	This line item is where funds for our Family First Facilitators are received. Their year end is different from ours and thus we invoice in September, Dec, March, and June. As we don't have staff over the summer this encompasses the program for September, and then the full second quarter. This is expected which is why I adjusted the management benchmark.
Total revenue	1,843,708.00	30,837,462.00	5,248,575.00	1,472,297.00	1,425,747.00	40,827,789.00			

CERTIFICATED SALARIES & WAGES	649,872.00	13,697,149.00	-	-	192,265.00	14,539,286.00	49%	50%	While wages look like they are right on track, they were significantly lower due to strike action. However retro pay and salary increments have nullified the reduction. Our revenues for our wages and benefits are being taken back, but so far only 1 installment in February was taken out, leaving us with significantly more revenue than expenditures. (approx 2.2). While we paid out retro, we also received salary settlement funds to cover this.
CERTIFICATED BENEFITS	107,223.00	3,259,320.00	-	-	28,042.00	3,394,585.00			
NON-CERTIFICATED SALARY & WAGES	386,276.00	4,272,643.00	985,040.00	44,782.00	506,936.00	6,195,677.00	53%	50%	This aligns with our expectations. Many of our school based staff work 10 months of the year. Which means the budget for their salaries would be an expected 60% spent, however there are many non union support staff, that work the full 12 months, smoothing this out a bit. We also received approval to hire more EA's to cover hotspots so at year end we expect to be slightly overbudget here.
NON-CERTIFICATED BENEFITS	175,828.00	1,422,380.00	282,813.00	12,140.00	146,736.00	2,039,897.00			
	<u>1,319,199.00</u>	<u>22,651,492.00</u>	<u>1,267,853.00</u>	<u>56,922.00</u>	<u>873,979.00</u>	<u>26,169,445.00</u>			
SERVICES, CONTRACTS AND SUPPLIES	24,686.00	2,746,789.00	1,550,646.00	1,687,088.00	430,479.00	6,439,688.00	48%	50%	While I set the target at 60% as schools generally spend most of their budgets during Sept to June. Maintenance is our largest spend of the budget here. While we were able to get some additional projects done during strike action. Most of our maintenance projects happen over the summer. Schools also tend to have ebbs and flows in spending.
AMORTIZATION EXPENSE- unupport	-	-	-	-	-	-			
Amortization expense- supported	-	-	1,957,850.00	-	-	1,957,850.00	42%	50%	The budget includes both supported and unsupported amortization. However we only calculate and expense unsupported amortization at year end.
OTHER INTEREST AND FINANCE CHARGES	-	10,015.00	-	-	1,179.00	11,194.00	41%	50%	These fluctuate with the collection of fees, fundraising and other sales and service. This is tied to charges levied by the banks and credit card companies. We receive funds back for fundraising as it is a direct cost, thus with fundraising significantly higher, reduction from the collection of these fees has reduced our costs slightly.
Total Expenses	<u>1,343,885.00</u>	<u>25,408,296.00</u>	<u>4,776,349.00</u>	<u>1,744,010.00</u>	<u>1,305,637.00</u>	<u>34,578,177.00</u>			
	<u>499,823.00</u>	<u>5,429,166.00</u>	<u>472,226.00</u>	<u>(271,713.00)</u>	<u>120,110.00</u>	<u>6,249,612.00</u>			

Please note that a deficit in transportation is expected as we receive our funding over 12 months but our expenditures come over 10 months.

As noted on the previous page, we received additional funding via a variety of grants. There are also numerous timing difference in salary settlement and reductions due to labor action. Coupled with the timing of some expected revenues, and expenditure of our services, contracts and supplies, we see a large surplus at the moment. If we remove the grants which will get spent or deferred at the end of the year, we have a current surplus of approx 1.2 million. Once we add in our amortization which is calculated at year end, and if we spend our allotted services, contracts and supplies, this would put us at a deficit of just over \$100k. Which is in line with what we estimated.

INFORMATION NO: G.3

March 25, 2026

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Holy Spirit Stars

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

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

HOLY SPIRIT STARS

March 2026

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

NAME	SCHOOL	ACHIEVEMENT
Vanessa Ramirez	St. Mary School, Taber	Nominated for her exceptional kindness. She baked cupcakes for the entire school and personally distributed them on Valentine's Day to spread joy and school spirit.
Andy Puszkar Tahmid Faizul Stephen Bolarinwa Sola Popoola Juan Monsalve Kylar Loman Lucas Spiess Colby Loman Peter Cahill Treid Many Guns Nun Barach Kashton Many Grey Horses Jack Hewlett JJ Avila	Catholic Central High School	Boys Senior Basketball Team won Zones bringing home the banner for Catholic Central High School.
Easton Belcourt	Father Leonard Van Tighem School	In recognition of Easton's outstanding support and willingness to serve his school community. He consistently volunteers his time to assist with School Council events and activities, demonstrating a strong sense of responsibility and HAWKS school spirit.
Aiden Bastien	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Alpine Skiing while achieving a personal best.
Rachel Peake	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Artistic Gymnastics.
Gracelynn Maier	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Artistic Swimming and placed 7 th overall.

<i>NAME</i>	<i>SCHOOL</i>	<i>ACHIEVEMENT</i>
Charley Evans	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Artistic Gymnastics, winning Gold in Vault, Bronze in Floor, and Bronze in the Team event.
Brooklyn Seeman	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Judo, winning Gold.
Claire Peake	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Speedskating, winning 3 individual Golds and a Bronze in the Team Relay.
Aniston Weenk Brooke Pilsner Ella Tillsley Vivian Lavens	Father Leonard Van Tighem School	Qualified and competed in the 2026 Alberta Winter Games in Volleyball, winning Gold.

INFORMATION NO: G.4

March 25, 2026

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Enrolment Data Update

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

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

	Gr 1	Gr 2	Gr 3	SUB Total	Gr 4	Gr 5	Gr 6	SUB Total	Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total	1-12 TOTAL	Coded Pre K	Kindergarten	Total ECS	Total Enrolled	Total FTEs	Total FTEs Sept 26, 2025	% Difference in FTE	Difference in FTEs	Total FTEs Sept 27, 2024	% Difference Sept 27, 2024
CARE				0				0				0	2	6	2	10	10			0	10	10	10	100.0%	0	7	42.9%
CCHS ENG				0				0				0	284	327	341	952	952			0	952	952	948	100.4%	4	921	3.4%
CCHS FI				0				0				0	14	28	16	58	58			0	58	58	58	100.0%	0	65	-10.8%
ESM ENG	14	21	24	59	34	23	30	87				0				0	146	14	18	32	178	162	165.5	97.9%	-3.5	170.5	-5.0%
ESM FI	48	49	26	123	25	34	31	90				0				0	213		31	31	244	228.5	229.5	99.6%	-1	221.5	3.2%
FLVT	54	40	53	147	53	57	54	164	114	99	109	322				0	633	20	30	50	683	658	661	99.5%	-3	639.5	2.9%
ASSUMPTION	28	28	29	85	25	33	33	91				0				0	176	9	13	22	198	187	182	102.7%	5	173	8.1%
ST FRANCIS ENG				0				0	212	185	227	624				0	624			0	624	624	619	100.8%	5	532	17.3%
ST FRANCIS FI				0				0	30	34	29	93				0	93			0	93	93	92	101.1%	1	82	13.4%
ST MARTHA	37	32	41	110	40	31	15	86				0				0	196	12	20	32	228	212	208	101.9%	4	205.5	3.2%
ST PATRICK FA	47	43	41	131	40	47	43	130				0				0	261		37	37	298	279.5	277	100.9%	2.5	272.5	2.6%
ST PAUL	46	48	46	140	43	52	53	148				0				0	288	13	37	50	338	313	296	105.7%	17	288.5	8.5%
ST TERESA	69	53	60	182	55	65	49	169				0				0	351	20	45	65	416	383.5	380	100.9%	3.5	380.5	0.8%
TRINITY				0				0				0	5	12	39	56	56			0	56	56	52	107.7%	4	50	12.0%
Sub Total City	343	314	320	977	315	342	308	965	356	318	365	1039	305	373	398	1076	4057	88	231	319	4376	4216.5	4178	100.9%	38.5	4008.5	5.2%
ST CATHERINE	14	9	21	44	15	25	20	60	15	14	16	45				0	149	8	18	26	175	162	165.5	97.9%	-3.5	181.5	-10.7%
ST JOSEPH	34	28	29	91	41	30	30	101	28	19	19	66				0	258	20	21	41	299	278.5	281	99.1%	-2.5	320.5	-13.1%
ST MARY(T)				0			20	20	24	22	31	77	25	26	28	79	176			0	176	176	171	102.9%	5	174	1.1%
ST MICHAEL PC ENG	16	21	20	57	18	12	24	54	14	15	17	46	27	19	33	79	236	13	29	42	278	257	264.5	97.2%	-7.5	270.5	-5.0%
ST MICHAEL PC FI	6	8	6	20	7	5	6	18				0				0	38			0	38	38	38	100.0%	0	37	2.7%
ST MICHAEL BI	3	2	3	8	7	7	1	15	5	5	5	15				0	38		3	3	41	39.5	39	101.3%	0.5	45	-12.2%
ST PATRICK T	28	28	35	91	35	26		61				0				0	152	15	32	47	199	175.5	171.5	102.3%	4	182.5	-3.8%
Sub Total Rural	101	96	114	311	123	105	101	329	86	75	88	249	52	45	61	158	1047	56	103	159	1206	1126.5	1131.5	99.6%	-5	1211	-7.0%
TOTALS	444	410	434	1288	438	447	409	1294	442	393	453	1288	357	418	459	1234	5104	144	334	478	5582	5343	5309.5	100.6%	33.5	5219.5	2.4%

PreK FEE PAYING	
ESM ENG	8
FLVT	24
ASSUMPTION	9
ST MARTHA	8
ST PAUL	2
ST TERESA	9
Sub Total City	60
ST CATHERINE	11
ST JOSEPH	13
ST MICHAEL PC	21
ST MICHAEL BI	7
ST PATRICK T	17
Sub Total Rural	69
Total Pre K	129

INTERNATIONAL NON-FUNDED TUITION PAYING										
SCHOOL	Gr 7			Gr 8			Gr 9			Total
	Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total		
CCHS				0	5	8	3	16	16	
FLVT				0				0	0	
ST FRANCIS		1		1				0	1	
Sub Total City	0	1	0	1	5	8	3	16	17	
ST JOSEPH				0				0	0	
ST CATHERINE				0				0	0	
ST MARY (T)			1	1				0	1	
ST MICHAEL PC				0		2		2	2	
ST MICHAEL BI				0				0	0	
Sub Total Rural	0	0	1	1	0	2	0	2	3	
Total	0	1	1	2	5	10	3	18	20	

FUNDED				NON FUNDED				ENROLLED
PreK	ECS	1 - 12	TOTAL	PreK NF	Tuition NF	Exchange	TOTAL	TOTAL
144	334	5104	5582	129	20	1	150	5732

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