

Prince of Peace,

We thank you for our school division and families during this Christmas Season.

May we focus our hearts and minds on hope, peace, joy, and love during this Advent.

Help us to serve the staff, students, parents, and communities of Holy Spirit School Division.

We pray for all those who are lonely, sick or struggling this time of year. Fill our hearts with joy as we prepare to celebrate Christ's birth.

We ask this through Christ our Lord,

Amen



By: Mrs. French's Grade 4/5 Class St. Patrick School

Holy Spirit Catholic School Division

**Board Meeting
St. Basil Catholic Education Centre
Wednesday, December 17, 2025
3:00 p.m.**

AGENDA

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

A. CALL TO ORDER

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

B. ACTION ITEMS

- a) Approval of Agenda
 - b) Approval of Previous Minutes
 - i) November 26, 2025 Regular Board Meeting
 - c) Business Arising / Unfinished Business from the Minutes
-
- B.1 Board Faith Retreat
 - B.2 2024/2025 Annual Education Assurance Measures Report
 - B.3 Opting out of the Alberta School Foundation Fund

C. POLICY REVIEW

- C.1 Policy 2: Role of the Board
 - i. Policy 2: Appendix A: Board Work Plan
- C.2 Policy 3: Role of the Trustee
 - i. Policy 3: Appendix A: Services and Materials Provided to Trustees
 - ii. Policy 3: Appendix B: Communications Protocol
 - iii. Policy 3: Appendix C: Trustee Activities Report
 - iv. Policy 3: Appendix D: Board Chair Activities Report

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 Update
- D.7 Director of Facilities Update

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
- E.6 TBAC Report

F. ADVOCACY

- F.1 Individual Trustee Advocacy
- F.2 School Council Advocacy
- F.3 Bishop McGrattan: "A Day with Leadership"

G. INFORMATION ITEMS

- G.1 Administrative Procedures Update
- G.2 Early Registration
- G.3 First Quarter Fiscal Accountability Report
- G.4 Infrastructure Maintenance and Renewal Update
- G.5 Holy Spirit Stars
- G.6 Enrolment Data Update

H. ADJOURNMENT

		<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, NOVEMBER 26, 2025, COMMENCING AT 3:05 P.M.</p>	
	Present	<p>BOARD</p> <p>Board Chair Linda Ellefson Vice Chair Roisin Gibb Trustee Tricia Doherty Trustee Blake Dolan Trustee Kevin Kinahan Trustee Thomas Machacek Trustee Carmen Mombourquette Trustee Cheralan O'Donnell Trustee Bob Spitzig</p> <p>ADMINISTRATION</p> <p>Superintendent of Schools Chantel Axani Deputy Superintendent Anthea Boras Secretary-Treasurer Amanda Lindemann Associate Superintendent Aaron Skretting Recording Secretary Rhonda Kawa</p> <p>Board Chair Linda Ellefson called the November 26, 2025 Regular Board Meeting to order at 3:05 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 Kevin Kinahan read the opening prayer provided by a student of St. Joseph School, Coaldale. Trustee Kinahan also provided an additional prayer for the recently departed souls of two former Holy Spirit Catholic School Division Trustees, Bosco Baptista and Judy Lane who served the division for many years.</p>	
Approval of Agenda	10861/1125 Cheralan O'Donnell	M/C	That the agenda for the November 26, 2025 Board Meeting be approved, as presented.
Previous Minutes	10862/1125 Bob Spitzig	M/C	That the minutes of the October 29, 2025 Organization Meeting of the Board be approved, as presented.
	10863/1125 Tricia Doherty	M/C	That the minutes of the October 29, 2025 Regular Meeting of the Board be approved, as presented.
Business Arising from the Minutes			There was no business arising from the minutes.
ACTION ITEMS			
Operating and Capital Reserves Transfers for the 2024/2025 Fiscal Year	B.1 10864/1125 Cheralan O'Donnell		The following transfer was required before the 2024/2025 Audited Financial Statements could be approved.
		M/C	That the Board of Trustees of the Holy Spirit Catholic School Division transfers \$956,089 from Unrestricted Surplus to Operating Reserves and \$905,284 to Capital Reserves.
Audited Financial Statement for the 2024/2025 Fiscal Year	B.2		The Board's auditors, Tawny Vincon and Dan Bosters, from KPMG, provided the audit opinion to the Board indicating that the financial statements present fairly and the Independent Practitioner's Reasonable Assurance Report also in their opinion meets required criteria, in all material respects, the financial position of the Holy Spirit Roman Catholic Separate School Division as at August 31, 2025, and the results of its operations, cash flows, change in net debt, and re-measurement gains and losses for the year ended August 31, 2025, in accordance with Canadian public sector accounting standards.

November 26/25: page 2		Secretary Treasurer Amanda Lindemann, with Finance Manager Abiodun Bakenne, presented the 2024/2025 Audited Financial Statements to the Board of Trustees.
	10865/1125 Roisin Gibb	M/C That the Board of Trustees reviews and approves the Audited Financial Statements for the fiscal year ended in August 31, 2025, AND FURTHER, authorizes that these Audited Financial Statements be submitted to Alberta Education, according to the Government of Alberta's reporting format, and posted on the division's website.
International Student Tuition and Fees 2026/2027	B.3	The Board reviewed the draft International Student Fee Schedule for the 2026/2027 school year. A comparison chart was also presented to the Board of Trustees outlining the International Student Tuition and Fees throughout the province. It is recommended that our International Student Fees increase for the upcoming year.
	10866/1125 Tricia Doherty	M/C That the Board of Trustees approves the 2026/2027 International Student Fee Schedule, as presented.
<u>POLICY REVIEW</u>		
Policy 5: Role of the Board Chair	C.1	The Board's Policy Development and Review Committee have completed a thorough review of <i>Policy 5: Role of the Board Chair</i> , and presented the recommended changes to the Board of Trustees.
	10867/1125 Cheralan O'Donnell	M/C That the Board of Trustees approves <i>Policy 5: Role of the Board Chair</i>, as presented.
Policy 6: Role of the Vice Chair	C.2	The Board's Policy Development and Review Committee have completed a thorough review of <i>Policy 6: Role of the Vice Chair</i> , and presented the recommended changes to the Board of Trustees.
	10868/1125 Tricia Doherty	M/C That the Board of Trustees approves <i>Policy 6: Role of the Vice Chair</i>, as presented.
<u>ADMINISTRATIVE REPORTS</u>		
Superintendent's Report	D.1	The Board reviewed the Superintendent's November 26, 2025 Report.
	10869/1125 Bob Spitzig	M/C That the Board of Trustees receives and files the Superintendent, Deputy Superintendent, Secretary Treasurer, Associate Superintendent, Directors of Support Services, Technology, and Facilities for November 26, 2025.
Deputy Superintendent's Report	D.2	The Board reviewed the Deputy Superintendent's November 26, 2025 Report.
Secretary Treasurer's Report	D.3	The Board reviewed the Secretary Treasurer's November 26, 2025 Report.
Associate Superintendent's Report	D.4	The Board reviewed the Associate Superintendent's November 26, 2025 Report.
Director of Support Services Update	D.5	Crystal Lothian, Director of Support Services, provided a report to the Board, apprising them of recent division activity related to the Support Services Department.
Director of Technology	D.6	Regan Holt, Director of Technology, provided a report to the Board, apprising them of recent division activity related to the Technology Department.
Director of Facilities	D.7	Vivien Kossuth, Director of Facilities, provided a report to the Board, apprising them of recent division activity related to the Maintenance Department.

November 26/25: page 3		
<u>BOARD REPORTS</u>		
Board Chair's Report	E.1	The Board Chair provided a report about recent correspondence, planning and events, and activities.
	10870/1125 Cheralan O'Donnell	M/C That the Board of Trustees receives and files the Board Chair, ACSTA, ASBA, GrACE, and Economic Development committee reports, for November 26, 2025.
ACSTA Report	E.2	Trustee Linda Ellefson, Board representative to the ACSTA, provided a report to the Board regarding recent business, events, and activities.
ASBA Report	E.3	Trustee Cheralan O'Donnell, Board representative to the ASBA, provided a report to the Board regarding recent business, events, and activities.
GrACE Report	E.4	Trustees Tricia Doherty and Linda Ellefson, Board representatives to the GrACE, provided a report to the Board regarding recent business, events, and activities.
Economic Development Report	E.5	Trustee Tricia Doherty, Board representative to the Economic Development committee, provided a report to the Board regarding recent business, events, and activities.
<u>ADVOCACY</u>		
Individual Trustee Advocacy	F.1	Each Trustee provided a brief report detailing the activities they have been engaged in to advocate for the Board and school division over the past month.
	10871/1125 Roisin Gibb	M/C That the Board of Trustees receives and files individual Trustee Advocacy Reports for November 26, 2025.
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. Trustee Tricia Doherty reported a concern raised by the St. Francis School Council regarding the current student absence reporting system. Specifically, while the PowerSchool system is designed to send an email or message by 9:00 AM, some parents are receiving calls late in the evening. It was noted that this inconsistency requires investigation. Superintendent Axani will look into the matter and report back to the Board. Trustee Thomas Machacek requested promotional materials with which to promote the Catholic school system to share with school councils. A brief recess was called at 4:43 p.m. The Board reconvened at 5:14 p.m.
<u>INFORMATION ITEMS</u>		
ATA Invitation to Advent Liturgy	G.1	The ATA Local #5 has invited the Board to attend an Advent Liturgy and Dinner on Tuesday, December 2, 2025. Mass is at 4:30 p.m. at St. Ambrose Church, Coaldale. Following Mass, a turkey dinner will be provided.
Prime Minister's Teaching Excellence Awards	G.2	The Board reviewed the nomination information for the Prime Minister's Awards for Teaching Excellence recognizing exceptional teachers in all disciplines, STEM and Early Childhood Education.
Holy Spirit Catholic School Division Christmas Events and Advent Mass and Liturgy Schedule	G.3	The Board received information detailing the Advent Liturgies and Masses, as well as the Christmas events happening in schools throughout the division.
Bishop McGrattan: A Day with Leadership	G.4	On December 9, 2025, Holy Spirit Catholic School Division will hold its second annual "A Day with Leadership" with Bishop McGrattan as special guest. The day's events will commence with Mass, officiated by Bishop McGrattan. This will be followed by presentations from school principals, who will be showcasing their respective schools. The agenda will conclude with tours of selected school sites.

November 26/25: page 4	
Holy Spirit Stars	G.5 The Board reviewed the activities and achievements of the division's students and staff over the past month.
Enrolment Data Update	G.6 The Board received the division enrolment report for October 2025.
ADJOURNMENT	10872/1125 Roisin Gibb M/C That the Board of Trustees convenes into the Committee of the Whole at 5:41 p.m.
	10873/1125 Roisin Gibb M/C That the Board of Trustees reconvenes into the Regular Meeting at 6:46 p.m.
	10874/1125 Bob Spitzig M/C That the Board of Trustees adjourns the Regular Board Meeting of November 26, 2025, at 6:46 p.m.
<div style="display: flex; justify-content: space-between;"> <div>_____ Board Chair</div> <div>_____ Secretary-Treasurer</div> </div>	

ACTION NO: B.1

December 17, 2025

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Linda Ellefson, Board Chair

SUBJECT: Board Faith Retreat

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND

1. As part of the Board's Work Plan, an annual Faith Retreat is scheduled in order to enhance Trustee faith formation.
2. The Director of Religious Educators Network & Curriculum Resource Development Stacey MacNeil-Ayeh will be facilitating this year's Board retreat.

RECOMMENDATION

That the Board of Trustees schedule the Board Faith Retreat for Friday, January 9, 2026, from 11:00 a.m. to 3:00 p.m.

ACTION NO: B.2

December 17, 2025

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: 2024/2025 Annual Education Assurance Report

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND

1. Attached for the Board of Trustees review is a draft version of the 2024/2025 Annual Education Assurance Report.
2. Senior administrators for Holy Spirit Catholic School Division will present the 2024/2025 Annual Education Assurance Report.

RECOMMENDATION

That the Board of Trustees approves the 2024/2025 Annual Education Assurance Report, authorizing the Board Chair to make any incidental corrections, as necessary;

AND FURTHER, that the 2024/2025 Annual Education Assurance Report be submitted to Alberta Education by the December 19, 2025 deadline and posted on the division's website.



Holy Spirit

CATHOLIC SCHOOL DIVISION

**Annual Education Assurance Measures Report
2024-25**

ANNUAL EDUCATION ASSURANCE MEASURES REPORT 2024-25

ACCOUNTABILITY STATEMENT

The Annual Education Assurance Measures Report for Holy Spirit Catholic School Division for the 2024/2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Assurance Measures Report for 2024/2025 was approved by the Board on December 17, 2025.

Linda Ellefson, Board Chair

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

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

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

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

Our Vision

Holy Spirit Catholic Schools....

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

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

We Value

All God's Children

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

Excellence in Learning

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

Sacramentality

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

Our Collaborative Community

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

Ministry

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

Stewardship

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



PROFILE OF THE SCHOOL AUTHORITY

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

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

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

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

Holy Spirit Catholic School Division provides educational programs and services to 5491 students from Kindergarten to Grade 12, as well as an additional 205 early learning program children and 20 international students (September 30, 2024 enrollment). As of September 30, 2024, the division employed 533 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2024/2025 was 282.46 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 250.79 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2024/2025 operating expenditures for the school division were \$70,391,192.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 47 to 986 students. Our schools, their grade levels and the communities they serve are as follows:

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

STUDENT DEMOGRAPHICS

TOTAL STUDENT POPULATION	5698	
FIRST NATIONS, MÉTIS AND INUIT STUDENTS	Status (331)	517
	Status (332)	63
	Status (333)	83
	Status (334)	10
FRENCH LANGUAGE STUDENTS	French Immersion (211)	431
	FSL (230)	1167
EAL / ELL STUDENTS	Funded Foreign Born (301)	652
	Non Funded Foreign Born (301)	327
	Funded Canadian Born (303)	489
	Non-Funded Canadian Born (303)	346

RESULTS ANALYSIS

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

STAKEHOLDER ENGAGEMENT

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

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

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2024-2025](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2024-25 school year.

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

School Boards and charter schools must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>


IMR EXPENDITURE PLAN AND CAPITAL PLAN

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

WHISTLEBLOWER PROTECTION

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

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome
<p><i>Strengthening our Catholic Faith</i></p> 	We foster a Catholic worldview of reflection, service and sacramentality	Our staff and students demonstrate knowledge of faith and commit to faith development	We create Communities of Accompaniment in our schools and school division
	Measures		
	<ul style="list-style-type: none"> • Faith Plan Inventories • Surveys following faith formation events • OurSCHOOL Survey for student feedback • Anecdotal/qualitative data (local narratives) 		
	Report - Telling our Story		
	<p>Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of their schools, and the Catholic culture of our school division. In 2024-2025, the division concluded the third year of our Three Year Faith Plan, "Arise! Pilgrims of Hope." The call for year three was to Proclaim! and in this year we focused on God being on our lips, proclaiming publicly the role that God has played in our lives and proposing a hopeful vision for the future to those around us. We focused in particular on Gospel Witness and Catholic Worldview (5 Marks of Excellent Catholic Schools) as well as the Creed. A key component of this work was the continued use of Faith Plan Inventories that were created by our Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority.</p> <ul style="list-style-type: none"> • One monthly newsletter was provided to schools, staff, and community to support their personal faith life and understanding of the faith. Each newsletter had consistent components, including information about a Saint, the Creed, Papal writings, the Catholic Social Teachings, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed. • Common faith formation moments were created and delivered to all staff and students through the course of the year. • Staff were also supported in their own discernment, reflection, and faith growth through the combined work of the Division Religious Education Committee as they offered their own school-based retreat days and formation moments. <p>Our anecdotal and statistical results suggest that there was a deep resonance of last year's theme and components for staff and students.</p> <ul style="list-style-type: none"> • 91% of staff respondents felt the Faith Plan theme inspired and helped them grow in their own faith. • 84.8% of staff respondents felt the Catholic identity of their school grew last year. <p>Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in March 2025, presented by Fr. Troy Nguyen, Dr. Matt Hoven and Dr. Troy Davies.</p> <ul style="list-style-type: none"> • 84.8% of staff felt our Spiritual Development Day presentation supported their faith development this year. <p>Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education:</p>		



- **Elementary Students**

- 93% of students either agreed or strongly agreed their school is a Catholic community that helps them to understand the Catholic faith.
- 93% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 92% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 91% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

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

- **Welcoming, Caring, Respectful and Safe Learning Environments** - 88.2% of our respondents believe we are providing this type of learning environment.
- **Parental Involvement** - 83.0% of respondents believe that our parents are involved in decisions about their children's education and schools.


While the secular world does not fully support religion and traditional faith, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has re-established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on continuation of communication about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education, and was fostered by our attendance at the provincial GrACE Summit in October 2024. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone). In this year, for the first time, we held a divisional leadership day involving our Bishop, zone clergy, trustees, and administrators meeting to review school, divisional, and Diocesan context in preparation for future assurance work together.

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

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith, as well as two seasonal retreats. This was supplemented by two sets of 'train the trainer' presentations on the Creed and Catholic Social Teachings, which have taken root strongly in our division. Administration was also encouraged to attend the biannual 'Marked By God' provincial Catholic leadership session in the fall of 2024 as well.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
 - Additionally, we were selected to lead the Diocese of Calgary/CCSSA Pilot RCIA for catechized non-Catholic staff in the spring of 2025, which was successful in having four participants join the Catholic Church.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to in-servicing when implementing and piloting new religious education programs.

We will be entering the 2025-2026 school year with a brand-new Faith Plan - *Open Wide the Doors! Sent to Share Christ's Love*, as well as continuing with our Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this plan and priority will continue to bring our communities to know, love, and serve God as we encounter God in the Word, the Mass, and one another. In doing so, we respond to Christ's call to "Go into all the world and proclaim the good news to the whole creation." (Mark 16:15). Sent to share Christ's love, we open wide the doors of our hearts, our schools, and our churches to God and to one another as we continue the rich tradition of Catholic Education in Holy Spirit.

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

Priority	Outcome	Outcome	Outcome
<p>Learning Through Quality Teaching</p> 	We prepare students for career pathways	All students demonstrate growth in literacy and numeracy	Schools reflect collaborative teaching and learning environments
	Measures		
	<ul style="list-style-type: none"> Focus on Literacy & Numeracy <ul style="list-style-type: none"> Holy Spirit Common Math Assessment Fountas & Pinnell Benchmark Assessments Alberta Education Provincial Achievement Tests (Mathematics & English Language Arts) Alberta Education Diploma Exams (Mathematics & English Language Arts) Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment High School Programs & Completion Rate Professional Learning & Collaboration Opportunities Alberta Education Assurance Measures <ul style="list-style-type: none"> Education Quality Welcoming, Caring Respectful & Safe Learning Environments Access to Supports and Services High School to Post-Secondary Transition Rates Work Preparation 		
	Report - Telling our Story		
	<p>Holy Spirit Catholic School Division continues recognizing the importance of foundational skills and provides multiple opportunities for real-life learning. Allowing our teachers to go deeper into the curriculum - focusing on the essential understandings and guiding questions within the curriculum - and supporting students in transferring their learning continues to engage them in relevant learning experiences.</p> <p>Using Sound Assessment Practices to Inform Great Instruction - Literacy & Numeracy</p> <p>Using sound assessment practices to inform great instruction as well as ongoing professional learning in Literacy and Numeracy for our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-3 completed the Early Literacy & Numeracy Assessments as part of the Learning Disruption Grant funding provided by Alberta Education.</p> <p>Numeracy:</p> <p>During the 2024-2025 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms.</p> <ul style="list-style-type: none"> The Holy Spirit Learning Coach supported professional learning in numeracy instruction throughout the division. Teachers in grades 1-5 were supported to provide interventions for students who needed additional support in numeracy. Learning Disruption Grant funding provided additional staffing and resources to support numeracy interventions. The Alberta Education Numeracy Assessment was administered to students in grades 1-3 during the 2024-2025 school year. All Grades 1-3 students were assessed in September, and all students in Grades K-3 were assessed (or re-assessed) in January. Students in Grades 1-3 who were determined to be 'at risk' were assessed again in June 2025. Ongoing interventions were provided for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need. 		



Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Kindergarten	343		90		n/a
Grade 1	326	66	78	34	48.4%
Grade 2	391	54	55	24	55.6%
Grade 3	373	23	42	17	26.1%

- The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2025 to students in grades 7 & 8, with optional administration for Grade 9 students. Students in grades 1-6 did not complete the CMA due to time constraints as a result of the provincially mandated assessments, as well, the assessment has not yet been aligned to the new curriculum. The Grade 9 assessment was optional, as students participate in the Grade 9 Math PAT. In comparing our Spring 2024 to our Spring 2025 administration, Grade 7 students demonstrated a slight decline in the number of students at grade level, whereas there was a significant increase in the results for Grade 8 students:

- Grade 7 students Spring 2024 Administration: 55.8% At Grade Level; Spring 2025 Administration: 52.3%
 - Grade 8 students Spring 2024 Administration: 52.7% At Grade Level; Spring 2025 Administration: 61.7%

- Our Provincial Achievement Test Results in Grade 9 Math indicate our students' level of achievement improved last year compared to the previous year and provincial averages. Our Grade 6 students were part of the first cohort writing their Math PAT in 2025 due to new curriculum implementation.

		Mathematics (E)	Prov. Avg.
Grade 6	Acceptable Standard	51.1%	53.1%
	Standard of Excellence	12.8%	15.1%
Grade 9	Acceptable Standard	62.9%	51.7%
	Standard of Excellence	13.8%	14.0%

Literacy and Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Grade 1	326	85	62	55	35.3%
Grade 2	391	75	74	66	12.0%
Grade 3	373	49	55	52	0.0%

Literacy:

During the 2024-2025 school year, focused work on literacy continued.



- The Holy Spirit Division Learning Coach supported our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2024.
 - Results of our Fountas & Pinnell Assessments in the Fall of 2024 indicated the following (grades 3-8):
 - Overall: Meeting Expectations 49.7%, Approaching Expectations 14.4%, Not Yet Meeting Expectations 35.9%
 - Comparing to our previous year's results (Fall 2023) indicated the following (grades 3-8):
 - Overall: Meeting Expectations 44.8%, Approaching Expectations 13.7%, Not Yet Meeting Expectations 41.5%
 - The data indicates that students are making year-over-year gains in reading skills, but there is still a need to provide additional support for students who are struggling with foundational reading skills
- The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) were administered to students in grades K-3 during the 2024-2025 school year. All students were assessed at the 'beginning' (September 2024 for Grades 1-3, January for Kindergarten) and students who were determined to be 'at risk' were re-assessed in June 2025. Interventions were provided for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need. Our beginning & year-end results indicate our intensive efforts towards intervention to support our students struggling with foundational literacy skills had a significant positive impact.

Literacy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Kindergarten	334		158		n/a
Grade 1	326	46	51	20	56.5%
Grade 2	391	55	49	32	41.8%
Grade 3	373	60	58	31	48.3%

- Our Learning Coach worked in all elementary and several junior high schools modeling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.
- We continue to see exponential growth and complexity of learning needs in the number of students for whom English is an Additional Language. Through the use of benchmark assessments for English Language Learners, our EAL Lead Teacher supported teachers in the completion of EAL benchmarking 2.0, the interpretation of results, and the development of strategies to support students.
- Our Provincial Achievement Test Standard of Excellence results are a testament to the focus all of our teachers place on the foundational skills in literacy. The Grade 6 cohort wrote the ELAL PAT for the first time this year, and achieved results near but below provincial average. Grade 9 students remain above provincial average in acceptable and excellence categories, while declining in absolute terms in acceptable over last year.

		English Language Arts	Provincial Avg.	French Language Arts	Provincial Avg.
Grade 6	Acceptable Standard	67.8%	69.1%	n/a	n/a
	Standard of Excellence	9.5%	12.7%	n/a	n/a
Grade 9	Acceptable Standard	74.9%	69.8%	76.5%	75.2%
	Standard of Excellence	12.2%	11.1%	11.8%	9.3%



High Schools:

- Students continue to be engaged in their learning and succeed in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming. Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and in the 5-year High School Completion Rate.
 - 3-year High School Completion Rate of 90.2% continues to outmatch the provincial average of 81.4%.
 - 5-year High School Completion Rate of 93.8% exceeds the provincial average of 87.1%.
- Participation rate in the Diploma Exams for the 2024-2025 school year were above provincial averages for all -1 courses (except for Mathematics 30-1, Chemistry 30 & Science 30), further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.
 - 90.6% of our students wrote one or more English Diploma Exams
 - 64.6% of our students wrote one or more Mathematics Diploma Exams
- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College, Lethbridge Polytechnic and the University of Lethbridge.
 - During 2024-2025, 40 students completed courses through the Dual Credit program
- Continued to expand student course choice by acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, Work Experience).


Professional Development in Holy Spirit Catholic Schools

- Professional learning for 2024-2025 continued to focus on inter-school collaboration opportunities, with an introduction of a renewed focus on high-quality assessment practices.
- School-based teams joined on common PD days to share resources, learn with guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March). During both Collaboration Days, teachers presented to other teachers, established self-selected collaborative working groups, and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted multiple times throughout the year in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long-range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into assessment to help develop a three-year assessment plan.
- Also, K-3 Science and Social teachers were involved in curriculum implementation and resource selection over the course of the year.
- Elementary teachers were offered release time (in the form of substitute teacher coverage) to engage in collaborative planning or professional learning to support new curriculum implementation.
- Junior High teachers interested in outcomes-based assessment formed a sub-committee, piloting OBA in some form during 2024-25.

Alberta Education Assurance Measures Data

- Education Quality - with 89.9% of our community feeling confident we are offering quality educational programming in our schools; we are above the provincial standard of 87.7%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 88.2% in Holy Spirit compared to 84.4% provincially.
- Access to Supports and Services - Our community understands that our students have access parallel to the province to supports and services within our division as well as those offered by our partnering agencies - 79.2% in Holy Spirit compared to 80.1% provincially. This area has tended to decline over the past number of years, particularly in the parent section, similar to provincial trends.
- High School to Post-Secondary Transition Rates - Holy Spirit continues to outmatch the provincial average in this area, providing data that we are continuing to support students in pursuing post-secondary education in order to prepare for career pathways.
 - 4-Yr Transition: 53.9% compared to 42.5% provincially
 - 6-Yr Transition: 70.8% compared to 59.9% provincially
- Work Preparation - with 87.5% of parents and teachers agreeing that students are taught the attitudes and behaviours that will make them successful at work when they finish school, compared to the provincial average of 83.7%.

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

Priority	Outcome	Outcome	Outcome
<p><i>Living Truth and Reconciliation</i></p> 	Our First Nations, Métis, and Inuit students will continue to see increasing success rates	We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past	We will deepen our understanding of our collective responsibilities as Treaty People
	Measures		
	<ul style="list-style-type: none"> • OurSCHOOL Survey • Anecdotal/qualitative data (local narratives) 		
	Report - Telling our Story		
	<p>We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth.</p> <p>AEAM Analysis</p> <ul style="list-style-type: none"> • Our three-year high school completion rate remained high this year at 71.5% (11.7% higher than the Alberta average) • Our five-year high school completion rate increased this year from 80.5% to 87.3% (17.6% higher than the Alberta average) • We did experience an improvement in our six-year transition rate to numbers that exceed the provincial average (51.8%, 14.7% higher than the Alberta average) • Our Rutherford scholarship eligibility rate increased, from 43.2% to 57.8% (13.8% higher than the Alberta average) • We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. <p>AEAM Provincial Testing Measures</p> <p>We appreciate the return of data from provincial testing programmes. While we do not presently have trend data, we can explore the following single year statistics.</p> <p><u>Provincial Achievement Tests</u></p> <ul style="list-style-type: none"> • In general, our grade 6 data is below provincial averages. • In general, our grade 9 data is below provincial averages. This is a change from our previous three-year averages, and bears monitoring. <p><u>Diploma Exams</u></p> <p>Our overall acceptable standard on Diploma Exams was 75.2% (2.3% lower than provincial average), while our overall standard of excellence was 11.6% (0.3% lower than provincial average). Our exam participation rates continue to be quite strong:</p> <ul style="list-style-type: none"> • 1+ exams 73.9% (8.9% higher than provincial average) • 2+ exams 71.5% (10.7% higher than provincial average) • 3+ exams 37.0% (2.8% higher than provincial average) • 4+ exams 24.6% (0.2% higher than provincial average) 		



We also saw increases over last year in our acceptable standard (increasing by 2.8%), with our standard of excellence slightly decreasing by 0.1% over last year.

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

We have not been able to collect consistent data since March of 2020 to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students.

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

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

- We continue to highlight people, resources, and stories each month in our monthly newsletter to support staff development. These monthly newsletters were organized into key themes identified by our FNMI team, and compiled into a professional learning session for our administrators to use with staff.
- We carried that into our support of reconciliation materials and activities provided to our schools in September, as well as our divisional events throughout the year and other days of significance (e.g., Rock Your Mocs). Each school accessed monies set aside to support staff development and learning in this area, with many schools electing to use their resources to engage in story or land-based learning with Elders.
- At each of our student transition gatherings, we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs. We had a number of our students associated with this program visit Red Crow College to tour the campus and be exposed to potential opportunities that they may seek for their post-secondary programming. Further, we had a number of schools create and deliver school-specific gatherings for their communities in this vein.
- We continued to host and support school powwows and feather blessings in the same vein. We continue to see Blackfoot namings for students, schools and staff.
- We continued to nurture our community partnerships in 2024-2025
 - o We continued our partnership with the Changing Horses Organization to offer language nights at our schools under a Canadian Heritage grant that they received. These family gatherings were supported greatly at the school by the staff there, and focused on language learning with Elders.
 - o Our Coordinator of First Nations, Métis, and Inuit Education sat on our local Reconciliation Lethbridge Advisory Committee as well as the Southern Alberta Professional Development Consortium FNMI Advisory Committee.



- o We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
- o We submitted and received approval for a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
- o We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Facilitator, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.


A second facet of this priority is in enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiksi website (found here: <https://sites.google.com/view/mioohpokoiksi/home>) which situates language in story to the benefit of all learners. We continue to add to this website through our partnerships. We further developed a menu of First Nations, Métis, and Inuit supports that are available to staff and schools for professional learning, including click-and-go resources for teachers that are easy to access to embed First Nations, Métis, and Inuit ways of knowing, being and doing. We also expanded and refined our First Nations, Métis, and Inuit literature kits in alignment to the new curriculum outcomes; we now have over 30 of these kits available for teacher use.

Additionally, we continue to have frequent professional learning opportunities offered to staff. We delivered learning opportunities with the documentary Singing Back the Buffalo for staff, including a conversation with the director, as well as a book study of Truth Telling. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded. These offerings included:

- Fostering Effective Relationships/Reserve Visit Experience
- Science and Earth Systems
- Art & Ribbon Skirts
- Galt Museum Collections Visit
- Teachings of the Winter Count
- Métis land-based learning
- Blackfoot land-based learning

We are seeking to expand these offerings next year to parallel our new faith plan and increase alignment with the themes therein.

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

Priority	Outcome	Outcome	Outcome
Belonging in our Diverse Community 	We will assist students in navigating various pathways of support	We provide programming and support for student and staff well-being	We celebrate and respect all cultures and ethnicities in our schools
	Measures		
	<ul style="list-style-type: none"> • Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environment ○ Access to Supports and Services • OurSCHOOL Survey • A number of research-based programs delivered by the Mental Health Capacity Building team • Quarterly review of metrics, indicators and data collection of Family First Facilitator Program and • Anecdotal/ Qualitative data from Mental Health in School Pilot Project • Trend data and analysis from Family School Liaison Counsellors • Anecdotal/qualitative data (local narratives) • Professional Learning and Collaboration Opportunities 		
	Report - Telling our Story		
	<p>The Holy Spirit Catholic School Division consistently delivers a diverse array of programs and resource-sharing initiatives tailored to meet the needs of our varied student population. Recent assessments highlight the effectiveness of our schools in establishing a secure, compassionate, and supportive learning environment. In the Fall 2025 Alberta Education Assurance Measures, our schools achieved a notable score of 88.2% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment". This score, while slightly lower than previous year's results, continues to surpass the current provincial average of 84.4 % by 3.8%. Our "Access to Supports" results remain solid at 79.2%. While this represents a small drop from last year's 80.3%, we are still 0.4 percentage points ahead of the provincial average of 79.9%. This modest decline reflects a broader, province-wide downward trend during the same period.</p> <p>Throughout the past school year, various initiatives were implemented to prioritize the safety and well-being of our schools. Notably, we continue to actively engage in the Southwest Collaborative Support Services subcommittee, recognizing its pivotal role in fostering collaborative, cross-jurisdictional opportunities. This involvement is crucial for addressing the distinct needs of our division, especially considering that pooling resources is essential for smaller divisions in Southern Alberta. By doing so, we aim to effectively tackle the intricate, complex and therapeutic educational requirements of our students.</p> <p>The Mental Health Capacity Building (MHCB) team successfully provided universal programming to promote and prevent mental health issues. Operating across our geographically extensive division, the team ensured that all schools received universal support. The deliverable programming data encompasses:</p> <ul style="list-style-type: none"> • 31 events and activities • 5,551 students reached • 180 skill-building programs • 1,269 skill-building sessions • 30,192 participants engaged in total programming 		



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

- 256 sessions delivered
- Impact on 16 schools, 6 communities, and 744 students

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

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

The Mental Health in Schools Pilot Project (MHSP) is an initiative, made possible through collaborative efforts with mental health support and services providers (*AHS School Health and Wellness Promotion Team, AHS Addictions and Mental Health, AHS Indigenous Wellness Core - Aboriginal Addiction and Mental Health, AHS Mental Health Literacy Program, Southwest Collaborative Support Services, and True Balance Counselling*), aimed at providing comprehensive support. An Indigenous Student Wellness Access Guide and Student Wellness Access Guide facilitate a collaborative approach between schools and communities, specifically focusing on Tier 2 Targeted and Tier 3 Individualized supports beyond the school setting. Their role involves assisting students in accessing appropriate supports and building awareness of available resources to foster resiliency and efficacy. During the 2024–25 school year, the work of the SWAG Team continued and built upon what had already been established. Our focus in the final year of the grant centered on strengthening connections to and from services (navigation), and creating clear pathways for students and families to access support.

- The South Zone Mental Health Resource Hub continued to evolve throughout the 2024–25 school year. Updated annually, the Hub was further refined this year to incorporate new and changing community services, ensuring that Tier 2 and Tier 3 pathways remained accurate, current, and accessible to both Catholic and public school partners. Ongoing collaboration with grant partners ensured that the updated Hub continued to reflect the distinct needs and characteristics of each community across the division
- We continued to offer parent-engagement opportunities, including a Mental Health Fair designed to increase awareness and reduce stigma. This event provided families with the chance to connect directly with local service providers, ask questions, and establish clear pathways to supports available within the community
- On the universal programming front, we embedded a multi-cultural wellness component — emphasizing diverse cultural ways of knowing, being, and doing mental health and wellness. Programs were customized to reflect the cultures of our students, with a special focus on Indigenous traditions of healing, given that our division serves communities on the traditional territory of the Niitsitapi (Blackfoot Confederacy), part of the Treaty 7 region in southern Alberta. Over the past year, the following culturally grounded and arts-based programs and artist residencies were made available to our divisional schools:
 - Young Drums programming
 - Leather work with Theron Black
 - “All My Relations” programming
 - Partnership programming with CASA Arts, Family Center, and Family Ties
 - Sacred-Sites installations (a traveling exhibition of traditional Niitsitapi art curated by the GALT Museum & Archives / Dr. Mike Bruised Head)
 - Ukrainian doll-making, connecting to traditional ways of knowing
 - Cardio drumming (fitness connected to various cultural rhythms)
 - Mexican-Fiesta events (dance and food), reflecting traditional ways of being
 - African drumming, connecting to traditional rhythmic practices
 - Indigenous storytelling sessions, highlighting traditional knowledge and oral history
 - Lacrosse programming, connecting to traditional ways of being
 - Beading projects
 - Clay art with Julie Clark
 - “Fit for Life” programming

The Integrated School Support Program (ISSP), supported by the Calgary Youth Foundation, has been essential in delivering universal and wrap-around services to school communities with high levels of need. Through ISSP funding, we were able to hire a full-time Psychologist at St. Paul School, providing specialized assessment, consultation, and targeted intervention to strengthen students’ social, emotional, and physical well-being. Students also benefited from a comprehensive suite of supports, including a nutrition program, enhanced physical education programming, and after-school opportunities. In addition, the grant allowed for the hiring of a Family School Liaison Counsellor (FSLC) at St. Patrick School in Taber. While both roles contribute to mental-health and wellness supports across their



respective school communities, the Psychologist is able to offer a broader range of specialized services due to their professional scope of practice, whereas the FSLC provides ongoing counselling, family support, and school-based interventions that complement and extend the ISSP model. The ISSP remains a grant-funded pilot project and includes a comprehensive evaluation framework, developed in partnership with the University of Calgary, to assess the impact of embedding mental-health professionals within school communities.

Through the Low Incidence Support Services (LISS) targeted funding:

- We identified and purchased several pieces of specialized equipment through South West Collaborative Services to support our BVI and d/DHH students. The equipment and resources acquired provided enhanced access to learning, reduced barriers, and aligned with ISP and specialists' recommendations to support student achievement. The specialized items included Roger touchscreen microphones, a Digimaster system, speakers, an HP ProBook, Braille paper and Braille Blazer materials, and sensory and tactile resources.
- We coordinated with Zone 6 partners and South West Collaborative Support Services to deliver an expanded Core Curriculum through outings to various community facilities. This collaboration enabled our BVI and d/DHH students to connect with one another, build relationships, and develop important skills in a variety of settings. The outings supported all nine areas of the core curriculum, with particular emphasis on orientation and mobility, social skills, independent living, and recreation/leisure skills.
- We provided professional learning opportunities — including training and workshops — focused on reading and writing Braille, American Sign Language, and supporting complex communication needs in the classroom.
- We increased access to low-incidence specialist services by contracting a 0.2 FTE d/DHH specialist and hiring a full-time teacher assistant for visually impaired students through South West Collaborative Support Services. In addition, we added 4.0 educational assistant hours to support the development of student-specific resources for a complex BVI student within Holy Spirit School Division. The extra time enabled identified students to receive enhanced access and support, and allowed staff and families to build their capacity to meet the student's needs.
- We collaborated with school and divisional teams, as well as Zone 6 partners, to identify and coordinate supports to better serve our students. On multiple occasions, we met to determine necessary professional learning opportunities and resources based on experience and specialist input — creating a comprehensive list of supports targeted for the LISS grant funding application.

The Family School Liaison Counselling (FSLC) Program creates a valuable link between home, school and other agencies as required. We currently have 9.8FTE Family School Liaison counsellors serving our 16 divisional schools. The program provides services directly to the child and family at their home, the school or a mutually agreed upon community site. These services are free and available to any family with students attending the Holy Spirit Catholic School Division.

Program services are being divided into four categories:

1. Counselling: The primary role of the Family School Liaison Counsellor is to provide individual or small group counselling sessions with children.
2. Prevention/Educational Programming: Supporting safe and caring school initiatives. Facilitating presentations/workshops on identified areas of need for students, families and school personnel. These may include supporting Safe & Caring Schools initiatives & faculty presentations within the community.
3. Community Liaison: Family School Liaison Counsellors provide liaison with community agencies and links between school personnel and appropriate community agencies' personnel.
4. Crisis Intervention: Risk / Threat assessment and post-crisis intervention.

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

This layered approach Huddle structure allows for:

- Staff Meetings – whereby all members attend to connect and share priority information with one another regarding the upcoming month. As well, relationships are valued and need to be strengthened by face-to-face interaction.
- Case Consultation- geared for Family School Liaison Counsellors, Family Enhancement Facilitator, Integrated School Support Program Mental Health Professionals, along with representation from Children and Family Services consults high risk children and youth files. Informed decisions and meaningful connections guide next steps in the most complex and vulnerable children and youth.



- Community of Practice- aimed to support the professional practice of Family School Liaison Counsellors and the Integrated School Support Program Mental Health Professionals. Topics identified as areas of concern, further professional development and sharing of professional development, access to resources, professional community partner presentations/training are implemented. Recently, a collective community of care strategy has been embraced in order to actively uplift and support each other. The emotional impact of the work these members engage in on a daily basis needs to be recognized.

Holy Spirit operates the Family First Facilitator (FFF) program in division schools using the Pyramid of Intervention model. This model takes a preventive/early intervention approach to enable children, youth and families to acquire the skills and knowledge required to build on their strengths, address challenges, cope with adversity and increase their capacity to care for themselves and others. By building universal supports that proactively provide families access to support systems, knowledge of child development, trusting relationships and problem-solving skills, families are more likely to be healthy and thrive. Family First Facilitators currently support two of our schools: Ecole St. Mary and Children of St. Martha. The following program data reflects delivery during September-December 2024, January-June 2025.

1 Family First Facilitator (4 days per week in 2024, 5 days per week beginning 2025) Ecole St. Mary

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

- Unique Participants Served (parents and students) - 481
- Active Families - 181
- Meaningful Interactions with Family First Facilitators - 3904
- Home Visits - 84
- Community Referrals - 198
- In School Student Programs - 39
- Parent Programs - 9

Our Intervention Support Team, which is composed of two 0.5 FTE teachers, supports our schools in building capacity and planning for meeting complex student learning and behavioral needs. This is a decrease of a 1.0 FTE teacher from the 2023-2024 school year. Our IST works with our divisional schools to:

- Build understanding of root causes of student behavior
- Recommend universal, targeted, individualized strategies & resources (visuals, WISE & safety plans, environmental scans, etc.)
- Suggest learning environment structures to optimize student success
- Support and model social skills instruction
- Collect and use data to make decisions and measure effectiveness
- Build capacity with challenging behaviors in a classroom
- Plan as part of the collaborative team
- Attend, collaborate with, and support learning teams during the VTRA process
- Support SIVA Philosophy and practice in schools
- Coordinate the sharing of resources from the lending library
- Collaborate and support implementation of evidence based social emotional learning programs
- Provide site based professional development related to emerging research and best practices around intervention support

The IST is available to support all 16 divisional schools and the following program 2024-25 data reflects the scope of their work with school teams:

Total IST Referrals for the 2024-2025 school year: 169

- Standardized Assessment Referrals - 99 (*Average of 4 hrs/report plus time to assess*)
- Student Specific Referrals which included Observations, Functional Behavior Assessments (FBA's), Behavior Support Plans (BSP's), Safety Plans, etc. - 108 (*Average 4 hrs/observation, 3-5 hours per plan*)
- General Referrals - 19 (*Average 30 min per meeting with teachers and/or admin, and 1 hour per parent meeting or professional collaboration - OT, SLP, etc.*)
- Referrals that the IST was unable to fulfill during the 2024-2025 school year - 19

Other Important Information:

- IST Completed Strategy sheets - 26 strategy sheets
- PD Sessions given by IST - 12 sessions
- Maintenance and upkeep of IST Lending Library



During the 2024-2025 school year, the staffing levels of the Intervention Support Team (IST) were reduced from 2.0 FTE to 1.0 FTE, reflecting the reduction of a full-time teacher equivalent (1 FTE) in September 2024. As a result of this reduction, the IST was unable to deliver the same breadth and depth of services previously offered. The following supports and services were impacted:

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

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

During the 2024-2025 school year, Holy Spirit schools reported 1,713 (1138 funded) English as an Additional Language (EAL) learners, representing 30.3% (20.1% funded) of the total student population of 5,648 students. These students were categorized as follows:

- Canadian Born (Code 303): 739 (449 funded) students
- Foreign Born (Code 301): 800 (554 funded) students
- Refugee Status (Code 640): 114 (75 funded) students from various countries worldwide
- Ukraine Evacuees (Code 600): 60 (60 funded) students

To support the targeted needs of English as an Additional Language (EAL) learners, the department was staffed with a total of 2.0 FTE certificated personnel, including a full-time EAL Coordinator and an EAL teacher who split their time between Catholic Central High School and St. Francis Junior High—schools with the highest EAL populations. Additionally, the department employed the equivalent of 5.5 FTE EAL Educational Assistants, distributed across 13 schools. This included four 28-hour assistants, two 14-hour assistants, one 15-hour assistant, two 4-hour assistants, and one 2-hour assistant, ensuring targeted support for students across the division.

In addition to targeted programming, the EAL Coordinator conducted 190 family intakes for students new to Canada within the last six months. Each intake typically required two hours but could take longer depending on case complexity and interpreter needs. These intakes produced detailed reports shared with schools to inform programming decisions and foster stronger family-school partnerships. Beyond data collection, the intake process provided families with essential school information and procedures, contributing to a sense of community and helping parents/guardians feel informed and engaged in their children's education.

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

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

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

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

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



community. These partnerships are a testament to our belief in the importance of education, collaboration, and community engagement in cultivating a safe and nurturing environment for both our staff and students.

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

- Violence, Threat, Risk, Assessment (VTRA)
- Supporting Individuals through Valued Attachments (SIVA)
- Standard First Aid
- Trauma Informed Practices through partnership with Alberta Health Services
- Mental Health Literacy Training, utilizing a mix of online and in-person formats
- Hannen Training which offers flexible, evidence-based frameworks for nurturing the social, language, and early literacy skills of preschool children through responsive interaction strategies and enriched learning environments
- Community Social Development (CSD) Professional Development: The City of Lethbridge provided an excellent opportunity for CSD-funded providers to attend a professional development training session led by Dr. Cheryl Currie. This full-day training focused on the latest research completed in Lethbridge concerning recovery and research/reporting methodologies.

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

Community Events

- National Child Day
- Digital Parent Evening
- Ladders for Learning
- Ordinary Heroes is a six-week initiative designed to increase youth resilience by engaging adults in building protective factors. Resilience, crucial for overcoming challenges, was the focus, with the facilitators aiming to help students identify and appreciate the caring adults positively influencing their lives.

OurSCHOOL Survey Data

Junior/Senior High School Students

The 2024–25 OurSCHOOL Secondary Survey reflects generally strong social–emotional outcomes for students, with several indicators exceeding Canadian norms.

Sense of Belonging

This year, 66% of students reported a high sense of belonging, an increase from the previous year and higher than the Canadian norm of 62%

- Girls: 61% (Canada: 57%)
- Boys: 73% (Canada: 67%)

Positive Relationships

Positive peer relationships remain a strength, with 78% of students reporting trusting, encouraging friendships, compared to the national norm of 75%.

- Girls: 82% (Canada: 77%)
- Boys: 76% (Canada: 74%)

Value of Schooling Outcomes

Students continue to recognize the personal and economic benefits of education.

- 76% of students valued schooling outcomes, well above the Canadian norm of 64%.
- Girls: 81% (Canada: 68%)
- Boys: 72% (Canada: 60%)

Positive Behaviour at School

Positive behaviour remains exceptionally strong:



- 97% of students report positive behaviour, surpassing the Canadian norm of 95%.
- Girls: 98% (Canada: 97%)
- Boys: 96% (Canada: 92%)

Cultural Awareness

Holy Spirit students continue to demonstrate strong understanding of cultural perspectives.

- Awareness of own culture: 63% (Canada: 53%)
- Awareness of other cultures: 78% (Canada: 76%)
 - Girls: 83% (Canada: 81%)
 - Boys: 73% (Canada: 70%)

These results highlight the impact of ongoing programming centered on inclusion, cultural understanding, and school connectedness.

Elementary Students

The 2024–25 Elementary Survey reflects steady outcomes with continued alignment to Canadian norms.

Sense of Belonging

A total of 69% of elementary students feel a strong sense of belonging—slightly below the Canadian average of 72%.

- Girls: 67% (Canada: 70%)
- Boys: 73% (Canada: 75%)

Positive Relationships

Positive peer relationships remain consistent with national norms.

- 81% of students report positive relationships (Canada: 80%)
- Girls: 82% (Canada: 83%)
- Boys: 81% (Canada: 78%)

Value of Schooling Outcomes

Elementary students continue to see high value in the importance of schooling.

- 92% value schooling outcomes (Canada: 91%)
- Girls: 93% (Canada: 93%)
- Boys: 92% (Canada: 88%)

Positive Behaviour

Positive behaviour aligns closely with Canadian norms:

- 89% (Canada: 90%)
- Girls: 93% (Canada: 95%)
- Boys: 85% (Canada: 86%)

Cultural Awareness

A new divisional priority introduced this year shows strong early results:

- Understanding of other cultures: 87% of students (Canada: 84%)
- Girls: 88%
- Boys: 86%

These outcomes reflect the early impact of intentional programming such as the MHSPS multicultural wellness initiatives & EAL supports.

Alberta Education Assurance Measure Data

Holy Spirit continues to perform strongly in creating positive learning environments.

- Division result: 88.2% (Provincial: 84.4%)
- Rating: High – Maintained – Good

Access to Supports and Services

This measure reflects students' and families' perceptions of access to timely supports.

- Division result: 79.2%
- Provincial result: 80.1%

Although results declined slightly from the previous year (80.3%), they remain within the Intermediate range. Similar to last year, a large number of “Don't Know” responses across subgroups may affect the accuracy of this indicator.

Overall Division Context

Even with slight shifts in certain areas, the division remains consistently above provincial norms in the domains of:

- Belonging
- Relationships
- Cultural awareness
- Safe and caring environments

These trends demonstrate the continued impact of division-wide initiatives, including the Mental Health in Schools Pilot Project, SWAG team outreach, culturally responsive programming, EAL supports, and strengthened pathways to services.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

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

Notes:

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	86.7	86.6	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	85.8	85.4	85.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	90.2	92.3	91.1	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	93.8	94.1	92.1	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	66.8	70.0	69.8	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	18.0	11.9	14.3	15.6	15.4	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	79.8	78.6	76.9	82.0	81.5	80.9	Intermediate	Improved	Good
	Diploma: Excellence	17.3	13.6	13.1	23.0	22.6	21.9	Intermediate	Improved	Good
Teaching & Leading	Education Quality	89.9	90.6	90.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	88.6	88.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	79.2	80.3	81.3	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	83.0	81.7	82.0	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	73.9	73.6	67.5	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	80.5	68.7	71.9	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	39.5	37.5	37.5	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	1.8	1.8	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	44.6	50.5	50.5	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	8.0	7.4	7.4	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	72.4	67.9	67.9	76.9	74.8	74.8	Low	Maintained	Issue
	Diploma: Excellence	12.2	11.1	11.1	11.8	11.3	11.3	Low	Maintained	Issue
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	71.5	73.9	70.9	59.8	58.6	58.4	Low	Maintained	Issue
	5-year High School Completion	87.3	80.5	72.0	69.7	69.4	69.6	Intermediate	Improved	Good
	PAT9: Acceptable	38.5	44.6	47.6	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	3.2	8.0	7.7	6.3	6.1	5.7	Very Low	Declined	Concern
	Diploma: Acceptable	75.2	72.4	70.2	77.5	76.9	75.9	Low	Maintained	Issue
	Diploma: Excellence	11.6	12.2	11.7	11.9	11.8	11.6	Low	Maintained	Issue
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division



Course		Measure	Holy Spirit Roman Catholic Sep						Alberta				
			Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	227	55.9	393	66.4	50,053	64.1	59,230	67.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	227	14.5	393	12.6	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	343	74.9	360	81.5	59,391	69.8	57,676	70.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	343	12.2	360	10.6	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	37	48.6	35	54.4	1,469	47.4	1,360	49.9	
	Standard of Excellence	High	Maintained	Good	37	13.5	35	13.1	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	17	76.5	25	83.8	3,134	75.2	3,262	76.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	25	4.3	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	318	62.9	354	59.0	58,911	51.7	57,012	53.5	
	Standard of Excellence	Intermediate	Improved	Good	318	13.8	354	11.0	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	61	37.7	42	59.8	1,940	49.7	1,891	52.4	
	Standard of Excellence	Intermediate	Declined	Issue	61	8.2	42	17.1	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	High	Maintained	Good	344	73.8	360	75.5	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very High	Improved Significantly	Excellent	344	29.4	360	20.3	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	Low	Maintained	Issue	36	55.6	36	64.5	1,454	50.3	1,304	52.6	
	Standard of Excellence	Intermediate	Declined	Issue	36	8.3	36	20.9	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	336	67.0	360	66.4	59,472	60.5	57,717	59.4	
	Standard of Excellence	High	Improved Significantly	Good	336	21.1	360	14.9	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	43	37.2	36	57.6	1,434	50.3	1,246	50.0	
	Standard of Excellence	Intermediate	Declined	Issue	43	7.0	36	14.3	1,434	10.6	1,246	10.9	

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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



Course	Measure	Holy Spirit Roman Catholic Sep (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	2.9	132	5.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3
Science 6	Acceptable Standard	Very Low	Maintained	Concern	28	39.3	56	44.6	3,851	51.4	3,990	46.0
	Standard of Excellence	Very Low	Maintained	Concern	28	7.1	56	3.6	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	43	39.5	56	37.5	4,556	48.7	4,332	45.3
	Standard of Excellence	Very Low	Maintained	Concern	43	0.0	56	1.8	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	41	46.3	40	70.0	4,465	49.5	4,375	49.2
	Standard of Excellence	Very Low	Maintained	Concern	41	2.4	40	2.5	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	Low	n/a	n/a	15	53.3	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	High	n/a	n/a	15	13.3	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	5.6	136	4.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	40	30.0	34	41.2	4,361	28.7	4,197	28.7
	Standard of Excellence	Very Low	Improved	Issue	40	5.0	34	0.0	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	16	31.3	17	76.5	485	43.7	440	48.9
	Standard of Excellence	Intermediate	Declined	Issue	16	12.5	17	29.4	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	Maintained	Concern	41	43.9	40	50.0	4,477	46.0	4,380	42.1
	Standard of Excellence	Intermediate	Declined	Issue	41	7.3	40	15.0	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	Intermediate	n/a	n/a	15	60.0	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	Intermediate	n/a	n/a	15	20.0	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	41	46.3	40	42.5	4,498	39.0	4,393	34.1
	Standard of Excellence	Very Low	Maintained	Concern	41	7.3	40	7.5	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	15	66.7	11	36.4	351	46.2	262	45.4
	Standard of Excellence	Intermediate	Improved	Good	15	13.3	11	0.0	351	9.4	262	7.3

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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

		Holy Spirit Roman Catholic Sep (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure						N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	65	55.4	106	65.8	9,834	60.7	10,688	65.0
	Standard of Excellence	Low	Maintained	Issue	65	7.7	106	9.5	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	108	73.1	89	81.5	7,504	54.5	7,109	59.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	108	10.2	89	8.6	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	*	*	*	5	*	12	50.0	155	33.5	150	40.8
	Standard of Excellence	*	*	*	5	*	12	8.3	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	8	75.0	8	75.0	155	63.9	184	69.5
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	8	0.0	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	107	60.7	88	56.7	7,506	45.2	7,066	48.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	107	13.1	88	10.5	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	*	*	*	6	*	13	61.5	149	51.0	187	44.6
	Standard of Excellence	*	*	*	6	*	13	0.0	149	13.4	187	8.9
Science 9	Acceptable Standard	High	Maintained	Good	108	75.9	88	73.1	7,515	57.6	7,106	58.5
	Standard of Excellence	Very High	Improved	Excellent	108	28.7	88	18.7	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	*	*	*	5	*	12	66.7	149	41.6	149	37.1
	Standard of Excellence	*	*	*	5	*	12	25.0	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	108	66.7	89	63.0	7,509	47.9	7,116	49.9
	Standard of Excellence	High	Improved	Good	108	21.3	89	14.7	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	*	*	*	5	*	11	36.4	156	48.7	136	41.9
	Standard of Excellence	*	*	*	5	*	11	0.0	156	3.2	136	4.4

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Course		Measure		Holy Spirit Roman Catholic Sep						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	High	Improved	Good	223	90.6	226	87.1	35,845	85.3	32,247	83.9		
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	223	13.9	226	6.8	35,845	10.9	32,247	10.3		
English Language Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	135	87.4	126	89.5	21,398	85.6	18,166	85.9		
	Diploma Examination Standard of Excellence	High	Improved	Good	135	16.3	126	11.1	21,398	11.3	18,166	12.8		
French Language Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	19	94.7	18	92.5	1,234	94.7	1,218	94.2		
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	19	10.5	18	0.0	1,234	6.0	1,218	7.4		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	153	69.3	126	62.8	22,680	77.8	20,399	73.1		
	Diploma Examination Standard of Excellence	n/a	Improved Significantly	n/a	153	22.2	126	12.9	22,680	37.1	20,399	32.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	134	55.2	131	54.8	17,430	73.6	15,047	71.0		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	134	6.7	131	6.8	17,430	17.3	15,047	15.3		
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	207	86.5	228	83.9	26,238	84.6	24,595	84.4		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	207	13.5	228	11.7	26,238	16.8	24,595	17.3		
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	144	75.7	118	67.8	27,021	77.5	22,515	77.8		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	144	5.6	118	5.5	27,021	12.3	22,515	12.5		
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	181	80.7	192	79.1	25,916	82.7	23,842	82.9		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	181	24.9	192	23.8	25,916	34.8	23,842	33.2		
Chemistry 30	Diploma Examination Acceptable Standard	High	Improved Significantly	Good	133	83.5	132	72.2	21,438	83.8	19,160	81.7		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	133	25.6	132	23.9	21,438	40.6	19,160	37.5		
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	77	77.9	87	78.5	11,366	85.6	9,598	83.7		
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	77	33.8	87	18.0	11,366	43.6	9,598	41.5		
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	36	77.8	19	76.6	9,027	79.6	8,223	80.3		
	Diploma Examination Standard of Excellence	High	Improved	Good	36	27.8	19	11.3	9,027	26.2	8,223	23.9		

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

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

		Holy Spirit Roman Catholic Sep (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	8	75.0	9	88.9	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	9	0.0	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	High	Maintained	Good	23	95.7	16	100.0	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	23	8.7	16	18.8	2,010	10.8	1,833	9.9
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	54.5	n/a	n/a	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	36.4	n/a	n/a	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	8	87.5	10	60.0	1,071	79.1	986	73.0
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	8	0.0	10	20.0	1,071	10.6	986	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	24	75.0	17	70.6	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	24	12.5	17	5.9	2,091	6.6	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	10	30.0	13	61.5	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	10	10.0	13	7.7	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	480	18.5	470	18.7

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

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

		Holy Spirit Roman Catholic Sep (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	67	83.6	54	77.1	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	67	6.0	54	0.8	2,611	3.3	2,289	3.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	46	69.6	34	85.0	2,932	67.4	2,309	70.7
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	46	17.4	34	3.1	2,932	4.5	2,309	5.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	6	83.3	25	96.0	24	85.4
	Diploma Examination Standard of Excellence	*	*	*	3	*	6	0.0	25	8.0	24	9.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	96.2	19	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	7.7	19	10.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	51	68.6	35	56.3	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	51	21.6	35	10.4	1,977	30.8	1,629	25.4
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	44	47.7	30	37.3	1,557	63.3	1,289	58.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	44	2.3	30	1.6	1,557	13.4	1,289	9.4
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	58	79.3	51	74.3	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	58	12.1	51	9.8	1,322	8.2	1,263	9.8
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Improved	Issue	50	66.0	32	54.8	3,551	63.2	2,827	62.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	50	4.0	32	1.3	3,551	8.3	2,827	8.1
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	62	75.8	47	74.4	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	62	19.4	47	24.5	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	44	75.0	37	63.1	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	Low	Declined	Issue	44	18.2	37	30.0	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	26	76.9	23	82.0	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	26	26.9	23	18.5	771	32.0	680	32.6
Science 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	14	78.6	n/a	n/a	752	66.0	653	68.2
	Diploma Examination Standard of Excellence	High	n/a	n/a	14	28.6	n/a	n/a	752	17.7	653	16.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement



High School Completion Rates - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

	Holy Spirit Roman Catholic Sep													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	324	88.2	402	90.7	344	90.4	363	92.3	342	90.2	Very High	Maintained	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	374	90.6	324	89.4	403	93.3	343	93.0	362	94.3	Very High	Improved	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	304	89.5	374	91.9	324	90.3	402	94.1	343	93.8	Very High	Maintained	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

Student Growth and Achievement



High School Completion Rates - Measure History

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

Province: Alberta (FNMI)

	Holy Spirit Roman Catholic Sep (FNMI)													Alberta (FNMI)									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	36	55.6	35	63.8	45	65.1	44	73.6	34	73.9	Low	Maintained	Issue	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	39	80.2	33	58.9	33	65.7	43	76.0	43	83.2	Intermediate	Improved	Good	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	32	79.2	38	80.0	32	66.9	32	68.7	41	80.5	Low	Maintained	Issue	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

Student Growth and Achievement

High School Completion Rates - Measure History

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

Province: Alberta (EAL)

	Holy Spirit Roman Catholic Sep (EAL)													Alberta (EAL)									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	54	94.4	54	88.9	55	92.4	67	95.5	68	92.9	Very High	Maintained	Excellent	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5
4 Year Completion	54	89.5	54	94.9	54	93.6	54	94.8	65	98.5	Very High	Improved	Excellent	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1
5 Year Completion	39	90.7	53	91.2	53	94.8	53	95.2	54	94.9	Very High	Maintained	Excellent	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,585	86.8	1,637	85.2	1,655	86.6	1,676	85.4	1,850	85.8	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	262	82.7	186	81.1	198	82.8	215	81.3	163	83.5	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	1,120	80.8	1,280	77.7	1,267	80.3	1,253	78.8	1,501	78.3	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	203	97.1	171	96.8	190	96.6	208	96.1	186	95.6	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Holy Spirit Roman Catholic Sep													Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,590	87.7	1,636	86.3	1,654	86.9	1,677	86.7	1,845	84.9	Intermediate	Declined	Issue	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9		
Parent	262	89.5	186	87.5	198	88.6	215	88.2	163	85.7	Intermediate	Maintained	Acceptable	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6		
Student	1,125	75.8	1,280	74.6	1,266	75.4	1,254	74.7	1,496	72.2	High	Declined	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3		
Teacher	203	97.8	170	96.9	190	96.6	208	97.1	186	96.7	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0		

Teaching & Leading

A.4 Education Quality - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,586	91.5	1,633	90.7	1,656	90.7	1,682	90.6	1,851	89.9	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	262	87.5	186	86.7	198	86.3	215	86.4	163	84.8	High	Maintained	Good	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	1,121	89.9	1,276	89.2	1,268	89.7	1,259	89.0	1,502	88.1	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	203	97.2	171	96.3	190	96.2	208	96.2	186	96.9	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Holy Spirit Roman Catholic Sep										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,588	90.5	1,638	88.6	1,655	89.3	1,679	88.6	1,850	88.2	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	262	89.5	186	86.0	198	87.2	215	86.8	163	87.4	Intermediate	Maintained	Acceptable	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	1,123	85.2	1,281	82.3	1,267	83.7	1,256	82.7	1,501	81.0	High	Declined	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	203	96.9	171	97.4	190	97.0	208	96.1	186	96.4	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

B.4 Safe and Caring

Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Holy Spirit Roman Catholic Sep													Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,586	92.3	1,637	90.8	1,655	91.2	1,678	90.7	1,850	90.0	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3		
Parent	262	91.5	186	88.2	198	89.6	215	89.0	163	88.8	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9		
Student	1,122	88.6	1,281	86.5	1,267	87.1	1,255	86.8	1,501	84.9	Very High	Declined	Good	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6		
Teacher	202	96.8	170	97.6	190	96.9	208	96.4	186	96.3	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4		

Learning Supports

H.1 Access to Supports and Services - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,584	83.4	1,634	81.4	1,654	82.3	1,675	80.3	1,844	79.2	Intermediate	Declined	Issue	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	262	79.8	186	72.6	198	77.5	215	72.6	163	71.6	Intermediate	Maintained	Acceptable	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	1,120	84.7	1,278	84.1	1,266	84.9	1,252	84.9	1,495	82.6	High	Declined	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	202	85.9	170	87.4	190	84.4	208	83.4	186	83.5	Low	Maintained	Issue	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Governance

C.1 Parental Involvement - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	463	80.5	356	81.6	385	82.6	422	81.7	346	83.0	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	262	72.2	186	72.3	197	75.0	214	74.8	162	75.9	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	201	88.8	170	90.8	188	90.2	208	88.6	184	90.0	High	Maintained	Good	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

ACTION NO: B.3

December 17, 2025

BOARD AGENDA ACTION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Opting out of the Alberta School Foundation Fund

ORIGINATOR: Linda Ellefson, Board Chair

BACKGROUND

1. All Catholic School Boards in Alberta have the right to opt out of the Alberta School Foundation Fund (ASFF). We reassert our right to opt out:
 - a. Following a Provincial Election
 - b. The appointment of a new Minister of Education
 - c. A change in Education Legislation (new Education Act)
 - d. A Municipal Election

RECOMMENDATION

That the Board of Trustees reaffirms the position of Holy Spirit Roman Catholic Separate School Division to opt out of the Alberta School Foundation Fund,

AND FURTHER, be it resolved that Division 4 of Part 6 of the Education Act (2012) s. 164(1-5) does not apply to Holy Spirit Roman Catholic Separate School Division.

Alberta School Foundation Fund and Catholic Education in Alberta

What Catholic School Trustees need to know!

So, imagine you are sitting around a table with public school trustees and one of them asks you: “Why do Catholic boards opt out of ASFF?” You can answer simply “because we have the constitutional right to set and collect our own property taxes.” The trustee responds with, “So you get more money than the public divisions per student?” The answer to that is “no, once we collect the education portion of the municipal school taxes, the government ‘tops up’ the amount available so every student in Alberta is allocated the same amount whether you are in a public school or Catholic school in Okotoks or Grimshaw.”

Years ago, the above questions were actually asked in a discussion between trustees; however, the Catholic could not provide the answers and explain how Catholic separate boards are funded compared to public boards. It was suggested by the public school trustee that Catholic boards receive higher funding levels as they receive the same per student funding as the public boards but were also able to set their own mill rate and collect taxes, a right lost to public boards in 1995. This document is an attempt to clarify, in simple terms -- for all trustees and senior administrators -- how funding works for Catholic and public education in Alberta and provide answers should you be questioned in the future.

Prior to 1994-1995, individual boards across the province set the local education mill rate (rate of taxation on assessed property value), but this led to great disparity:

“Prior to 1994-95, when all school boards had the right to tax their local residents as well as businesses and industrial property, there were serious inequities in funding for the education of students depending on the wealth of the community and the industries located within a school jurisdiction's boundaries. The objective in removing school boards' ability to tax was to ensure equity across the province and ensure that the quality of education students received was not determined by the property tax wealth in their communities.” Alberta Education

https://archive.org/stream/everychildlearns00albe/everychildlearns00albe_djvu.txt

As a consequence of these inequities, the provincial government created the Alberta School Foundation Fund (ASFF). This fund removed the right of school boards to set their own education tax rates, and collected and pooled all education property taxes in Alberta and then distributed them equally per student across the province. In this way, no matter where you lived -- whether in a rural Alberta community with a small population with a low industrial tax base, or a highly industrial, high density location -- the funding for every student in Alberta would be the same.

While it was a laudable idea, it infringed on the Catholic separate schools constitutional right to collect taxes from *their* ratepayers. As a result, an agreement was reached with the Alberta government, starting in 1994-95 and continuing today, for Catholic schools to retain the ability to 'opt out' of the Alberta School Foundation Fund. This allows separate schools to access their own assessment base (*Education Act*, s. 164) and receive a 'top up' of the receipt from that assessment base from the Alberta School Foundation Fund. This ensures a student in a separate school is funded the same as in a public board (*Education Act*, s. 169). This is subject to a "claw-back" however if this amount obtained from the assessment base exceeds the amount per student payable to the public boards (*Education Act*, s. 169[6])¹. In this way, Catholic separate boards were able to exercise their constitutional right to levy assessments on their ratepayers (*School Ordinances NWT 1901*, ss. 41-45) and receive the same amount per student as the public boards.

This taxation scheme was challenged in constitutional litigation by the Public School Boards Association of Alberta, and upheld by the Supreme Court of Canada in 2000 (1 S.C.R. 44):

"Currently, 16 separate school boards have 'opted out' of the Alberta School Foundation Fund, which means they requisition and collect property tax directly from municipalities. Under current legislation, there is no financial advantage to these school boards nor do they have the ability to raise more funds than other school boards." Alberta Education
https://archive.org/stream/everychildlearns00albe/everychildlearns00albe_djvu.txt

Each board and its relationship with its local county or municipality is slightly different but in the end, every student is funded the same across the province, whether Catholic or public school student. The municipality or county will collect the Catholic resident's education taxes and submit it to the board or the province, and the province will "top up" funds available to Catholic separate boards to the same amount as the public school student allowance.

This is why property tax forms in Alberta request where you want taxes directed:

"Why are property owners asked to declare their faith? The Constitution of Canada guarantees Protestant and Roman Catholic citizens' minority rights to a separate education system. In communities where there are separate school jurisdictions, property owners must declare their religious affiliation, either Protestant or Roman Catholic, to determine what education property tax dollars should be directed to those separate school jurisdictions." Alberta Education
<https://www.alberta.ca/education-property-tax.aspx>

¹ This has never happened and, all things remaining the same, never will.

We ask that Catholic school divisions continue, on a regular basis, to encourage Catholic residents when they register and/or move, even within the community, to support “separate school” tax identification for the purpose of protecting our constitutional rights and maintaining a taxation relationship with all Catholic supporters, whether they have students in the school system or not.

This right is important and we continue to opt out regularly despite the fact that once was legally all that was required. Since 1995 the continued requests for resolutions by boards are redundant from a legal/*Education Act* perspective but we continue to ask and submit them to the government for political and advocacy purposes. Our legal counsel has recommended that we “remind” the government of the day that we have the constitutional right to “opt out” of the ASFF, and as an association we have collectively agreed to opt out: Upon the election of each new board, the appointment of a new education minister, change in legislation, and the change in government as in 2019. The continued passing of the resolution to opt out reminds us (especially our new trustees) and the government that our constitutional rights are being acknowledged and practiced.

Questions? Contact ACSTA Office at admin@acsta.ab.ca or 780-484-6209

October 5, 2016

137142-1/KPF

Attn: Dick Batten, Q.C.
McKercher LLP
374 Third Avenue South
Saskatoon, SK S7K 1M5
d.batten@mckercher.ca

RE: Catholic Separate Schools Constitutional Right to a Tax Assessment Base

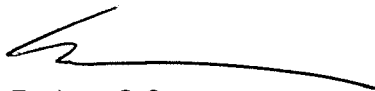
Dear Sir:

Further to our telephone conversation of October 4, 2016, I am pleased to attach a copy of a very old paper that I wrote for the Alberta Urban Municipalities Association: Alberta Catholic Separate School Constitutional Right to a Taxation Assessment Base, dated March 13, 2006.

I hope this is of some assistance to you in discussing with the Saskatchewan Government their preliminary thoughts about the removal of a taxation assessment base from all school boards in Saskatchewan, including Catholic separate school boards.

Please keep me updated as your discussions continue, as it will have a direct impact on our position in Alberta.

Yours very truly,
Dentons Canada LLP



Kevin P. Feehan, Q.C.

Enclosure

cc: Adriana LaGrange, President; John Tomkinson, Vice-President;
Dean Sarnecki, Executive Director; and Michelle Collette, Office Manager (enclosure)

March 13, 2006

**ALBERTA CATHOLIC SEPARATE SCHOOL
CONSTITUTIONAL RIGHT TO A
TAXATION ASSESSMENT BASE**

Kevin P. Feehan, Q.C.
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1. Introduction

The constitutional right of Catholic Separate schools in Alberta to a taxation assessment base is founded in s. 93(1) of the *Constitution Act*, 1867, s. 17(1) and (2) of the *Alberta Act*, 1905, chapters 29 and 30 of the *Ordinances of the Northwest Territories*, 1901, and s. 29 of the *Charter of Rights and Freedoms*, 1982, as recently interpreted by the Supreme Court of Canada in *Alberta Public School Boards' Association v. Alberta (AG)* [1995] A.J. No. 171 (Q.B.), (1995) 198 A.R. 204 (Q.B.), [1996] A.J. No. 704 (Q.B.), (1998) 163 D.L.R. (4th) 275 (Alta C.A.), (1996) 42 Alta L.R. (3d) 443 (C.A.), [1999] S.C.C.A. No. 286, [2000] 1 S.C.R. 44, and [2000] 2 S.C.R. 409. A similar interpretation of the right to a separate school tax assessment base in Ontario was addressed by the Supreme Court of Canada in *Ontario English Catholic Teachers' Assn. v. Ontario (Attorney General)*, (1998) 162 D.L.R. (4th) 257 (Ont. C.J., G.D.), (1999), 172 D.L.R. (4th) 163 (Ont. C.A.) and [2001] 1 S.C.R. 471.

2. The Statutory Provisions Relevant To Alberta

(a) The Northwest Territories Acts

By the provisions of the *Constitution Act*, 1867, (U.K.) 30 & 31 Vict., c.3, s.146, the Federal Government was empowered to pass the various *Northwest Territories Acts*. Section 11 of the *North-West Territories Act*, 1875, S.C. 1875, s.49 read as follows:

“11. When, and so soon as any system of taxation shall be adopted in any district or portion of the North-West Territories, the Lieutenant-Governor, by and with the consent of the Council or Assembly, as the case may be, shall pass all necessary ordinances in respect to education; but it shall therein be always provided, that a majority of the ratepayers of any district or portion of the North-West Territories or any lesser portion or sub-division thereof, by whatever name the same may be known, may establish such schools therein as they may think fit, and make the necessary assessment and collection of rates therefore; and further, that the minority of the rate-payers therein, whether Protestant or Roman Catholic, may establish separate schools therein, and that, in such later case, the rate-payers establishing such Protestant or Roman Catholic Separate schools shall be liable only to assessments of such rates as they may impose upon themselves in respect thereof.”

[emphasis added]

In 1880, the Federal Parliament determined to consolidate the several Acts with respect to the Northwest Territories in *An Act to amend and consolidate the several Acts relating to the North-West Territories 1880*, S.C. 1880, c. 25. Section 10 of that consolidation act confirmed that the Lieutenant Governor of the Territories had jurisdiction to pass all necessary Ordinances with respect to education, but subject to the condition that the majority of ratepayers in any district or portion of the Territories could establish a public school, and the minority could establish a separate school.

The important codification of this education right was s. 14 of the *North-West Territories Act*, R.S.C. 1886, c. 50, s. 14:

“14. The Lieutenant Governor in Council shall pass all necessary ordinances in respect to education; but it shall therein always be provided, that a majority of the rate-payers of any district or portion of the Territories, or of any less portion or subdivision thereof, by whatever name the same is known, may establish such schools therein as they think fit, and make the necessary assessment and collection of rates therefore; and also that the minority of the ratepayers therein, whether Protestant or Roman Catholic, may establish separate schools therein, - and in such case, the ratepayers establishing such Protestant or Roman Catholic Separate schools shall be liable only to assessments for such rates as they impose upon themselves in respect thereof.”

[emphasis added]

Section 14 of the *1886 Act* was modestly amended in 1898 by replacing the words “Lieutenant Governor in Council” by the words “Legislative Assembly” (*An Act further to amend the Acts respecting the North-west Territories*, S.C. 1898, c.5). This was the last version of the *Northwest Territories Act* in effect before proclamation of the *Northwest Territories Ordinances* of 1901, chapters 29 and 30 of which were constitutionalized for the Province of Alberta.

(b) The Constitution Act, 1867

Section 93(1) of the *Constitution Act, 1867* reads as follows:

“93. In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following Provisions: -

(1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union.”

(c) The Alberta Act, 1905

The equivalent provisions of the *Alberta Act, 1905* and the *Saskatchewan Act, 1905* read as follows:

“17. Section 93 of the *Constitution Act, 1867*, shall apply to the said province, with the substitution for paragraph (1) of the said s.93 of the following paragraph:

- (i) ‘Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Separate Schools which any Class of Persons have at the date of the passing of this Act under the terms of Chapters 29 and 30 of the Ordinances of the Northwest Territories, passed in the year 1901, or with respect to religious instruction in any public or separate school as provided for in the said ordinances.’
- (ii) In the appropriation by the Legislature or distribution by the Government of the province of any moneys for the support of schools organized and carried on in accordance with the said chapter 29 or any Act passed in amendment thereof, or in substitution therefore, there shall be no discrimination against schools of any class described in the said chapter 29.

(d) The Northwest Territories Ordinances, 1901

The most relevant provisions of Chapter 29 of the *Ordinances in the Northwest Territories, 1901*, are as follows:

“41. The minority of the ratepayers in any district whether Protestant or Roman Catholic may establish a separate school therein; and in such case the ratepayers establishing such Protestant or Roman Catholic separate school shall be liable only

to assessments of such rates at they impose upon themselves in respect thereof.

42. The petition for the erection of a separate school district shall be signed by three resident ratepayers of the religious faith indicated in the name of the proposed district; and shall be in the form prescribed by the commissioner.

43. The persons qualified to vote for or against the erection of a separate school district shall be the ratepayers in the district of the same religious faith Protestant or Roman Catholic as the petitioners.

44. The notice calling a meeting of the ratepayers for the purpose of taking their votes on the petition for the erection of a separate school district shall be in the form prescribed by the petitioner and the proceedings subsequent to the posting of such notice shall be the same as prescribed in the formation of public school districts.

45. After the establishment of a separate school district under the provisions of this ordinance such separate school district and the board thereof shall possess and exercise all rights, powers, privileges and be subject to the same liabilities and method of government as is herein provided in respect of public school districts.

(2) Any person who is legally assessed or assessable for a public school shall not be liable to assessment for any separate school established therein."

[emphasis added]

The second Ordinance constitutionalized for the Province of Alberta, the *School Assessment Ordinance* (N.W.T.) 1901, c. 30, set out in detail the mechanism and method for Separate Catholic schools to access their taxation assessment base. Sections 4, 8, 9 and 12 addressed access to "Assessment in Rural Districts", sections 25 and 42 addressed "Assessment and Taxation in Village Districts", sections 88 and 89 addressed "Assessment and Taxation in Town Districts", sections 91, 92 and 93 addressed "Village and Town Districts" and section 94 addressed the situation where land was owned by a person of one denomination and occupied by a person of another denomination, in terms of the right to separate school assessment. It is in the

detail of the assessment rights as set out in this chapter 30 that the constitutional ability of Separate Catholic boards is further constitutionalized.

(e) The *Charter of Rights and Freedoms*, 1982

All of these constitutional protections are reinforced by the provision of section 29 of the *Charter of Rights and Freedoms*:

“29. Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational, separate or dissentient schools”.

It is clear that s.93(1) of the *Constitution Act, 1867*, s.17(1) of the *Alberta Act, 1905* and the *Saskatchewan Act, 1905*, grant to the Provinces of Ontario, Alberta and Saskatchewan exclusive right over education, subject to the protection of minority denominational education rights. Although those rights are not frozen in time, nor can or should be comprehensively listed, they at least include the following:

1. The right or privilege to form a new separate school district;
2. The right or privilege to levy assessments upon the ratepayers of the separate school district; and
3. The right or privilege not to be liable to assessments levied by any party other than the separate school district.

3. The *PSBAA* Case

(a) The Legislation

In 1994, Alberta passed the *School Amendment Act, 1994*, S.A. 1994, c. 29 in which it removed the right of school boards to requisition taxes at the local level, required municipalities to pay those taxes into the Alberta School Foundation Fund (“ASFF”), set mill rights established by the provincial government and distributed funds to school boards on a per student pro-rata basis. However, under the amendment, Separate school boards were entitled to opt out of the ASFF and to requisition taxes locally, receiving a top up from the ASFF to bring their revenues up to the level of the provincial average of all boards.

(b) The Trial Decision

In this case Alberta specifically advanced the argument that they were only required to ensure “that funds be distributed fairly and (the constitutional protection) does not apply to how the funds are raised”, arguing that “it is irrelevant whether a school receives its money through the ASFF or through direct taxation as long as there is no discrimination in the distribution of the monies” (para. 7). In addition, Alberta specifically challenged the existence of the Separate school board rights “to tax their supporters directly and.... to spend those taxes in any way they choose without interference or ‘enveloping’ by the provincial government” (paras. 9 and 10).

The trial judge held that in Alberta section 17(1) and (2) of the *Alberta Act, 1905*, had two different roles:

“s. 17(1) is directed towards property assessment support and s. 17(2) towards the support of boards in other ways” (para. 78).

In addition, he held that “s. 17(2) covers grants only, not property taxes” and in Alberta “s.17(2), unlike s. 17(1) was never intended to refer to property taxes. Instead, it was intended only to prohibit discrimination in the distribution of government grants.”

It is clear that the s. 17(1) protection of an assessment base “does not apply to public school boards but only to separate boards” (para. 124); it is “protective legislation” guaranteeing “certain rights to the minority residents and the boards established by them” (para. 128).

Most importantly, the trial judge indicated that the rationale for s. 17(1) was protection of the denominational minority, with respect to their taxation rights, from the tyranny of the majority:

“From whom is protection required? Protection is required from the majority who would, otherwise, have the power, through elected officials, to take away the rights of the minority. Section 17(1) was designed to protect separate schools from this eventuality and to ensure that they would have the same rights as public schools” (para. 129).

In the subsequent costs decision at the trial level, the Court found that it was the arguments of the Alberta which “posed the risk of adverse consequences” to the claims of the Separate school boards, and costs were awarded to ACSTA.

(c) The Appeal Decision

At the Court of Appeal, the decision of Justices Russell and Picard held that:

“...separate boards are not compelled to participate fully in the ASFF. Because of their special constitutional status, separate school boards are permitted to opt out and requisition taxes directly from ratepayers” (para. 5).

They said:

“Separate school supporters have rights that are constitutionally protected by s.17(1) of the *Alberta Act*....

...section (17(1)) protects the denominational rights of separate school supporters and the separate school protection is set out in the 1901 *North-west Territories Ordinances* under *The School Ordinance, 1901* (N.W.T.), c.29 and *The School Assessment Ordinance, 1901* (N.W.T.), c. 30” (para. 81).

On the issue of discrimination, Justices Russell and Picard said that “for the purposes of the s. 17(2) claim... the ability of separate boards to opt out of the ASFF.... means that separate boards can get a portion of their property assessment money directly from their ratepayers, whereas public boards cannot” (para. 92).

They said “s.17(1) has application only to separate schools and their supporters” (para. 112), and that:

“Whatever the nature of the constitutional protection granted to public schools under s. 93, it is far more limited in scope than the protection given to denominational schools.” (para. 122).

They concluded that “the intention behind s.17(1) was to protect the minority, leaving the majority to protect themselves through the use of the democratic instrument, the ballot box”. (para. 125).

In a separate but concurring decision, Justice Berger tackled head-on the constitutional right of Catholic Separate schools to a guaranteed taxation assessment base. He specifically said that “one of the rights protected under s. 17(1) is the right of separate schools to tax their own

supporters.” (para. 140). He comes to this conclusion in reliance upon *Rex ex rel Brooks v. Ulmer*, [1923] 1 W.W.R. 1 (Alta. S.C.A.D.), *Calgary Board of Education v. A.G. Alta.* [1980] 1 W.W.R. 347 (Alta. Q.B.), *Reference re: Education Act (Que.)* [1993] 2 S.C.R. 511 and *Greater Montreal Protestant School Board v. Quebec (Attorney General)* [1989] 1 S.C.R. 377. He said:

“The position of Supreme Court of Canada has consistently been that the right of separate schools to tax their supporters was part of the bundle of protected rights and privileges under s. 93(1)” (para. 143).

and:

“Subject only to the government’s plenary jurisdiction to establish minimum standards of education, the right of separate schools to tax and spend is, in my opinion, inviolable. It is fundamental to the protection of denominational rights. An erosion of the right to tax and spend requires no evidence of consequential prejudicial impact upon denominational pursuits. The prejudicial effect upon denominational rights is established by the very enactment that purports to subject the taxing and spending powers of separate boards to the will of the majority” (para. 152).

Finally, Justice Berger held that the most significant benefit of a direct right of access to the assessment base was that the funds from the Separate school assessment base were not subject to government regulation:

“The Government is precluded from withholding grants from separate boards that do not comply with the *Framework’s* conditions relative to locally requisitioned funds” (para. 182).

He said:

“The legislature may not deprive the separate schools of their constitutionally entrenched rights and privileges including the right to levy taxes from their supporters. The legislature may not deny the separate schools their constitutionally protected right to then spend those taxes in pursuit of denominational objectives as they see fit. Any restriction on that right (apart from the imposition of minimum standards) is a breach of s.17(1).... Section 17(2) ensures that, subject to the fairness doctrine, public and separate schools will receive equal amounts from Government coffers. No

discrimination within the meaning of s.17(2) flows from the exercise by separate schools of their s.17(1) rights. Section 17(2) must be read subject to s.17(1)” (para. 186).

(d) The Supreme Court of Canada

At the Supreme Court of Canada, the decision of the Court was written by Justice Jack Major, the Alberta appointee to the Supreme Court of Canada. Justice Major began his review in this matter by confirming the constitutional right of separate schools to a tax assessment base:

“As a result of their constitutional status, separate school boards could and did opt out of the ASFF and continued to requisition taxes directly from ratepayers” (para. 7).

He then said that it is s. 17(2), not s. 17(1), which constitutes a guarantee of “proportionality between the educational opportunities of separate and public school supporters” (para. 48). He says however that there “are two significant limits... on the content of this notion of fairness. First, it does not prohibit all distinctions in funding, as it does not guarantee absolute or formalistic equality but rather a general concept of fairness. Second, it does not deal with distinctions in the distribution of rights, but only with a general fairness in the distribution of monies” (para. 48).

Given what he had said about the different roles of s.17(1) and (2) of the *Alberta Act, 1905*, he held:

“It follows that it is unnecessary to ascertain the scope of separate school rights under s. 17(1) in adjudicating whether the impugned funding scheme meets a standard of fairness under s. 17(2). Equally, the unique ability of separate schools to opt out of the scheme cannot be a source of discrimination under s.17(2)” (para. 49).

He said:

“It is clear that s. 17(2) does not apply to property assessment monies not appropriated by the Legislature or distributed by the Government.” (para. 51).

And:

“...s. 17(1) is primarily separate school protective legislation which affords only limited and non-equivalent protection to public schools” (para. 61).

(e) PSBAA Conclusion

In conclusion, then, the three levels of Court in the PSBAA case are unanimous and consistent. Separate schools in Alberta have a constitutional right to access their taxation assessment base. That constitutional right is protected pursuant to section 17(1) of the *Alberta Act, 1905*, by constitutionalization of both chapters 29 and 30 of the *Ordinances of the North-West Territories, 1901*. The separate and distinct right to “fairness” in the distribution of government monies is protected by section 17(2) of the *Alberta Act, 1905*, and that right to “fairness” is not to be confused with the right to access the assessment base under s. 17(1), as those rights are distinct and unique. Section 17(1) is a right granted only to separate schools, with the minor exception of a right to limited religious education vested in public schools. The s. 17(2) right to “fairness” in the distribution of government monies is a right granted to both public and separate schools, but does not impinge upon the taxation right of separate schools.

4. The OECTA Case

(a) The Legislation

The facts and constitutional protections considered by the *OECTA Case* are fundamentally different than those considered in the *PSBAA* case. Those who see these cases as being contrary in conclusion ignore this factual, legislative and constitutional context.

In December, 1997 the Ontario government passed the *Education Quality Improvement Act*, S.O. 1997, c. 31 (“EQIA”) or Bill 160. It is important to note that Bill 160 was drafted with the assistance of legal counsel for the Ontario Catholic School Trustees’ Association, (“OCSTA”) and throughout the case OCSTA argued for the validity of this legislation alongside the government of Ontario.

Division A, ss. 236 and 237 of the *Education Act*, as amended by the EQIA, set out an education taxation system whereby individuals, partnerships and companies owning residential property

declare taxation support to a designated school board, and in default of declaration all corporate and partnership residential tax monies are deemed to support the English Public Board. Business property taxes did not require declarations of support (s. 257.8).

Division B of the *Education Act* provided that all assessable property was liable for education taxes (s. 257.6), the Minister set tax rates (s. 257.12) and municipalities levied and collected school taxes (s. 257.7). Taxes from individually-owned residential properties, declared partnership and corporate residential properties, were distributed by municipalities to the boards for which declarations were made (s. 257.9). Distribution of education taxes on business properties was made in proportion to enrollment (s. 257.8).

By this system, an assessment base for school support was maintained, taxes were collected from that assessment base by municipalities and paid to designated boards on their assessment base. The Funding Regulations (s. 234), provided for essentially equal per-pupil funding by the addition of government grants to assessment based funds.

Division C provided that a board may individually “determine, levy and collect rates”, Catholic boards could collect subscriptions directly from their ratepayers (s. 257.16), all boards could agree with municipalities to levy and collect taxes on their behalves (s. 257.18) and individuals and corporations could designate school taxes for business properties to a designated board (s.257.20).

By Division F, s.257.106, Division C was said to be “inoperative”. As a result, the provisions giving authority to a board to “determine, levy and collect rates”, to Catholic Boards to collect subscriptions directly from their ratepayers, and to individuals and corporations to designate school taxes for business properties to a designated board, were made “inoperative”.

What is important in this legislative scheme is that at no time was the taxation assessment base altered or removed for Catholic Separate schools. The system of taxation declarations, assessments of property for education taxes, the setting of mill rates, and the levying and collection of taxes remained in place. The division of taxes into separate and public school pools remained in place. Taxes were collected and paid to the designated boards on their assessment base. All that Bill 160 did was, in exchange for a guarantee of equal per-pupil funding from the

taxation assessment base, which did not exist for Catholic Separate schools because of the assessment default provisions to the English Public Board, the fact that business property taxes were not subject to declarations in support of Catholic Separate boards, and other inequities in the system, was to suspend the ability of Catholic Separate boards to determine, levy and collect their own taxes, so long as they received a fair and equitable distribution of taxes through the EQIA. This was not legislation that removed a tax assessment base in any way. This was legislation that specifically preserved that tax assessment base and simply exchanged equity and funding for Catholic Separate schools.

It was generally agreed that the EQIA constituted a substantial reallocation and shift of resources from assessment rich to assessment poor boards and from public to separate boards (Trial decision, para. 29).

(b) The Trial Decision

At the trial level, despite the preservation of the tax assessment base and the entire tax collection system, subject only to the suspension of direct taxation by the Catholic Separate boards, the Court still found the suspension provision contrary to section 93(1) of the *Constitution Act, 1867*.

The trial judge held that in Upper Canada at the time of Confederation there were four different statutes that needed to be interpreted in the context of section 93(1) of the *Constitution Act, 1867*, the *Common Schools Act, C.S.U.C. 1859*, c.64, the *Separate Schools Act, C.S.U.C. 1859*, c. 65, the *Scott Act, S.U.C. 1863*, c. 5, and the *Grammar Schools Act, S.U.C. 1865*, c. 23 (para. 47).

The *Scott Act* guaranteed the right to separate school supporters to establish separate school boards managed by elected trustees, levy taxes upon separate school supporters, and have elected school trustees with the same powers as common school trustees (para. 49). Section 7 provided the power to levy taxes upon persons sending children to separate schools or supporting separate schools. Section 14 of the *Scott Act* exempted separate school supporters from the payment of common school rates, section 20 provided for a proportional share in the funds granted by the legislature for the support of common schools on the basis of pupil attendance, and section 21 provided that separate schools were not to share in the monies arising from the local assessment for public schools.

The overarching result at trial was legally expressed in the single concluding paragraph:

”There are five certainties. First, there is a denominational right of Roman Catholics in Ontario to the separate school system. Second, adequate financing is a necessary means to the real achievement of that separate school system. Third, the language of s. 7 of the *Scott Act* in conferring the right to tax locally is clear and express in providing an independent means to the Roman Catholic community to achieve the realization of their separate school system. Fourth, the language of s. 93(1) protects the rights and privileges ‘with respect Denominational Schools’ accorded by the law, including s.7 of the *Scott Act*, at Confederation. Fifth, the right to tax locally, recognized by s. 7 of the *Scott Act*, is repealed by Bill 160. Constitutional rights are constitutional rights. In the absence of a constitutional amendment the province cannot lawfully infringe upon such rights” (para. 97).

(c) The Appeal Decision

The Court of Appeal focused in on the preservation of the school board assessment base as being essential to the constitutionality of the EQIA. It said:

”Since the EQIA provides for provincially imposed taxes to be levied on separate school supporters, this assessment base is preserved by the challenged legislation” (para. 34).

Based upon the preservation of the school board assessment base under the legislation, the Court of Appeal concluded:

”...there is a constitutionally guaranteed right to funding which the EQIA does not diminish. It is, therefore, unnecessary to address the argument of OCSTA that this constitutional protection extends to protect the denominational assessment base. OCSTA acknowledges that the EQIA preserves that base and cannot, therefore, be said to prejudicially affected. This constitutional issue is best left to be resolved in the context in which legislation puts that assessment base at risk” (para. 55).

(d) The Supreme Court of Canada

The Supreme Court of Canada recognized that the EQIA preserved the assessment base, as constitutionally guaranteed, for separate schools:

”The new funding model provides five sources from which school boards derive revenue...:

- (i) residential property tax revenue from their own school supporters;
- (ii) business property tax revenue shared between coterminous boards on the basis of the student enrollment;
- (iii) provincial grants, which equalize board disparities in revenues;
- (iv) education development charges; and
- (v) other sources, such as tuition fees from non-residents and the rental, lease or sale of surplus properties.

(para. 12)

With regard to education taxes, s. 257.106 of the new *Education Act*, declares inoperative the previous ability of all school boards in the province to raise funds through local taxation. Pursuant to s. 257.7, property tax rates are still levied for school purposes and collected by municipalities. However, s. 257.12(1)(b) now empowers the Minister of Finance to make regulations “prescribing the tax rates for school purposes for the purposes of s. 257.7”...” Residential taxpayers continue to designate their education taxes for either of the public or separate system, meaning that the denominational tax base has not been altered by the *EQIA*.” para. 13).

It is the preservation of the assessment base for school support, the levying of property taxes for school purposes, the collection of those taxes by municipalities and the ability of residential tax payers to designate their education taxes for the separate system, which makes the taxation scheme in the *EQIA* constitutionally valid.

The Supreme Court of Canada stated that the constitutional protection with respect to denominational schools has both denominational and non-denominational components or aspects (para. 32), and is to be applied in context (para. 34). In the context of the *EQIA* preserving the assessment base, the designation of property tax rates for school purposes, the collection of those rates by municipalities and the ability of taxpayers to designate their education taxes for the separate school system, The Supreme Court of Canada said “section 93(1) protects the right to

funding for denominational education, not the specific mechanism through which that funding is delivered” (para. 49).

In Ontario, the interrelationship of section 7 and section 20 of the *Scott Act* is significantly different than the interrelationship of between section 17(1) and 17(2) of the *Alberta Act, 1905* and chapter 29 and 30 of the *North-west Territories Ordinances, 1901*. The Supreme Court of Canada said the following about the particular Ontario constitutional scheme:

“The *Scott Act* includes two funding mechanisms for denominational schools in Ontario: local taxation (s. 7) and provincial grants (s. 20). The province is generally free to alter the funding allocation between these sources as it sees fit, provided that source relied on provides sufficient funds to operate a denominational education system which is equivalent to the public education system in place at the time. The animating principle is equality of educational opportunity. I need not decide the constitutionality of removing the local tax base altogether, as the EQIA does not attempt to do so. While it removes the ability of school boards to set the rate that is to be applied to raise funds through local taxation, it does not remove the funding mechanism of property taxation” (para. 50).

[emphasis added]

(e) OECTA Conclusion

The *OECTA Case* stands for the proposition that in Ontario, so long as the school board assessment base is preserved, property tax rates are levied for school purposes and collected by municipalities, and ratepayers are entitled to designate their taxes for the separate school system, for the purpose of substantially increasing revenues for separate schools and poorer school jurisdictions, the suspension of the school boards right to set the mill rate, and directly collect their own taxes is not unconstitutional, because the right to fair and equitable funding pursuant to section 20 of the *Scott Act* fulfills the right of direct taxation guaranteed in section 7 of the *Scott Act*. However, the Courts specifically indicated that they would not provide an opinion as to what their rulings would have been had the legislation removed the assessment base for school purposes.

5. Conclusion as to the Alberta Catholic Separate School Constitutional Right to an Assessment Base

The Alberta Catholic Separate school constitutional right to a taxation assessment base must be founded in constitutional provisions, legislation and case law.

In Alberta, the *Constitution Act, 1867*, the *North-West Territories Acts* from 1875 to 1898, the *North-west Territories Ordinances, 1901*, chapters 29 and 30, the *Alberta Act, 1905* and the *Charter of Rights and Freedoms*, section 29, set out a comprehensive constitutional and statutory framework with respect to those rights. It is clear from those provisions that Alberta is granted plenary rights over the education system, subject to the protection of minority denominational education rights and those non-denominational rights essential for the protection of denominational rights. Although those rights are not frozen in time, nor can or should be comprehensively listed, they include at least the right or privilege to form a new Separate school district and expand existing districts, the right or privilege to levy assessments upon the ratepayers of the Separate school district, and the right or privilege not to be liable to assessments levied by any party other than the Separate school district. The mechanism and method for Separate Catholic schools to access their taxation base is set out in detail in the *School Assessment Ordinance, 1901*, which reinforces the provisions of the *School Ordinance, 1901*, granting the right to a school assessment base.

The leading case in Alberta with respect to the right to an assessment base is the *PSBAA Case*. In that case an important distinction was made between section 17(1) *Alberta Act* Rights and section 17(2) *Alberta Act* rights, the former protecting only Separate schools, and directed only to protect property assessment support, and the latter protecting both Separate and Public school boards, guaranteeing equity and fairness in funding as between these boards. In Alberta, therefore, there are two distinct constitutional rights; the right to access the property assessment base for financial support, and the right to equity and fairness in funding. The Court of Appeal of Alberta clearly held that Separate Catholic boards had a “special constitutional status” and an absolute right to “requisition taxes directly from ratepayers”. Such a right is granted only to Separate boards, to protect them from the “tyranny of the majority”. Justice Berger specifically said that “the right of the separate schools to tax their supporters was part of the bundle of protected rights and privileges” to which they were constitutionally entitled and that “the right of

separate schools to tax and spend is ... inviolable” to such an extent that the provincial government has no right to regulate how the funds from the opted-out assessment base may be spent by Catholic Separate boards. The Supreme Court of Canada agrees that separate school boards have a special constitutional status which allow them “to requisition taxes directly from ratepayers”.

In Ontario, the constitutional scheme and legislative scheme are different. The *Scott Act* does not have as strict a division between the right to an assessment base and the right to equity and fairness, and did not constitutionally incorporate two separate ordinances, differentially protecting both constitutional rights. In addition, the Ontario legislation considered in the *OECTA Case* specifically preserved the right to a school board taxation assessment base, a system of taxation declarations, assessments of property for education taxes, the setting of mill rates and the levying and collection of education taxes, dividing the taxes into separate and public school pools. All that the legislation in Ontario did was to suspend the rights of boards to determine, levy and collect their own taxes, based upon this continuing education tax scheme, so long as Catholic Separate boards received a fair and equitable distribution of taxes. The Trial Court held that, even in the face of the preservation of the school assessment base, there was a breach of the rights of Catholic Separate schools to directly determine, levy and collect their own taxes. The Court of Appeal held that where the assessment base was specifically preserved by the legislation, and where there was a temporary suspension of the right to direct taxation, the right of equity and fairness subsumed the right of direct taxation. The Supreme Court of Canada recognized that as long as “property tax rates are still levied for school purposes and collected by municipalities”, and as long as “residential taxpayers continue to designate their education taxes for either the public or separate system” the constitutional right to a denominational tax base has not been altered and the suspension of the school boards rights to raise funds through local taxation is not unconstitutional. The Supreme Court of Canada specifically said that the “preservation of the assessment for school support, levying of property taxes for school purposes, the collection of those taxes by municipalities and the ability of residential taxpayers to designate their education taxes for a separate system,” makes the taxation scheme in Ontario valid. The Supreme Court of Canada declined to rule on what would occur if the legislation attempted to remove the educational tax assessment base altogether.

As a result, there is no conflict between the *PSBAA Case* and the *OECTA Case*, and it is clear, constitutionally, legislatively and in case law, in Alberta, Catholic Separate schools have dual constitutional rights to a declared property assessment base (section 17(1) of the *Alberta Act, 1905*, and chapters 29 and 30 of the *Ordinances of the North-west Territories, 1901*) and to equity and fairness in government funding (s.17(2)). Even in Ontario, where that distinction is not as firm, the suspension of a direct right of taxation in school boards was only allowed in the context of the preservation of the educational assessment base, the levying of property taxes for school purposes, the collection of those taxes by municipalities and the designation of educational taxes for separate and public schools.

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Per:

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Catholic Dimension - Legally Speaking - Spring 2006

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No representation without taxation

There has been considerable "disturbance in the force" lately on the issue as to whether municipalities may persuade the provincial government to retract the education tax assessment base, so as to provide more room for municipal taxation. That request collides with the Alberta Catholic separate school constitutional right to a [taxation assessment base founded in constitutional provisions, legislation and case law](#).

In Alberta, the *Constitution Act, 1867*, the *North-West Territories Acts* from 1875 to 1898, the North-west Territories Ordinances, 1901, chapters 29 and 30, the *Alberta Act, 1905* and the *Charter of Rights and Freedoms*, section 29, set out a comprehensive constitutional and statutory framework with respect to those rights. It is clear from those provisions that Alberta is granted plenary rights over education, subject to the protection of minority denominational education rights and those non-denominational rights essential for the protection of denominational rights. Although those rights are not frozen in time, nor should be comprehensively listed, they include at least the right or privilege to form a new separate school district and expand existing districts, the right or privilege to levy assessments upon the ratepayers of the separate school district, and the right or privilege not to be liable to assessments levied by any party other than the Separate school district. The mechanism and method for separate Catholic schools to access their taxation base is set out in detail in the School Assessment Ordinance, 1901, ch. 30, which reinforces the provisions of the School Ordinance, 1901, ch. 29, granting the right to a school assessment base.

The leading case in Alberta with respect to the right to an assessment base is the PSBAA case. In that case an important distinction was made between section 17(1) *Alberta Act* rights and section 17(2) *Alberta Act* rights, the former protecting only separate electors, and directed only to protect property assessment support, and the latter protecting both separate and public school electors, guaranteeing equity and fairness in funding as between their boards. In Alberta, therefore, there are two distinct constitutional rights; the right to access the property assessment base for financial support, and the right to equity and fairness in funding. The Court of Appeal of Alberta clearly held that separate Catholic boards had a "special constitutional status" and an absolute right to "requisition taxes directly from ratepayers. Such a right is granted only to separate boards, to protect them from the "tyranny of the majority." Justice Berger specifically said that "the right of the separate schools to tax their supporters was part of the bundle of protected rights and privileges" to which they were constitutionally entitled and that "the right of separate schools to tax and spend is . . . inviolable" to such an extent that the provincial government has no right to regulate how the funds from the opted-out assessment base may be spent by Catholic separate boards. The Supreme Court of Canada agreed that separate school boards have a special constitutional status which allows them "to requisition taxes directly from ratepayers."

In Ontario, the constitutional scheme and legislative scheme are different, as was made evident in that province in the OECTA case which interpreted the constitutional protections granted to separate school supporters in Ontario, as set out in the *Scott Act*. The *Scott Act* does not have as strict a division between the right to an assessment base and the right to equity and fairness, and did not constitutionally incorporate two separate ordinances, differentially protecting both constitutional rights, as in Alberta. In addition, the Ontario legislation considered in the OECTA case specifically preserved the right to a school board tax assessment base, a system of taxation declarations, assessments of property for education taxes, the setting of mill rates and the levying and collection of education taxes, dividing the taxes into separate and public school pools. All that the legislation in Ontario did was to suspend the rights of boards to determine, levy and collect their own taxes, based upon this continuing education tax scheme, so long as Catholic separate boards received a fair and equitable distribution of taxes. The Trial Court held that, even in the face of the preservation of the school assessment base, there was a breach of the rights of Catholic separate schools to directly determine, levy and collect their own taxes. The Court of Appeal held that where the assessment base was specifically preserved by the legislation, and where there was a temporary suspension of the right to direct taxation, the right of equity and fairness subsumed the right of direct taxation. The Supreme Court of Canada recognized that as long as "property tax rates are still levied for school purposes and collected by municipalities," and as long as "residential taxpayers continue to designate their education taxes for either the public or separate system" the constitutional right to a denominational tax base has not been altered and the

suspension of the school boards' rights to raise funds through local taxation is not unconstitutional. The Supreme Court of Canada specifically said that the "preservation of the assessment for school support, levying of property taxes for school purposes, the collection of those taxes by municipalities and the ability of residential taxpayers to designate their education taxes for a separate system," makes the taxation scheme in Ontario valid. The Supreme Court of Canada declined to rule on what would occur if the legislation attempted to remove the educational tax assessment base altogether.

As a result, there is no conflict between the PSBAA case and the OECTA case, and it is clear, constitutionally, legislatively and in case law, that in Alberta, Catholic separate schools have dual constitutional rights to a declared property assessment base (section 17(1) of the *Alberta Act, 1905*, and chapters 29 and 30 of the Ordinances of the North-west Territories, 1901) and to equity and fairness in government funding (s.17(2)). Even in Ontario, where that distinction is not as firm, the suspension of a direct right of taxation in school boards was only allowed in the context of the preservation of the educational assessment base, the levying of property taxes for school purposes, the collection of those taxes by municipalities and the designation of educational taxes for separate and public schools.

You may ask why Catholic separate schools would want to continue to access the tax assessment base, when it does not make a financial difference to the overall funding of school boards. The following are nine important reasons for continuing to access the tax assessment base:

1. It is a vital connection between school boards and their electors, especially those electors without children in the school system;
2. It provides a mechanism for direct accountability of school board trustees to their electors for the quality of education provided;
3. It provides a clear link between taxation and representation, the most fundamental principal of any democratically elected organization;
4. It creates a structural interest in the local school board, because of the investment required by the electors in that board;
5. It supports board population projections which affect funding for new student places;
6. It supports the tradition of local decision-making with respect to public education, consistent with the fundamental democratic principal of subsidiary;
7. It supports the conclusion of the Alberta Commission on Learning that there is need for an adequate source of stable funding for the education system, affirming the role that the education property tax assessment base has in enhancing public accountability for education;
8. The opted-out Catholic separate school declaration is a public record by electors of the extent of support for their schools, providing the government with an indication of overall support and the strength of a publicly-funded Catholic school system; and
9. It recognizes and affirms the constitutional right of opted-out Catholic separate school boards to collectively access this assessment base through requisition by their elected boards, as specifically provided in section 93(1) of the *Constitution Act, 1867*, section 17(1) of the *Alberta Act, 1905*, and section 29 of the *Charter of Rights and Freedoms*, as interpreted and affirmed recently by the Supreme Court of Canada in the PSBAA and OECTA cases.

PR NO: C.1

December 17, 2025

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 2: Role of the Board

ORIGINATOR: Board of Trustees

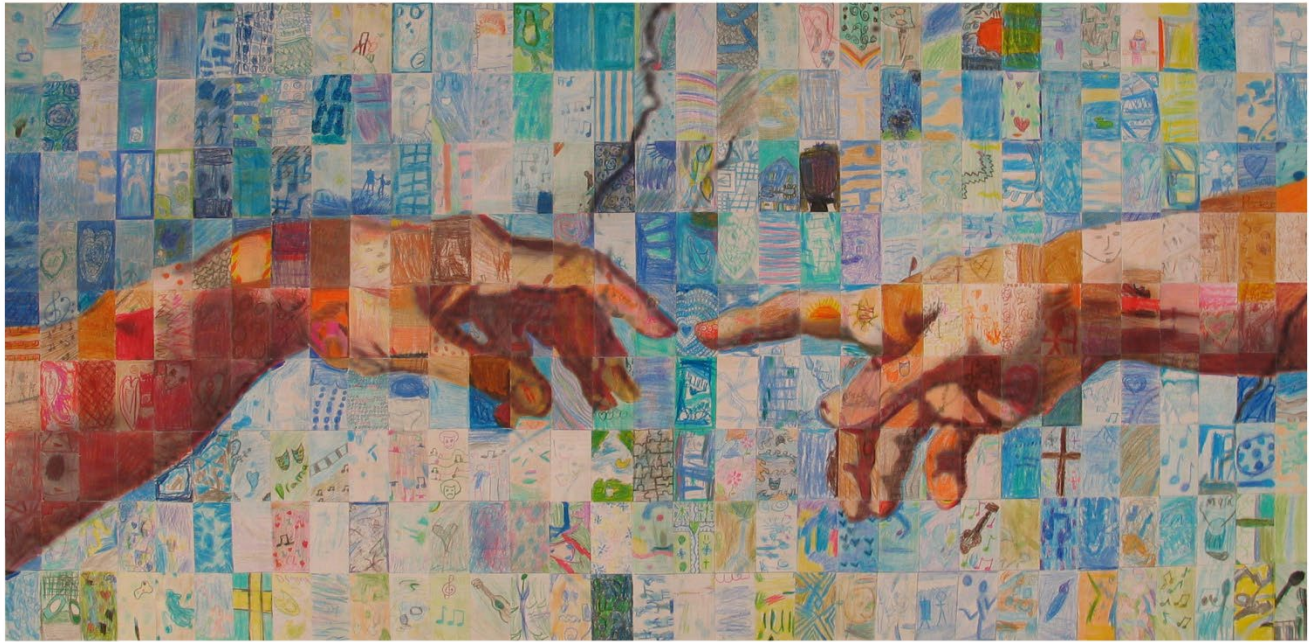
BACKGROUND

1. *Policy 2: Role of the Board* and *Policy 2: Appendix A: Board Work Plan* 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, and Values.

RECOMMENDATION

That the Board of Trustees accepts *Policy 2: Role of the Board* and *Policy 2: Appendix A: Board Work Plan*, as presented.

ARTICULATING OUR PURPOSE



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

HOLY SPIRIT CATHOLIC SCHOOLS' MISSION STATEMENT

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

"What are we here to do together?"

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

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

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

Our Catholic faith is the foundation of all that we do

THE VISION OF HOLY SPIRIT CATHOLIC SCHOOLS

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

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

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

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

VALUES AND CORE COMMITMENTS

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

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

WE VALUE

OUR CORE COMMITMENTS TO THE VALUE

ALL GOD'S
CHILDREN

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

EXCELLENCE IN
LEARNING

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

SACRAMENTALITY

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

OUR
COLLABORATIVE
COMMUNITY

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

MINISTRY

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

STEWARDSHIP

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



POLICY 2

Revised 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

Role	Goals and Objectives	Board Responsibilities	Activities & Events	Involvement
Model Catholic Values	Demonstrate the values and expectations of a practicing Catholic, and participate in parish and church activities through a personal lifestyle that reflects the teachings of the Church.	Active engagement with clergy, staff, students, and community supporters in ways that strengthen parish life and promote the faith mission of the Division.	Mass Attendance	Attend school Masses Attend Grade 6 & 9 Farewell Masses Attend Graduation Masses Attend School Award Celebrations Liaison Trustee or representative to bring greetings on behalf of the Board when requested at farewells and graduations Participate in Catholic Education Sunday and bring message to parishes on behalf of the division. Host an annual meeting with local Parish priests.
			Divisional Mass	Attend Opening School Division Mass Attend Spiritual Development Day Mass and Learning Board Chair to address staff and community supporters
			Share the Mission Award	Share the Mission Committee selects Recipient and presents award Honour the Share the Mission Recipient(s), if selected - at opening School Division Mass
		Reflect the trustee's role in the local Catholic community.	Participate in Parish	Attend Mass at local Parish Volunteer as Lector, Reader, or in other Ministries
		Demonstrate continuous faith development	Participate in Faith Formation Activities	Attend ACSTA Blueprints Attend ACSTA Mass & Faith Development activities Participate in GrACE Advocacy Participate in Board Faith Retreat Review 3-year Faith Plan
	Trustees shall cultivate and sustain a respectful, collaborative, and faith-filled relationship with the Bishop and the Catholic Diocese of Calgary, recognizing the Bishop's role as the chief shepherd of Catholic education and the spiritual leader of the division.	Connect with the Bishop.	Participate in relationship building activities with the Bishop.	Host Bishop for lunch when he presides over Opening Mass. Attend Day of Leadership with Bishop senior administration and principals. Attend Bishop Dinner if held within Division.

Role	Goals and Objectives	Board Responsibilities	Activities & Events	Involvement
Integrated Strategic Governance & Development	Effectively participate in Board business by staying informed about provincial, national, and international educational issues and trends, ensuring decisions are well-informed and responsive to the broader educational context.	Understand Policy and Legislation	Stay current with provincial legislation and policy changes, ensuring that the Division's mission, policies, and strategic priorities remain aligned with the <i>Education Act</i> .	Review Education Act Review Board Policies (first through Policy Committee work and then at Board meeting) Review Administrative Procedures Review Meeting Agenda package Attend ASBA Zone Meetings Attend ASBA and ACSTA Provincial Meetings Review ASBA Media Releases Review ACSTA Weekly Memo & Media Scan Review Advocacy Letters
	Demonstrate continuous professional learning in support of informed governance	Engage in Trustee Development	Review Board Policies Engage in Professional Learning Opportunities Attend Board Retreats, Orientations, and Utilize training and professional development resources available from Alberta School Boards' Association (ASBA) and Alberta Catholic Trustees Association (ACSTA) Canadian Catholic School Trustees' Association (CCSTA) and Canadian School Boards Association (CSBA)	Attend Standing, External & Ad Hoc Committee Involvement Participate in Board Faith Retreat Participate Board Orientation Participate in Professional Development through ASBA When available register for Governance Course Read ASBA Media Summary Review Attend ASBA Lunch & Learn sessions Participate in Board Evaluation Process Participate in Superintendent Evaluation Process

	Shape the long-term direction of the Division	Engage in Strategic Planning	Contribute to the development of priorities, reviewing key planning documents, and ensuring alignment with the Division's mission and values.	<p>Participate in Priority Setting</p> <p>Board Chair and Vice Chair participate in Agenda Setting and trustees provide agenda topics/items</p> <p>Review and Approve the Annual Education Assurance Results Report</p> <p>Review and Approve Three-year Education Plan including the Provinces Education Assurance Measures</p> <p>Review and approve the Board's Continuous Improvement plan</p> <p>Review and approve the Capital Plan</p> <p>Review and approve three-year IMR Plan</p> <p>Approve Locally Developed Courses</p> <p>Review school calendars</p> <p>Participate in the Development of Board Priorities - in three-year cycles</p> <p>Participate in Policy Creation</p>
	Strengthen fiscal stewardship to ensure responsible, transparent, and mission-aligned use of resources.	The Board upholds fiscal stewardship by ensuring responsible use of public funds, maintaining strong budget controls, supporting audit functions, meeting provincial financial expectations, and ensuring trustees and staff receive the training needed for effective financial oversight.	<p>Review Annual Audit report</p> <p>Review Quarterly Financial Statements</p> <p>Review budgetary assumptions for upcoming school year</p> <p>Review annual budget</p>	<p>Participate in Audit Committee</p> <p>Advertise for audit committee members if applicable</p> <p>Approve Auditors report and management letter</p> <p>Approve Audited Financial Statements</p> <p>Participate in Finance committee</p> <p>Approve International Student tuition rates</p> <p>Establish Budgetary Assumptions for upcoming school year</p> <p>Review Draft Budget</p> <p>Review and Approve Budget</p>

Role	Goals and Objectives	Board Responsibilities	Activities & Events	Involvement
Board and Committee Meetings	A structured forum to fulfill governance duties, providing clear direction to the Superintendent aligning Board expectations with administrative implementation and ensuring that decisions are well-informed, responsive, and aligned with the Division's mission and strategic priorities.	Active participation in Committee of the Whole and Public Board meetings.	<p>Communicate Significant Matters</p> <p>Address Governance Matters Appropriately</p> <p>Refer Administrative Matters Properly</p> <p>Provide Counsel and Advice</p> <p>Ensure Fiduciary Responsibility</p> <p>Review and Approve Changes to Division Policies</p> <p>Review Information Items</p> <p>Share Learning</p> <p>Support Board Decisions</p>	<p>Attend all meetings of the Board</p> <p>Review Meeting Agenda</p> <p>Review & Approve Division Budget</p> <p>Review Auditor Reports</p> <p>Prepare and / or Share Committee Reports</p> <p>Prepare and Share Activity Report</p>
	Demonstrate a sustained commitment to internal governance responsibilities and actively contribute to the work of the Board and its committees. Through committee participation, trustees help shape well-informed Board decisions that promote the best possible outcomes for students across the division.	Actively Engage in Committees of the Board	<p>Standing Committees</p> <p>External Committees</p> <p>Exercise Delegated Authority Responsibly</p>	<p>Negotiations Committees</p> <p>Audit Committee</p> <p>Finance Committee</p> <p>Share the Mission Award Committee</p> <p>Teacher Board Advisory Committee</p> <p>Policy Development and Review Committee</p> <p>Grateful Advocates for Catholic Education</p> <p>Alberta School Boards Association Zone Representative</p> <p>Teacher Employers' Bargaining Authority</p> <p>Joint City/School Boards' Liaison Committee</p> <p>Economic Development Lethbridge</p> <p>Team Lethbridge</p> <p>Special (Ad Hoc) Committees</p> <p>Hiring Committees or other committees formed by the Superintendent</p>

Purpose	Goals and Objectives	Board Responsibilities	Activities & Events	Involvement
Engage in Active Collaboration	Actively gather community concerns, celebrations, and feedback through school community engagement and stakeholder communication, documenting and sharing this information to support informed decision-making and strengthen relationships with stakeholders. Demonstrate consistent involvement with schools, parents, and the broader community.	Engage Parents, Students, and Community	Participate as School Liaison Participate in Board Engagement Opportunities Participate in Division Functions and events Engage and with Staff Members Engage and Advocate with Politicians Engage and Advocate with Church Leaders	Present to Parishes on Catholic Education Sunday School Council attendance when invited or by request Attend School Based Remembrance Ceremonies Attend farewells and graduation ceremonies Attend Feather Blessing/Sash Presentations ceremonies Attend Pow Wows/Family Gatherings Attend school-based awards or recognition ceremonies Participate in the School Council of Councils meetings Participate in budget consultation process Participate in Board community engagements Lead employee acknowledgement events - Staff Appreciation, Long Service awards, Retirement Banquet Board Chair to address staff and community at Opening School Division Mass - August Participate in Division Spiritual Development Day Attend extra-curricular school activities & school events Attend ATA Christmas Mass & social Participate in meetings with MLAs, MPs, and other elected officials Participate in meetings with Bishop, priests, and other Church leaders - as needed but at least once a year with the Bishop Attend School Division Professional Development Days Host Mass for retired Holy Spirit staff members
	Advocate on behalf of Catholic education to support and strengthen its presence and mission within the provincial landscape.	Engage in Provincial Advocacy	Engage with Provincial and Federal Organizations: ASBA and ACSTA, CCSTA and CSBA.	Participate in ASBA zone meetings Participate in ASBA sub committees Participate in ASBA General Meetings Participate in ACSTA General Meetings Participate in ACSTA Directors Meetings Participate in ACSTA committees Call for nominations for Edwin Parr Award Attend Edwin Parr Awards Ceremony
	Demonstrate engagement with provincial educational priorities and assurance processes	Review school division results	Board reviews results reports <i>in-camera</i> (Diploma Exams, Achievement Tests, Schollie Survey results, AERR)	Attend Superintendent presentation on prior year DIP and PAT data Attend Superintendent overview on Schollie Survey data Attend Superintendent presentation on AEAM

PR NO:

C.2

December 17, 2025

BOARD AGENDA POLICY REVIEW

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: Policy 3: Role of the Trustee

ORIGINATOR: Board of Trustees

BACKGROUND

1. *Policy 3: Role of the Trustee, Policy 3: Appendix A: Service and Materials Provided to Trustees. Policy 3: Appendix B: Communications Protocol, Policy 3: Appendix C: Trustee Activities Report, and Policy 3: Appendix D: Board Chair Activities Report* 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 3: Role of the Trustee, Policy 3: Appendix A: Service and Materials Provided to Trustees. Policy 3: Appendix B: Communications Protocol, Policy 3: Appendix C: Trustee Activities Report, and Policy 3: Appendix D: Board Chair Activities Report* as presented.



POLICY 3

Revised December 2025

ROLE OF THE TRUSTEE

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

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

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

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

1. Board Orientation

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

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

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

The trustee shall:

1. Model Catholic Values

Demonstrate the values and expectations of a practicing Catholic by participating in parish and church activities and living in a manner that reflects the teachings of the Church. Uphold

Catholic identity by ensuring that Catholic values and principles are consistently reflected in Board policies and practices. Review the Faith Plan to ensure alignment with the values of the Holy Spirit Catholic School Division.

Trustees are representatives of the Division and must understand and comply with the Trustee Code of Conduct and report any violation of the Code to the Board Chair or, if applicable, the Vice Chair.

2. Provide for Integrated Strategic Governance and Development

The Board shall strengthen trustees' capacity to govern effectively by ensuring a comprehensive understanding of applicable policy and legislation, supporting ongoing professional development, and promoting active participation in strategic planning processes. Trustees are expected to integrate these elements into their governance responsibilities to make informed decisions, advance long-term divisional goals, and uphold effective, mission-aligned governance practices.

2.1 Understand Policy and Legislation:

Know and understand Board policies and all referenced legislation (including Sections 34 and 51 of the *Education Act*). Become familiar with administrative procedures, meeting agendas, and reports to effectively participate in Board business. Stay current with respect to provincial, national, and international educational issues and trends.

2.2 Engage in Trustee Development:

Board and trustee development enhances leadership capacity and strengthens service to the division. Trustees deepen their understanding of the Board's role and their own responsibilities by reviewing Board policies; participating in professional learning opportunities; attending Board retreats and orientations; and making use of training and development resources offered by the Alberta School Boards Association (ASBA), the Alberta Catholic Trustees' Association (ACSTA), the Canadian Catholic School Trustees' Association (CCSTA), and the Canadian School Boards Association (CSBA).

2.3 Engage in Strategic Planning:

Provide overall direction for the division by establishing its mission, vision, and strategic priorities; approving the Annual Education Assurance Results Report and the Three-Year Education Plan; reviewing the Capital Plan and school calendars; and participating in the development of Board priorities that support long-term planning and the division's overall direction.

3. Attend Board and Committee Meetings

Facilitate effective governance through structured, informed, and collaborative decision-making. Committee work supports the Board by examining issues in greater depth, offering

recommendations, and enhancing the Board's ability to make well-informed decisions that promote the best possible outcomes for students and the division as a whole.

3.1 Provide Active Participation in Meetings of the Board:

Trustees provide clear direction to the Superintendent, aligning Board expectations with administrative implementation and ensure that decisions are well-informed, responsive, and aligned with the Division's mission and strategic priorities.

Trustees shall:

- 3.1.1 Communicate significant matters to the Board and the Superintendent in a timely and transparent manner, including any issues that may affect the division. When unable to attend a meeting, trustees must notify the Board Chair in accordance with the Trustee Code of Conduct.
- 3.1.2 Address governance matters appropriately by referring governance-related questions, issues, or concerns not covered by existing Board policy to the Board for corporate discussion and decision. Trustees are expected to foster a positive learning and working culture within both the Board and the division.
- 3.1.3 Administrative matters shall be directed to the Superintendent. When a parent, community member, or school council representative brings forward a concern related to school operations, trustees shall refer the individual to the appropriate contact as outlined in Policy 3, Appendix B: *Communications Protocol for Holy Spirit Catholic School Division*.
- 3.1.4 Support the Superintendent by offering counsel and advice informed by their judgment, experience, and understanding of the community.
- 3.1.5 Fulfill their fiduciary responsibilities by reviewing financial information, asking informed questions, and providing input that supports the development of a responsible and sustainable division budget. Trustees shall review and approve the division budget and, when appropriate, seek feedback from Finance Committee members prior to approval. Trustees shall also review auditor reports, considering the input of Audit Committee members as applicable.
- 3.1.6 Support the work of the Policy Committee by reviewing draft and existing policies, offering feedback, and approving all policies ensuring that policies align with legislation, Board priorities, and the Catholic identity of the division.

- 3.1.7 Review operational reports - including personnel updates, director reports, and administrative procedures - provided for information purposes to ensure that division activities align with Board priorities, directives, and policies.
- 3.1.8 Share relevant learnings, materials, and insights gained through trustee activities to support collective governance capacity.
- 3.1.9 Support the decisions of the Board and avoid making statements that could be interpreted as representing the Board's corporate position when they do not.

3.2 Actively Engage in Committees of the Board:

At the annual Organizational Meeting, trustees shall select and participate in Standing Committees—internal subgroups that provide oversight and support strategic functions enhancing the Board's overall operations—as well as External Committees, which facilitate information exchange, discussion of shared issues, and collaborative dialogue with key partners. Trustees may also be appointed to ad hoc committees as required. Participation in these committees supports informed Board decision-making and advances outcomes that serve the best interests of students within the division.

When delegated a responsibility, trustees shall exercise the associated authority within defined limits and carry out their duties in a responsible, effective, and accountable manner.

4. Active Collaboration

Engage in active collaboration with fellow trustees, administration, and stakeholders to support effective governance, strengthen Board processes, enhance communication, advance shared goals, and contribute to collective decision-making.

4.1 Engage Parents, Students, and Community:

In alignment with Board engagement efforts, foster meaningful engagement of parents, students, and community members in matters related to education. School Leadership must invite Trustees to school events that include elected officials.

- 4.1.1 Trustees serving as school liaisons shall maintain a visible presence in their assigned school communities.

- 4.1.1.1 School Councils (Administrative Procedure 125) serve as a key link for parents and community members to advise the principal on school and administrative matters and to provide input to the Board on division policies, budgets, and governance issues. Liaison Trustees may attend school council meetings to receive input on governance-related matters, either when invited by the council chair or when the Board seeks community feedback. Invitations should specify the governance matter to

be discussed, ensuring that the Board's corporate position is accurately communicated. When possible, governance items should be placed at the start of the school council agenda.

4.1.1.2 Liaison Trustees should be invited to, and when possible, attend: School Masses; community events (concerts or plays), farewells and graduation ceremonies, awards, or recognition ceremonies.

- 4.1.2 Trustees shall participate, when possible, in Board-led engagement initiatives, including Council of School Councils sessions, budget consultation processes, and other community engagement opportunities as determined by the Board.
- 4.1.3 Trustees shall, when possible, attend division-wide events such as employee recognition ceremonies, retirement banquets, the Division Opening Mass, Division Spiritual Development Day, and extra-curricular school activities, to demonstrate support and involvement in the division's community.
- 4.1.4 Trustees shall respond to invitations from staff members and, when able, attend events such as the ATA Mass, social gatherings, or other staff-related activities.
- 4.1.5 Trustees shall advocate for the needs, priorities, and interests of the division, ensuring the local voice of the Holy Spirit Catholic School Division is represented in provincial and federal discussions. Trustees are expected to attend, when possible, meetings with Members of the Legislative Assembly (MLAs), Members of Parliament (MPs), and other elected officials.
- 4.1.6 Trustees shall foster positive relationships with bishops, priests, and other Church leaders and, when possible, attend meetings with Church authorities to advocate for the spiritual, educational, and community priorities of the division.

4.2 Engage in Provincial Advocacy:

Demonstrate effective advocacy through sustained engagement with the Alberta School Boards' Association (ASBA) and the Alberta Catholic Trustees Association (ACSTA). Attend and participate in zone and general membership meetings to ensure the Division's perspectives are clearly represented in provincial advocacy efforts.

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



Policy 3 - Appendix A

Revised December 2025

SERVICES AND MATERIALS PROVIDED TO TRUSTEES

Trustees shall be provided with the following services and materials during their term of office:

1. Reference Materials

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

2. Communications and Public Relations

- Notifications of significant media events, and reminders of meetings and events.
- Name tags, digital or traditional business cards, and lapel pins.
- Key messages
- Individual/Board photographs.
- Technology to support current communication needs.

3. Administrative and Secretarial Services

- Access to interoffice mail.
- Conference registration, travel, and accommodation arrangements.
- Email accounts and IT support.
- Photocopying and related secretarial services.



Policy 3 - Appendix B

Revised December 2025

COMMUNICATIONS PROTOCOL FOR HOLY SPIRIT CATHOLIC SCHOOL DIVISION

The Board recognizes that effective communication relies on clearly defined roles and responsibilities. Transparent communication supports decision-making, enhances program quality, and meets the needs of students. A communications protocol ensures clear, consistent, and effective communication between trustees, administration, staff, students, parents, and the community, while maintaining confidentiality and respecting roles and responsibilities.

Protocol:

1. First, address concerns or complaints with the staff member directly involved.
2. If unresolved, the principal is the next point of contact.
3. Matters not resolved at the school level may be referred to the Superintendent or designate.
4. Stakeholders have the right to appeal decisions to the appropriate decision-making person or body, following the established communication and review process.
5. Confidentiality must be maintained, and anonymous complaints are generally not considered unless safety or well-being is at risk.
6. All complaints will be handled with procedural fairness and natural justice.

Principal Responsibilities:

- Forward controversial, safety-related, or policy-interpretation matters to the Superintendent.

Superintendent Responsibilities:

- Address stakeholder concerns promptly and appropriately as they arise, following established communication channels and procedures.
- Serve as the Board's spokesperson on educational and operational matters.
- Address urgent or emergent issues through the Board Chair.
- Present relevant information and action items at regular Board meetings.

Board Chair Responsibilities:

- Serve as the Board's spokesperson, accurately communicating Board positions and decisions, and not presenting personal viewpoints as the official stance of the Board.

Trustee Responsibilities:

- Trustees shall communicate Board decisions accurately and must not present their personal viewpoints as the official position of the Board. Any communications requiring a Board response should be referred to the Board Chair, who serves as the official spokesperson of the Board.



BOARD MEETING DATE:

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

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

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

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

REPORT NO: D.1

December 17, 2025

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 December 17, 2025.

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 December 17, 2025.



Holy Spirit Catholic School Division

...where students are cherished and achieve their potential

Superintendent

Report to the Board of Trustees

December 2025

Embodying Catholic Leadership

- Attend Sunday Mass at St. Basil's (ONGOING)
- Superintendent Staff Prayer week, CEC
- Faith reflections in, "Superintendent Sunday" (ONGOING)
- Attended ATA Advent Mass & Turkey Dinner (December 2)
- LLT Advent Retreat (December 2)
- Leadership Day with Bishop McGrattan (December 9)

It was an extraordinary honour to host His Excellency, Bishop McGrattan, for our Leadership Day, providing an invaluable opportunity for our entire leadership cohort to receive guidance directly from him and provided us the opportunities to celebrate how each school intentionally works to permeate and celebrate our faith. These integrated activities—from collegial events like the ATA Advent Mass to the dedicated LLT Advent retreat time—ensure that our professional and spiritual lives are unified, making the Gospel the true foundation of our school division's leadership.

Building Effective Relationships

- "Superintendent Sunday" communications with LLT, SALT and Trustees (ONGOING)
- Superintendent 1:1 and School Visits (OLA, SJS, SMPC, SPS, SCPB, FLVT, SMBI, SMT, SPT, STC, TLC/Care)
- LLT Meeting (ONGOING)
- SALT Meetings (ONGOING)
- CASSIX Zone 6 Superintendent Cohort (November 27)
- Attended CASSIX Fall Banquet (November 27)
- Council of School Council Meeting (December 1)
- TBAC Meeting (December 3)
- Attended SMBI Dinner & Auction (December 5)
- Attended FLVT Awards Evening (November 15)
- Attended CCH Awards Evening (December 8)

Building meaningful relationships is paramount to my role as Superintendent, and the foundation of this work is consistent, direct engagement through Superintendent 1:1 and School Visits across all our sites. I am pleased to share that I have been able to visit each of our schools since the return from Job Action. This internal connection is reinforced by participating in important community celebrations, including the honour of attending the FLVT and CCH Awards Evenings and the successful SMBI Dinner & Auction, which allows us to celebrate student achievement and support school initiatives directly. Strategically, I continue to strengthen our network by building relationships with the CASSIX Zone 6 Superintendents, ensuring collaborative leadership across the region. This layered approach—from the school visits to the celebration of community events and the ongoing work in LLT, SALT, and TBAC Meetings—is essential for sustaining a supportive and unified Catholic school division.

Visionary Leadership

- Weekly SALT meeting
- LLT Meeting (ONGOING)
- “Superintendent Sunday” communications with LLT, SALT and Trustees (ONGOING)
- Schollie Survey Meetings (November 28, December 5)
- Posted: Director of Educational Services- NEW
- Posted: Principal, St. Kateri Elementary - NEW
- Meetings with Associate Superintendent of Learning, Secretary Treasurer re: Grandfathering/Boundary Changes (ONGOING)

Visionary leadership requires constantly looking ahead, building capacity, and embracing innovation to drive strategic improvement. My work is currently focused on these elements, most notably the exciting process of bringing the local Schollie Survey to the division, following productive meetings on November 28 and December 5. This tool will enhance our capacity to gather essential, localized feedback and drive data-informed strategies. Furthermore, we are actively shaping the future structure and leadership of Holy Spirit by posting two new leadership positions: the Director of Educational Services and the Principal of St. Kateri Elementary. These key hires will ensure we have the talent necessary to execute our long-term vision.

Modeling a Commitment to Professional Learning

- Actively reviewing Administrative Procedures and Board Policies through SALT meetings and Board Policy Committee
- Monthly meetings with CCSSA Board
- Attended CASSIX Fall Meeting (November 27-28)

Modeling a commitment to professional learning is essential for the Superintendent, particularly through active and engaged membership in CASSIX. My main involvement and connections are with and through the Zone 6 Superintendent cohort. This dedicated involvement is critical for building strong, collaborative relationships between Zone 6 divisions, ensuring our system remains current and strategically aligned with regional partners. By forging these collaborative relationships amongst superintendents, I ensure that Holy Spirit benefits from shared knowledge, benchmarks best practices, and contributes to a unified voice on provincial issues, which is the ultimate demonstration of leading learning through collective expertise.

Leading Learning

- Continuing to collaborate with CASS Mentor, Dr. Andrea Holowka
- Posted: Director of Educational Services- NEW
- Posted: Principal, St. Kateri Elementary - NEW

My role as Superintendent involves actively leading learning by looking to the future and building the necessary capacity within the division. The forward momentum generated by posting two new, crucial leadership positions—the Director of Educational Services and the Principal of St. Kateri Elementary—is a source of great excitement. These hires are central to our strategic vision, as they will ensure we have dedicated, high-level talent focused on enhancing instructional programming and providing visionary leadership at the school level, thereby directly impacting student success and sustaining our commitment to academic excellence.

School Authority Operations and Resources

- Meeting with Deputy Superintendent, Secretary Treasurer, Associate Superintendent of Learning and Director of Student Services (re: budget/staffing) (ONGOING)
- SFJH Value Scoping meetings (ONGOING)
- Enrolment analysis and conversations (ONGOING)
- Posted: Director of Educational Services- NEW
- Posted: Principal, St. Kateri Elementary - NEW

The St. Francis Junior High Value Scoping project has been a major focus, driven by the excitement of defining the future of the school. This momentum has been sustained through a series of ongoing meetings (SFJH Value Scoping meetings, ONGOING), meticulously developing the project's scope, objectives, and costs. The culmination of this intensive collaborative effort is the finalized report being prepared and sent to the

government for consideration, marking a critical step forward in securing the necessary funding and approval to enhance the learning environment for our students.

Supporting Effective Governance

- Board Agenda setting meeting with Chair, Vice Chair and Executive Secretary (Monthly)
- Council of School Council Meeting (December 1)
- TBAC Meeting (December 3)
- Policy Committee Meeting (December 8)

The relationship between the Superintendent and the Board of Trustees is the cornerstone of effective school division governance. This partnership is maintained and strengthened through essential, structured activities that ensure strategic alignment and accountability. Key among these is the monthly Board Agenda setting meetings with the Chair, Vice Chair, and Executive Secretary, which are vital for directing governance work and setting priorities. Furthermore, engagement in committee work like the Policy Committee Meeting ensures comprehensive oversight of foundational documents. By participating in the Council of School Council Meeting and the TBAC Meeting, as Superintendent, I ensure the Board's decisions are informed by the voices of parents and operational considerations, thus fostering a transparent, collaborative, and mission-focused governance model.

REPORT NO: D.2

December 17, 2025

BOARD AGENDA REPORT

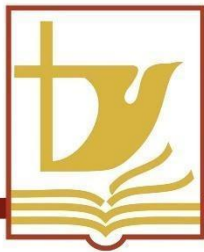
TO: Board of Trustees

FROM: Anthea Boras, Deputy Superintendent

SUBJECT: Deputy Superintendent's Report

BACKGROUND

1. Attached is the Deputy Superintendent's Report for December 17, 2025.



Holy Spirit Catholic School Division

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Deputy Superintendent Report to the Board of Trustees December, 2025

Embodying Catholic Leadership

- Leading prayer at St. Basil Catholic Education Centre, before interviews and other meetings;
- Weekly mass - I attended Advent Mass with our probationary teachers, our school leaders during our Day of Leadership with the Bishop and the communities of St. Patrick Fine Arts and Children of St. Martha;
- I serve regularly at St. Martha's Parish as a lector at 11:00am Mass on Sundays.

This past month has been a challenging one, as my father-in-law passed away. We witnessed his suffering and were grateful when he finally passed peacefully with family by his side. It is in moments like these that our faith becomes such an anchor. During our final days with him, as he lay unresponsive, we sang hymns and prayed together. Twenty years ago, when my mother-in-law passed suddenly, it was just him and I together. I remember grabbing his hands and kneeling beside her bed, praying the rosary. I hope that the same comfort we found then was present for him in his final days. My faith is a profound gift, and I am deeply grateful that it shapes not only my personal life but is woven into my professional one as well.

Building Effective Relationships

- Though my official mentorship journey is over, I continue to meet regularly with mentors and colleagues who work in Human Resources across the province for conversations that support my leadership development;
- Regularly connecting with Administrative Teams for conversations, and to support various issues and concerns they are facing, is an ongoing priority for me;
- I have attended Advent events and turkey dinners within our school communities in order to be present and engaged in the life of our schools;
- I had the opportunity to attend the Teacher Board Advisory Council (TBAC) dinner meeting during which we are able to talk about what is top of mind for our teachers these days;
- In the past month, working with our probationary teachers and getting into the schools and, specifically their classrooms, was a big rock for me. Building positive and productive relationships with them and watching them do the same with their students is a gift and joy. It is not only an opportunity for me to provide feedback to them, it is also a chance for me to learn and grow in my own practice. Seeing the passion and excitement they bring to the schools as they begin their teaching journey is one of the best parts of my role as Deputy Superintendent.

Modeling Commitment to Professional Learning

- Participating in the ***Leading and Managing School Authority Operations and Resources*** course through CASS's Continuing Education Program, allowed me an opportunity to build on my knowledge and skillsets within the Superintendent Leadership Quality Standard (SLQS) - ***School Authority Operations and Resources***. For me, some of the most impactful learning was around the budgeting piece and the conversations had, to ensure that our budget is reflective of our priorities as well as what student data is telling us;
- Leading probationary teachers in a book study of ***"Navigating the First Years - A Toolkit for Classroom Success"*** was a great refresher for me on the crucial skills that help form a strong foundation to a teaching journey.



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Visionary Leadership

- Ongoing SALT weekly meetings to discuss supporting schools with the Board priorities;
- Attending the University of Lethbridge Education Job Fair not only provided me with the opportunity to meet with students in the Faculty of Education, but also gave me a chance to connect with the Associate Dean of Field Services. We had a preliminary conversation on student teacher placements and what it means to teach in a Catholic school. We have committed to further conversations in the new year to dig deeper into this important consideration when placing our practicum students.

Leading Learning

- I am enjoying the opportunity to observe probationary teachers and provide feedback centered on the competencies of the **Teacher Quality Standard** and an **Excellent Catholic Teacher**;
- Co-facilitating the Probationary Teacher Faith Formation sessions with our Associate Superintendent of Learning, Aaron Skretting has been a joy. During these sessions we covered the [*Marks of an Excellent Catholic teacher*](#) as well as the Teacher Quality Standards. We also reviewed the steps to achieving a continuous contract with Holy Spirit and the Evaluation process during the probationary period. The feedback from our probationary teachers with regard to the learning was positive and encouraging.

Ensuring First Nations, Métis and Inuit Education for All Students

- Participating in learning provided by our Division Principal of FNMI, Dr. Jana Boschee, helps me to grow in foundational knowledge about First Nations, Métis and Inuit teachings and traditions. This past month, I have had the opportunity to hear her speak to our Faith Plan of *Open Wide the Doors* and how it aligns with **Saihpiyit! Dance Out!** which is the FNMI plan for professional learning throughout the year. As I mentioned last month, I am participating in the book study, *One Story, One Song* by Richard Wagamese, and am interested to dig deeper into year 1 of the FNMI PD Plan - ***Discerning - Making Knowledge Part of the Body***.

Supporting School Authority Operations and Resources

- Ensuring weekly **Here in Spirit** newsletter is up to date with relevant detailed job postings for all positions available in the division;
- Ongoing interviewing of substitute teachers and casual education assistants;
- Attending the University of Lethbridge Education Job Fair for recruitment of graduating teachers;
- Working closely with legal counsel to assist in making decisions around confidential labor decisions;
- Working on the 2026-2027 school calendar is a comprehensive task. Ensuring we have a calendar that meets the learning needs of students, the professional needs of teachers and aligning with our transportation partners can be challenging. A preliminary calendar will be shared when available and will include some of our bigger dates such as start/end and holidays.
- Attended the ASEBP Fall Engagement with other members of the HR and Business Services team.



Holy Spirit Catholic School Division

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Supporting Effective Governance

- Attending Teachers' Employer Board Association meetings to stay informed;
- Reviewing Administrative Procedures on a weekly basis with the SALT Team;
- I appreciated the opportunity to attend the **Council of School Council Chairs** meeting with the Board of Trustees to seek feedback from our School Council communities.

REPORT NO: D.3

December 17, 2025

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 December 17, 2025.



Holy Spirit Catholic School Division

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Report to the Board of Trustees December 2025

UPDATE FROM THE SECRETARY TREASURER'S OFFICE (AMANDA)

- Finalized the St. Francis Value Scoping Report with Stantec and submitted the package to Alberta Capital Planning
- Attended bi-weekly St. Kateri Elementary construction meetings and continued planning for furniture and equipment
- Continued meetings with MSK Developments on the 10 year Capital Plan
- Contributed to weekly SALT Meetings
- Participated in LLT meetings and Advent retreat
- Lead Business Services and TTMFSH team meetings
- Submitted finalized Audited Financial Statements to Alberta Education
- Continued collaboration with Lethbridge School Division on upcoming transportation contract
- Participated in TEBA engagement sessions
- Contributed to the Joint Health and Safety Meeting
- Attended the annual Divisional meeting with Bishop McGrattan
- Attended the Council of School Councils meeting
- Prepared Quarterly Financial Reports
- Reviewed and continued communications with Teachers in regard to retroactive pay
- Continued discussions on boundaries and registration

TRANSPORTATION, INSURANCE AND RISK MANAGEMENT UPDATE (CASSANDRA)

- Participated in the monthly USIC Risk Management committee meetings and attended the monthly USIC IT subcommittee meetings reviewing cyber and IT related topics
 - Attended Risk Management PD sessions
 - Finalized the Annual Transportation grant application with the Transportation Coordinator and submitted for approval
 - Reviewed for approval all Risk Assessments, volunteer, chaperone and driver applications
-

- Monitored all student and staff accident reports and site-specific incident reports
- Prepared reports for and contributed to the Joint Health and Safety Committee Meeting
- Attended courses and PD regarding the ATIA and POPA regulations
- Continued monitoring of WCB files and claims



REPORT NO: D.4

December 17, 2025

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 Learning, Religious Education, and First Nations, Métis and Inuit Education.



Holy Spirit Catholic School Division

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Associate Superintendent of Learning
Board Report - December 2025

Board Strategic Priority - Strengthening Our Catholic Faith

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

- **LLT Advent Retreat** - Our Learning Leadership Team engaged in their yearly Advent retreat on Tuesday, December 2, 2025. The theme of this year's retreat was "Open Wide the Doors," and focused on the key scripture in this year's Faith Plan (*Matthew 11:29 - Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls.*) as seen in the Advent lives of Joseph, Mary, and Jesus.

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

- **Excellence in Catholic Education Nominations** - We have shared the criteria for the CCSSA Excellence in Catholic Education award with our administrators and invited nominations for this year's recipient over the next two months. We know that there are many deserving staff in our schools and anticipate strong nominations again this year.
- **Probationary Teacher Faith Formation** - We have now concluded our Probationary Teachers faith formation sessions for this year. Our most recent meeting was held on Wednesday, December 10. This session addressed Mark 4 (Gospel Witness) alongside various TQS competencies. Director of REN & Curriculum Resource Development Stacey MacNeil-Ayeh also delivered a presentation called "Catholic Teacher and the Culture" to provide provincial context and a pastoral approach to questions that teachers may have had. Teachers will now move on to completing a Newman Theological College course online in the spring.

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

- **Day with Leadership with Bishop McGrattan** - On Tuesday, December 9, our principals joined with Bishop McGrattan and the clergy of our zone for our second Day with Leadership. Principals shared about how the Board Priority of Sharing our Catholic Faith has been fostered in their schools, prior to tours of St. Catherine School and Children of St. Martha, along with a brief stop at the site of St. Kateri.

Board Strategic Priority - Learning Through Quality Teaching

We prepare students for career pathways.

- **St. Mary's University AI Summit Synopsis** - Earlier this fall, Superintendent Chantel Axani and I attended the Diocese of Calgary AI summit (as mentioned in previous reports). We have now received the synthesis of the session, including both summaries of the sessions as well as the table discussions, and that can be accessed [here](#). We are grateful for this as we enter further conversations in our division through our AI cohort in the new year.

All students demonstrate growth in literacy and numeracy.

- **SPACES** - On December 2 and 3, we hosted training and discussion for upcoming reporting to parents using our SPACES platform. We have created and distributed support resources and materials to elementary staff to support their work in reporting in advance of January 26. A new feature of this year's reporting space is that proficiency will be reported for each core subject area.



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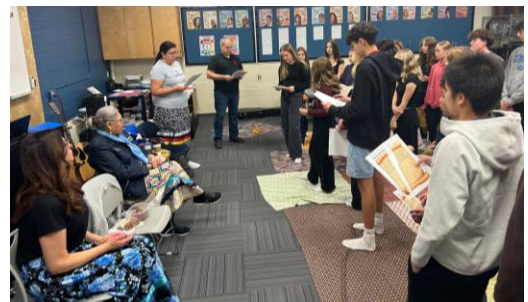
Schools reflect collaborative teaching and learning environments.

- **Holy Spirit Professional Learning** - We have completed rescheduling of professional learning sessions that were impacted by labour action in the fall. In some cases, this resulted in the cancellation of originally planned sessions, but typically we were able to realign sessions within the January to June timeframe. We have communicated all of those changes to LLT, including the specific sessions noted below:
 - **Junior High Assessment Cohort** - As we enter January, we will be restarting the work of our Junior High Outcomes Based Assessment cohort. This grassroots group has been meeting with each other and piloting various aspects of outcomes-based assessment and reporting over the past two years. As we begin to move also into new junior high curriculum implementation, we are looking to identify ways in which these streams of work can reinforce one another.
 - **Elementary Music Professional Learning** - The Music Task Force, which began its work last year, has met and confirmed upcoming dates for offering professional learning opportunities for our elementary music teachers, focusing on supports for generalist teachers. This group, similarly, to the cohort above, is a great example of collaborative teacher leadership within Holy Spirit.

Board Strategic Priority - Living Truth and Reconciliation

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

- **Kairos Blanket Exercises** – Elder Dorothy Day Chief supported St. Francis Junior High and St. Mary School, Taber with this important shared learning experience supporting Truth and Reconciliation.
- **Celebrating Our Elders** – Students across the division created a prayer bundle for Elder Peter Strikes With A Gun (Piitaiipoyi), as he makes his final steps of his journey due to a critical cancer diagnosis. Board Chair Linda Ellefson, Associate Superintendent of Learning Aaron Skretting, administrators and members of the Niitsitapi Team were able to honour Piitaiipoyi at a Powwow in Brocket for his significant support to our division over the years, including guidance of our Wisdom and Visioning Circle, naming of administrators, Gr. 9 Students at SFJH, and Children of St. Martha School (Naatookwootak'oyis), and initiating CCH Feather Blessing.





Holy Spirit Catholic School Division

...where children are cherished and achieve their potential

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

- **Blackfoot 1000 Dual Credit** - We are working with the University of Lethbridge to offer Blackfoot 1000 as a dual credit course for Winter 2026 with no cost for this pilot. We are currently in the logistical considerations phase and anticipate further meetings with the University and members of other divisions in Zone 6.
- **Jordan's Principle** - We are going through the formal appeal process for our denied Jordan's Principle Request, seeking funding to support the holistic growth of our Indigenous students.

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

- **Learn, Build and Go Offerings** - Weaving with our faith plan direction of knowing God through story, our January 26 session will be on Stories as Song, Symbol, and Ethical Guide. In this session, teachers will engage with Gospel parables and Indigenous teaching stories, recognizing how wisdom is carried not only through words but also through song, symbol, ritual, and prayer.
- **Book Study** - Registration for our book study closed December 1, 2025, with 47 administrators, teachers, support staff, and trustees from across the division committing to read *One Story, One Song* by Richard Wagamese through January and February 2026.

REPORT NO: D.5

December 17, 2025

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
December 2025

Board Strategic Priority: Belonging in our Diverse Community

We will assist students in navigating various pathways of support

Wechsler Individual Achievement Test Training - Several Inclusive Education Leads (IELs) recently completed a training series in administering the Wechsler Individual Achievement Test®, led by *Intervention Support Teacher*, Janice Beler. The training included a review of general testing guidelines, an overview of comprehensive assessments, and hands-on practice with the assessments allowing participants to work “elbow to elbow” with fellow school leads and receive feedback. As a result, IELs are now better equipped to apply Tier 3 individualized supports to inform placement and programming decisions, identify student strengths and needs, plan appropriate instruction and accommodations, monitor progress, and evaluate responses to interventions.

Traumatic Events System Training - “The Traumatic Event Systems Model is a model that is meant to understand the human systems response to trauma...so it is a model that is applied to both the early, initial response to tragedy, that is also meant to support all levels of the human system – so students, staff, parents and caregivers, in a school-based response, or workers and their families in an organizational response – and also address the issue of traumatic aftermath.” (CTIP)

The Traumatic Event Systems (TES) Model enhances traditional crisis response practice by providing leaders and professionals with the tools they need to prepare, intervene, and support individuals and communities through the complex and sometimes, lasting effects of trauma. With the advent of media and social media, we’ve seen how a natural response to trauma can be intensified and amplified far beyond the initial impact zone, needlessly building anger and anxiety within communities. The *Coordinator of Counselling and Wellness*, Anita Lethbridge, along with 9 members of the Wellness Team inclusive of: Family School Liaison Counsellors, Family Enhancement Facilitators, ISSP Psychologist, and ISSP Mental Health Professional will be attending the 2-day intensive TES training on December 17 and 18, 2025.

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

University of Lethbridge Nursing Cohort - The University of Lethbridge Nursing Cohort at St. Patrick Fine Arts Elementary presented their final project on December 5, 2025, with the program concluding in December. This partnership between the Holy Spirit School Division and the University of Lethbridge benefits both schools and nursing students. Schools receive health promotion initiatives tailored by students, benefiting staff and students alike. Nursing students gain experience meeting course objectives, engaging with diverse age groups, promoting health, and practicing professionalism.

Violence Threat Risk Assessment Train the Trainer - *Coordinator of Counselling and Wellness*, Anita Lethbridge, successfully recertified her credentials as trainer for Violence Threat Risk Assessment and Assessing Risk to Others upon the completion of Train the Trainer on November 19-21, 2025.

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

Lethbridge Plays Blogpost - Sheri Thomas, *Supervisor of Early Learning* for Holy Spirit Catholic School Division, recently contributed to the Lethbridge Plays blog with the piece titled [“A Playful Christmas: Simple Ways to Play and Grow.”](#) The article encourages families to carve out “play time” during the busy holiday season - promoting both independent and shared play as a way to nurture creativity, fine-motor and gross-motor skills, and family connection. With simple ideas like “Santa’s Workshop,” cozy indoor forts, homemade ornaments, or outdoor snow play, she invites parents and caregivers to make space for joy, growth and meaningful memories this Christmas.

REPORT NO: D.6

December 17, 2025

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

December 2025

Technology - Executive Summary

We have been able to visit all schools this month addressing helpdesk requests across the division. We have been gathering data to support reporting requirements and local administrative tasks. Regular operational and cybersecurity reporting is ongoing.

Technology - Monthly Update

- Technicians are visiting schools to help teachers and support staff access technology in their learning spaces.
- Hardware upgrades were performed in various sites to ensure continued reliability and compliance.
- Participated in various administrative duties (Bishop's visit, Council of School Council Meeting, LLT Advent Retreat)
- Working with stakeholders to plan for upcoming technology initiatives in schools.
- Coordination of operational technology projects with the new St Kateri Elementary School is ongoing.

REPORT NO: D.7

December 17, 2025

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 December 2025

NEW ELEMENTARY SCHOOL, WEST LETHBRIDGE

The construction progress photos below were taken on November 26, 2025.



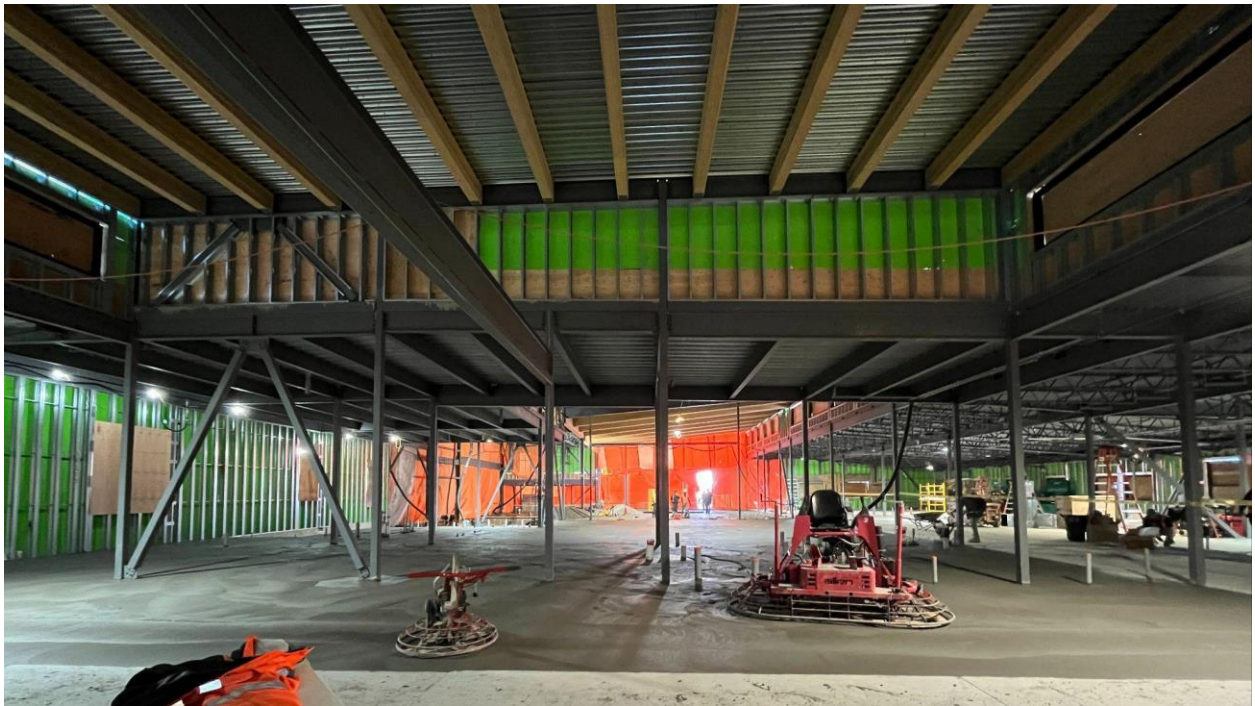
Top: South Face View, Bottom: East Face View

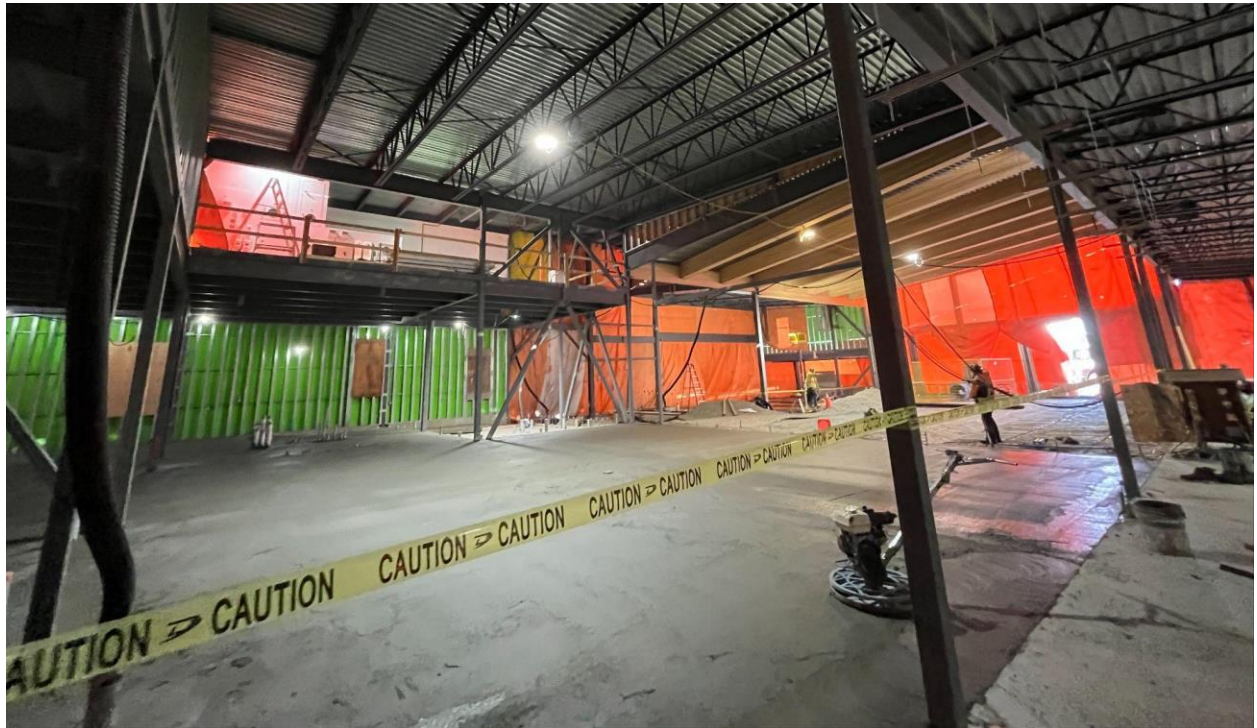




Top: Looking northwest - West Classrooms

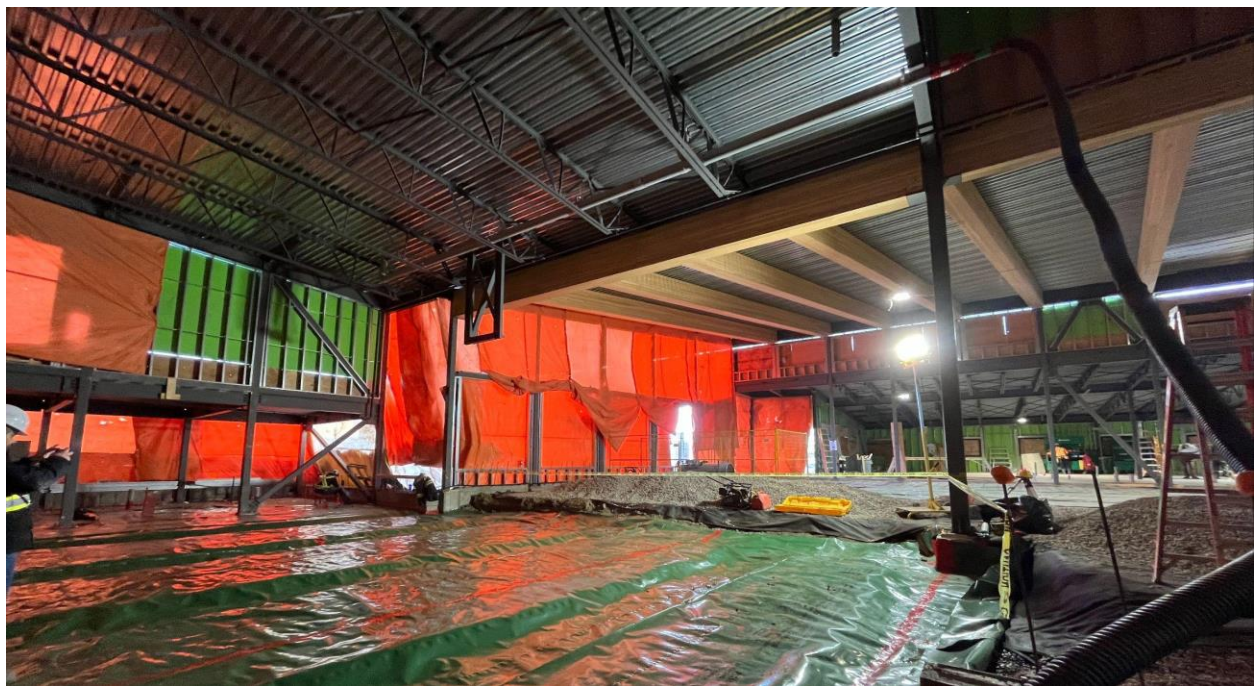
Bottom: Looking east - Ancillary Classrooms (foreground), Learning Commons (beyond)





Top: Looking northeast - Learning Commons/Gathering Space, Mechanical Mezzanine (above)

Bottom: Looking southeast - Music Room/Stage, Gym Storage/Balcony, Gathering Space



Below: Looking north - Gymnasium



ST. FRANCIS VALUE SCOPING WORKSHOP

The final Value Scoping report was sent to Alberta Infrastructure on December 4, 2025.

CMR/IMR PROJECTS

The 2024-2025 IMR Statement of Final Costs is being prepared for the due date of December 31, 2025.

FURNITURE & EQUIPMENT RENEWAL

The 2025-2026 Furniture & Equipment Renewal request forms are being prepared. Principals will submit requests from January 16 to March 27, 2026.

END OF REPORT

REPORT NO: E.1

December 17, 2025

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, Economic Development, and TBAC Committee Reports for December 17, 2025.



BOARD CHAIR REPORT

Date: December 17, 2025

Submitted by: Linda Ellefson

EVENTS AND ACTIVITIES:

Date	Activity
November 27	FLVT school visit ESM Carnival
November 28	ACSTA Virtual Meeting
November 29	POW WOW to honour Peter Strikes With a Gun in Brocket
December 1	Virtual Meeting with Nathan Neudorf and Lethbridge School Division
December 1	Council of School Councils Meeting
December 2	ATA Advent Liturgy and Dinner in Coaldale
December 3	ESM Advent Mass
December 3	GrACE Provincial Meeting
December 3	TBAC Meeting
December 4	GrACE zoom meeting
December 4	Prepare Dinner for Seniors in Picture Butte
December 5	St. Michael's Bow Island Fundraising Dinner and Auction
December 6	Brass and Bells at Southminster Church
December 7	Mass St. Catherine's
December 8	Funeral for Bob Comstock
December 8	Policy Committee Meeting
December 8	Board Agenda Setting
December 9	Mass with Bishop McGrattan
December 9	Day with Bishop McGrattan
December 9	School Tour with Bishop McGrattan: St. Catherine, Children St. Martha, St. Kateri
December 9	Video Christmas Message with Superintendent
December 10	ASBA Zone 6 Meeting
December 10	Catholic Ed Talk with Teresa Haykowsky on School Boards Code of Conduct
December 11	ASBA Southland Friends of Education
December 12	Our Lady of Guadalupe at St. Catherine's
December 14	Lector at Mass and Children's Christmas Party
December 15	ESM Christmas Turkey Dinner
December 16	Advent Liturgy at FLVT
December 16	CCH Concert: Merry and Bright
December 17	Finance Meeting
December 17	COW and Board Meeting
December 18	Serve Christmas Dinner at St. Pat's
December 18	ESM Christmas Concert at Southminster

Advent Mass at OLA

CORRESPONDENCE:

[illegible]

REPORT NO: E.2

December 17, 2025

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

Alberta Catholic School Trustees' Association

Celebrate, preserve, promote, and enhance Catholic education

REPORT FOR DECEMBER 17, 2025

- **December 10, 2025: Catholic Ed Talk at 7:00 with Teresa Haykowsky on “School Board Codes of Conduct and the Catholicity of Catholic Schools”**
- **Visit ACSTA website for Bylaws, Strategic Plan, Resources; Monthly recordings of Catholic Ed Talks**
- **Uploaded materials from Fr. Cristino Bouvette’s presentation on Truth and Reconciliation**
- **All English Separate School Boards should send completed Alberta School Foundation Fund Opt Out letters to the Minister of Education with a copy to ACSTA Administration**
- **At the last Board of Directors Meeting, the Committee Structure and GrACE Directors were approved for 2026 Jolyne DeMarco and Linda Ellefson will continue as Directors**

REPORT NO: E.3

December 17, 2025

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Cheralan O'Donnell, Board Representative

SUBJECT: ASBA Report

BACKGROUND

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



ASBA Zone 6 Meeting

ASBA Zone 6 Meeting Agenda

- Scheduled for December 10, 2025, at 8:30 AM Mountain Time
- Key agenda items include 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) Received feedback regarding ASBA AGM to bring to next director meeting

ASBA President Report: (Shali B) Reviewed ASBA AGM & upcoming meetings with elected officials and ASBA board of directors

ASBA Vice-President Report: (Devonna K) Executive committee will meet with zone chairs / vice chairs, looking forward to getting committee in place and start meetings

ASBA CEO Report: (Dr. Viv) Reviewed AGM feedback received; discussed ongoing meetings and advocacy that is occurring

Financial Report: Fiscal alignment: Proposal to align Zone 6 fiscal year to ASBA. Look at quarterly reports to zone

Zone Chair Report: Focus on continuous improvement of Zone; Zone chairs, vice-chairs and directors meeting in January - submit any agenda items to Roisin via email

Labour Relations Coordinator: Written report with Agenda

Handbook Memo: Looking at aligning with ASBA zone handbook. Motion to create a committee passed.

SAPD: Kathy (Livingstone) new Zone 6 rep.

ASBA awards: Clickable link

South Zone Comprehensive MOU: Tabled

Alberta Education Field Director: Information regarding education questions in Alberta. A full list of communications is available on the ASBA website
https://www.asba.ab.ca/content.php?action=forcelogin&_goto_=%3Fnid%3D14623%26mid%3D0 Trustees / Superintendent can contact Field Services directly with any questions.

Round Table: Election Costs, Reading & Math Screening, Charter School Requests, Classroom Complexity

Advocacy: AI be added to roundtable discussion.

Position Statements: Look at exiting and deadlines; please bring suggestions to January zone meeting

Next Meeting: January 21, 2026 10:30 am Hybrid meeting (LSD)

REPORT NO: E.4

December 17, 2025

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.



Report for December 17, 2025

- **GrACE, under the Societies Act, consolidated its new structure—finalizing bylaws, governance systems and financial and insurance frameworks—while remaining faithful to its founding mission: to strengthen Catholic education.**
- **Through this renewal, GrACE has moved: *From organizing to evangelizing. From preservation to proclamation. From advocacy to discipleship. From initiative to movement.***
- **Board representation established across seven dioceses, ACSTA, CCSSA and episcopal liaison**
- **First AGM scheduled before May 31, 2026**

- **Future Priorities:** First AGM and audit under Societies Act.

- *Deliver the rescheduled Youth Summit.

- *Faith Alive Series

- *Publish Catholic Education Week 2026 Resources

- *Launch of GrACE's new Social Media Suite

- *Empower students and young leaders to proclaim faith with joy.

- *Apply for CRA Charitable Status

- *GrACE covenant, mandate, and bylaws will be shared on website

- *Annual meeting to discuss the linkages between superintendents and Trustees with GrACE

- *Development of GrACE Strategic Plan for 2026-2028

GrACE remains committed to ensure that Catholic Schools continue to be:

**Faith-filled
Publicly Funded: Constitutional Right
Academically Excellent
Joyfully Catholic**

GrACE's Four Pillars guide this work:

**Unite
Engage
Communicate
Educate**

REPORT NO: E.5

December 17, 2025

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.

REPORT NO: E.6

December 17, 2025

BOARD AGENDA REPORT

TO: Board of Trustees

FROM: Cheralan O'Donnell, Bob Spitzig, and Kevin Kinahan
(alternate), Board Representatives

SUBJECT: Teacher / Board Advisory Committee (TBAC) Report

BACKGROUND

1. TBAC held the first meeting of the year on Wednesday, December 3, 2025 at 5:00 p.m.
2. Trustee Cheralan O'Donnell, Trustee Bob Spitzig, and Trustee Kevin Kinahan, the Board's representatives to the Teacher / Board Advisory Committee, will provide a report to the Board regarding recent business, events, and activities.



TEACHER BOARD ADVISORY COMMITTEE AGENDA

Wednesday, May 26, 2025
5:00 – 7:00 p.m.

In attendance: Chantel Axani, Anthea Boras, Linda Ellefson, Cheralan O'Donnell, Bob Spitzig, John Templin, Luigi Pollio, Caitlyn Kasprick, Kevin Kinahan

1. Opening Prayer - Board (led by Linda)

2. Discussion Items

a. Funding for Additional Support Staff (Board)

Chantel reviewed how the additional \$250,000 approved from the Board from Reserves is being used to meet 'Hot Spots' in the schools to help with complexity.

b. Contract Clarification (ATA)

Although there is to be no bargaining for the next 4 years, there are some letters of understanding that will be expiring and perhaps can be looked at during this time of no bargaining. Both the ATA and the Board are strongly in favor of this.

c. Housekeeping Item (ATA)

Sub Coverage

The ATA asked Senior Administration about the use of substitutes covering other teacher's classes when the teacher whose classes they are subbing for have a 'prep'.

d. New Westside School Update (Board)

Board updated the ATA on the new Westside School (St. Kateri). The new boundaries and grandfathering clauses will be released in January 2026.

3. Closing Prayer- ATA (led by John Templin)

Notes taken by Kevin Kinahan

ADVOCACY NO: F.1

December 17, 2025

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 December 17, 2025.



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Roisin Gibb

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Dec 1	Council of School Council
Dec 11	ESM School Council Social - unable to attend

PARISH COMMITMENTS:

Date:	Key Discussions:
Nov 23	Sacristan 9am St. Martha
Ongoing	Regular attendance at St. Martha's Parish
Ongoing	Word Among Us Daily Readings and Reflection
Ongoing	Dynamic Catholic Daily Gospel Reflection and Best Advent Ever Program

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
Nov 26	Agenda Setting Zone 6
Dec 10	ASBA Zone 6 Meeting - Chair

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Nov 29	CCH Alumni Tournament
Dec 2	ATA Advent Mass and Dinner in Coaldale
Dec 3	ESM Advent School Mass
Dec 3	OLA Christmas Mass/Social
Dec 4-6	CCH Cal O'Brien Memorial Tournament
Dec 8	Agenda Setting Meeting
Dec 8	CCH Academic Awards Night
Dec 9	Day with Leadership Bishop McGratten - Mass and Meeting
Dec 15	Turkey Dinner ESM
Dec 17	Public Board Meeting and COW



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Tricia Doherty

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
Dec 1, 2025	CCH Music Parents Association Meeting
Dec 1, 2025	Council of School Council Meeting
Dec 2, 2025	STC School Council - Sent regrets
Dec 3, 2025	CCH Concert Band help
Dec 8, 2025	CCH Awards Night
Dec 10, 2025	SPS Christmas Concert
Dec 10, 2025	CCH Concert Band Help
Dec 11, 2025	CCH Parent Teacher Interviews
Dec 16, 2025	SPS Turkey Dinner
Dec 16, 2025	CCH Christmas Concert
Dec 18, 2025	CSM Turkey Dinner

PARISH COMMITMENTS:

Date:	Key Discussions:
Ongoing	Weekly Mass @St Martha's Parish
Nov 30, 2025	Lector @ St Martha's
Dec 2, 2025	ATA Mass
Dec 4, 2025	SPS Advent Mass
Dec 9, 2025	Mass with Bishop
Dec 10, 2025	CCH Advent Mass and Santa's hampers blessing
Dec 11, 2025	STC Advent Mass

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
	ASBA Daily News Briefs
	ACSTA Weekly Memo and news brief

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Dec 1, 2025	Joint City Sub Committee meeting
Dec 2, 2025	ATA Christmas Dinner
Dec 8, 2025	Policy Committee meeting
Dec 9, 2025	Day of Leadership with Bishop McGrattan
Dec 17, 2025	Economic Development Lethbridge



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Tricia Doherty
BOARD MEETING DATE: December 17, 2025

Date:	Name and Key Discussions:
Dec 17, 2025	COW and Board meeting



BOARD MEETING DATE: December 17, 2025

Date:	School and Key Discussions:

Date:	Key Discussions:

Date:	Name and Key Discussions:

[illegible]



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Kevin Kinahan

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
	No School Council meetings in December

PARISH COMMITMENTS:

Date:	Key Discussions:
Dec. 4	Knights of Columbus meeting - Grand Knight of Coaldale Council
Dec. 7	Eucharistic Minister at 9am Mass at St. Ambrose
Dec. 21	Lector at 9am Mass at St. Ambrose
Dec. 24	Eucharistic Minister at Christmas Eve Mass at St. Ambrose

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Dec. 1	Council of School Council meeting
Dec. 2	ATA / Board Advent Mass and Dinner
Dec. 3	Teacher Board Advisory Committee meeting (TBAC)
Dec. 4	St. Joseph School Christmas Concert
Dec. 5	St. Michael's Bow Island Auction and Dinner
Dec. 9	Day with Leadership with Bishop McGrattan
Dec. 10	Advent Mass with St. Michael's School Bow Island
Dec. 11	St. Joseph School weekly Mass - help with Altar Servers
Dec. 17	Finance Committee Meeting / Committee of the Whole / Public Board Meeting
Dec. 17	OLA Turkey Dinner
Dec. 18	St. Joseph School Turkey Dinner

[illegible]



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Carmen Mombourquette

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
1 Dec	Council of School Councils and School Board Meeting
4 Dec	Catholic Central High School - School Council Meeting - tremendous presentation and review of school plan, school results, and impact of complexity

PARISH COMMITMENTS:

Date:	Key Discussions:
30 Nov	Mass at St. Martha's
	K of C Coats 4 Kids - ongoing
7 Dec	Mass at St. Martha's Parish
14 Dec	Mass at St. Martha's Parish

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
1 Dec	Understanding Indigenous Ways of Knowing - ASBA Lunch and Learn
10 Dec	Catholic Ed Talk - online
17 Dec	Finance Committee of the Board
17 Dec	Committee of the Whole and Regular School Board Meeting

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
2 Dec	Mass at St. Ambrose Church at ATA Local Council
2 Dec	Dinner with ATA Local Council
4 Dec	Advent Mass with St. Paul School
4 Dec	Attend St. Patrick Fine Arts School Christmas Concert
8 Dec	Policy Committee Meeting
8 Dec	Catholic Central High School Awards Night
9 Dec	Day with the Bishop of Calgary
10 Dec	Catholic Central High School Advent Mass and Hamper Blessing
15 Dec	Turkey Lunch at Ecole St. Mary
16 Dec	Help serve lunch at St. Paul School
16 Dec	Attend CCHS Christmas Concert
17 Dec	Attend St. Patrick / St. Martha Advent Mass
18 Dec	Help serve lunch at St. Patrick Fine Arts School



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Cheralan O'Donnell

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:
	Superintendent Sunday updates
December 1, 2025	St. Catherine School Council Review of AERS for St. Catherine (2024-2025 year) Review of Board Priorities, Development & School Administration operationalization Review of Role of Trustee: ACSTA AGM & GRace and advocating for Catholic Education Review of Role of Trustee: ASBA FGM, continued advocacy
December 18, 2025	St. Catherine School Christmas Concert

PARISH COMMITMENTS:

Date:	Key Discussions:
Sundays	Mass St. Catherine's Parish
December 2, 2025	ATA Advent Mass
December 9, 2025	St. Basil Mass with Bishop McGratten
December 14, 2025	Children's Christmas Celebration St. Catherine Parish

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:
	Review Alberta School Boards Association Media Summary Review
	Review Alberta Catholic Trustee Association Weekly Memo & Media Scan
	Review Advocacy Letters
	Review GRace Reports
November 21, 2025	Review Bill 13: Regulated Professions Neutrality Act & Review Aggression and Complexity in Schools Final Report
December 4, 2025	Teacher Employer Bargaining Committee Trustee Representative Orientation
December 10, 2025	Teacher Employer Bargaining Committee Monthly Engagement Session
December 10, 2025	Alberta School Boards Association Zone Meeting

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
November 1, 2025	Trustee Orientation
Nov 20, 24, 25, Dec 8, 2025	Division Policy Review & Revision
December 1, 2025	Council of School Councils & Board of Trustees Meeting
December 2, 2025	ATA Turkey Dinner
December 3, 2025	Teacher Board Advisory Council Meeting
December 8, 2025	Policy Committee Meeting
December 17, 2025	Committee of the Whole Board Meeting & Public Board Meeting



INDIVIDUAL TRUSTEE ADVOCACY REPORT

TRUSTEE NAME: Bob Spitzig

BOARD MEETING DATE: December 17, 2025

SCHOOL COUNCIL MEETINGS:

Date:	School and Key Discussions:

PARISH COMMITMENTS:

Date:	Key Discussions:
Dec	On going Mass at All Saints

PROVINCIAL MEETINGS:

Date:	Name and Key Discussions:

OTHER MEETINGS AND ADVOCACY:

Date:	Name and Key Discussions:
Nov. 22	Memorial Mass For Bosco Baptista
Nov. 25	Memorial Mass For Judy Lane
Nov. 26	Board Meeting
Dec. 1	Council of School Councils and Board
Dec. 2	ATA and Board Advent Mass
Dec. 3	TBAC
Dec. 4	St. Paul's Advent Mass
Dec. 10	St. Paul's Concert
Dec. 11	St. Teresa Advent Mass

ADVOCACY NO: F.2

December 17, 2025

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

December 17, 2025

BOARD AGENDA ADVOCACY

TO: Board of Trustees

FROM: Board of Trustees

SUBJECT: “A Day with Leadership” with Bishop McGrattan

ORIGINATOR: Board of Trustees

BACKGROUND

1. On December 9, 2025, the Holy Spirit Catholic School Division held its second annual “A Day with Leadership” with Bishop McGrattan in attendance.
2. Attached for information is the invitation sent to the following stakeholders who were in attendance:
 - Bishop McGrattan
 - Division Priests and Deacons
 - Trustees
 - Senior Administration Leadership Team
 - Principals
3. His Excellency addressed the leadership of the division after which school principals each highlighted the wonderful work happening in their school communities.



DEC | 09 | 2025

10:00 – 12:30 MEETING

LUNCH TO FOLLOW

INFORMATION NO: G.1

December 17, 2025

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Administrative Procedures Updates

ORIGINATOR: Chantel Axani, Superintendent of Schools

■

BACKGROUND

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

- AP 406: [Duties and Responsibilities of Substitute Teachers](#)
- AP 125: [School Councils](#)

INFORMATION NO: G.2

December 17, 2025

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Chantel Axani, Superintendent of Schools

SUBJECT: Early Registration for 2026/2027

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND:

1. In order to prepare for the 2026/2027 school year, new student registrations will be accepted beginning February 2, 2026.
2. An advertising campaign will be launched in January 2026 with re-registration of students beginning January 12, 2026.
3. The Early Registration planning materials for the re-registration of current students as well as registration for new students have been included for Board information.

Early Registration Campaign

Runs Jan-Feb & May-June

Ads and Images:

Focus on belonging/community -

- Smiling students collaborating
- teachers engaging with small groups
- school events
- school mass
- Following a similar colour/layout scheme.
- Add Animations for reels

Example Messages

"Choosing the right school matters.

At Holy Spirit Catholic Schools, students learn in a caring community where they are welcomed, supported and encouraged to do their best.

Our schools offer strong academics, dedicated staff and a faith-guided environment that teaches respect, kindness and a sense of purpose.

Families trust us because students feel they belong.

Registration for Fall 2026 is now open. Discover a school community where your child can grow, connect and thrive.

Visit holyspirit.ab.ca to get started."

Tagline:

"An education rooted in faith, where students grow, connect, and thrive."



Holy Spirit
CATHOLIC SCHOOL DIVISION

Now Open for Registration

An education rooted in faith, where students grow, connect, and thrive.

Register Now

An education rooted in faith, where students grow, connect, and thrive.

Early Learning and Grades K-12

Register now:
bit.ly/Holy-Spirit-Register-Today

Register for:

Early Learning
& Grades K - 12

Serving the communities of:
Bow Island, Coaldale, Lethbridge,
Picture Butte, and Taber

Go to

bit.ly/Holy-Spirit-Register-Today

INFORMATION NO: G.3

December 17, 2025

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Amanda Lindemann, Secretary-Treasurer

SUBJECT: First Quarter Financial Report

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND:

1. Attached for Board information is the division's First Quarter Fiscal Accountability Report from the period between September 1, 2025 to November 30, 2025.

Holy Spirit Roman Catholic Separate School Division
Statement of Revenue and Expense
Budget vs. Actual Variance
September 1, 2025 - November 30, 2025

	2025/2026 Budget Approved May 2025	2025/2026 Adjusted Budget Funding Aug 2025	Prorated Budget (25%) For Q1	YTD Actual	YTD Budget Variance - Q1	% Budget Rec'd/Used	MGMT Benchmark %
Revenue							
Alberta Education / Infrastructure	67,264,430.00	67,703,545.00	16,925,886.25	16,906,918.00	(18,968.25)	25%	25%
Other - Government of Alberta	328,579.00	328,579.00	82,144.75	45,398.00	(36,746.75)	14%	25%
Federal Government / First Nations	1,506,601.00	1,506,601.00	376,650.25	14,734.00	(361,916.25)	1%	1%
Fees	2,354,561.00	2,354,561.00	588,640.25	373,614.00	(215,026.25)	16%	30%
Other Sales and Service	557,600.00	557,600.00	139,400.00	152,809.00	13,409.00	27%	30%
Investment income	380,000.00	380,000.00	95,000.00	68,249.00	(26,751.00)	18%	25%
Gifts and Donations	198,750.00	198,750.00	49,687.50	56,615.00	6,927.50	28%	30%
Rental of Facilities	75,000.00	75,000.00	18,750.00	18,430.00	(320.00)	25%	25%
Fundraising	250,000.00	250,000.00	62,500.00	107,971.00	45,471.00	43%	30%
Other Revenue	237,095.00	237,095.00	59,273.75	19,605.00	(39,668.75)	8%	10%
Total Revenue	73,152,616.00	73,591,731.00	18,397,932.75	17,764,343.00	(633,589.75)	24%	25%
Expense							
Certificated Salaries & Benefits	36,591,729.00	36,800,085.00	9,200,021.25	6,639,138.00	(2,560,883.25)	18%	25%
Non-Certificated Salaries & Benefits	15,680,650.00	15,680,650.00	3,920,162.50	4,205,211.00	285,048.50	27%	25%
Subtotal	52,272,379.00	52,480,735.00	13,120,183.75	10,844,349.00	(2,275,834.75)	21%	25%
Services, Contracts & Supplies	13,340,116.00	13,340,116.00	3,335,029.00	3,865,271.00	530,242.00	29%	30%
Amortization	4,643,165.00	4,643,165.00	1,160,791.25	978,925.00	(181,866.25)	21%	25%
Bank charges	27,500.00	27,500.00	6,875.00	7,285.00	410.00	26%	25%
Total Expense	70,283,160.00	70,491,516.00	17,622,879.00	15,695,830.00	(1,927,049.00)	22%	25%
Surplus/(Deficit)	2,869,456.00	3,100,215.00	775,053.75	2,068,513.00	1,293,459.25		

Positive/(Negative) Budget Variance

1,293,459.25

The positive budget variance is mainly due to the decrease in certificated staff wages and benefits due to labor action.

We did receive a slight increase to funding after the budget was submitted (231K) as well as the Mental Health Grant of (207K) however, we were also reduced in ATRF funding compared to budget due to labor action.

There has been no adjustment of funds for the labor action aside from the ATRF at this time. (ATRF is based on what we paid out, since it was reduced, so was the payment received)

Services contracts and supplies have offset the variance slightly, this is really just the timing of some larger projects occurring earlier in the year.

Amortization expense- supported	-	-	978,925.00	-	-	978,925.00	<div><div></div><div></div></div> <div>21%25%</div>	The budget includes both supported and unsupported amortization. However we only calculate and expense unsupported amortization at year end.
OTHER INTEREST AND FINANCE CHARGES	-	6,651.00	-	-	634.00	7,285.00	<div><div></div><div></div></div> <div>26%25%</div>	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. As our fees and other sales are close to target with fundraising slightly above, the slight increase is expected.
Total Expenses	301,616.00	11,293,362.00	2,466,025.00	903,112.00	731,715.00	15,695,830.00		
	621,162.00	1,416,599.00	294,611.00	(218,492.00)	(45,367.00)	2,068,513.00		

Please note that a deficit in transportation is expected as we receive our funding over 12 months but our expenditures come over 10 months.

Board and system admin is slightly over, because we just paid our bill for the capital plan, but moved the revenue over in a December entry. (This will show as interest revenue as noted above, but will be picked up in the next quarter).

As explained in the variance analysis, we are down significantly in certificated wages and benefits. We have received the revenue, but this will be recouped. AB Education is to provide us with the calculation. We are still waiting for this.

INFORMATION NO: G.4

December 17, 2025

BOARD AGENDA INFORMATION ITEM

TO: Board of Trustees

FROM: Vivien Kossuth, Director of Facilities

SUBJECT: Infrastructure Maintenance and Renewal (IMR) Update

ORIGINATOR: Chantel Axani, Superintendent of Schools

BACKGROUND

1. Prepared for Board information is an "IMR Update," providing details and information on the various projects undertaken in the division for the 2025/2026 school year up until December 2025.

IMR/CMR 2025-26 School Year							
School	IMR Project Number	Project	Description	Status	Cost To Date	Estimated Total Cost	Tr Notes
St. Teresa of Calcutta	.IM263401	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	In progress	\$191	\$5,000	soundproofing on glass moveable partitions considerations
St. Teresa of Calcutta	.IM263402	Interior Installation, Repairs and Replacements	New installations or repairs to interior components including partitions, operable walls, door systems, finishes, and lockdown blinds	In progress	\$3,459	\$5,000	
St. Teresa of Calcutta	.IM263403	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Teresa of Calcutta	.CM2634xx TBD	Slab On-Grade Study	Floor is cracking in school office, gym entrance, south classrooms	Not started	\$0	\$20,000	Currently observing movement of concrete slab; fixing floor as required; had preliminary discussion with structural engineer; Alberta Infrastructure is aware of the issue
St. Michael's Bow Island	.IM263801	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	In progress	\$5,894	\$10,000	
St. Michael's Bow Island	.IM263802	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
Our Lady of the Assumption	.IM264101	Electrical Repairs and Replacements	Replace light fixtures, electrical components, motors, upgrade and install data cables	In progress	\$0	\$3,000	
Our Lady of the Assumption	.IM264102	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$0	\$1,000	
Our Lady of the Assumption	.IM264103	Annual Elevator and Lift Inspections and Repairs	Elevator and lift repairs based on AEDARSA directives and OEM maintenance visits	In progress	\$445	\$1,000	
Our Lady of the Assumption	.IM264104	Boiler System Component Repairs and Replacements	Repair and replace major components of boiler system including BMS components and ABSA Compliance	In progress	\$8,816	\$10,000	
Our Lady of the Assumption	.IM264105	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	Completed	\$10,629	\$10,629	repair parts for Classroom air filtration units
Our Lady of the Assumption	.IM264106	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
Our Lady of the Assumption	.CM264101	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	Completed	\$80,608	\$80,608	
Our Lady of the Assumption	.CM2641xx TBD	Play Area Asphalt Replacement - North	Replace top layer of asphalt for play area	Quoted	\$0	\$37,100	summer project
Our Lady of the Assumption	.CM2641xx TBD	Play Area Asphalt Replacement - South and West	Replace top layer of asphalt for play area	Quoted	\$0	\$20,565	summer project
Ecole St. Mary's	.IM264301	Interior Installation, Repairs and Replacements	New installations or repairs to interior components including partitions, operable walls, door systems, finishes, and lockdown blinds	In progress	\$384	\$1,000	
Ecole St. Mary's	.IM264302	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$450	\$1,000	
Ecole St. Mary's	.IM264303	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
Ecole St. Mary's	.CM264301	South Wing AHU-2 Cooling Installation	Installation of 50-ton evaporator coil and condensing unit on AHU-2	Completed	\$2,926	\$2,926	Carryover project items from 2024-25
Ecole St. Mary's	.CM2643xx	Play Area Asphalt Repair	Fix drainage of east play area asphalt	Quoted	\$0	\$20,000	summer project
St. Patricks Fine Arts	.IM264401	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	In progress	\$2,302	\$5,000	
St. Patricks Fine Arts	.IM264402	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Patricks Fine Arts	.CM2644xx	Gym Bleacher Replacement	Remove and replace bleachers due to life cycle		\$0	\$35,000	wood seats are splintering
St. Paul's	.IM264501	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$140	\$1,000	
St. Paul's	.IM264502	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
CCH East	.IM264601	Interior Installation, Repairs and Replacements	New installations or repairs to interior components including partitions, operable walls, door systems, finishes, and lockdown blinds	In progress	\$3,597	\$5,000	
CCH East	.IM264602	Data and Power for Communications, Security, AV and PA Systems	New and replacement data and power distribution lines for Technology	Completed	\$17,136	\$17,136	
CCH East	.IM264603	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$1,298	\$3,000	
CCH East	.IM264604	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	In progress	\$2,496	\$5,000	
CCH East	.IM264605	Annual Inspection & Testing of Fire Alarm (and Sprinkler) Systems	Annual Fire Sprinkler, Hydrant and Backflow Inspections, Fire Extinguishers and Annual Fire Alarm System Test and Inspection and associated repairs	In progress	\$252	\$1,000	
CCH East	.IM264606	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
CCH East	.CM264601	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	Not started	\$0	\$120,000	quote pending - exterior cladding has many cracks CARE Campus
St. Francis JH	.IM264701	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$227	\$1,000	

St. Francis JH	.IM264702	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	In progress	\$6,928	\$10,000	
St. Francis JH	.IM264703	Annual Elevator and Lift Inspections and Repairs	Elevator and lift repairs based on AEDARSA directives and OEM maintenance visits	In progress	\$1,088	\$2,000	
St. Francis JH	.IM264704	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
Children of St. Martha's	.IM264801	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	In progress	\$1,940	\$10,000	quote pending for north and south entrance roof show cleats
Children of St. Martha's	.IM264802	Interior Installation, Repairs and Replacements	New installations or repairs to interior components including partitions, operable walls, door systems, finishes, and lockdown blinds	In progress	\$114	\$2,000	
Children of St. Martha's	.IM264803	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
Children of St. Martha's	.CM264801	Lifecycle Roof Replacement - Sections F, G & H	Remove and replace roof sections F, G & H due to lifecycle wear and tear	Completed	\$69,544	\$69,544	
Children of St. Martha's	.CM264802	Asphalt Replacement and Downspout French Drains and Front Hardscaping	Remove and replace play surfaces around school that are worn due to lifecycle	Completed	\$57,358	\$57,358	
Father Leonard Van Tighem	.IM264901	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	In progress	\$5,334	\$10,000	
Father Leonard Van Tighem	.IM264902	Electrical Repairs and Replacements	Replace light fixtures, electrical components, motors, upgrade and install data cables	In progress	\$3,932	\$8,000	
Father Leonard Van Tighem	.IM264903	Boiler System Component Repairs and Replacements	Repair and replace major components of boiler system including BMS components and ABSA Compliance	In progress	\$18,522	\$20,000	
Father Leonard Van Tighem	.IM264904	Landscaping and Hardscaping Repairs and Replacements	Repairs and replacements for parking lot asphalt and lines, playground asphalt, playground turf and ground cover	Completed	\$25,541	\$25,541	
Father Leonard Van Tighem	.IM264905	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Catherine's Picture Butte	.IM265001	Boiler System Component Repairs and Replacements	Repair and replace major components of boiler system including BMS components and ABSA Compliance	In progress	\$1,388	\$4,000	
St. Catherine's Picture Butte	.IM265002	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Catherine's Picture Butte	.CM2650xx TBD	Lifecycle Roof Replacement	Remove and replace roof sections due to lifecycle wear and tear	Not started	\$0	\$300,000	confirming sections to replace
St. Catherine's Picture Butte	.CM2650xx TBD	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	Not started	\$0	\$70,000	shop exterior wall, stucco repair
St. Joseph's Coaldale	.IM265101	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$517	\$2,000	
St. Joseph's Coaldale	.IM265102	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Joseph's Coaldale	.CM2651xx TBD	Lifecycle Roof Replacement	Remove and replace roof sections due to lifecycle wear and tear	Not started	\$0	\$300,000	confirming sections to replace
St. Joseph's Coaldale	.CM2651xx TBD	Exterior Envelope Repairs and Replacements	Repairs to exterior envelope cladding, walls, windows, and doors	Not started	\$0	\$25,000	parging and downspouts
St. Mary's Taber	.IM265201	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Michael's PC	.IM265301	Landscaping and Hardscaping Repairs and Replacements	Repairs and replacements for parking lot asphalt and lines, playground asphalt, playground turf and ground cover	In progress	\$1,152	\$3,000	
St. Michael's PC	.IM265302	Annual Elevator and Lift Inspections and Repairs	Elevator and lift repairs based on AEDARSA directives and OEM maintenance visits	In progress	\$2,502	\$4,000	
St. Michael's PC	.IM265303	Plumbing Component Repair and Replacement	Replace plumbing fixtures and associated parts	In progress	\$97	\$1,000	
St. Michael's PC	.IM265304	Annual Inspection & Testing of Fire Alarm (and Sprinkler) Systems	Annual Fire Sprinkler, Hydrant and Backflow Inspections, Fire Extinguishers and Annual Fire Alarm System Test and Inspection and associated repairs	In progress	\$211	\$1,000	
St. Michael's PC	.IM265305	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
St. Michael's PC	.CM2653xx TBD	Gym Light Replacement	Replace obsolete T8 gym lights with LED	Preliminary planning	\$0	\$20,000	
St. Michael's PC	.CM2653xx TBD	Ventilation Study	Consultants to assess ventilation and temperature issues	Not started	\$0	\$90,000	
St. Patricks Taber	.IM265401	Landscaping and Hardscaping Repairs and Replacements	Repairs and replacements for parking lot asphalt and lines, playground asphalt, playground turf and ground cover	In progress	\$1,664	\$3,000	
St. Patricks Taber	.IM265402	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
CCH West	.IM267701	HVAC Component Repairs and Replacements	Repair and replace major components of HVAC systems including BMS components	In progress	\$11,862	\$15,000	
CCH West	.IM267702	Network Upgrades	Network switching and wifi hardware infrastructure upgrades	In progress	\$22,720	\$23,000	
					\$504,028	\$574,306	IMR 2025-26
					\$210,437	\$1,268,101	CMR 2025-26
There are more projects that are being planned for 2025-26 that are not included on this list.					Cost To Date	Estimated Total Cost	

INFORMATION NO: G.5

December 17, 2025

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



December 2025

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

NAME	SCHOOL	ACHIEVEMENT
Sam Thurston	St. Michael's School, Bow Island	Winner of the 2026 Southern Alberta Summer Games Logo Contest.
Charles Campisi Dion Dudas Alexandre Ferreira Gabriel Gouttin Cohen Jansma Pablo Hurtado Daniel Kambeitz Caleb Lingrell Liam Marconi Trystan Santos Riley Van Zeggelaar Remy Vucurevich	Catholic Central High School	The Senior Varsity Boys Volleyball 4A Provincial Champions
Ameera Dudek Avery Tallman Bela Varsanyi Cait Gibb Chloe Macklin Delaina Czarny Esther Cage Jenna Meechance Liliana John Molly McIntosh	Catholic Central High School	The Senior Varsity Girls Basketball Cal O'Brien Memorial Tournament Champions.

INFORMATION NO: G.6

December 17, 2025

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.

																								Total FTEs Sept 26, 2025			Total FTEs Sept 27, 2024	% Difference Sept 27, 2024
	Gr 1	Gr 2	Gr 3	SUB Total	Gr 4	Gr 5	Gr 6	SUB Total	Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total	1-12 TOTAL	Coded Pre K	Kinder- garten	Total ECS	Total Enrolled	Total FTEs	Total FTEs	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	282	325	342	949	949			0	949	949		948	100.1%	1	921	3.0%
CCHS FI				0				0				0	14	28	17	59	59			0	59	59		58	101.7%	1	65	-9.2%
ESM ENG	16	19	27	62	34	22	30	86				0				0	148	14	18	32	180	164		165.5	99.1%	-1.5	170.5	-3.8%
ESM FI	48	50	26	124	25	34	31	90				0				0	214		31	31	245	229.5		229.5	100.0%	0	221.5	3.6%
FLVT	55	40	54	149	53	58	54	165	115	98	107	320				0	634	20	30	50	684	659		661	99.7%	-2	639.5	3.0%
ASSUMPTION	28	27	30	85	25	33	33	91				0				0	176	10	13	23	199	187.5		182	103.0%	5.5	173	8.4%
ST FRANCIS ENG				0				0	213	182	227	622				0	622			0	622	622		619	100.5%	3	532	16.9%
ST FRANCIS FI				0				0	30	34	28	92				0	92			0	92	92		92	100.0%	0	82	12.2%
ST MARTHA	38	32	40	110	39	31	14	84				0				0	194	10	21	31	225	209.5		208	100.7%	1.5	205.5	1.9%
ST PATRICK FA	46	42	41	129	40	47	43	130				0				0	259		37	37	296	277.5		277	100.2%	0.5	272.5	1.8%
ST PAUL	43	46	43	132	44	50	51	145				0				0	277	13	34	47	324	300.5		296	101.5%	4.5	288.5	4.2%
ST TERESA	66	54	58	178	54	68	49	171				0				0	349	19	45	64	413	381		380	100.3%	1	380.5	0.1%
TRINITY				0				0				0	5	11	37	53	53			0	53	53		52	101.9%	1	50	6.0%
Sub Total City	340	310	319	969	314	343	305	962	358	314	362	1034	303	370	398	1071	4036	86	229	315	4351	4193.5		4178	100.4%	15.5	4008.5	4.6%
ST CATHERINE	15	9	21	45	16	26	20	62	15	14	16	45				0	152	8	18	26	178	165		165.5	99.7%	-0.5	181.5	-9.1%
ST JOSEPH	35	28	29	92	40	31	29	100	28	19	19	66				0	258	21	21	42	300	279		281	99.3%	-2	320.5	-12.9%
ST MARY(T)				0			19	19	22	21	30	73	27	23	28	78	170			0	170	170		171	99.4%	-1	174	-2.3%
ST MICHAEL PC ENG	16	21	20	57	18	12	24	54	14	15	18	47	27	20	33	80	238	13	29	42	280	259		264.5	97.9%	-5.5	270.5	-4.3%
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	4	9	7	7	1	15	4	5	5	14				0	38		4	4	42	40		39	102.6%	1	45	-11.1%
ST PATRICK T	28	28	35	91	34	25		59				0				0	150	15	31	46	196	173		171.5	100.9%	1.5	182.5	-5.2%
Sub Total Rural	103	96	115	314	122	106	99	327	83	74	88	245	54	43	61	158	1044	57	103	160	1204	1124		1131.5	99.3%	-7.5	1211	-7.2%
TOTALS	443	406	434	1283	436	449	404	1289	441	388	450	1279	357	413	459	1229	5080	143	332	475	5555	5317.5		5309.5	100.2%	8	5219.5	1.9%

PreK FEE PAYING		INTERNATIONAL NON-FUNDED TUITION PAYING										
		SCHOOL										Total
		Gr 7	Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total			
ESM ENG	8	CCHS			0	10	3	4	17	17		
FLVT	22	FLVT			0				0	0		
ASSUMPTION	10	ST FRANCIS		1	1	2			0	2		
ST MARTHA	8	Sub Total City	0	1	1	2	10	3	4	17	19	
ST PAUL	2	ST JOSEPH				0			0	0		
ST TERESA	9	ST CATHERINE				0			0	0		
Sub Total City	59	ST MARY (T)				0	3	1	4	4		
ST CATHERINE	12	ST MICHAEL PC				0		1	1	1		
ST JOSEPH	13	ST MICHAEL BI				0			0	0		
ST MICHAEL PC	23	Sub Total Rural	0	0	0	0	3	1	1	5	5	
ST MICHAEL BI	6	Total	0	1	1	2	13	4	5	22	24	
ST PATRICK T	16											
Sub Total Rural	70											
Total Pre K	129											

FUNDED				NON FUNDED				ENROLLED
PreK	ECS	1 - 12	TOTAL	PreK NF	Tuition NF	Exchange	TOTAL	TOTAL
143	332	5080	5555	129	24	1	154	5709

INTERNATIONAL EXCHANGE													
		SCHOOL		Gr 7		Gr 8	Gr 9	SUB Total	Gr 10	Gr 11	Gr 12	SUB Total	Total
		Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	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		0	0	1	0	1	1