



Holy Spirit

CATHOLIC SCHOOL DIVISION

THREE YEAR EDUCATION PLAN 2026-2029



EDUCATION PLAN 2026-27

ACCOUNTABILITY STATEMENT

Under the direction of the Board of Trustees, the Education Plan for Holy Spirit Roman Catholic Separate School Division commencing September 1, 2026 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees approved the 2026-2029 Education Plan on May 27, 2026. (Year 1)

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 each and every student to discover and become the person 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 of Faith and Learning, Director of Support Services, Director of Educational Services, Director of Facilities, and Director of Technology. These personnel, along with Principals and Associate Principals, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5403 students from Kindergarten to Grade 12, as well as an additional 272 children in early learning programs (September 30, 2025 enrollment). As of September 30, 2025, the School Division employed 593 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2026/2027 is 303.7 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 271 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and Board office staff.

The actual 2025/2026 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 41 to 1,006 students. We are currently constructing a 250-student elementary school, St. Kateri, in west Lethbridge, which is set to open January 2027. Our schools, their grade levels and the communities they serve are as follows:

| RURAL SCHOOLS | GRADE CONFIGURATION | LOCATION |
|---------------|---------------------|---------------|
| St. Catherine | Early Learning–9 | Picture Butte |
| St. Joseph | Early Learning–9 | Coaldale |
| St. Mary | 6-12 | Taber |
| St. Michael's | Early Learning–9 | Bow Island |
| St. Michael's | Early Learning–12 | Pincher Creek |
| St. Patrick | Early Learning–5 | Taber |

| URBAN SCHOOLS | GRADE CONFIGURATION | LOCATION |
|---|---------------------|------------|
| 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 | 6-9 | Lethbridge |
| Our Lady of the Assumption | Early Learning–6 | Lethbridge |
| St. Francis | 7-9 | Lethbridge |
| St. Kateri Elementary | Early Learning–5 | Lethbridge |
| St. Patrick Fine Arts | K–6 | Lethbridge |
| St. Paul | Early Learning–6 | Lethbridge |
| St. Teresa of Calcutta | Early Learning–6 | Lethbridge |
| Trinity E-Learning | 10-12 | Lethbridge |

RESULTS ANALYSIS

The most recent Annual Education Assurance Measures Report (AERR - for 2024-25) can be found [here](#). This document, based on the [Board's priorities](#) that were identified in a Strategic Planning Session held in February of 2023, is used to support and provide rationale for the goals, outcomes and strategies and evaluate our progress in the Education Plan. During this process, the Ministry's [2023-2026 Business Plan](#) was extensively reviewed to ensure alignment between provincial and local priorities and outcomes. Specifically, the Holy Spirit Catholic School Division ensured that our priority of *First Nations Métis & Inuit Education for all* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

The Division has a budget committee made up of principals with representation from each of the differing school configurations, the Superintendent, and the Secretary Treasurer, recommendations from this committee were considered when preparing the budget. Consultation with parents, staff and community members was done via a Town Hall format. The initial presentation and questions were done via the Council of School Council Chairs meeting and opened to a south side, west side, and an online forum. Feedback from these town halls were compiled and considered when preparing the budget.

BUDGET

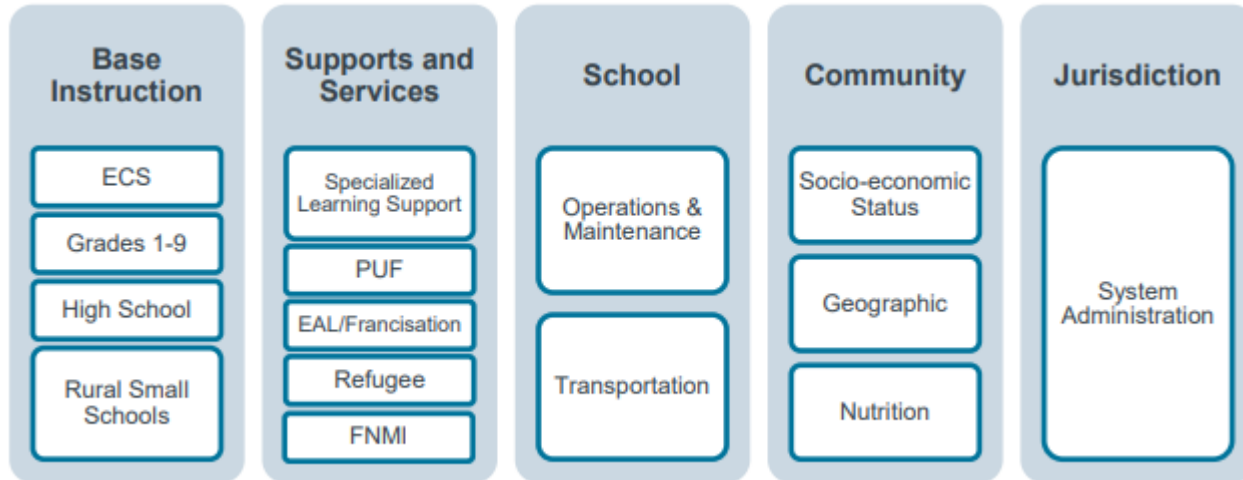
In alignment with the jurisdictional Education Plan, the link to the Board approved 2026/2027 Operating Budget can be found [here](#).

EXECUTIVE SUMMARY

The 2026/2027 operating budget has been developed within the guidelines of the *Funding Manual for School Authorities 2026/27 School Year*, produced by Alberta Education. Ignoring capital revenue, funding provided through the Alberta Education Funding Framework, accounts for 93% of the school division's annual operating revenue. The Alberta Government's funding and assurance model was designed to provide flexible, stable, and predictable funding to enable local planning and decision-making. This approach to funding uses an Adjusted Enrolment Method (AEM) over two years to calculate funding. The premise is that it allows boards to plan and budget in advance, rather than waiting for student enrolment to be finalized on September 30 each year. The method however relies heavily on projected numbers. While it is not beneficial to those divisions predicted to grow, it is largely based on predicted data. Over prediction of enrollment can lead to funds being clawed back. However, if underestimated, these funds are not available when required.

The school division received a finalized funding profile and funding commitment letter from Alberta Education on May 13, 2026.

The following illustrates the different grants within the Funding Framework:



Alberta Education's funding commitment for 2026/2027 is \$66,425,896. Operational Funding for 2025/2026, adjusted for additional enrollment and the teacher salary settlement is \$63,158,642. Therefore, the overall increase in the funding framework of \$3,267,253 is 5.2%

Funding for 2026/2027 will not be sufficient to support current increases in costs including salary increases and grid movement for teachers and support staff, benefits costs, insurance, utilities, and other software licensing costs. The funding shortfall for 2026/2027 is \$1,112,859. This shortfall will be mitigated through the use of operating reserves.

MAINTENANCE RENEWAL EXPENDITURE PLAN AND CAPITAL PLAN

In the 2026-2027 provincial budget, the Infrastructure and Maintenance Renewal (IMR) Grant was discontinued, with some funding transferred to the Operations and Maintenance Grant. Consequently, our previous IMR Plan will be executed out of operational funding. The Capital Maintenance and Renewal (CMR) Plan will remain as the sole capital maintenance program. The [2024-2027 Three Year IMR and CMR Plan](#) is linked as shown, as is the division's [Capital Plan](#).

Strengthening Our Catholic Faith

- We foster a Catholic worldview of reflection, service and sacramentality.
- Our staff and students demonstrate knowledge of faith and commit to faith development.
- We create Communities of Accompaniment in our schools and school division.

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven." (Matthew 5:16)

Living Truth and Reconciliation

- 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.

"These are the things that you shall do: Speak the truth to one another, render in your gates judgments that are true and make for peace." (Zechariah 8:16)

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.

"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope." (Jeremiah 29:11)

Learning through Quality Teaching

- We prepare students for career pathways.
- All students demonstrate growth in literacy and numeracy.
- Schools reflect collaborative teaching and learning environments.

"May my teaching drop like the rain, my speech condense like the dew; like gentle rain on grass, like showers on new growth." (Deuteronomy 32:2)



Priority: Strengthening our Catholic Faith

Assurance Domain: Local and Social Context

Outcome

We foster a Catholic worldview of reflection, service and sacramentality

Outcome

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

Outcome

We create Communities of Accompaniment in our schools and school division

Strategies

- **Implement annual theme in [3 Year Faith Plan](#)** (2026-2027 will be a new cycle - Love God)
 - Enhance marks of a Catholic school's identity through calls to action
 - Continue to create resources that engage students, staff, and community in the faith plan
- **Fostering a Catholic worldview of reflection, service and sacramentality**
 - Retreats for school staff and students, principals/senior administrators, Board of Trustees
 - Liturgical celebrations in schools that coincide with liturgical calendar
 - Work with local parishes, Calgary Diocese, and provincial GrACE to build relationships with families and staff (meetings with clergy, faith formation, sacramental prep, Division newsletters, monthly prayer intentions, liturgies, etc.)
 - Continued advocacy for the value of publicly funded Catholic Education
- **Our staff and students demonstrate knowledge of faith and commit to faith development**
 - Ongoing faith formation for all staff - i.e., Spiritual Development Day, sessions at school PD Days, invitations to opportunities available at local level (offered by division, parishes, Martha Retreat Centre) and provincial level (SPICE/Blueprints, RMEC, Diocesan events, etc.)
 - Implementation of Grade 9 RE program Growing in Faith, Growing in Christ
 - Implementation of Grade 1 Christian Family Life Program Blessed & Beloved
 - Ongoing professional learning support for Growing in Faith, Growing in Christ and other resources
 - New Teacher Faith Formation Program (offered yearly to probationary teachers)
 - Catholic Leadership Program
 - Monthly Faith Formation sessions for LLT and DREC
- **We create Communities of Accompaniment in our schools and school division**
 - Focus on connecting the Catholic Social Teachings to various aspects of our schools
 - Providing continued support and implementation of the Pastoral Guide and LIFE Framework
 - Providing continued support of church initiatives around Truth and Reconciliation
 - Initial implementation of Bishop's Assurance/Review model

Measures

- Faith Plan Inventories and year-end summary surveys
- Number of retreat opportunities, celebrations, professional learning and faith development sessions provided
- Number of resources and materials created for use
- Surveys following faith formation events
- Schollie Survey for student, staff and community feedback
- Anecdotal / qualitative data (local narratives)

Priority: Learning through Quality Teaching

Assurance Domain: Learning Supports; Teaching and Leading; Student Growth and Achievement

| Outcome | Outcome | Outcome |
|--|--|---|
| Schools reflect collaborative teaching and learning environments | All students demonstrate growth in literacy and numeracy | We prepare students for career pathways |

Strategies

Schools that reflect collaborative teaching and learning environments.

- Learning Coach Program provides instructional coaching & mentorship elbow-to-elbow with teachers in the classroom
- Collaborative Response implementation in many of our schools
- Ongoing opportunities for teacher professional collaboration
 - Division and School Collaboration Days
 - Literacy Leads (grades 1-9)
 - Numeracy Leads (grades 1-9)
 - Curriculum implementation-focused learning opportunities (pedagogy, assessment practices and resource implementation)
- Learning Leadership Team models effective and engaging collaboration through monthly meetings and self-directed professional learning goals
- Division committees that provide opportunities for teachers to work together on a common focus (i.e., Music Teachers, Spaces Lead Teachers, Junior High Assessment, K&E resource development, etc.)
- Field testing of Junior High Curriculum (Social Studies, Mathematics, Physical Education and Wellness, Career Education and Financial Literacy)
- Divisional cohort focused on Artificial Intelligence
- Ongoing support of technology evergreening for student and staff devices, school-based technology (Vretta), and innovative practices at schools.

All students will demonstrate growth in literacy and numeracy.

- Learning Coach will continue to support teacher professional learning, planning and instruction in the areas of literacy and numeracy
- Elementary teachers will engage in ongoing professional learning and collaboration around the new curriculum and resources that have been purchased to support curriculum implementation
- Division-wide professional learning focused on high-quality assessment *for* learning
- Junior high teachers (sub-group) to prototype outcomes-based assessment & reporting in core subject areas
- Digital Portfolios will continue to promote student engagement, ownership of learning, and empower effective reflection to enhance student learning
- Ongoing partnership with Alberta Regional Professional Development Consortia to provide professional learning opportunities for teachers
- Collaboration between junior high and high school math teachers to map outcomes, develop a local screening assessment to assist with placement in high school math courses.
- Piloting of full-day, Monday to Thursday Kindergarten programming at four sites.

We prepare students for career pathways.

- Dual Credit learning opportunities offered through Olds College, Lethbridge Polytechnic, and the University of Lethbridge for all high school students
- Trades Pathways for high school students through our partnership with the Southern Alberta Collegiate Institute (SACI)
- Off-Campus learning opportunities for high school students to access multiple pathways to graduation and post-secondary education (Registered Apprenticeship Program, Work Experience, Green Certificate, Special Projects, etc.)
- Career-readiness and preparation opportunities provided to all high school students through our Career Practitioner, as well as collaboration with agencies, such as Career Transitions and Careers The Next Generation.
- Career exposure and exploration opportunities for students before high school (Locally organized Career Fairs, EPIC, STEAM days, partnerships with Lethbridge Polytechnic, Southern Alberta Collegiate Institute's E3 Programming)

Measures

- Early Years Assessment (EYE-TA)
- Early Learning Provincial Assessments (LeNS, CC3, Numeracy)
- Increase in student completion of dual credit opportunities
- Anecdotal / qualitative data (local narratives)
- Rates of teachers participating in voluntary collaborative Professional Learning opportunities offered throughout the district
- High School Completion Rate
- High School transition rate to post-secondary and/or the workplace
- Provincial Achievement Test & Diploma Exam Results
- Schollie Survey for student feedback

Priority: Living Truth and Reconciliation

Assurance Domain: Learning Supports; Teaching and Leading; Student Growth and Achievement

| Outcome | Outcome | Outcome |
|---|--|--|
| 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 |

Strategies

- **Our First Nations, Métis and Inuit students will continue to see increasing success rates**
 - Team of First Nations, Métis and Inuit Facilitators providing support in schools
 - Support for schools in hosting events for families to learn together and celebrate First Nations, Métis and Inuit culture and traditions
 - Provide support for students and families at key transition points in learning, including transition gatherings and student leadership opportunities
 - Ongoing data analysis of standardized measures and tracking of student progress
 - Individualized interventions and supports for First Nations, Métis & Inuit students
- **We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past**
 - Continue to engage and build relationships with First Nations, Métis and Inuit Elders, parents, families, students, and communities, both on and off reserve
 - Enhancing opportunities for staff and students to connect with local Elders and knowledge keepers
 - Continue to nurture partnerships with organizations such as Blackfoot Confederacy, Changing Horses, Reconciliation Lethbridge, Blood Bus Co-op, University of Lethbridge, Lethbridge Polytechnic, Napi Friendship Association, Sik-Ooh-Kotoki Friendship Society, Eagle Spirit Nest Community Association and neighbouring First Nations school authorities
- **We will deepen our understanding of our collective responsibilities as Treaty People**
 - Continued cross-department collaboration in planning for and facilitating professional learning opportunities and access to resources
 - Professional learning opportunities for staff on First Nations, Métis and Inuit history, culture, and traditions, along with Indigenous pedagogies
 - Teacher collaboration to meaningfully infuse First Nations, Métis and Inuit culture, history, traditions, and worldview into curricular programming

Measures

- Schollie surveys
- Number of professional learning opportunities offered /attendance at professional learning opportunities
- Number of students and staff engaged in Elder visits and related opportunities
- Quantitative data (standardized and local measures)
- Anecdotal/qualitative data (local narratives)
- Running record of achievement data of First Nations, Métis & Inuit students
- Tracking programming choices of First Nations, Métis & Inuit students in High School (-1 & -2)

Priority: Belonging in our Diverse Community

Assurance Domain: Learning Supports; Teaching and Leading; Student Growth and Achievement; Governance

| Outcome | Outcome | Outcome |
|---|--|--|
| 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 |

Strategies

- **Assist students in navigating pathways of support**
 - Partnership with Southwest Collaborative Support Services and representation on the Mental Health subcommittee
 - Partnership with the University of Lethbridge Nursing and Addictions Counselling programs
 - Partnership with the University of Lethbridge and Building Brains Together on executive functioning programming
 - Continued focus on engaging and building relationships with community agencies (Alberta Addictions and Mental Health, Child and Family Services, Disability Services, Family Resource Networks, Lethbridge Family Services, and Youth Engagement Officers, Recovery Alberta, Primary Care) that provide opportunities and access to wraparound services for students and families
 - Monthly Inclusive Education Liaison Meetings, Wellness team and bi-weekly Support Services team meetings providing capacity building, resource sharing and community connection to assist with the Continuum of Support for students
 - Intervention Support Teacher continues to provide classroom modeling and support with Universal and Targeted intervention strategies, behavior and safety planning and collaboration to support program implementation
 - The Inclusive Education Lead Teacher works collaboratively with the site-based Inclusive Education Lead to support inclusive learning environments through the implementation of universal strategies, accommodations, and targeted support for students, while also providing division-side professional learning for teachers and educational assistants.
 - Family School Liaison Counselors, Family First Facilitators and Family Enhancement Facilitators engage families/students in accessing support and reduce barriers to, through and from community supports
- **Provide programming and support for student and staff well-being**
 - Permeation and cultivation of our Catholic faith as it is foundational to all that we do
 - Research based universal programming around Mental Health promotion and prevention in our Pre-K to grade 12 schools
 - Ongoing school and divisional capacity building focused on mental health promotion and prevention
 - Universal mental health promotion and prevention supports provided by the Mental Health Capacity Building (MHCB) Team
 - Ongoing professional learning opportunities, training, and certification (Violence Threat/ Risk Assessment (VTRA), Supporting Individuals with Valued Attachment (SIVA), Go-to Educator, Mental Health Literacy Program, Brain Certification, First Aid for Holy Spirit employees, and Community Conference Facilitator professional development focused on restoration in regards to attendance and relationships.
- **Celebrate and respect all cultures and ethnicities in our school**
 - English as an Additional Language programming to support divisional students
 - Division wide professional learning opportunities and resources sharing focused on supporting English as an Additional Language Learner
 - Teacher collaboration to meaningfully infuse multicultural ways of knowing, being and doing into programming and support
 - French Immersion and French as a Second Language instruction provide opportunities for students to learn more about French-Canadian culture and become proficient with the French language

Measures

- Schollie Survey
- A number of research-based programs delivered by the MHCB team
- Number of schools offering French as a Second Language
- Enrolment data for French Immersion
- Quarterly review of metrics, indicators, and data collection of Family First Facilitator Program
- Trend data and analysis from FSLC
- Number of wellness events shared and provided with divisional staff and students
- Number of professional learning opportunities & mental health and wellness development sessions provided
- Anecdotal / qualitative data (local narratives)