



Highlights from the Regular Meeting of the Board of Trustees

Meeting highlights from October 27 - Next meeting November 24

Organizational Meeting

1. Election of Chair

Christine Light was elected to the position of Board Chair.

2. Election of Vice-Chair

Tyler Demers was elected to the position of Vice-Chair.

3. Approval of Bank Borrowing Resolution

The Board approved the 2020-2021 bank borrowing resolution in the amount of \$500,000 to finance the operation of the school division as required, pending receipt of government funding.

4. Approval of Signing Authority

The Board to approved the following resolution:

“That the bank signing authority be the Chairman or the Vice-Chairman and the Secretary-Treasurer or, in her absence, the Director of Finance, with the exception that for the purpose of signing cheques, the signing authority shall be the Superintendent of Schools and the Secretary-Treasurer and Director of Finance and further, that the Board authorize the bank to establish an overdraft lending agreement which has been duly executed by the proper officers of the Board when loans are required.”

5. Appointments to Committees

The following appointments were made:

Standing Committees:

7.1.1 Board Audit Committee - Clark Bosch, Tyler Demers (chair)

7.1.2 Board Budget Committee - Clark Bosch (chair), Donna Hunt

7.1.3 Boundary Review Committee - West - Jan Foster, Doug James, Donna Hunt; South - Doug James, Donna Hunt, North - Doug James, Donna Hunt, Christine Light

7.1.4 Community Engagement Committee - Jan Foster (chair), Christine Light

7.1.5 Division Wellness Committee - Donna Hunt (chair), Jan Foster

7.1.6 Facilities Committee - Jan Foster, Doug James (chair)

7.1.7 Indigenous Education Advisory Committee - Doug James (chair), Donna Hunt (alt.)

7.1.8 Policy Advisory Committee - Lola Major (chair), Clark Bosch (alt.)

7.1.9 Poverty Intervention Committee - Christine Light (chair)

7.1.10 Spirit of 51 Committee - Lola Major (chair), Tyler Demers

7.1.11 Superintendent Evaluation Committee - Christine Light (chair), Lola Major, Jan Foster

Special (ad hoc) Committees:

7.2.1 ATA Negotiating Committee - Clark Bosch (chair), Tyler Demers

7.2.2 CUPE (Local 290) Negotiating Committee - Donna Hunt (chair), Clark Bosch

7.2.3 CUPE (Local 2843) Negotiating Committee - Tyler Demers (chair), Christine Light

7.2.4 Non-Union Staff Committee - Christine Light, Jan Foster (chair)

(Continued on the next page)

Organizational Meeting

5. Appointments to Committees

The following appointments were made:

Joint Committees:

7.3.1 ATA Working Conditions Committee - Donna Hunt, Christine Light (chair)

7.3.2 City/School Boards Committee - Tyler Demers, Christine Light (chair)

Appointment of Board Representatives:

7.4.1 ASBA Zone 6 Executive - Donna Hunt, Doug James (alt.)

7.4.2 Division School Council - Doug James, Christine Light

7.4.3 Division Student Advisory Council - Jan Foster, Doug James

7.4.4 Teachers' Employer Bargaining Association (TEBA) - Tyler Demers

7.4.5 Team Lethbridge - Lola Major, Christine Light

Regular Meeting

1. Presentation - Indigenous Education Update

Associate Supt. Morag Asquith and John Chief Calf, co-ordinator of Indigenous Education, delivered a presentation for trustees. Asquith and Chief Calf informed trustees the Division is in the process of hiring four indigenous graduation coaches for high schools, and presented data which indicated drop-out rates have dropped three per cent over the last three years while high school completion rates have risen 10 per cent over the same period.

2. Policy Review

Division policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory Committee has representation from the Board, Division School Council, each of the employee groups, and Division and school administration. Co-ordinator of Learning and International Education, Trish Syme co-ordinates the meetings.

At the Oct. 27 meeting, the following policies were up for review:

400.3 - Whistleblower Protection - Amended

400.4 - Fraud Prevention, Identification and Reporting - Second Reading and Third Reading.

3. Voluntary Retirement – Alberta Teachers' Retirement Fund Members and Local Authorities Pension Plan Members

For the past several years, the Board has approved a Voluntary Retirement Plan for the Alberta Teachers' Association Retirement Fund Members, Canadian Union of Public Employees (CUPE) 290, CUPE 2843 and non-union employees. This opportunity for staff members has facilitated the hiring process for the following year.

This plan allows staff members of the Alberta Teachers' Association Retirement Fund Members and Local Authorities Pension Plan to retire as of January 31, 2021 and then begin a temporary contract with the Board effective February 1, 2021– June 29, 2021 (or the end date as per the appropriate employee calendar).

The Board extended the Voluntary Retirement Package to all employees who are members of the Teacher Retirement Fund and Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees) who, by December 10, 2020, submit a letter of retirement effective January 31, 2021. Such employees will be offered a temporary contract effective February 1, 2021 – June 29, 2021 (or the end date as per the appropriate employee calendar).

4. Division Wellness Committee Terms of Reference

The Division Wellness Committee had its first meeting and made changes to the Terms of Reference, which were attached.

The Board approved the Division Wellness Committee Terms of Reference, as presented.

5. Associate Superintendent Reports

Christine Lee, Associate Superintendent, Business Affairs; Mike Nightingale, Associate Superintendent, Human Resources and Morag Asquith, Associate Superintendent, Instructional Services, delivered their respective reports for the Board. To read the reports in full, see Page 19 of the [AGENDA](#).

6. Public Forum - Responses to Sept. 22 Board of Trustees Public Forum Submissions

A response to the Sept. 22 public forum submissions from Ryan Tanner, Joni Heggie, Tyler Tanner, Shawn Heggie, Loni Price and Jeff Hill can be found on Page 34 of the [AGENDA](#).

A response to the Sept. 22 public forum submission from Miranda Hlady can be found on Page 35 of the [AGENDA](#).

7. 51-25 Club Celebration

Each year, the Board recognizes staff members who have served with the Division for 25 years or more. A virtual welcome occurred in October with the hopes of an in person gathering in the Spring. The annual gathering is host-ed by the Board of Trustees each fall for 51-25 Club members to attend.

The new members of the 51-25 club are:

- Brenda Krokosh
- Brady Hway
- Sandra Trepner
- Joanne Sorensen

Recommendation

The Board received the report as information.

8. Acknowledgements of Excellence

The Board has a long-standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. Congratulations to the following Division staff and students:

Congratulations to Dr. Kevin Wood, principal of Chinook High School, for the completion of his PhD Program and official graduation as part of the University of Lethbridge Pandemigrad 2020 on October 17. The path of learning in a PhD program is incredibly rigorous and requires many sacrifices for several years. The dedication of his thesis to all learners speaks to his commitment to learning and growth: Learners do not give up when times become difficult, they do not blame, or wither, but rather face the fire with courage, humour, and an aim to grow. His dissertation is entitled Learning Leadership: A Dialogic Phenomenon of High School Principal Practice.

Lynn Wytrykusz, Early Education program teacher at Westminster has been recognized with a certificate of achievement through the Prime Minister's Awards for Excellence in an Early Education Program. Lynn is starting her 7th year at Westminster school, and is currently teaching as an Early Educator to a class of students in the morning, and to 38 on-line 3 and 4-year-old students virtually in the afternoon. Lynn's dedication, enthusiasm for learning, and willingness to make it work with our youngest students is making a real difference in the lives of children and families in our community.

Director of Finance, Mark DeBoer, for meeting the standard of budget development and presentation necessary to achieve Meritorious Budget Award recognition for the 2020-21 budget year by the Association of School Business Officials International. The Meritorious Budget Award program promotes and recognizes best budget presentation practices in school districts as determined by a panel of financial professionals. Lethbridge School Division is proud to have this designation that demonstrates excellent work in the area of financial planning and presentation.

WCHS student Lana Van Genderen was selected for membership on the 2020/21 Education Youth Council (MYC). he attended her first full meeting which started October 2 and ended October 5.

Showcasing ICES:

ICES teaching and support staff's dedication to the well-being of students was exemplary as preparations were made for welcoming our students back into our building. Safety protocols outlined by the division re-entry plan were appreciated and adhered to as teachers prepared their classrooms and adjusted to the new normal.

Parents booked times with their children's teachers via Conference Manager and met at the assigned entrance.

Teachers and students wore masks which allowed students to access the building so they could go see their classrooms and drop off supplies. Due to our building being one level, parents were able to be a part of these classroom tours by watching from the classroom windows.

8. Acknowledgements of Excellence

Showcasing ICES:

On August 25, ICES hosted Teaching for Transformation (TfT) 101- Abridged. New staff members from ICES, ICSS, and TCS (Taber) participated in this workshop which provided a foundation of their professional learning regarding the TfT framework used to weave the Christian worldview throughout the Alberta Programs of Study curriculum.

Due to COVID, our annual Pastor and Bus Driver Appreciation Breakfast could not take place. Instead, students created cards of appreciation for their pastors and bus drivers. We have received significant feedback from our pastoral community expressing their appreciation for such encouragement during this challenging time.

ICES was flooded with the colour orange on September 30 as we participated in Orange Shirt Day, remembering the lives affected by residential schools.

Traditionally, the two weeks prior to Thanksgiving are designated as a food drive for the Lethbridge Interfaith Foodbank. This year, ICES donated 650 pounds of non-perishable food items with a value of \$1 703.

The ICES Grade 5 classes, under the direction of their teachers, Kelsey Morrison and Alan Riewe, put together a meaningful Thanksgiving Chapel which was prerecorded and sent out to the various classrooms to watch on Oct. 9.

On Monday mornings, ICES begins each week with singing O Canada (masked and facing forward), reciting the Lord's Prayer, and the Blackfoot Territory Land Acknowledgement. Rather than Mrs. Wall leading this each Monday, this routine is led by different classrooms each week. It is a simple means for students to continue to connect with our school community.

ICES students will again be participating in the Literary and Poster Contest supported by the Royal Canadian Legion. This is a valued tradition as students reflect on the history and sacrifice of Canada's military in protecting the rights and freedoms we experience today.

Showcasing Westminster:

Westminster is nearing completion of a two-year renovation and school improvement project. The finished product is amazing! New lights, new paint, some new spaces, heating, and air conditioning. Much thanks to Daniel Heaton and Chris Chapman from maintenance. A special thank-you to our caretaker MaryAnn Potts as well for moving, storing, and cleaning absolutely everything in our old - but new to us school. Having a newly refurbished school makes a difference to the community, to the way students view and engage in their education and lifts all our spirits. It also makes a big difference to work in a space that is intentionally designed and set up for the purpose of education.

Westminster teacher, Dan Braico is completing his Masters' Degree in Interdisciplinary Studies with a focus on Neuroscience in Education and supporting student's mental health. Dan currently teaches a grade one/two multi-age class and is beginning his 6th year in the teaching profession. Dan brings experience, humour, and mad technology skills to his job every day. He works with our young students with commitment, expertise, and a steadfast focus on learning.

Cargill Animal Nutrition in Lethbridge has been a partner with Westminster School for many years. Cargill volunteers have been famous for supplying community pancake breakfasts, and milk and cookies to students at Christmas. This year, Cargill recommended our school to the international Cargill COVID relief program. We are happy to announce that our school received \$16,000 for our school breakfast program! Sunrise Rotary also supplied a grant of \$5,000 for a weeklong drumming workshop for students, and to enhance the school percussion instruments.

We are grateful and happy to have such strong community sponsors and relationships, and proud to be able to offer enhancements like breakfast and fine arts workshops to our students.

Jillian Hannigan is the new Family School Liaison Counsellor at Westminster. She is working with "Angel Tree" and with "My City Cares" to co-ordinate charitable holiday giving in our school community. This is a big job! Many generous hearts in Lethbridge want to give to families in need, and our school has been a community hub for much of this giving. With new protocols in place, we are making this giving possible by partnering with community agencies that have delivery systems in place for charitable distribution which minimizes household to school transmission (and vice versa). Jillian has stepped in and offered full-time service to our school and parents this year. Previously we had the part-time services of a Making Connections Worker and an Elementary School Counsellor. The full-time service offered in the new counselling model is offering better continuity for our students, parents, and community. Thank you to the district counselling team for the new model. It is working!

8. Acknowledgements of Excellence

Showcasing Senator Buchanan:

COVID-19 has brought many challenges. On top of COVID-19, we have been undergoing an extensive renovation. Buchanan views the challenge as opportunity for creative problem solving and community collaboration. We made it work by working together to get the school ready. We became experts at teamwork, setting priorities and taking care of each other.

Welcome Back Event: although it was not a typical BBQ and school opening, we brought in the new school year with a bang hosting a well-attended COVID-19 friendly event.

Building Capacity: the entire school community contributes to successful fundraising events to purchase learning resources such as laptop computers that make a difference as well as provide for school enhancements such as a sound system for the gym. Staff and students at Buchanan are resilient, work hard, play hard and have fun together. They model Northside Pride every day. We look forward to welcoming guests when renovations are complete.

9. Public Forum

The following email submissions were received for the Public Forum portion of the meeting:

Dear Division 51 Trustees:

Many of you know me from my involvement as a parent with this school division over many years. I have a daughter at Churchill.

I was deeply struck by the eloquent and passionate letter from Miranda Hlady that was presented in the September Public Forum, about the School Resource Officer program. I would like to add my voice to her call for a community consultation around this program, and a public presentation of the findings, as well as to her request for a suspension of the program until such time as this review is complete.

The calls to “Defund the Police” that have come out of the Black Lives Matter movement this year have led me to do a lot of reading, listening to experts from racial minorities, and soul-searching. All of these processes are much easier nowadays than they used to be, with the incredible volume of material that is available online, but they are still time-consuming.

As a white person myself (as I believe are most if not all of you), it has not been easy for me to accept and truly understand that many people in Canada would never dream of calling the police, because to them the police represent the opposite of safety. They are accustomed to being targeted on the basis of their appearance (race), and to seeing members of their communities targeted on a daily basis. Even if they see a “friendly” officer in some context, the overwhelming influence of police in their lives is not positive. The fact that SROs are uniformed police officers who carry guns is not liable to make them come across as benign, either to children, or to many of the BIPOC (black, Indigenous, or people of colour) parents of those children, who may have their own lifelong experiences with police.

As the “defund the police” calls have pointed out, police are asked to do many tasks that aren’t what they are trained for, and that other professionals may be far more suited to. I am aware that SROs have been used in our school division to work with kids who have gotten into disputes or trouble. I spent 4 months in Berkeley some years ago, and attended a parent meeting at my daughter’s school with the (black) superintendent that has really stuck with me. Unlike virtually any meeting I have been to in this school division, that meeting included many BIPOC (and particularly black) parents. They pointed out that their children - boys in particular - were disproportionately likely to be sent to the principal’s office, put into detention, etc., for the simple reason that the (predominately white) teachers had more trouble identifying with and understanding how to deal with these boys when they didn’t conform to the teachers’ expectations. While many of these kids had other complicating factors in their lives (poverty, etc.), studies had shown that they were still overrepresented in “getting into trouble” when those variables were controlled for.

Part of the reason why other Canadian school divisions (including Edmonton and Toronto) have abandoned the SRO program (or at least put it on hold) is this risk that it can develop the school-to-prison pipeline even more directly. There is a reason why black and Indigenous people are vastly overrepresented in Canadian prisons, and it begins at the level of police interventions (though they are very far from being the whole story).

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9. Public Forum

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Students who get into “trouble” become well-known to SROs and thereby to police, and the pre-conceived ideas of these children as troublemakers becomes a self-fulfilling prophecy. There is no good evidence to suggest that the training that police officers receive - which is intended to enable them to deal with crises involving potentially belligerent people who have caused or threatened harm - is ideal or even appropriate for enabling them to mediate or counsel kids who have gotten into disputes or trouble.

Ms. Hlady shared with me the Board chair’s response to her letter, and I wanted to raise a question about one piece of that response. I appreciate that school leadership and counselling teams are supportive of the SRO program; this is important. To what extent does this include feedback from school leaders or counsellors who identify as BIPOC (for example, FNMI liaisons)? I hope that any distinctions in how the SRO program is viewed by people from different marginalized groups will be an important part of the community consultation and review that Ms. Hlady has called for, and that I also believe is necessary.

Thank you for considering my input.

- Joy Morris

10. Board Priorities Report

The Education Centre Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. An update on progress is provided in the form of a report each month. The report can be found on Page 42 of the [AGENDA](#). The Board received the report as information.

11. Board Reports

Reports were delivered for the Policy Advisory Committee, Division Wellness Committee, Division School Council, Boundary Review Committees, Poverty Intervention Committee and for the ASBA Zone 6 General Meeting. The reports begin on Page 51 of the [AGENDA](#).

12. Correspondence - Received

The Association of School Business Officials International presented the Meritorious Budget Award to Lethbridge School Division. More information about the award can be found here: [BUDGET](#).

13. Correspondence - Received

A letter was received from Adriana LaGrange, Alberta’s Minister of Education, in regards to the Division’s Ward Bylaw No. 2020-01, which will be in place for the October 2021 general election.

14. Correspondence - Received

A letter was received from the Lethbridge Chamber of Commerce, which thanked the Division for renewing its membership with the chamber.



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