



# AGENDA

Lethbridge School Division  
School Board  
Regular Meeting

Tuesday, February 23, 2021

Microsoft Teams/Board Room

3:30 P.M.

3:30 p.m. **1. Approval of Agenda**

3:32 p.m. **2. Approval of Minutes**

If there are no errors or omissions in the minutes of the Regular Meeting of January 26, 2021 it is recommended that the minutes be approved by the Board and signed by the Chair.

3:34 p.m. **3. Business Arising from the Minutes**

#### **4. Presentations**

3:35 p.m. 4.1 Inclusive Education

4.2 Edwin Parr Nomination

Enclosure 4.2

#### **5. Action Items**

4:00 p.m. 5.1 Policy Review

- *Policy # 204.2 Regular Board Meetings*
- *Policy # 400.2.1 Employee Conflict of Interest*
- *Policy # 401.1 Staff Hiring*
- *Policy # 405.4 Secondary Employment*
- *Policy # 609.5 Student Records*

Enclosure 5.1

5.2 Proposed Boundary Changes for 2021-2022 School Year

Enclosure 5.2

4:55 p.m. **6. Division Highlights**

**5:00 p.m. Public Forum**

#### **7. Information Items**

5:05 p.m. 7.1 Board Chair Report

7.2 Associate Superintendent Reports

7.2.1 Business Affairs

Enclosure 7.2.1

7.2.2 Human Resources

Enclosure 7.2.2

7.2.3 Instructional Services

Enclosure 7.2.3

5:25 p.m.	7.3	Superintendent Report	
	7.3.1	Board Priorities Report	Enclosure 7.3.1
	7.3.2	Acknowledgements of Excellence	Enclosure 7.3.2
	7.3.3	Donations and Support	Enclosure 7.3.3
	7.3.4	Calendar of Events	Enclosure 7.3.4

#### **8. Reports**

5:45 p.m.	8.1	Indigenous Education Committee – February 3, 2021	Enclosure 8.1
	8.2	ATA Local Council – February 3, 2021	Enclosure 8.2
	8.3	Policy Advisory Committee – February 10, 2021	Enclosure 8.3
	8.4	Scholarship Breakfast – February 12, 2021	Enclosure 8.4

#### **9. Correspondence - Sent**

5:55 p.m.	9.1	City of Lethbridge re: Harm Reduction Site	Enclosure 9.1
	9.2	Minister LaGrange re: Concerns with PUF	Enclosure 9.2

#### **6:00 p.m. Adjournment**

## MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD JANUARY 26, 2021.

### IN ATTENDANCE:

Trustees in-person: Christine Light; Doug James; Donna Hunt

Trustees via Teams: Jan Foster; Clark Bosch; Tyler Demers

Trustee regrets: Lola Major

Administrators: Cheryl Gilmore; Mike Nightingale; Morag Asquith; Christine Lee  
LeeAnne Tedder (Recorder)

The Board Meeting was live streamed via Microsoft Teams due to the gathering restrictions related to COVID-19.

The Chair called the meeting to order at 3:33 p.m.

1. Approval of Agenda

Trustee Donna Hunt moved:

“to approve the agenda, as presented.” **CARRIED UNANIMOUSLY**

*Approval of Agenda  
6608/21*

2. Approval of Minutes

Trustee Jan Foster moved:

“that the minutes of the Regular Meeting of December 15, 2020 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Approval of Minutes –  
Regular Meeting  
6609/21*

3. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from  
the Minutes*

4. Presentations

*Presentations*

4.1 Early Education Update

Early Childhood Services Coordinator, Isabelle Plomp provided an Early Education Update.

5. Action Items

5.1 Policy Review

*Action Items*

The following policies were reviewed by the Board.

Trustee Doug James moved:

“that the Board approve Policy 201.2 Mandate, as amended.”  
**CARRIED UNANIMOUSLY**

*Policy 201.2 Mandate  
6610/21*

Trustee Doug James moved:  
“that the Board approve Policy 202.1 Trustee Code of Conduct,  
as amended.” **CARRIED UNANIMOUSLY**

*Policy 202.1 Trustee  
Code of Conduct  
6611/21*

Trustee Doug James moved:  
“that the Board approve Policy 202.1.1 Confidentiality, as  
amended.” **CARRIED UNANIMOUSLY**

*Policy 202.1.1  
Confidentiality  
6612/21*

Trustee Doug James moved:  
“that the Board approve Policy 202.1.2 Conflict of Interest, as  
amended.” **CARRIED UNANIMOUSLY**

*Policy 202.1.2 Conflict  
of Interest  
6613/21*

Trustee Doug James moved:  
“that the Board approve Policy 203.4 Board Committees, as  
amended.” **CARRIED UNANIMOUSLY**

*Policy 203.4 Board  
Committees  
6614/21*

Policy 204.2 Regular Board Meetings will return to the Policy  
Advisory Committee for further revisions.

*Policy 204.2 Regular  
Board Meetings*

Trustee Doug James moved:  
“that the Board approve Policy 300.1 Administration Guiding  
Principles, as amended.” **CARRIED UNANIMOUSLY**

*Policy 300.1  
Administration  
Guiding Principles  
6615/21*

Trustee Doug James moved:  
“that the Board approve Policy 300.2 Administrative  
Organizational Structure, as amended.” **CARRIED UNANIMOUSLY**

*Policy 300.2  
Administrative  
Organizational  
Structure  
6616/21*

Trustee Doug James moved:  
“that the Board approve Policy 400.3 Whistleblower  
Protection, as amended.” **CARRIED UNANIMOUSLY**

*Policy 400.3  
Whistleblower  
Protection  
6617/21*

Trustee Doug James moved:  
“that the Board approve Policy 401.2 Local Authority Pension  
Plan (LAPP), as amended.” **CARRIED UNANIMOUSLY**

*Policy 401.2 Local  
Authority Pension Plan  
(LAPP)  
6618/21*

Trustee Doug James moved:  
“that the Board approve Policy 403.5 Reduction of Division  
Staff, as amended.” **CARRIED UNANIMOUSLY**

*Policy 403.5 Reduction  
of Division Staff  
6619/21*

Trustee Doug James moved:  
“that the Board approve Policy 504.1 Managing Health Issues  
in Schools, as amended.” **CARRIED UNANIMOUSLY**

*Policy 504.1 Managing  
Health Issues in  
Schools  
6620/21*



5.2 Rescind Policy 207: Campaign Contributions and Campaign Expense Disclosure

Due to changes to the Local Authorities Election Act, Policy 207 Campaign Contributions and Campaign Expense Disclosure must be rescinded.

Trustee Doug James moved:  
“that Policy 207 Campaign Contributions and Campaign Expense Disclosure to be rescinded.”

*Rescind Policy 207  
Campaign  
Contributions and  
Campaign Expense  
Disclosure  
6621/21*

**CARRIED UNANIMOUSLY**

5.3 Appointment of Returning Officer for School Trustee Elections

Lethbridge School Division has an agreement with the City of Lethbridge to hold joint municipal and School Board Trustee Elections.

Trustee Doug James moved:  
“that the Returning Officer for the purposes of the School Board Trustee Elections to be held on October 18, 2021 be the City of Lethbridge’s Returning officer, Bonnie Hilford and furthermore that Lethbridge School Division delegates the authority to the Returning Officer the ability to appoint a Substitute Returning Officer.”

*Appointment of  
Returning Officer for  
School Trustee  
Elections  
6622/21*

**CARRIED UNANIMOUSLY**

5.4 2021-2022 School Year Calendar

The draft 2021-2022 school year calendar was included in the Board agenda for review by the Board of Trustees.

Trustee Doug James moved:  
“that the Board approve the 2021-2022 school year calendar, as presented.”

*2021-2022 School Year  
Calendar  
6623/21*

**CARRIED UNANIMOUSLY**

5.5 First Quarter Financial Report

Director of Finance, Mark DeBoer, presented a high level summary of the 2020-2021 First Quarter Financial Report.

Trustee Donna Hunt moved:  
“that the Board receive the 2020-2021 First Quarter Financial Report, as presented.”

*2020-2021 First  
Quarter Financial  
Report  
6624/21*

**CARRIED UNANIMOUSLY**

6. Division Highlights

Doug visited Principals at his liaison schools and spoke with staff of at-home learning.

Christine Light shared that it was great to see students return to

*Division Highlights*

buildings.

7. Information Items

*Information Items*

7.1 Board Chair Report

*Board Chair Report*

Mental Health workshop March 9 and 10, 2021.

7.2 Associate Superintendent Reports

*Associate  
Superintendent  
Reports  
Business Affairs*

7.2.1 Business Affairs

Associate Superintendent Christine Lee provided a written Business Affairs report.

7.2.1.1 School Trustee Election

*School Trustee Election*

Election information was included in the agenda.

7.2.2 Human Resources

*Human Resources*

Associate Superintendent Mike Nightingale provided a written Human Resources report.

7.2.3 Instructional Services

*Instructional Services*

Associate Superintendent Morag Asquith provided a written Instructional Services report.

**Public Forum** – no online submissions.

*Public Forum*

7.3 Superintendent Reports

*Superintendent Report  
Board Priorities*

7.3.1 Board Priorities Report

Board Priorities were included in the agenda.

7.3.2 Acknowledgements of Excellence

*Acknowledgements of  
Excellence*

G.S. Lakie and Ecole Agnes Davidson school highlights were included in the agenda.

7.3.3 Donations and Support

*Donations and Support*

WCHS received support from Nyrose McKenzie Alexander LLP, Mr. Blaire Nyrose, Lethbridge Orthotics, and North Lethbridge Panago.

7.3.4 Town Hall

*Town Hall*

Lethbridge School Division annual Town Hall meeting will be held virtually and the question this year is:  
“In response to COVID-19, changes were made to school organization and instructional delivery. Are there changes that impacted students in a positive way that should continue and be built on?”

7.3.5 Evergreening Plan for Mobile Technology  
Director of Technology, Jesse Sadlowski and Director of Finance, Mark DeBoer reported back to the Board on the laptop and iPad purchases as part of the Evergreening Plan.

*Evergreening Plan for  
Mobile Technology*

7.3.6 Calendar of Events  
The Calendar of Events was included in the agenda.  
February 2, 2021 Plank challenge.

*Calendar of Events*

8. Reports

*Reports  
A.T.A. Local 41*

8.1 A.T.A. Local 41 Council – January 6, 2021  
Trustee Christine Light provided a written report from the A.T.A. Local 41 Council held January 6, 2021.

8.2 Division School Council – January 11, 2021  
Trustee Doug James provided an oral report from the Division School Council meeting held January 11, 2021.

*Division School Council*

8.3 Division Wellness Committee – January 11, 2021  
Trustee Donna Hunt provided a written report from the Division Wellness Committee meeting held January 11, 2021.

*Division Wellness  
Committee*

8.4 Policy Advisory Committee – January 13, 2021  
Trustee Lola Major provided a written report from the Policy Advisory Committee meeting held via email the week of January 13, 2021.

*Poverty Intervention  
Committee*

8.5 A.S.B.A. Zone 6 General Meeting – January 20, 2021  
Trustee Donna Hunt provided a written report from the A.S.B.A. Zone 6 General meeting held January 20, 2021.

*A.S.B.A. Zone 6*

9. Correspondence - none

*Correspondence*

The meeting adjourned at 5:22 p.m.

*Adjournment*

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Christine Light,  
Chair

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Christine Lee,  
Associate Superintendent  
Business Affairs

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Mike Nightingale  
Associate Superintendent, Human Resources

Re: **Edwin Parr Nominee**

**Background**

On an annual basis, each school jurisdiction is invited to submit the name of one first year teacher as its nomination for the Edwin Parr Award, which is sponsored by the Alberta School Boards Association (ASBA). One nominee from the zone will then be selected as the zone nominee for the Fall General Meeting of the ASBA. With many outstanding beginning teachers in the Division, it was certainly not an easy task to select a Division nominee.

The Lethbridge School Division nominee for the 2021 Edwin Parr Award is Mikaela McNab, a teacher at General Stewart Elementary School. Some highlights regarding Mikaela are as follows:



Principal Chris Harris at General Stewart Elementary School describes Mikaela as an incredibly caring teacher who has gone above and beyond to form a connection with each and everyone of her students and colleagues. Mikaela has done a tremendous job since day one and has excelled in not only her position as our Kindergarten Teacher but also in her role as the Learning Support Teacher. She has learned an incredible amount in a very short time regarding policies, procedures, organizing and coordinating meetings with school staff, division staff, parents and outside agencies.

Despite the circumstances of the 2020/2021 school year, she has continued to provide engaging lessons and creates innovative ways to support all of our students (in-person and at home). Mikaela has gone above and beyond in her position at General Stewart Elementary School and she has not only done the job, she has excelled in it.

*Mikaela conveyed that, "As a first-year kindergarten teacher, I have found so much joy in celebrating the individuality that every student brings into the classroom- there is never a dull moment in Ms. McNab's room! My students at General Stewart inspire me to teach from the heart and to develop a genuine love for our shared learning community. I am passionate about creating an environment where learning is designed to be inclusive, dynamic, engaging, collaborative, and reflective of student voice. The most exciting part of being a first-year teacher is building sincere connections with my students, colleagues, parents, and community members. I am truly honoured and humbled to be nominated for the Edwin Parr Award."*

**Recommendation**

It is recommended the Board receive this report as information and take the opportunity to have Mikaela share her experiences during this year.

Respectfully submitted,  
Mike Nightingale

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Cheryl Gilmore, Superintendent of Schools

**RE: Policy Review**

**Background**

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. Coordinator of Learning and International Education, Trish Syme coordinates the meetings. In the current year, the Policy Advisory Committee will:

- Finish review of any policies which were last reviewed in the 2018-2019 school year
- Policy review (including procedures, forms, and exhibits) of the 700, 800, 900, 1000, 100 series
- Changes required due to the passing of the Education Act July 2019 and updated provincial regulations
- Assist in the orientation of new members to the policy development process, as necessary

Trish Syme will attend the Board meeting and provide an overview of each policy, share any feedback that has been received and respond to questions trustees may have.

**Recommendation**

It is recommended that the Board adopt the revisions to the policies as presented by the Policy Advisory Committee, or as amended.

<u>Policy #</u>	<u>Policy Name</u>	<u>Action</u>
204.2	Regular Board Meetings	Amended
400.2.1	Employee Conflict of Interest	Amended
401.1	Staff Hiring	Amended
405.4	Secondary Employment	Amended
609.5	Student Records	Amended

Respectfully submitted,  
Cheryl Gilmore



## 204.2 Regular Board Meetings

### Policy

The ~~Education School~~ Act permits the Board to hold as many Regular Meetings as it considers necessary to deal adequately with its business. It also requires that the date, time, and places of these meetings be made public. The Board directs that Regular Meetings be scheduled and convened in accordance with the following regulations.

### Regulations

1. Regular Meetings shall be held according to a schedule approved annually by the Board.
2. The schedule of Regular Meetings shall be
  - 2.1. provided to all school principals, the chair of each School Council, local media outlets, members of the public upon request, and
  - 2.2. posted on the Division website.
3. Regular Meetings shall be open to the public and shall normally be held
  - 3.1. once each month, with the exception of July and August when there will be no Regular Meeting,
  - 3.2. on Tuesday afternoons, and
  - 3.3. beginning at 3:30 PM.
4. Board Meetings may, if required by health or environmental circumstances, be made accessible to the public virtually with access posted on the Division website.
5. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.
6. The Chair of the Board may cause to be excluded from a meeting any person who, in the opinion of the Chair, is guilty of improper conduct of the meeting.
- 4.7. The Board may, by resolution, decide to hold a portion of a Regular Meeting "in camera".
- 5.8. A Public Forum shall be scheduled for 5:00-4:30 PM for the purpose of allowing individuals to address the Board 4 unannounced.

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~~5.1-8.1.~~ Each individual shall be required to identify himself/herself.

~~5.2-8.2.~~ Comments, including virtual submissions, shall be limited to a maximum of five (5) minutes and subject to the authority of the Chair.

~~8.3.~~ Trustees shall be permitted to ask questions of clarification.

~~5.3-8.4.~~ The Board shall provide a response to public forum presentations and ensure the response is included in the agenda of the following Board meeting.

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~~6.9.~~ Delegations and pPresentations to the Board shall be allowed.

~~6.1.~~ Delegations and presentations shall normally be limited to a maximum of fifteen (15) minutes.

~~9.1.~~ The request for a presentation must be made at least 14 days in advance of the date of the meeting.

~~7-10.~~ Minutes of the prescribed form shall be kept for all Regular Meetings of the Board.

~~8-11.~~ Board *Highlights* for each Regular Meeting shall be prepared and circulated to School Council Chairs, trustees, and all Division employees, as well as posted on the website.~~for each Regular Meeting.~~

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The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy

## References

Alberta Regulation: Section 2

Alberta School Education Act: Sections 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74  
Division Policies: 204.3 Special Board Meetings, 204.6 Organizational Meetings, 204.4 In Camera Board Meetings, 204.10 Board Meeting Agendas, 204.9 Board Meeting Procedures, 204.12 Board Meeting Minutes

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## 400.2.1 Employee Conflict of Interest

### Policy

Employees have an ethical responsibility to avoid situations that constitute a conflict of interest. Each employee shall voluntarily declare any conflict of interest that may arise and remove themselves from the conflict of interest situation.

### Regulations

1. For the purpose of this policy, conflict of interest shall be defined as “any situation in which an individual is in a position as an employee of the ~~District~~ Division to exploit a professional or official capacity in some way so as to create a personal benefit for him/herself or one that benefits a friend or family member”.
2. Conflict of interest includes but is not limited to the following:
  - 2.1 participation in the hiring, directly working with, supervision and/or evaluation of a family member or common law partner;
  - 2.2 receiving personal economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the employee’s relationship to the ~~Division District~~ is in any way utilized to influence the sale;
  - 2.3 receiving personal economic benefit from the sale of instructional and training materials and/or equipment where the development of such materials or equipment arose out of their duties and responsibilities as a ~~Division District~~ employee;
  - 2.4 encouraging a student who is enrolled in one or more of the teacher’s classes to take private lessons or tutoring for a fee from the employee;
  - 2.5 participating in any way in the selection of materials or equipment, for use in the ~~Division District~~, when the item(s) under consideration were developed by or authored (in whole or in part) by the employee or a member of his/her immediate family;
  - 2.6 using the ~~Division’s District’s~~ communication system (inter-school mail, telephone, email, etc.) to promote sales of a product in ~~which~~

an employee has a financial interest;

#### 400.2.1 Employee Conflict of Interest

- 2.7 using or providing an employee or student directory for use in promoting sales of a product or service;
- 2.8 purchasing or otherwise acquiring surplus ~~Division District~~ property where the employee was involved in or had influence in the process of declaring the item(s) as surplus;
- 2.9 using ~~Division District~~ material, equipment, personnel, and/or facilities for purposes not directly related to the individual's work-related duties and responsibilities or for personal gain;
- 2.10 selecting a family member or a common law partner as a substitute when an employee requires a replacement unless approved by the Superintendent or designate;
- 2.11 other activities including a business in which the individual has a personal vested interest beyond that which arises out of his/her work related duties and responsibilities.

3. Should an employee become aware of contravention of this Policy they should advise their supervisor or Associate Superintendent of Human Resources.

3.4. Individuals contravening this policy ~~shall~~ may be subject to discipline.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

#### References

Alberta Education School Act: Sections ~~80~~ 94-95-96  
 Other Statutes: Freedom of Information and Protection of Privacy Act  
 District Policies: Policy 400.1 Welcoming, Safe ....  
Appendix 400.1 Code of Conduct  
202.1.2 Conflict of Interest  
 Other: Alberta Teachers' Association – Code of Professional Conduct

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## 401.1 Staff Hiring

### Policy

The ~~District~~ Division shall employ all staff necessary for its operation by selecting for each position, the best person available, within the limits of its resources. All hiring practices shall be in accordance with the School-Alberta Education Act, applicable provincial and federal statutes and within the provisions of employee collective agreements.

### Regulations

1. The Superintendent, or designate will determine the ~~District~~ Division staffing needs.
2. The selection and appointment of ~~District~~ Division administrators shall be in accordance with District Division policy.
3. The selection and appointment of all staff will be the responsibility of the Superintendent or designate in consultation with the appropriate ~~District~~ Division administrative staff.
4. The Associate Superintendent, Human Resources or designate will develop procedures designed to facilitate recruitment, selection, hiring and retention of staff.
  - 4.1 Recruitment shall be conducted by Human Resources in consultation with the school or department where vacancies exist.
  - 4.2 The role of Human Resources in the selection process is that of facilitator, coordinator and advisor. ~~regarding personnel policies of the Board.~~
  - 4.3 Only the Superintendent, the Associate Superintendent, Human Resources or designate is authorized to act on behalf of the Board in making contractual arrangements for employment with successful candidates.
5. Employment shall be confirmed upon receipt of the following documents from the new employee:
  - 5.1 a signed contract;
  - 5.2 a Criminal Records check;
  - 5.3 a Child Intervention check;
  - 5.4 Social Insurance Card;
  - 5.5 Proof of any certification as required for the position.

## 401.1 Staff Hiring

6. Upon employment with the ~~District~~Division, ~~teachers-the individual~~ will be placed on a contract in accordance with the ~~School-Education~~ Act, appropriate collective agreement, and/or applicable legislation. -
  - ~~6.1 During the term of this contract, the principal or another District Administrator shall evaluate the teacher in accordance with District policy.~~
  - ~~6.2 Upon completion of a satisfactory evaluation, the District may offer a teacher a continuing contract in accordance with the regulations outlined in the School Act, and dependent upon District needs.~~
7. All staff shall complete a satisfactory probationary employment period before permanent employment is considered. Any exceptions shall be approved by the Superintendent.
8. The ~~principal~~ Associate Superintendent of Human Resources or designate, shall work with school administration and Division managers to determine the most effective deployment of staff within the parameters of programming and budgets. ~~shall determine the staffing plan for the school that will indicate how teaching and support staff will be deployed based on student needs, program needs, and District initiatives. Collaborative discussion with school staff and School Councils is encouraged.~~
9. No employee shall be assigned to a position where that employee's immediate supervisor, supervisor, or evaluator would be a near relative.
  - 9.1 Where an immediate supervisor becomes a near relative after an employee is assigned, the employee shall be reassigned at the end of the school year unless the Board rules otherwise.
  - 9.2 For the purpose of this policy, near relatives include: parents, children, spouses, common law partners, siblings, grandparents, fathers-in-law, mothers-in-law, sisters-in-law, brothers-in-law, uncles, aunts and first cousins.
10. Staff shall be paid only out of designated ~~District~~Division funds, unless the Superintendent or designate, specifically approves application of external funding for this purpose.
  - 10.1 Applications for external funding from government departments, other agencies or institutions for staff positions shall be approved by the Superintendent or designate, in advance of submission and shall include a position description, a salary range and related costs, the term of the position and the designated supervisor.
  - 10.2 Private funding of staffing costs shall not be allowed without Board approval.

#### **401.1 Staff Hiring~~...~~**

11. Casual/substitute employees shall be employed on a day-to-day basis without a written contract. Prior to placement on a casual employment list, the employee shall provide the following:

- 11.1 a Criminal Records check;
- 11.2 a Child Intervention check;
- 11.3 Social Insurance Card;
- 11.4 For substitute teachers, proof of a valid Alberta teaching certificate.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

#### **References**

<del>School</del> <u>Alberta Education</u> Act:	Sections <del>92 – 103, 113 – 117</del>
Other Statutes:	Alberta Human Rights, Citizenship and Multiculturalism Act, Alberta Labour Relations Code, Canadian Charter of Rights and Freedoms, Employment Standards Act
District Policies:	303.1 Administrative Appointments, 401.4 Substitute Employees, 402.2 Employee Transfers, 402.11.1 Teacher Growth, Supervision and Evaluation, 402.11.2 Support Staff Growth, Supervision and Evaluation, 403.5 Reduction in District Staff, 202.1.2 Conflict of Interest
Other:	Employee Collective Agreements, Volunteer Form 1003.3.1

## 405.4 Secondary Employment

### Policy

Employees of the Division shall ensure their first employment commitment is to the Division, and that secondary employment does not interfere with performance of duties with the Division.

### Regulations

1. ~~As a general rule, no~~ If an employee ~~shall~~ engages in secondary employment, including self-employment or a business undertaking, it shall not effect the employees roles and responsibilities in any of the following ways: as an employee or shareholder where the outside employment:
  - 1.1. ~~interferes~~ with, ~~influences~~ or ~~affects~~ the performance of duties in Division employment;
  - 1.2. ~~provides~~ an advantage derived from employment with the Division;
  - 1.3. is in conflict or competition with the function in which the individual is employed by the Division;
  - 1.4. is performed in such a way as to appear to be an official act of a Division employee, or to represent Division opinion;
  - 1.5. involves performance of work which must be inspected or approved by another Division employee where a conflict of interest or preferential treatment may exist; or
  - 1.6. directly ~~results~~ in any matter contributing to a proposal or contract which may require Division consideration or approval whether of a financial nature or otherwise.
2. All employees of the Division who engage in secondary employment shall make it known to the secondary employer that service is provided on a personal basis only and is in no way authorized, endorsed or supported by the Division.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.



**405.4      Secondary Employment...**

**References**

Alberta	60
<u>Education</u> <del>School</del>	Alberta Labour Relations Code, Employment
Act: Other Statutes:	Standards Code
	400.2 Employee Code of Conduct, 400.2.1 Employee
Division Policies:	Conflict of Interest, 405.15 Employee Research and
	Publishing
Other:	Employee Collective Agreements

Approved: March 12, 1991  
Amended: June 24, 2008  
Amended: April 23, 2013  
Amended: December 18, 2018

## **609.5 Student Records**

### **Policy**

Principals and/or Education Centre administration shall provide for the appropriate management and storage of an official student record for each student.

### **Regulations**

1. A ~~District~~DIVISION Student Records Manual for the management and storage of student records shall be maintained.
2. The ~~District~~DIVISION Student Records Manual shall be considered the primary procedural document for this policy.
3. The ~~District~~DIVISION Student Records Manual shall include procedures related to:
  - 3.1. information that must be kept in the record for each student;
  - 3.2. information not to be included in the record for each student;
  - 3.3. guidance regarding who may have access to student records;
  - 3.4. maintaining student attendance records;
  - 3.5. transfer of records;
  - 3.6. disclosure of information to outside agencies or authorities;
  - 3.7. retention of records; and
  - 3.8. release of data to researchers.
4. The ~~District~~DIVISION Student Records Manual shall be:
  - 4.1. consistent with all relevant provincial and federal legislation, as well as Alberta Education guidelines;
  - 4.2. reviewed annually by the Associate Superintendent Instructional Services; and
  - 4.3. made available to all ~~District~~DIVISION staff.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

### **References**

Alberta ~~Education School~~ Act: Sections ~~56, 7038.1, 40, 41, 43~~; Alberta Education Student Record Regulation 201~~98~~; Freedom of Information and Protection of Privacy Act; Youth Justice Act (Alberta); Youth Criminal Justice Act (Canada); Public Health Act; Vital Statistics Act; Child, Youth and Family Enhancement Act  
~~District~~DIVISION Policies: 805.7 Preservation & Disposal of Records, 805.6 Access to Information



**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business Affairs

**RE: Boundary Review and Proposed Boundary Changes**

**Background**

In 2018 the Board of Trustees approved the formation of committees to study school division boundaries to address growth and capacity concerns in west Lethbridge. Further to the west Lethbridge Boundary Review Committee, committees were formed for south Lethbridge due to the impending opening of Dr. Robert Plaxton Elementary School for the 2021-2022 school year, as well as an examination of north Lethbridge boundaries to re-distribute students in a manner that maintains balance and school viability.

The recommendations of the committees from the boundary review were presented on January 12<sup>th</sup>, 2021 via a video presentation on the Division website, with FAQ's and detailed documents for each sector of the city. An opportunity for feedback from the community was provided on the website and over 600 responses were received.

On February 10<sup>th</sup>, the board met to review and consider all feedback that was received on the website along with any other direct correspondence received. Discussion included what could be done to adjust the boundary changes that were proposed, if feasible, to address some of the concerns brought forward through the feedback.

Some changes were made to the proposed boundaries based on the feedback provided.

The Board will receive a presentation by Superintendent, Cheryl Gilmore and Associate Superintendent, Christine Lee that summarizes what was heard from the feedback and what was discussed as potential changes to address concerns.

The presentation will include the newly adjusted boundaries. It is recommended that the Board approve the new boundaries for the 2021-2022 school year.

**Recommendation**

That the boundary changes as presented be approved effective for the 2021-2022 school year.

Respectfully submitted,  
Christine Lee

# Boundary Review

Process, Feedback, and Boundary Changes





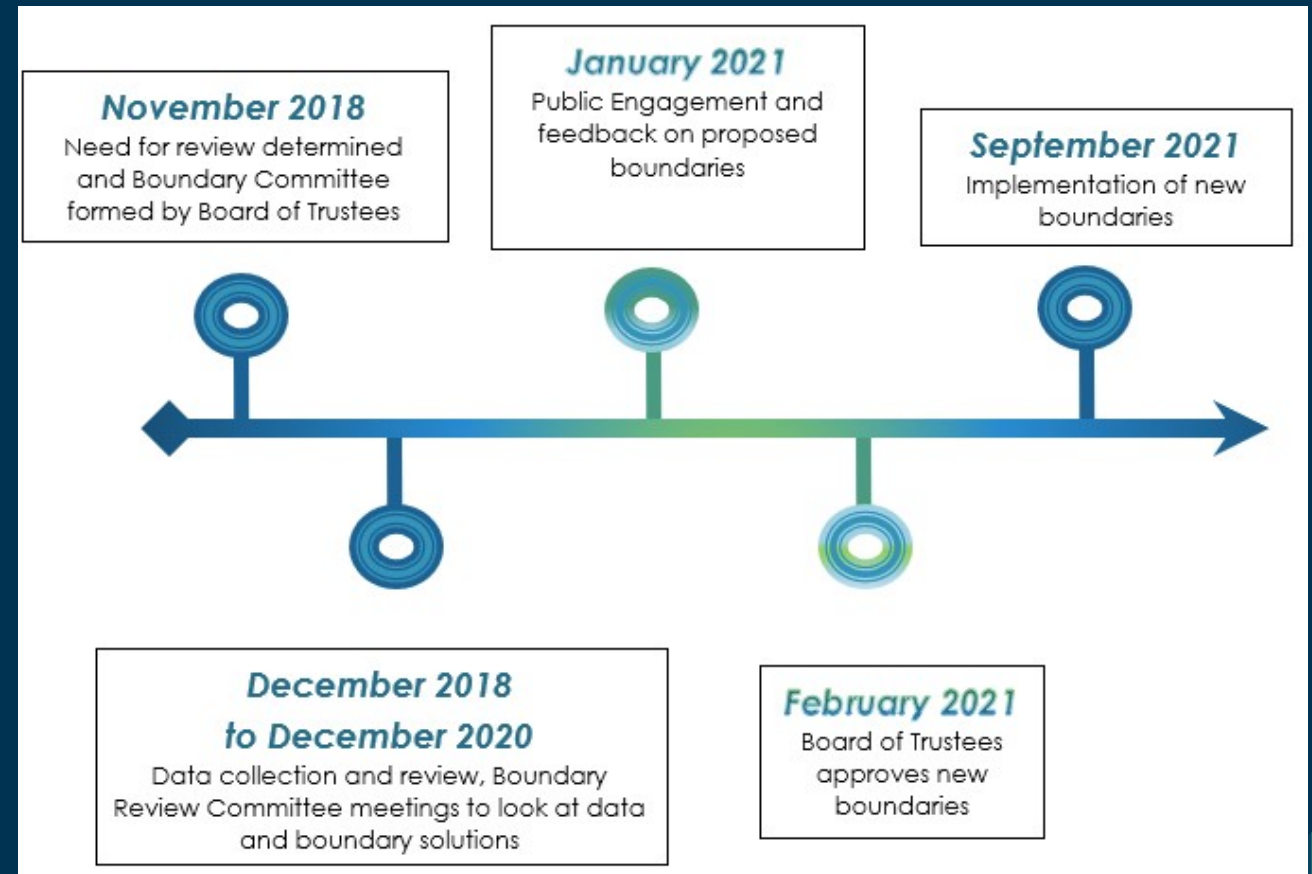
Lethbridge  
**SCHOOL DIVISION**

# Boundary Review Process

Review. Feedback. Decision

# Boundary Review Process

- Committees **reviewing and analyzing information** since December 2018
- **Suggested Solutions** presented January 12<sup>th</sup>, 2021
- **Feedback** from community received January 28<sup>th</sup>, 2021
- Board met to **review and consider** all feedback received February 10<sup>th</sup>, 2021
- Final proposed boundary changes presented February 23<sup>rd</sup> to Board for **approval**.
- New boundaries will be **effective for 2021-2022 school year**



# Feedback Received

+ **2000** views of boundary review presentation

+ **600** comments on the Feedback Web Page

Personal letters and a Change.org Petition received



# Decision Making

- Trustees and senior administration **reviewed and considered** all the feedback received.
- Feedback was considered for **common themes** and what could be done to address some of the concerns.
- The following slides discuss the common themes of concerns expressed and **what could be changed** to address the concerns.





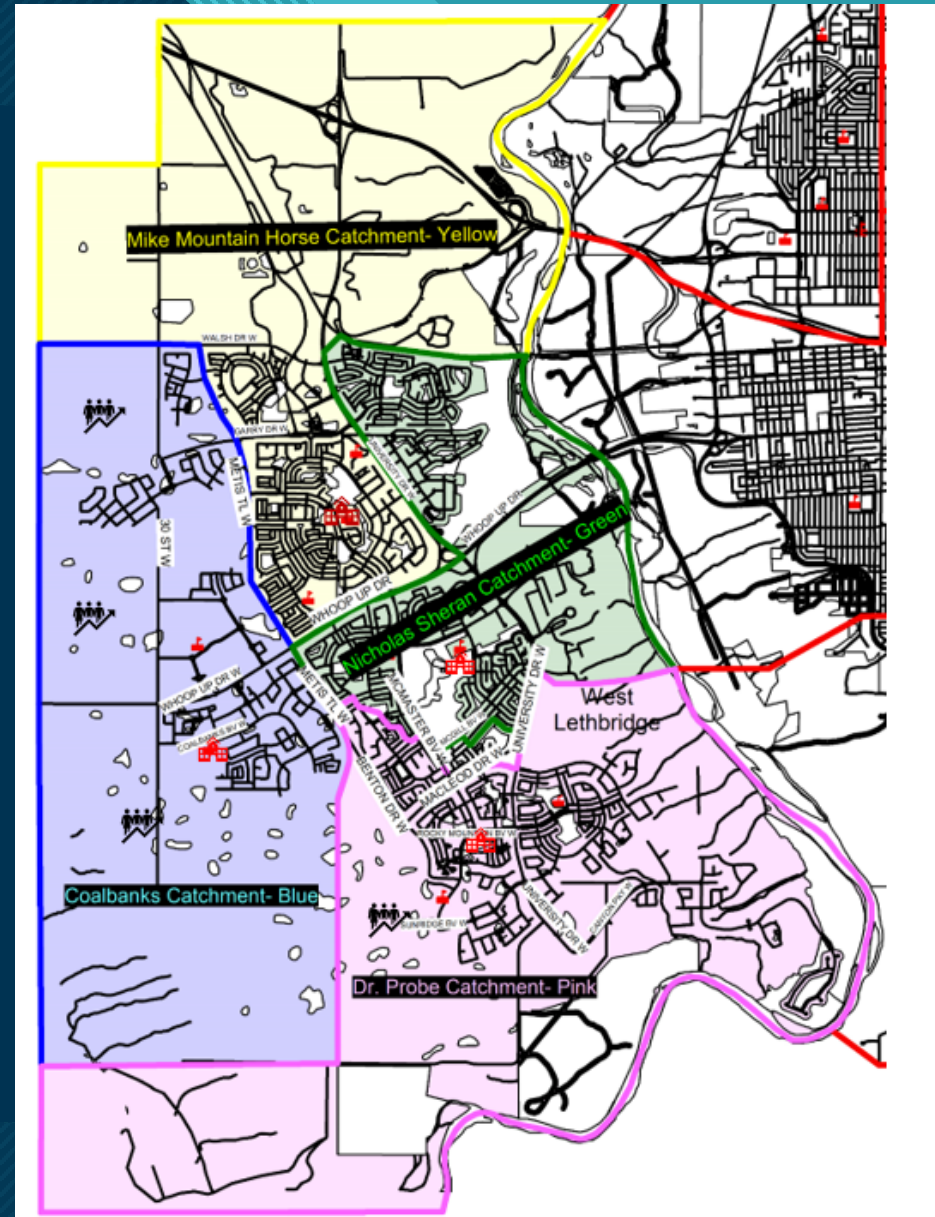
# School Boundaries

Why change, Proposed changes: What we heard, What we can do



# West Lethbridge Elementary - Why Change

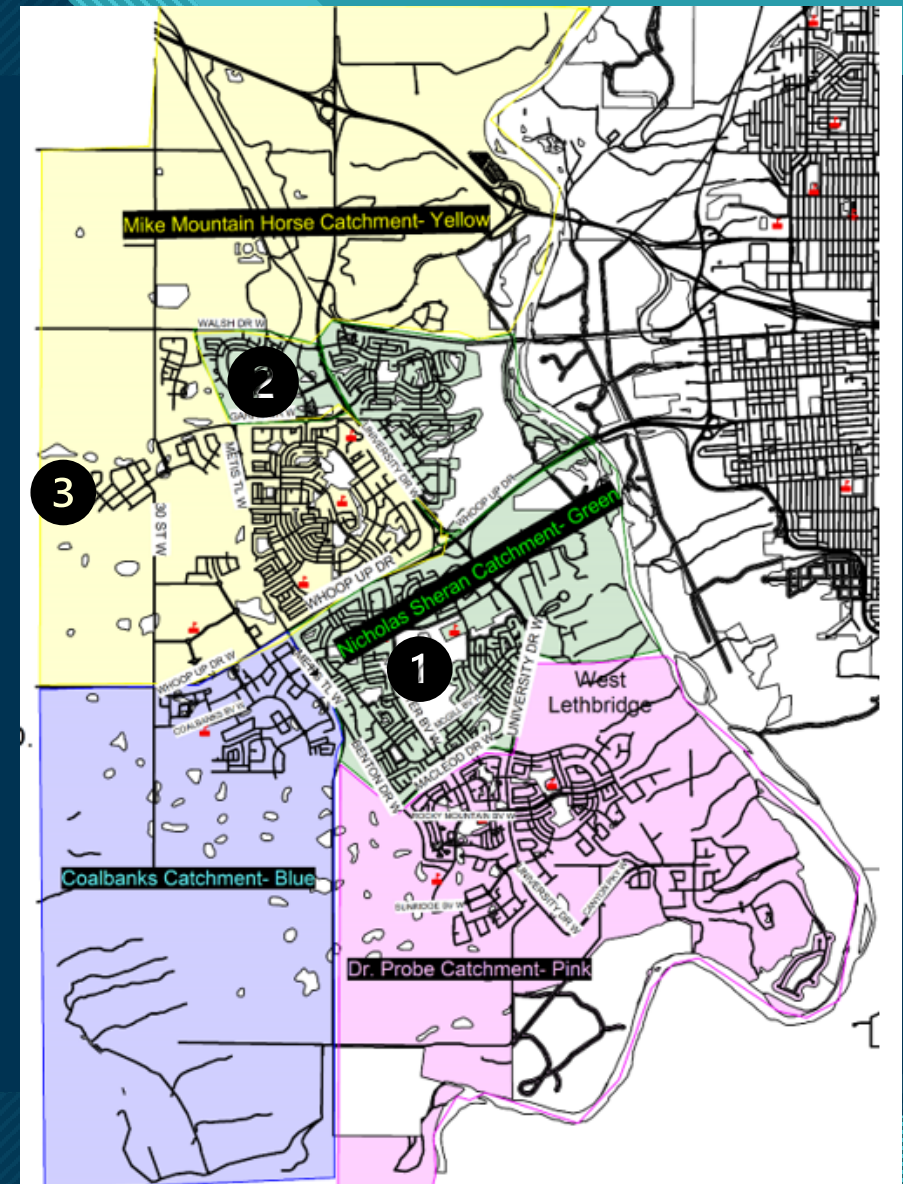
- West Lethbridge **highest rate of growth +10%** in last five years.
- West Lethbridge has **4 out of 6 areas** in Lethbridge of **planned subdivision growth**. Currently there is 1 elementary school in the north end and 3 in south end of west Lethbridge.
- Elementary Schools are at or over capacity and cannot handle more growth. Schools are **80% to 98% capacity** with the added modular classroom. Discounting the additional modulars, the **core capacity is 175% to 202%** putting stress on core services in the school.
- The **Division's #1 Capital priority is a new elementary school in Garry Station**. However, even if it is announced in the near future, it is **at least 4 years** from opening.
- With current capacity concerns and anticipated growth, **something needs to be done now** to open space in our West Lethbridge Elementary schools.





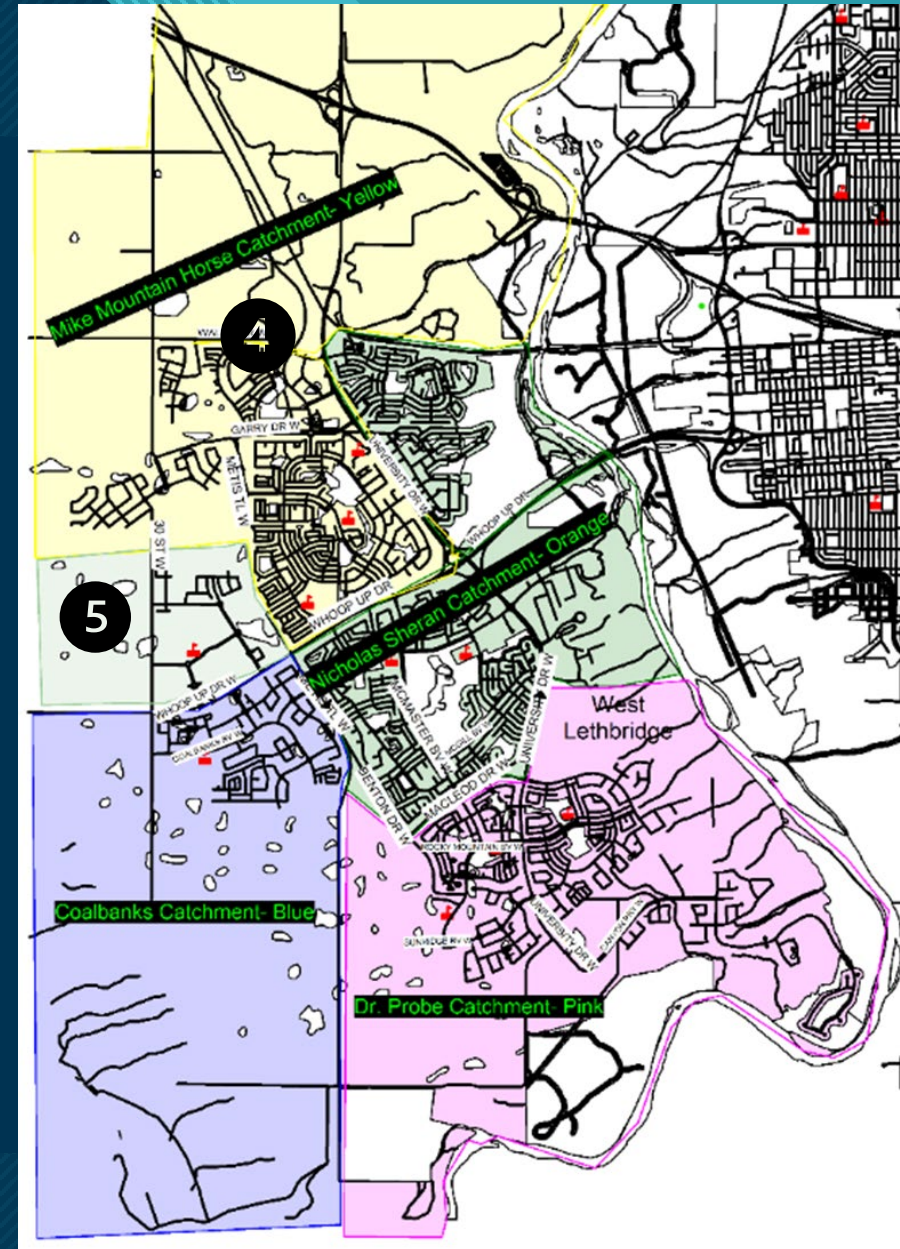
# West Lethbridge Elementary - Proposed Changes: What We Heard

1. Opposition to moving **French Immersion Program** out of École Nicholas Sheran to École Agnes Davidson in the south:
  - as just moved a few years ago,
  - unfair to west Lethbridge families
  - concern over long bus ride
  - mid day pick up/drop off for kindergarten students
2. Movement of **Highlands area** to Nicholas Sheran due to close walking distance to Mike Mountain Horse Neighborhood school.
3. Movement from **Coalbanks Elementary boundary** to Mike Mountain Horse school boundary
4. Moving some students from **Probe Boundary** to Nicholas Sheran.
5. Change will be difficult for students.
6. Some general support overall for the boundary changes as understand the capacity and growth challenges in west Lethbridge.



# West Lethbridge Elementary - What We Can Do

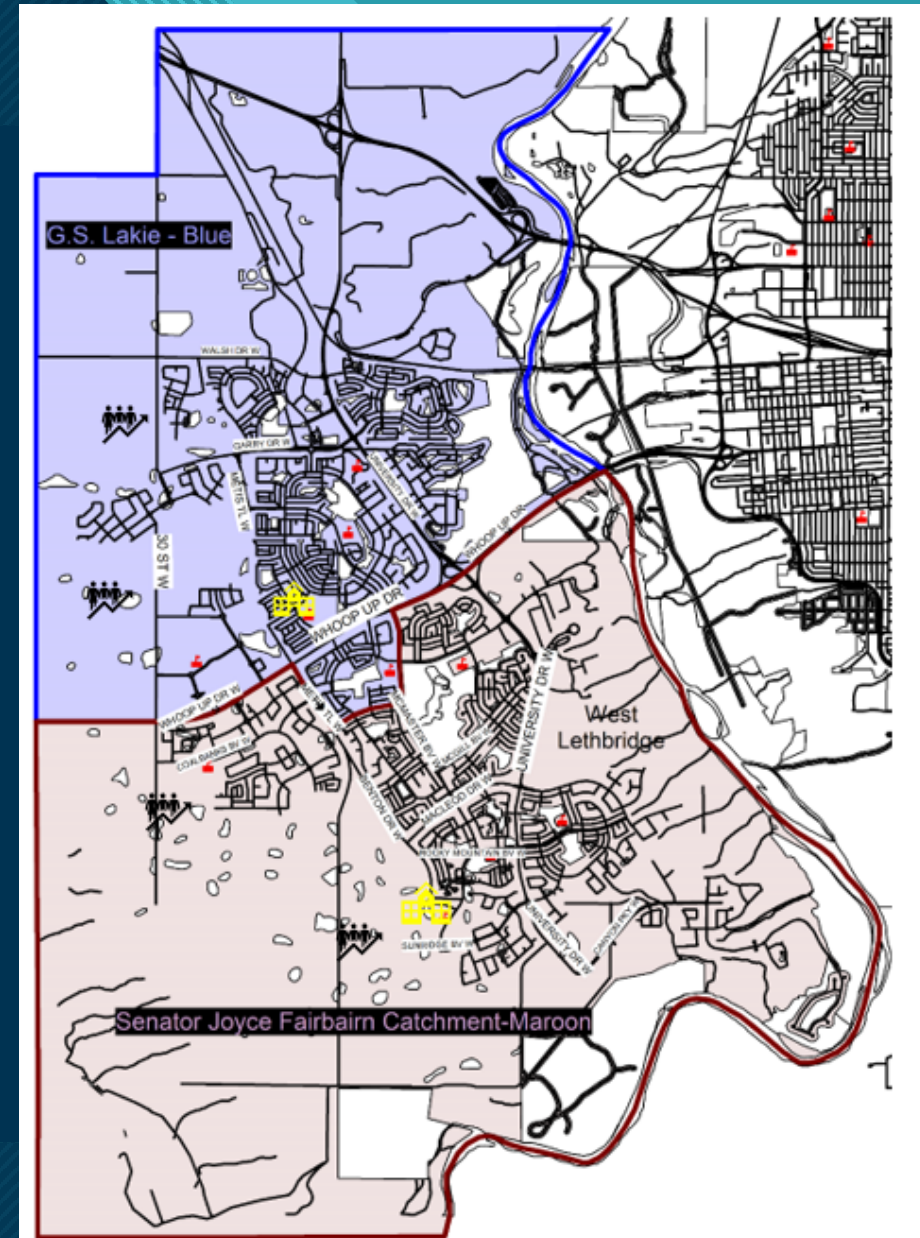
1. Not moving students from west Lethbridge is not a reasonable option due to capacity and growth challenges. If a program, such as French Immersion, is not moved, a community of students from an area in west Lethbridge would need to be moved to the south side of the city. This is a difficult challenge to address.
2. Nicholas Sheran currently has 2/3 of French Immersion students being bussed to the school. To help address the concern of bus time to École Agnes Davidson routes will be planned to shorten the # of stops and route length per bus.
3. Full day kindergarten will be explored for École Agnes Davidson to address mid day pick up concerns for families.
4. Highlands area has been moved back to MMH instead of Nicholas Sheran.
5. The Crossings/Piers area will be bussed to Nicholas Sheran instead of Mike Mountain Horse because they were being bussed to Mike Mountain Horse (not within walking distance).
6. Probe is beyond capacity, so difficult to not change the boundary with some Probe students re-assigned to Nicholas Sheran boundary.
7. Coalbanks is beyond capacity, so difficult to not change the boundary with some students re-assigned to MMH boundary.





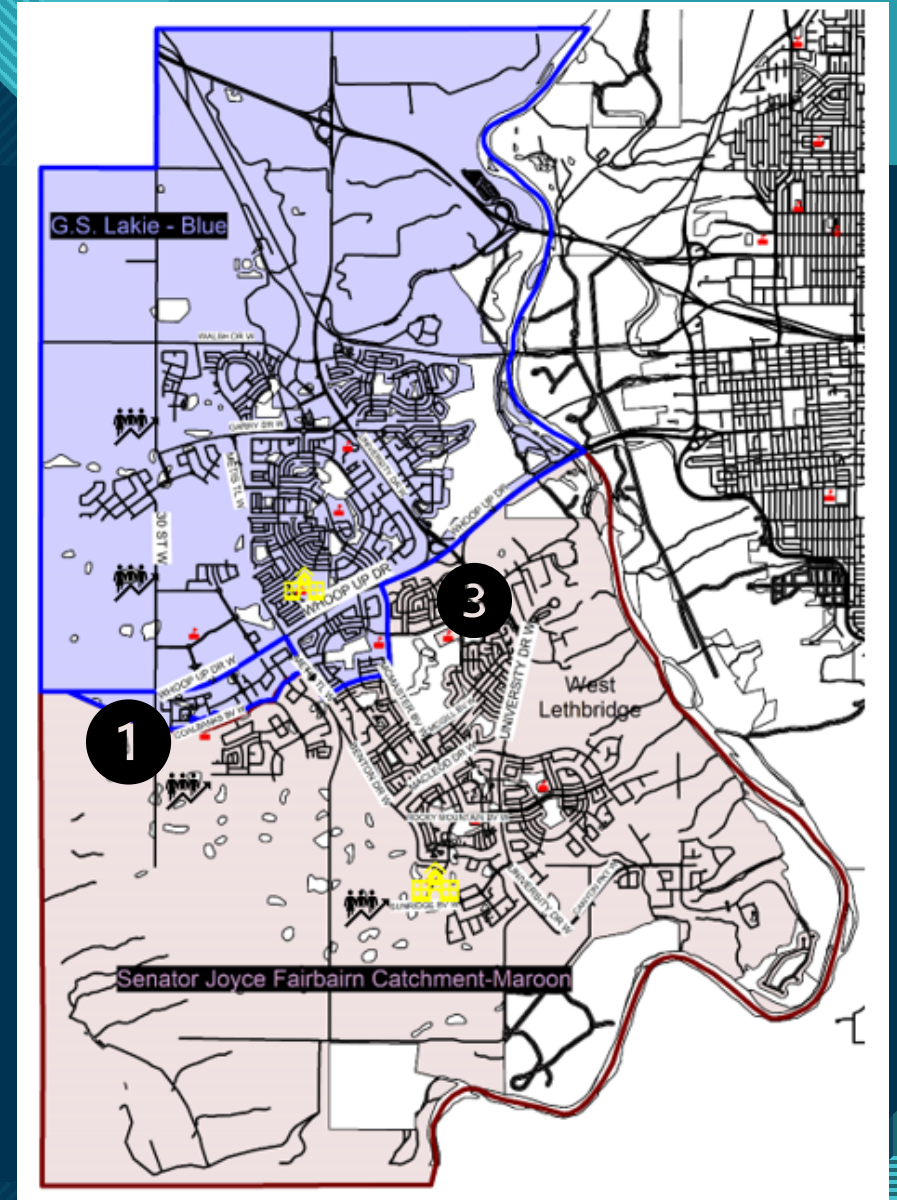
# West Lethbridge Middle School – Why Change

1. Capacity concerns at west Lethbridge middle schools was addressed in 2018 with the opening of Senator Joyce Fairbairn middle school.
2. To ensure **enrolment balance** between the two schools now and into the future, adjustment to boundaries need to redistribute some of the students from the Fairbairn to the Lakie boundary.
3. Balancing enrolment is to ensure **program viability** for both middle schools.



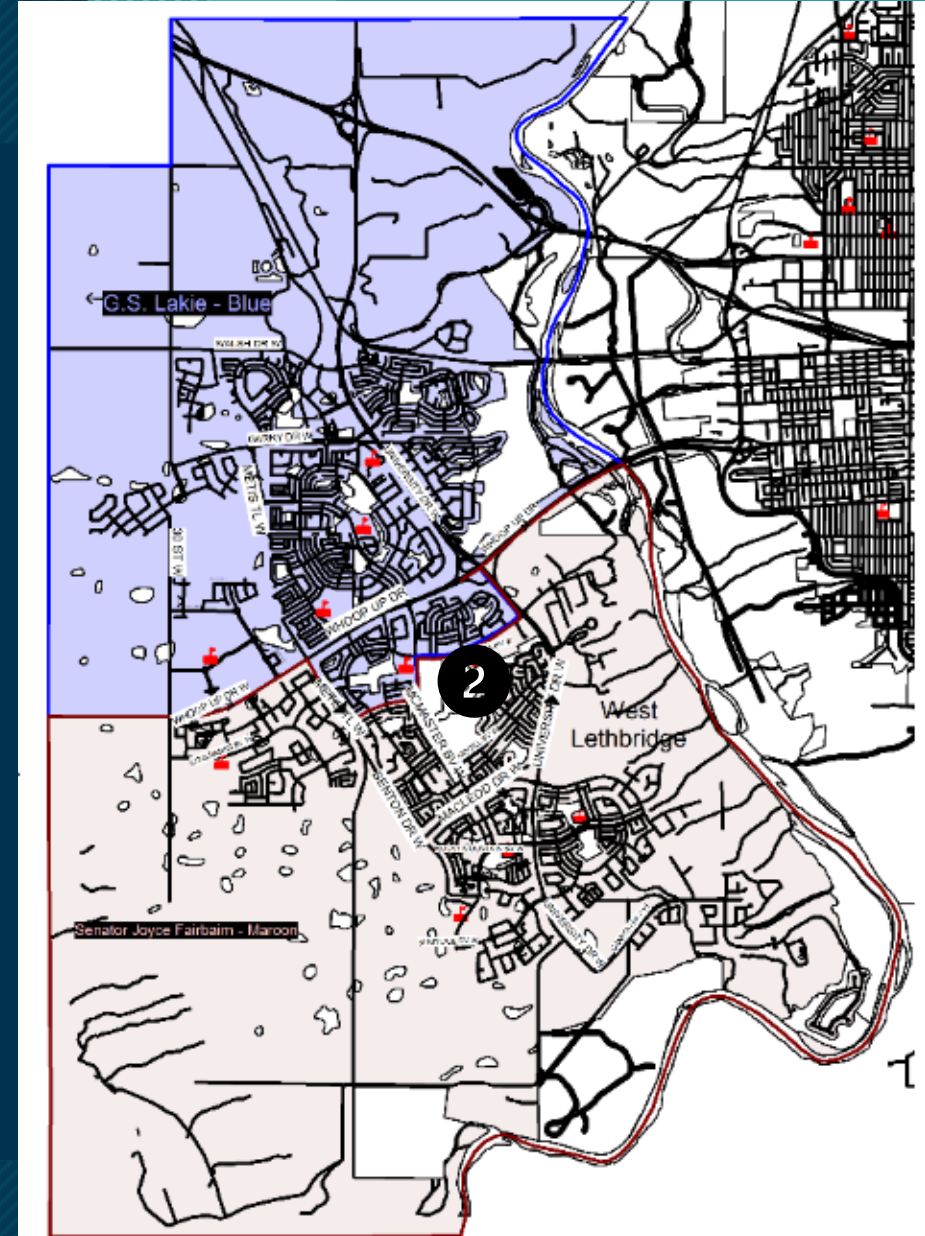
# West Lethbridge Middle School - Proposed Changes: What We Heard

1. Splitting Copperwood community between the two middle schools is a concern to families. It was suggested to **move a geographic area** rather than split a neighborhood.
2. Concern about **walk safety** from Copperwood to Lakie.
3. Suggestion to **extend existing Lakie boundary** to Varsity Village area.



# West Lethbridge Middle School – What We Can Do

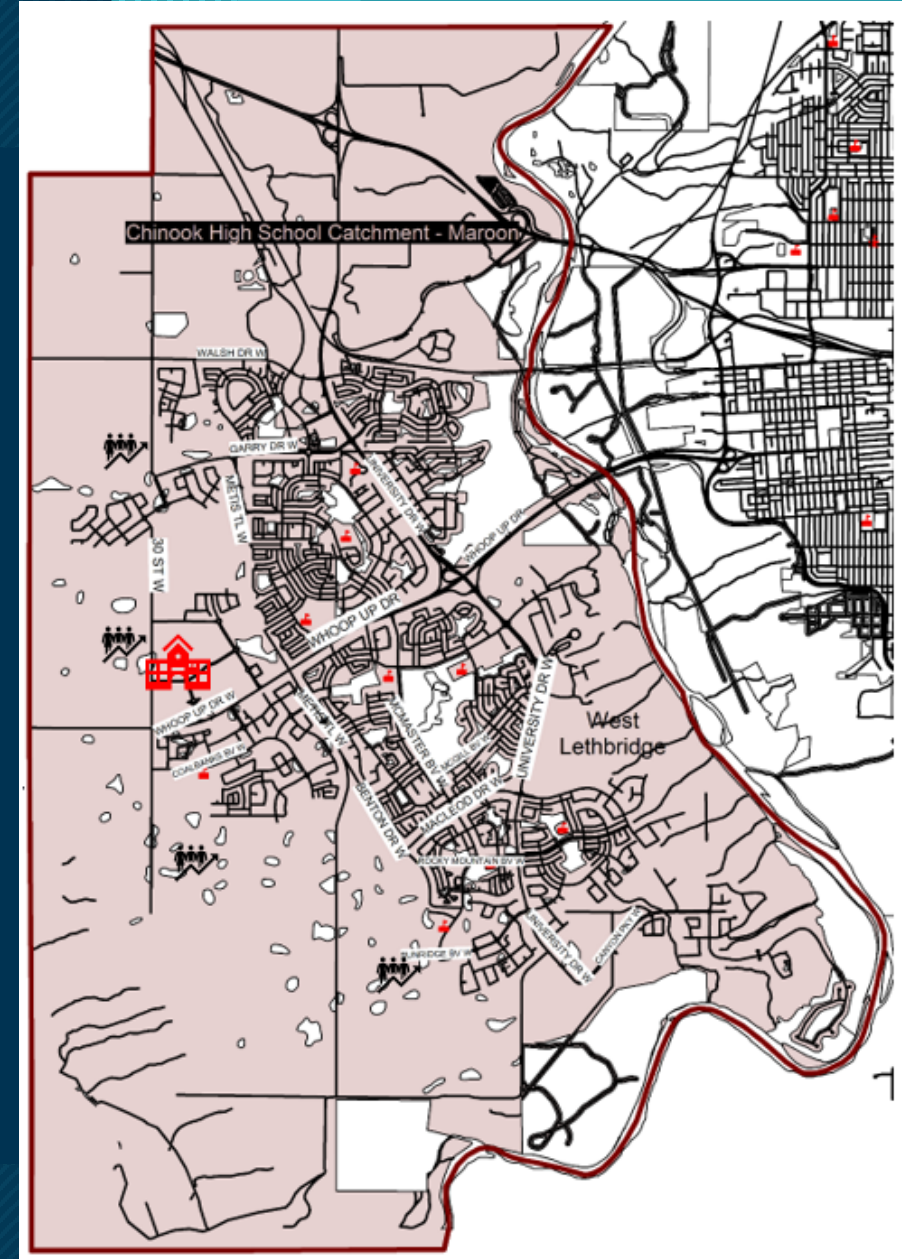
1. Agreed that it is not ideal to split a neighborhood if it can be avoided.
2. As recommended in the feedback, extended the Lakie boundary along **Columbia Blvd to University Drive**.





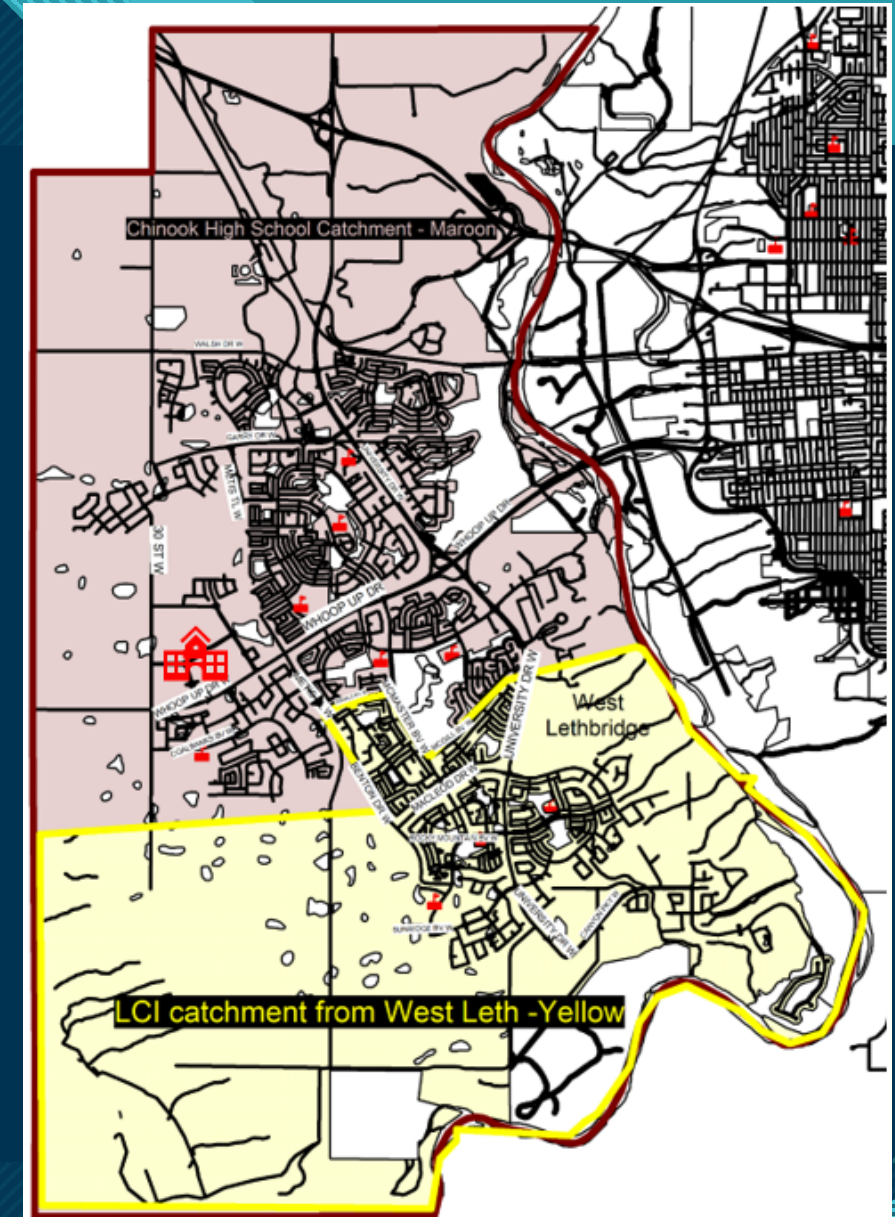
# West Lethbridge High School - Why Change

1. Capacity at Chinook High School is at **86%**. When capacity is over 85% it starts to put stress on core learning spaces.
2. Enrolment projections will have enrolment increasing to around **1600** students in a few years, putting capacity around **112%**.
3. With another high school, LCI, across the river at **42%** capacity, an additional high school will not be approved and funded by Alberta Education.
4. Due to capacity and growth pressures, there is no choice but to move high school students to south Lethbridge.



# West Lethbridge High School - Proposed Changes: What We Heard

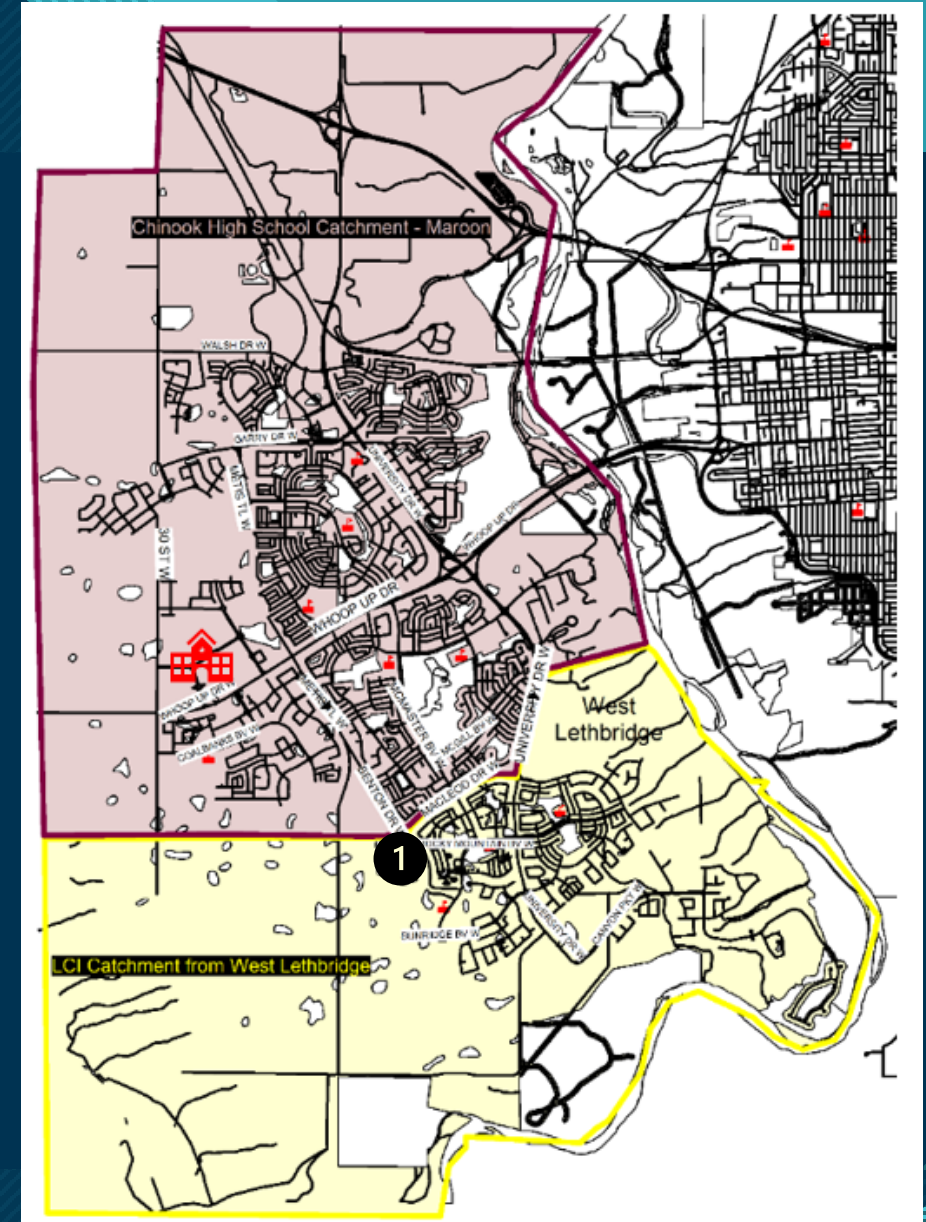
1. It was proposed that current students attending Chinook High School will be able to remain and finish high school and that movement to LCI will occur with current grade 8's moving into grade 9 in 2021-2022 then 9-10, 9-11 and 9-12 by 2024-2025.
2. Concern raised that **too many students may be removed from Chinook** by proposed boundary upsetting current programming.
3. Concern raised over **siblings** of current Chinook High school students having to move to LCI.





# West Lethbridge High School - What We Can Do

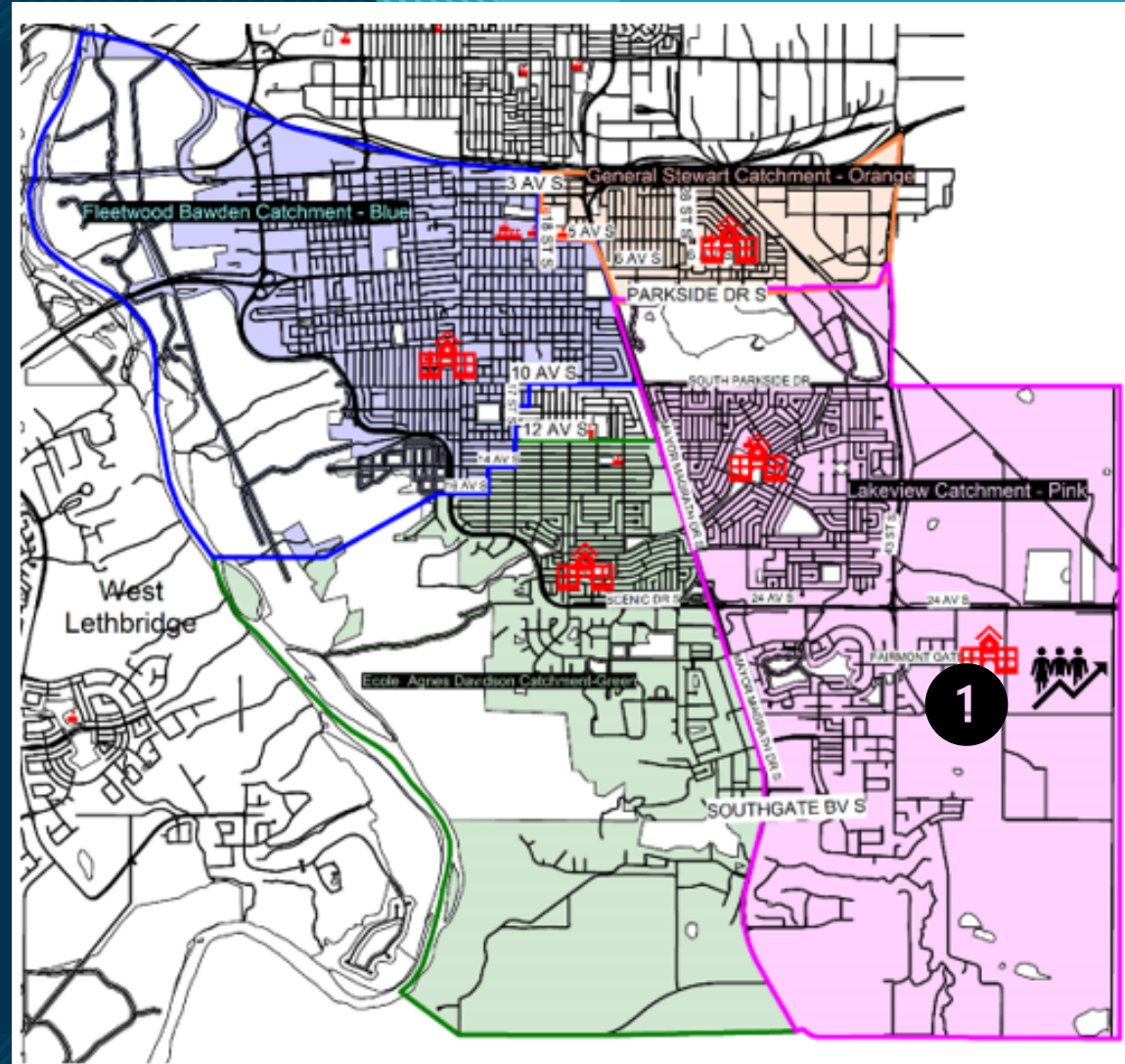
1. Boundary has been moved further south **along McLeod Drive** to add more students back into Chinook boundary.
2. Siblings of students **currently attending** Chinook High school, who reside in the new LCI boundary, will be **allowed to attend** Chinook High School, **if they choose**, and still access transportation during the transition period.
  - This transition period that allows for transportation to Chinook High School will apply **only for the school years up to 2023-2024**.
  - For the **2024-2025** school year, students in the LCI boundary in west Lethbridge that are siblings of students currently attending Chinook will no longer receive transportation services, but will remain students of Chinook as identified siblings during the transition period.
  - Any other students wanting to attend Chinook High School will have to follow the **School Choice Policy**. **The School Choice Policy only applies if a school is not considered “full” at that time.**





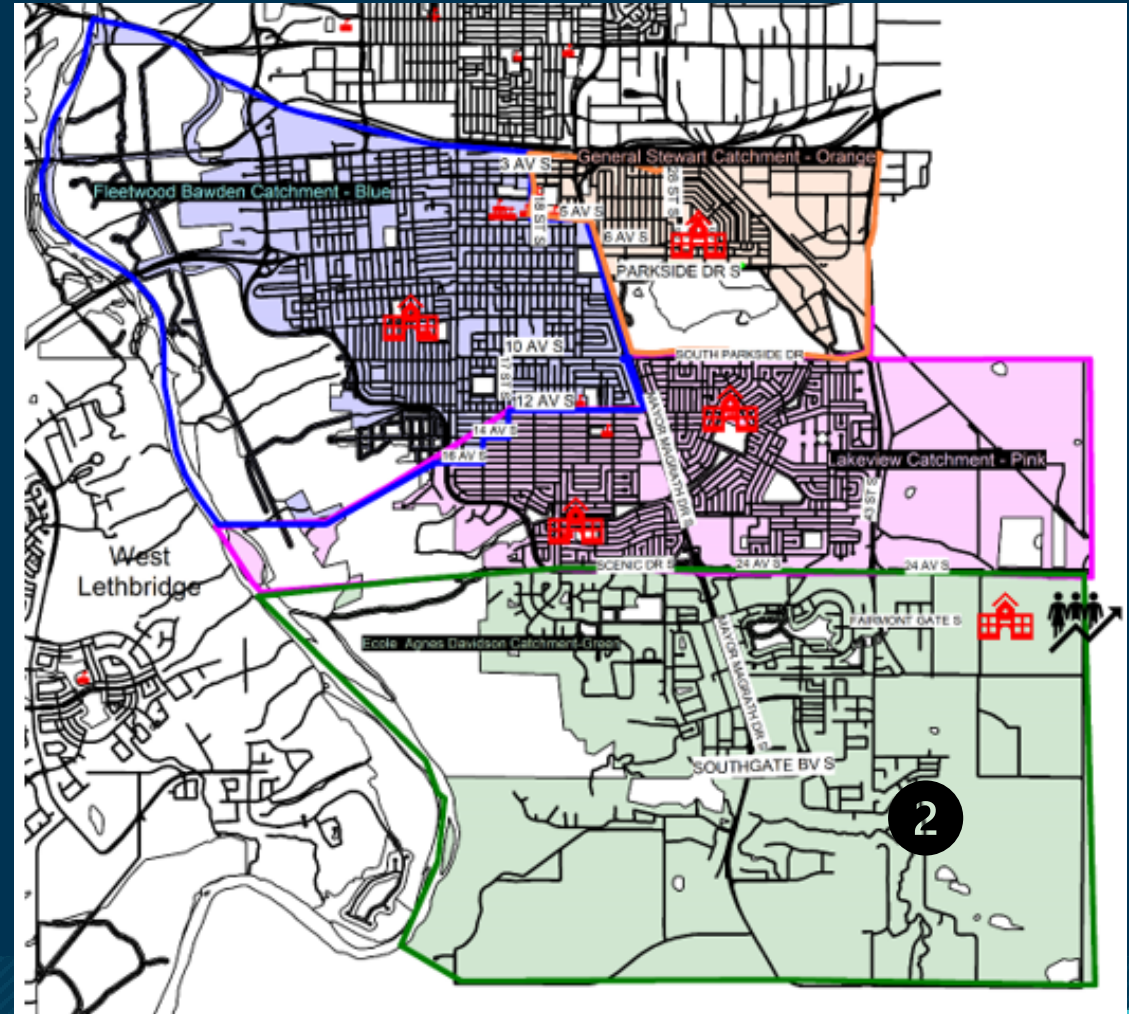
# South Lethbridge Elementary - Why Change

1. A new Elementary School, **Dr. Robert Plaxton** will open for the 2021-2022 school year. This school was approved by Alberta Education to address growth and capacity concerns in south Lethbridge. **Lakeview Elementary capacity is 91%.**
2. There is a new growing community, **Southbrook**, in the south east.
3. A new boundary needs to be created for Dr. Robert Plaxton. This boundary will draw students from École Agnes Davidson and Lakeview Elementary Schools.



# South Lethbridge Elementary - Proposed Changes: What We Heard

1. Moving English Program at École Agnes Davidson to Lakeview and Dr. Plaxton:
  - Crossing Mayor Magrath Drive is dangerous
  - Loss of neighborhood school
  - Loss of dual track French Immersion programming
2. Walking to Plaxton from Sixmile area. No safe walking path or lights.
3. Provide parental choice
4. Some feedback received in support of the changes



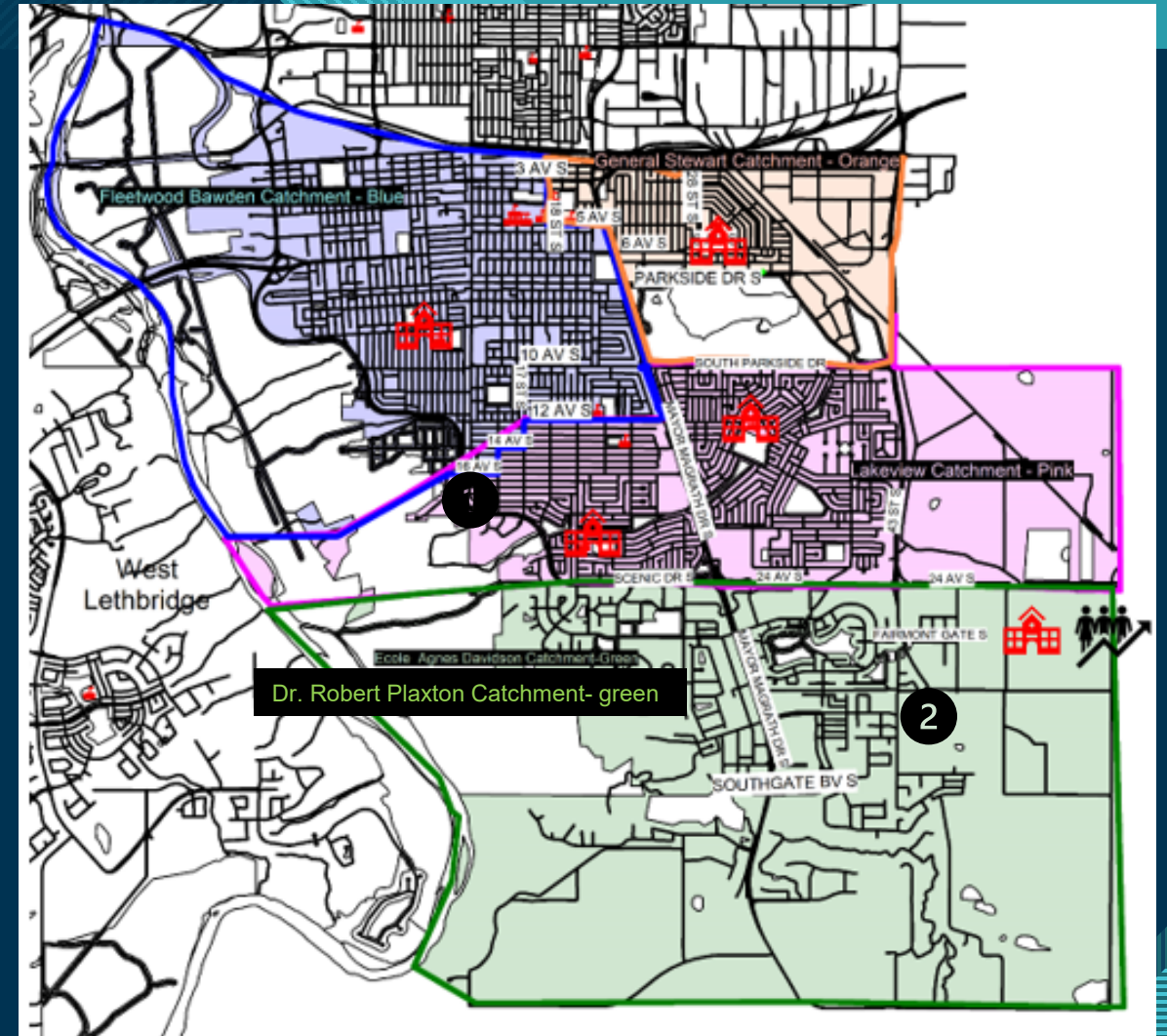
# Single Track French Immersion Program at École Agnes Davidson

- A number of the proposed solutions on the feedback opportunity point to establishing two dual track French Immersion programs (e.g. Lakeview was the recommendation) or move a single track elsewhere (e.g. north or west).
- There is not room on the west side for a single-track French Immersion School and we have the most room on the south side because it is where the new capital project is located (Dr. Robert Plaxton Elementary School).
- The French Immersion program on the Westside was initiated because the south side of Lethbridge did not have any space left in the schools. If there had been space, eventually École Agnes Davidson would have been at capacity with French Immersion and students would need to be re-located.
- Eventually a choice would have been made regarding maintaining two dual track schools or merging for one single track school.
- Neighborhood school access is an important consideration, but there are also considerations for a single-track French Immersion school including efficiencies in resourcing, staffing, and program delivery. There is research that points to the advantages of a single-track French Immersion School and there are many families that support this structure. Single track French Immersion schools are located throughout the province where there are sufficient numbers to support a program of this nature.



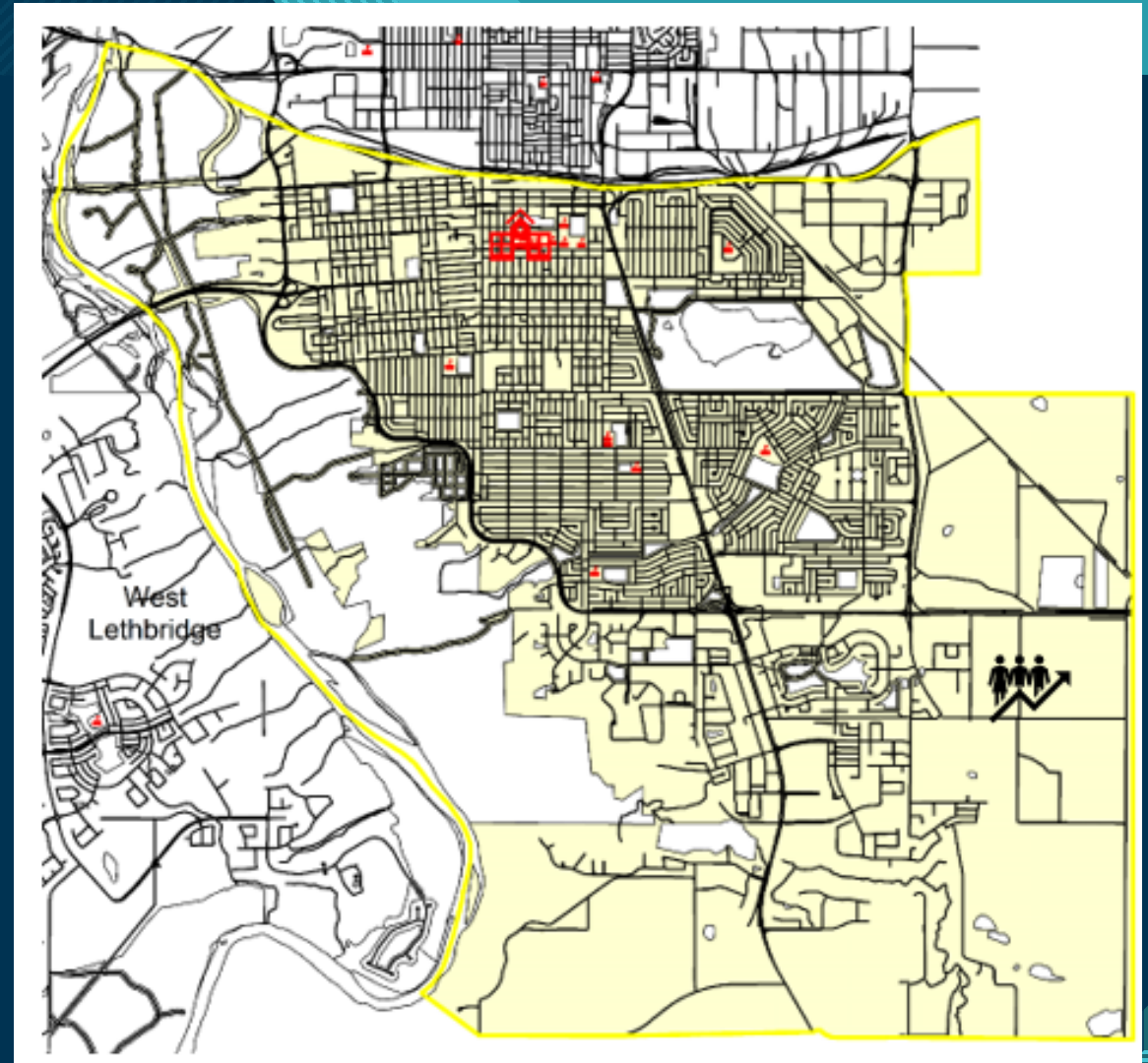
# South Lethbridge Elementary - What We Can Do

1. To recognize the concern over **walking safety to Lakeview school** for students west of Mayor Magrath Drive, **school bus transportation will be provided.**
2. To recognize that English program families have been given no choice due to the elimination of English programming at Ecole Agnes Davidson:
  - Families that are North of Scenic Drive and west of Mayor Magrath Drive **designated to Lakeview** will be **allowed a transition period** whereby they may choose to attend either Lakeview School or Dr. Robert Plaxton.
  - During the transition period, families choosing to send their child to Dr. Robert Plaxton (outside the boundary) **may access student transportation.**
  - The **transition period will be until the 2023-2024** school year (3 years).
  - Starting in the **2024-2025 school year**, the School Choice Policy will be followed if attending Dr. Robert Plaxton and transportation will not be provided.
3. Safety Issue of sidewalks and lights from Sixmile area to Dr. Plaxton has been brought to the City of Lethbridge's attention.



# South Lethbridge High School - Why Change

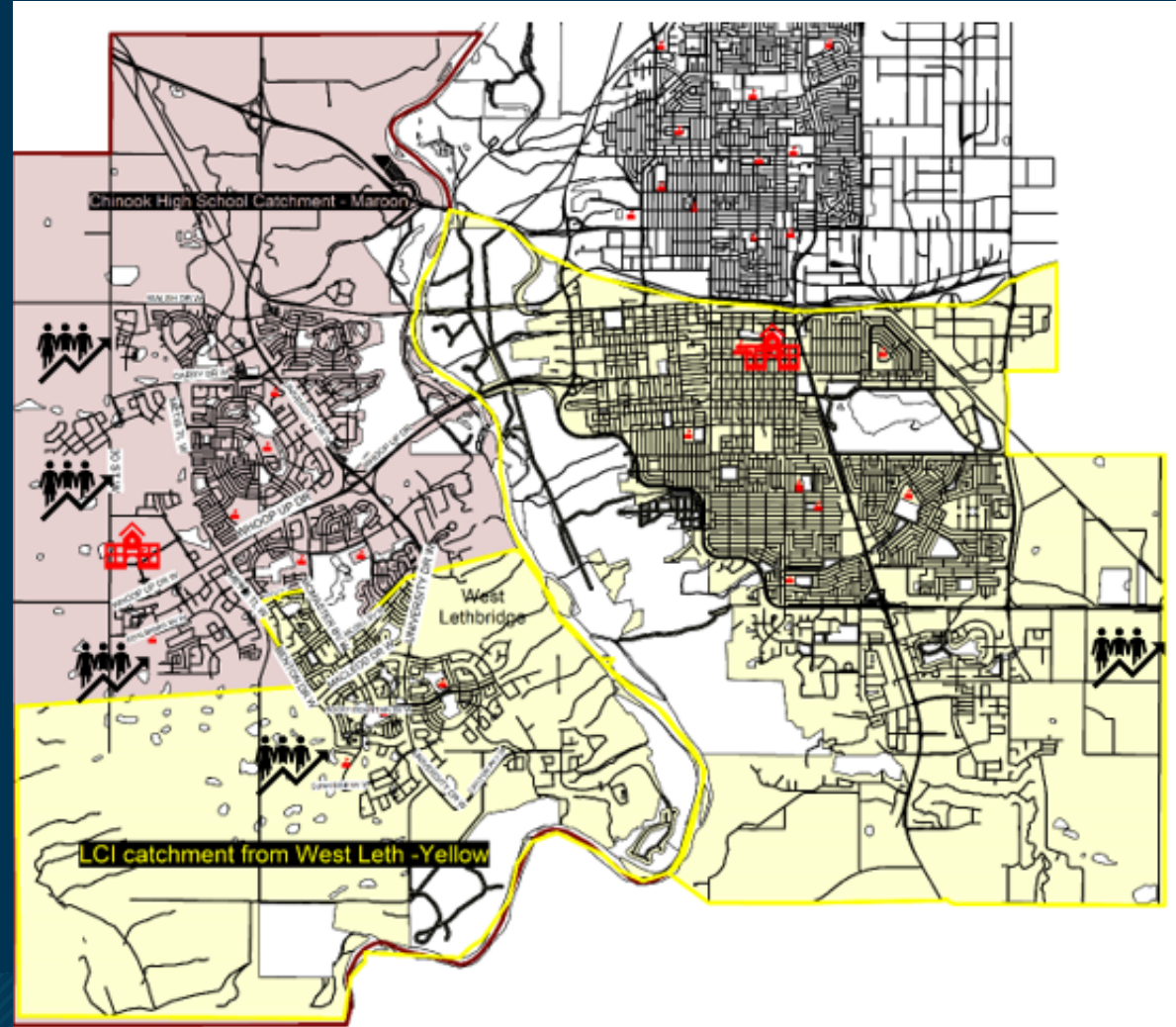
1. There was a **need to relocate high school students in west Lethbridge** due to facility capacity and growth concerns.
2. The number of high school students in west Lethbridge would exceed space by **over 300** students in five years.
3. The high school in south Lethbridge, LCI, only has **capacity of 42%** and has the space to welcome students from west Lethbridge.





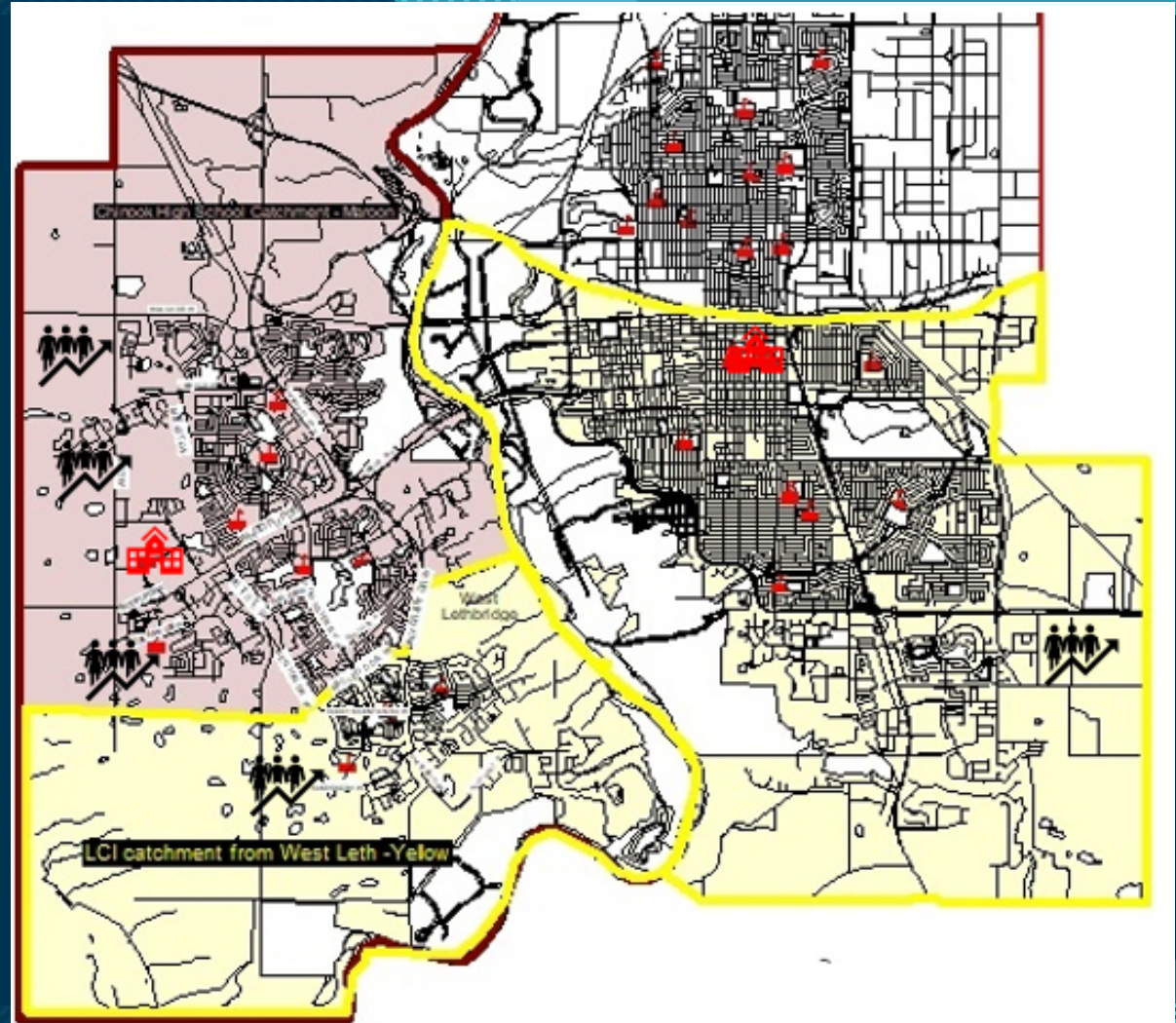
# South Lethbridge High School - Proposed Changes: What We Heard

1. For South side concerns, the concerns mainly related to updating LCI for the additional students.



# South Lethbridge High School - What We Can Do

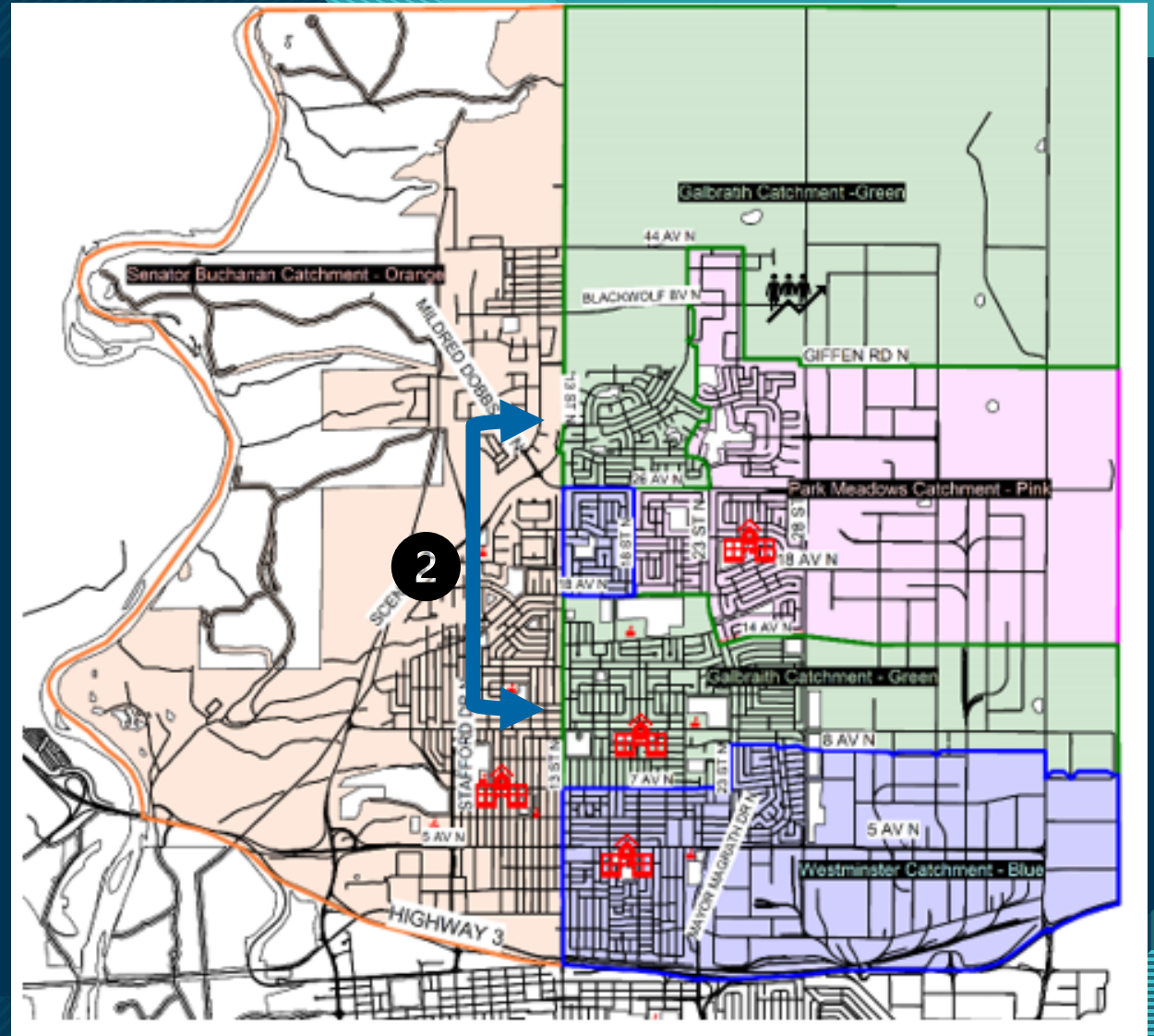
1. Boundary adjusted to address number of students being moved from Chinook.
2. The Division will be looking at some improvements to LCI such flooring and painting as well as more substantial upgrades as capital funding allows in the future.





# North Lethbridge Elementary Schools - Why Change

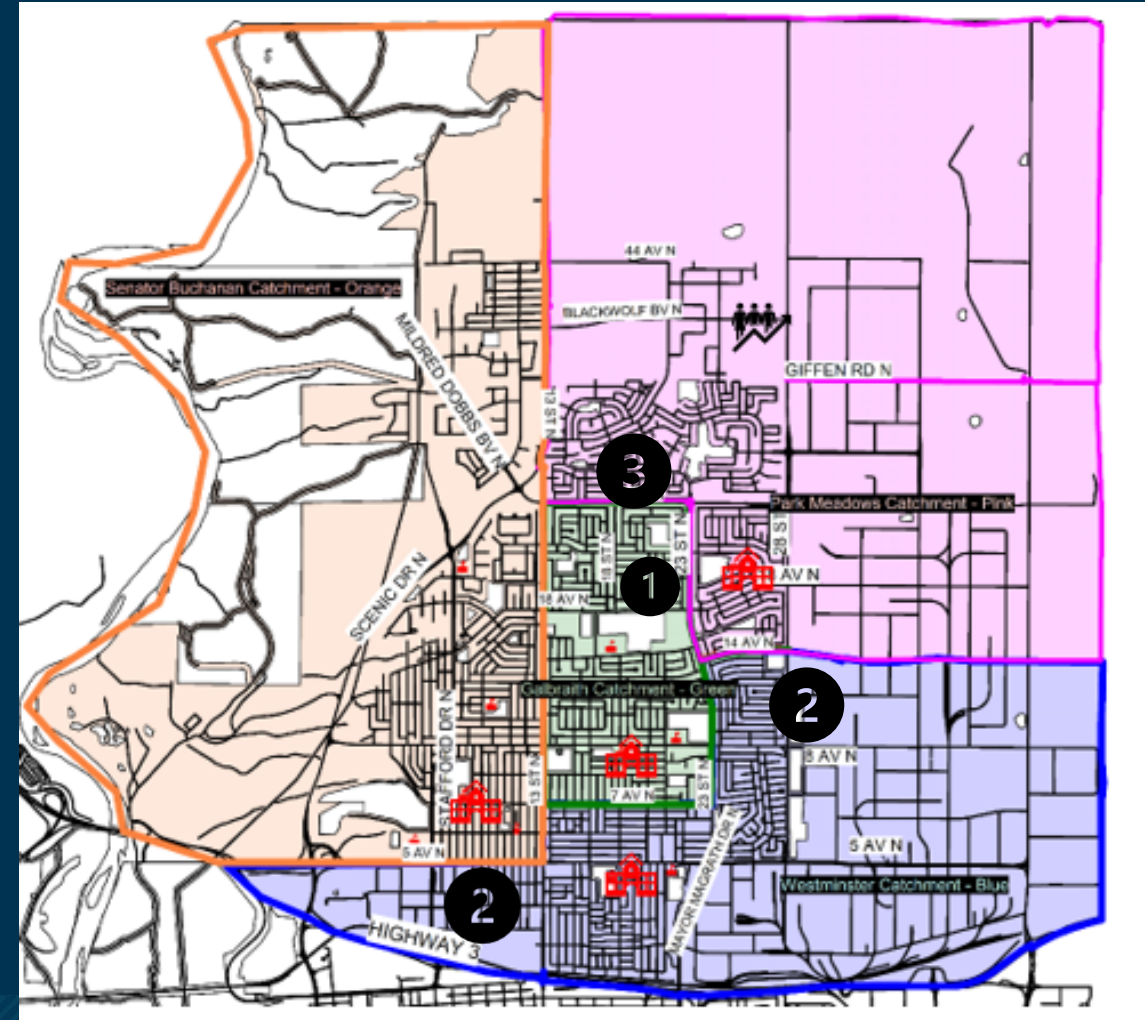
1. Current **facility capacity** in north Lethbridge elementary schools ranges from **54% to 84%**. This does not allow for an equitable breadth of programming opportunities amongst the north side schools.
2. Boundaries as they are currently drawn are **not connected**, resulting in walking concerns.
3. Realignment will create more connected boundaries, and more **even distribution of enrolment**.
4. Realignment will also allow for **space for future growth** from the developing community of Black Wolf





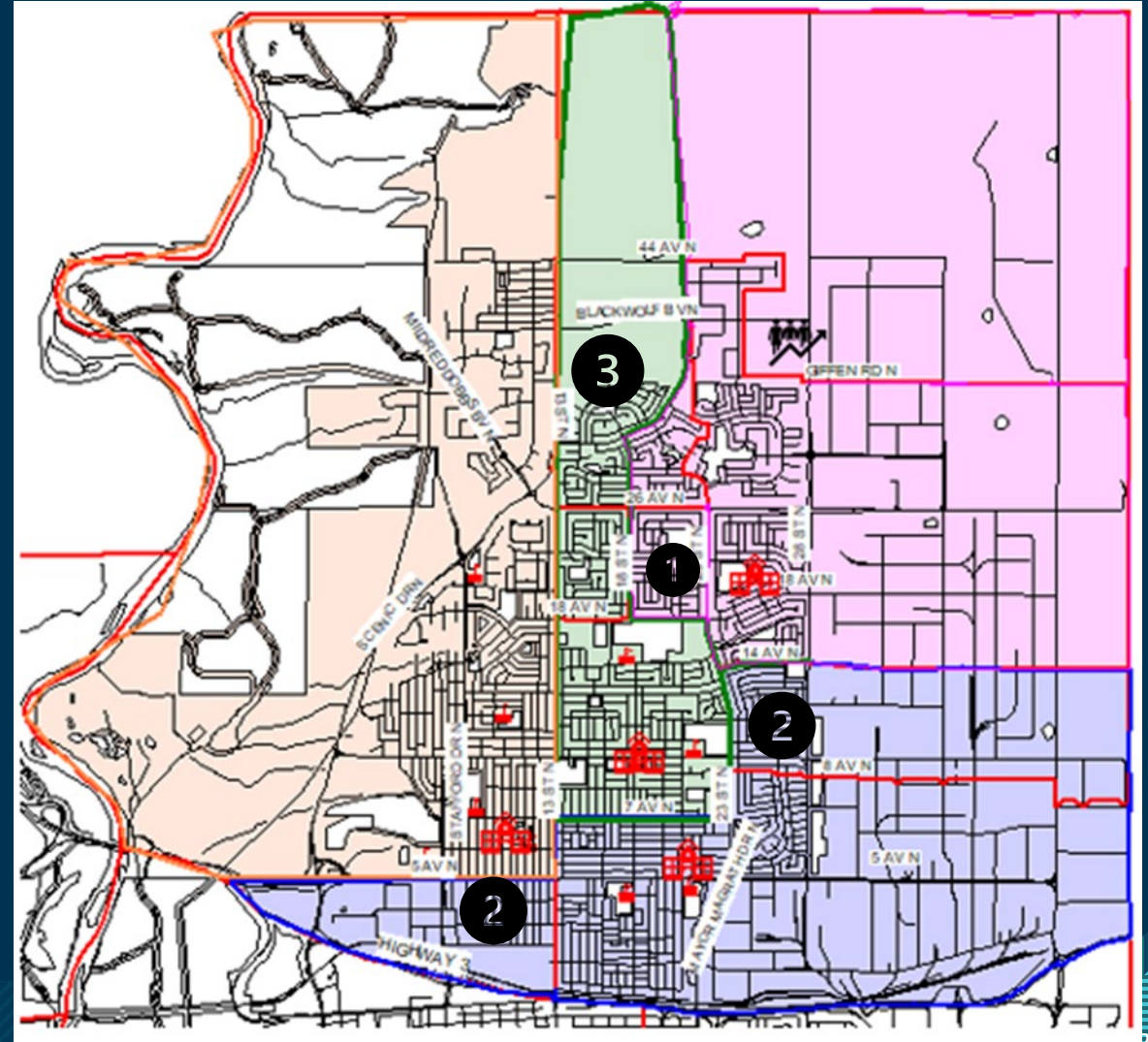
# North Lethbridge Elementary Schools - Proposed Changes: What We Heard

1. Change in Park Meadows Boundary has some students now walking farther to Galbraith.
2. Concern over some areas now designated to Westminster are dangerous to walk.
3. Extend Galbraith boundary to include part of uplands area.
4. Proximity to closest school should be primary consideration, maintain shortest walking distance possible.
5. Provide Choice of Schools



# North Lethbridge Elementary Schools - What We Can Do

1. Move area between 18<sup>th</sup> street and 23<sup>rd</sup> Street between 18<sup>th</sup> avenue and 26<sup>th</sup> Avenue back to Park Meadows as closer proximity.
2. Provide transportation to Westminster where the passage is not safe for walking due to high traffic roadways.
3. Extend Galbraith boundary up 18<sup>th</sup> St North to include Uplands Blvd:
  - All areas west of and including Uplands Blvd will be in Galbraith Boundary.
  - All areas east of Uplands Blvd will be Park Meadows Boundary.
4. Choice of school attendance will follow the **School Choice Policy**. *The application of the Policy* is dependent on a number of factors to allow out of attendance boundary students. Factors include school capacity as well as capacity of classrooms at each grade level (class size).





# School Choice Policy

School Choice, Transition Period

# School Choice

Enrolment in new school boundaries will **take effect** for the **2021-2022** school year.

There will be strict adherence for students to attend the new established boundaries to address facility capacity and enrolment growth pressures.

The School Division will continue to follow **Policy 501.3.1 School Choice** that allows for fair and just consideration of requests made to have students enrolled in a school **outside of their attendance area**. Decisions will be based on the following criteria, including:

- Availability of space; **(Is a school considered “FULL”)**
- Educational considerations, including class composition;
- Projected enrolment for the school (including enrolment in classes - consideration of class size;
- Suitability of school programs and services for that student;
- Students priority of enrolment (as per regulation 4 of the policy); and
- Additional costs to the school and/or Division.

A school is “FULL” when it reaches 85% capacity or more.

The following schools are considered FULL:

**Dr. Probe Elementary,  
Coalbanks Elementary and  
Chinook High School**



# Transition Period

- A **transition period** is a set period of time whereby an **exception has been made to the *School Choice Policy***, and options have been provided to families that would include school bus transportation during the transition period. **The *School Choice Policy* does not allow for transportation to a school outside the designated boundary.**

## Transition opportunities

- **Chinook High School:**
  - The **new LCI boundary will be in effect for the following grades for new students to Chinook:**
    - **2021-2022 – Grade 9**
    - **2022-2023 - Grade 9, 10**
    - **2023-2024 – Grade 9, 10, 11**
    - **2024-2025 – Grade 9, 10, 11, 12**
  - **Current grades 9 to 12 students** designated to attend new LCI boundary may stay at Chinook High School or choose to attend LCI, transportation will be provided.
  - **Siblings of current Chinook High School students** designated to attend new LCI boundary may choose to attend Chinook High School, however **transportation will only be provided up to including the 2023-2024 school year. In the 2024-2025 school year transportation will no longer be provided to Chinook and the *School Choice Policy* applies.**

# Transition Period

- **École Agnes Davidson English program families:**
  - English programming families residing in the École Agnes Davidson Area, west of Mayor Magrath Drive and north of Scenic Drive South will be **provided the choice of attending either Lakeview Elementary School or Dr. Robert Plaxton Elementary School** for the transition period.
  - During the transition period, **transportation will be provided** to either Lakeview Elementary School or Dr. Robert Plaxton Elementary School.
  - The **transition period is for three years** starting in the 2021-2022 school year and ending in the 2023-2024 school year.
  - **Effective 2024-2025** school year, attending Dr. Robert Plaxton is considered out of boundary and the **School Choice Policy** applies and no transportation will be provided for Lakeview catchment families.



# Concluding Comments

# Concluding Comments

- There was a real need for the review and the need to change boundaries is pressing due to growth and capacity concerns as well as the opening of Dr. Robert Plaxton Elementary School.
- The Board of Trustees appreciates the significant feedback provided by the community on the proposed boundaries. All this feedback was reviewed and considered.
- The feedback influenced the adjustments to the proposed boundaries that have been presented today. Suggestions provided were thoughtful and appreciated.



# Concluding Comments

- We understand that many concerns were expressed by families, moving French Immersion to École Agnes Davidson from École Nicholas Sheran. Significant concern was also raised about moving high school students out of west Lethbridge.
- The proposal to move students out of west Lethbridge as well as create a single-track French Immersion program was discussed at length by the boundary committees that explored a variety of alternatives. It was discussed at length again by the Board following the feedback provided. The Board understands these decisions impact families around their neighborhood school and involves transportation across the city. The concerns were heard and discussed. An examination of alternatives included understanding unintended consequences both short and long term in both west Lethbridge and south Lethbridge.
- Moving students to LCI was viewed as a sound strategy that addresses over-capacity at Chinook High School and excess capacity at LCI.

## Next Steps

What are the next steps following an approval of new boundaries:

1. **School Registration Process** will begin, including School Choice forms completed
2. **Registration** for school bus transportation
3. New **Boundary Maps** will be created and **School Locator** will be updated
4. **School Bus Route** coordination and route planning will occur with Southland Transportation



Lethbridge  
SCHOOL DIVISION

**Thank You** Again to  
everyone who took  
the time to provide  
feedback on the  
boundary review

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business Affairs

**RE: Business Affairs Report**

**Background**

The February report of the Associate Superintendent Business Affairs is attached.

**Recommendation**

It is recommended that the Board receive this report as information.

Respectfully submitted,  
Christine Lee



A collection of heart-shaped cookies decorated with pink and white icing, polka dots, and small white beads. They are arranged on a white, wavy-edged cake stand. The background is a light blue textured surface.

FEBRUARY 2021

**ASSOCIATE SUPERINTENDENT,  
BUSINESS AFFAIRS  
REPORT**

*Kids*  
ARE OUR BUSINESS

Report by:  
Christine Lee,  
Associate Superintendent,  
Business Affairs

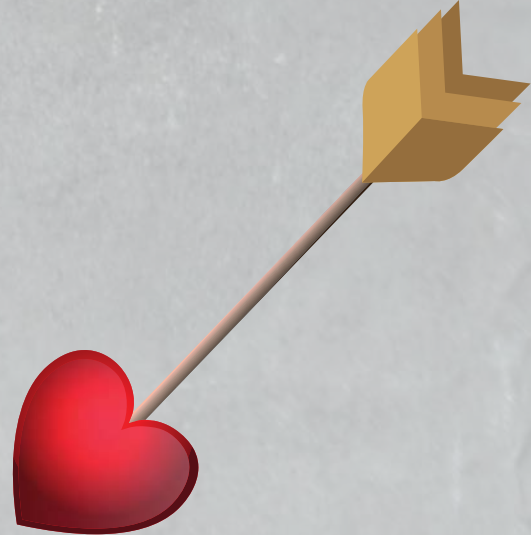




## FACILITIES

### Dr. Robert Plaxton Elementary

- Dr. Robert Plaxton is progressing well with floors and painting almost complete on the inside. Modular classrooms have been placed on the school and interior finishings are being completed. Principal Erin Hurkett continues to work with Purchasing to select equipment and furnishings for the school. Below a picture of the solarvoltaic panels on the roof of the school. **The school will be ready for occupancy in March.**



## Projects

- Three Modular classrooms are being stored on Chinook High School's parking lot. The Division was given the opportunity to take these 10-year old modular classrooms from a school in Medicine Hat that was being demolished. The location of the classrooms at one or more schools in West Lethbridge will be determined once Alberta Education announces 2021-2022 Modular Classroom allocations.
- The Facilities department has been working with Johnson Controls on reviewing lighting, and mechanical components as part of the Divisions energy retrofit project.
- Building access systems are being replaced with up to date systems in the coming months. Currently staff access buildings using an idisc. The system has become outdated and will be replaced with an updated fob system. Switch over of school access will occur on a school by school basis over the next several months with completion by start of 2021-2022 school year.
- The Facilities Committee will be reviewing the **2021-2022 to 2023-2024 Three-Year Capital Plan**, 2021 summer maintenance projects, and planned Infrastructure Maintenance and Renewal projects for the 2021-2022 school year in March.



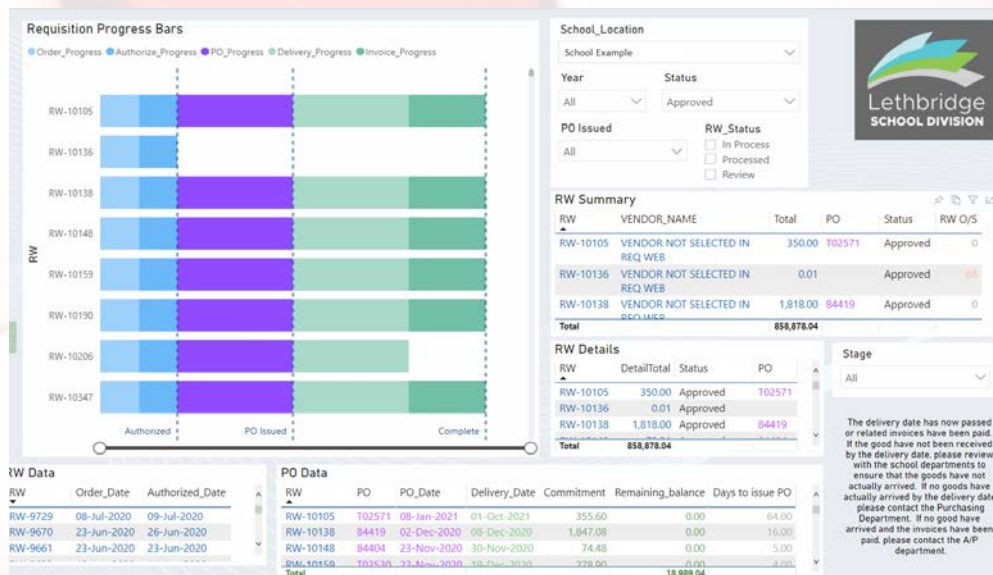


FEBRUARY 25TH, 2021

# FINANCE

## Provincial Budget

- The Province will announce the **budget on February 25th, 2021**. Work will begin to analyze the impacts of the budget and then in March a review of Board Priorities and meetings of the Instructional Budget Committee will be held to prepare the budget for the 2021-2022 school year. The Finance department in conjunction with Human Resources, will estimate enrolment for the 2021-2022 school year. This most certainly will be a challenge this year as normal enrolment growth patterns were disrupted due to COVID-19. Enrolment estimates are critical given the funding model whereby enrolment is funded on a three-year Weighted Moving Average and the enrolment projections will be weighted at 50%. Provincial funding and enrolment projections will impact staffing and resource allocation decisions made in preparing the 2021-2022 budget.
- On February 10th 2021 the Province Announced the **Critical Worker Benefit** that will provide a **one-time payment of \$1200** to **school based staff** such as Educational Assistants, Library Commons Facilitators, school Secretarial Staff, Custodians, and contracted school bus drivers that meet the program eligibility requirements. Information is being compiled to send to the government for payment. The Payroll Department will be providing payment to approximately 450 employees by the end of March.
- The Finance department, with the support of the Technology department, has recently released new **PowerBi Dashboards** to schools and other departments to support them for internal reporting purposes. These PowerBi Dashboards allow the Division to bring many different datasets and information into these reports in order to enhance the information available within our internal reporting. In many cases, these PowerBi Dashboard allow the schools and departments to review and analyze their data in ways that were not previously available. Centrally, the Division has internal dashboards that giving them enhanced analytics on human resources, staff absences, payroll, and multiple other sources of information. This PowerBi Dashboard project includes the creation of a new Purchasing Dashboard, which automatically pulls data from various separate databases and provides them with information/visuals on the progress of each of their separate requisitions and purchase orders. This dashboard includes progress bars on each of the school orders, giving a visual perspective on what stage/progress the orders in for completion from initial order to final payment. These dashboards are interactive, allowing schools to "drill down" and see the details and information of specific orders and/or groups of orders. Over the past couple years, the Finance department had heard feedback from schools on these previous software limitations and have created these dashboards to support in these areas.





Facility Inspections have been occurring as part of the Division's Occupational Health and Safety program by members of the OHS Management Committee and school staff. In January and February a team inspected Park Meadows, Galbraith, Ecole Agnes Davidson, Chinook High School, GS Lakie, Dr. Probe, Immanuel Christian Elementary and the Attwell building. Once the reports are received they are reviewed for corrective actions that are shared with school administration and the facilities department.

## OCCUPATIONAL HEALTH AND SAFETY

The Division will finally have one platform for reporting staff and student accidents and incidents. The Division currently uses *Works* for staff incident management. Starting in February *Works Student Accident* module will be used to report all student accidents or incidents. Currently *RISC* is used for student incidents. It will be easier for staff to go to one spot they are familiar with for reporting student incidents.

# Town Hall

## SAFETY THEMES

The Division Virtual Town Hall, held on February 2nd, had over 200 people engaged in discussing positive aspects of the new structures implemented due to COVID-19. Some of the comments related to the **overall safety of the school facilities**. These comments ranged from the **positive impacts of limiting public access through locked doors, increased cleanliness, sanitization, and hygiene protocols** that have been put in place at the schools.



if you can  
DREAM it,  
you can  
DO it.

## TECHNOLOGY

- **Network penetration testing** has been completed by the Division's security consultant. The test was performed to test to see if there are any areas that need to be enhanced to prevent security breaches on our network. The Technology Department has met with the consultant and reviewed the findings. The report was very favorable indicating our systems are secure. The team is working on the few areas of improvement to further strengthen the security of the Division network.
- A Big thank you to Jesse Sadlowski, Garrett Simmons, LeeAnne Tedder, and the technology team for their work in **supporting the Virtual Town Hall** on February 2nd. A lot of work went into preparing the set up for the event that provided an excellent engagement opportunity for the Division and the community.
- The Technology Department will begin working to support schools with the **online registration** process for the 2021-2022 school year in March. Registration will also include registration for school bus transportation. This registration will assist the Division to appropriately plan and operate an efficient transportation system.



## TRANSPORTATION

COMING  
SOON

# MyBusStop

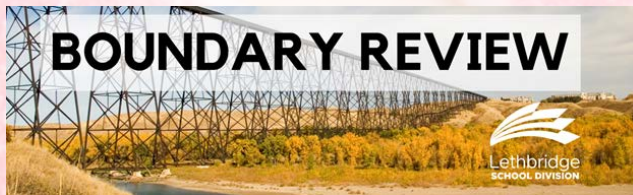
**MyBusStop** is a GPS tracking service, which delivers real-time information on a subscriber's bus location, route stops, route traffic, route schedule, route progress, and possible bus delays.

### School Bus Transition Update:

- Southland Transportation took over west Lethbridge routes on January 11th, with a few more routes that transitioned before the February break.
- On February 22nd, Southland will take over 17 more routes with the remaining routes by March 15th.
- Access A Ride routes will begin transitioning to Southland from March to May to ensure students riding get the appropriate support for transition.
- Once new boundary changes are finalized, Transportation and Technology will be working on a school bus registration process for the 2021-2022 school year. School bus route coordination will begin with Holy Spirit Catholic Schools for the 2021-2022 school year. The goal of this coordination is to provide an efficient and effective transportation system that meets the needs of both school divisions.

Be grateful,  
Enjoy the little  
things ♥





**+2000**

Views of Boundary Review Presentation

**+600**

Community feedback on proposed boundaries

Community feedback received by January 28th. Board of Trustees reviewed and considered all feedback received on February 10th. Some changes were made based on feedback received. **Adjusted proposed boundaries** will be presented Feb 23rd for final review and approval.

## OTHER MATTERS



## Travel Insurance

After almost a year, insurance underwriters have finally approved payment on travel insurance claims related to cancelled student travel due to COVID-19, for school boards under the Urban Schools Insurance Consortia (USIC). These payments will be in families hands in March. The travel insurance coverage purchased by the Division has made sure that between any travel vouchers received, that families and schools received 100% reimbursement for cancelled travel. This **100% claim coverage** is not typical for COVID related travel claims.

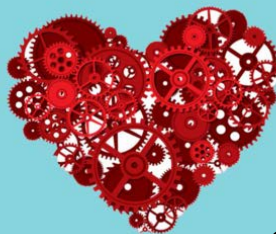


### CANADA 150 ICE AWARDS SCHOLARSHIP VIRTUAL EVENT

I → INNOVATION  
C → CREATIVITY  
E → ENTREPRENEURSHIP



**5**  
TH ANNIVERSARY



*thank  
you* ♥

The **5th anniversary of the ICE Scholarship Event** was held on February 12th. The event showcased some of the innovative practices of our students. Keynote speaker Daniel Lewis provided viewers of this virtual event with an engaging presentation around the keys to fuel innovation and creativity. Using the power of personality, being creative, choosing your attitude, and embracing setbacks to propel you further ahead, anyone can be truly successful if they engage in what they are passionate about. This is what fuels entrepreneurship. Big thank you to Garrett Simmons for organizing and compiling the video content for the event.

**\$10,700**  
**Event Sponsorship**

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Mike Nightingale  
Associate Superintendent, Human Resources

**RE: Human Resources Report**

**Background**

The February report of the Associate Superintendent Human Resources is attached.

**Recommendation**

It is recommended that the Board receive this report as information.

Respectfully submitted,  
Mike Nightingale

**Associate Superintendent, Human Resources**  
**Report to the Board of Trustees**  
February 23, 2021



**Supporting Schools**

The Human Resources department has been busy supporting staff and schools so they can support our amazing students. Some of the highlights include:

- Adding 10 teachers to the substitute list in the past three weeks.
- Adding 1 support staff to the substitute list in the past three weeks.
- Onboarding 18 new staff members in the past three weeks.
- Extending 13 teacher contracts in the past three weeks.
- Facilitating the hiring of 6 teachers in the past three weeks.
- Facilitating the hiring of 5 support staff in the past six weeks.
- Facilitating the hiring of a Vice Principal for Dr. Robert Plaxton.

**Other Highlights**

- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual school administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended a virtual Education Center Leadership Team meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos participated in the Division town hall event.
- Associate Superintendent Mike Nightingale attended a virtual CASS zone chair meeting.
- Associate Superintendent Mike Nightingale chaired the CASSIX February meeting, Mike is the president of CASSIX for the 2020-21 school year.
- Director of Human Resources Rhonda Aos chaired the CASSIX HR meeting in February. Rhonda is the chair of the CASSIX-HR group.
- Director of Human Resources Rhonda Aos worked with members of the Business Affairs department to help determine how the Critical Worker Benefit will be distributed in the Division.
- Human Resources Coordinator Stacey Wichers participated in the Lethbridge College Youth Care Student Practicum Seminar.



### Pivot Point Update

- Approximately 226 families requested a change through the Division form for the February pivot point.
  - 178 requested a move from at-home learning to in-person learning.
  - 48 requested a move from in-person learning to at-home learning.
- As a result, we redistributed students in 4 at-home learning classes so we could reallocate teachers to support in-person classrooms.
- In total 449 families requested changes through the Division form for the November and February pivot points.
  - 327 (73 %) requested a move from at-home learning to in-person learning.
  - 122 (27 %) requested a move from in-person to at-home learning.

### COVID-19

- The Human Resources department will continue to work closely with schools and staff as we navigate the challenges created by COVID-19. The department has been providing, and will continue to provide significant support in relation to:
  - Leave Management
  - Hiring
  - Accommodations
  - Substitute and casual replacement
  - Data collection
  - Providing staff with Employee Family Assistance Program resources





**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Morag Asquith  
Associate Superintendent, Instructional Services

**RE: Instructional Services Report**

**Background**

The February report of the Associate Superintendent Instructional Services is attached.

**Recommendation**

It is recommended that the Board receive this report as information.

Respectfully submitted,  
Morag Asquith

# **ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES**

**FEBRUARY 2021**

## **Ongoing tasks:**

- Staff evaluations, interviews, staff meetings
- COVID-19 reporting and support with schools
- planning for Instructional Services Strategic Plan and Generative Dialogue work
- parent meetings, calls emails/support
- Transcript and document requests processed (50+ for January) from parents for tax, custody, personal document purposes

## **INDIGENOUS EDUCATION**

Indigenous Education teamwork this month has involved:

- Completion of Urban Indigenous Education Grant report
- Indigenous Education staffing- hiring Jenna Jewison, Indigenous Education- Middle School Teacher
- Staffing challenges – maternity leaves (our 4<sup>th</sup> one this year)
- Continuing to offer teacher-based PL and learning opportunities at each school site
- Monthly Indigenous Education Newsletter
- Providing “Think Outside Training” at our Health Champion Meeting February 22<sup>nd</sup>
- Indigenous Committee Meeting

## **Curriculum and Instruction**

Dual Credit - Instructional Services continues to explore building opportunities for Dual Credit partnerships with Colleges throughout Alberta. Currently we are reviewing the dual credit opportunities from Olds College and Lethbridge College.

Bev Smith and Jenn Giles presented ELL/Literacy and Numeracy 20/21 work by lead teachers in January to Karen, Ann and Morag.

Karen and Kathy Knelsen have put together a report regarding staff accessing/utilizing the

**Curriculum Resource Centre and the CRC Coordinator** (here are a few **highlights** from the report):

### **Support for Learning Commons Facilitators**

- Supports LCFs in 23 (soon to be 24) schools.
- Sets up Destiny in new schools.
- Arranges Destiny training for new LCFs.
- Calculates Destiny renewal breakdown for all schools and ensures invoices paid.
- Helps schedule monthly LCF meetings.
- Troubleshoots all problems in Destiny and contacts Follett if needed.
- Ensures Destiny upgrades are done and resulting issues are resolved.

### Art's Alive and Well in the Schools

- Yearly event requiring months of planning.
- Oversees and coordinates multiple details with extensive communication and scheduling.
- Liaison to the Southern Alberta Art Gallery, host of Art's Alive and Well in the Schools.
- Coordinates with all City of Lethbridge Schools (Lethbridge School Division, Holy Spirit Catholic Schools, École La Vérendrye), arranging quotas for each school, and artwork to be delivered to the SAAG.
- Works with Business Affairs to collect fees from the schools.

### Resource Circulation Statistics

	Feb 2015 – Feb 2016	Feb 2016- Feb 2017	Feb 2017 – Feb 2018	Feb 2018- Feb 2019	Feb 2019 – Feb 2020	Feb 2020- Feb 2021
Dewey #s	200	133	42	88	69	57
CRC	16	30	46	51	32	14
EEP	30	32	89	104	158	100
Kits	816	717	635	723	716	463
Professional Resources	187	254	193	248	298	275
Speech/Language Res.	28	31	38	39	20	31
Various	84	108	30	80	67	54
<i>Totals</i>	1361	1305	1073	1333	1360	994
Months CRC open	10	10	10	10	10	8
Items Circulated/month	136	130	107	133	136	124

### Cataloguing Statistics

	Feb 2015 – Feb 2016	Feb 2016 – Feb 2017	Feb 2017- Feb 2018	Feb 2018 – Feb 2019	Feb 2019 - Feb 2020	Feb 202 – Feb 2021
Items added to catalogue	256	250	386	265	368	150
Months CRC open	10	10	10	10	10	8
Items added/month	25.6	25	38.6	26.5	36.8	18.75

### Inventory

- Accounts for every Curriculum Resource Centre resource with yearly inventory during the summer months.
- Creates a report, detailing all catalogued items broken down into their various categories.
- Checks 100+ PUFF/EEP resources boxes for missing/damaged items.
- Updates lists for PUFF/EEP boxes, ensuring they are accurate and prepares paperwork for the following year.
- Notes checked out items and emails patrons for confirmation that they still have the resource.
- Accounts for lost items of which there have been 0.4% (since 2017) in our collection of over 5800 items.

### Boardmaker, TACPAC, ORC, digital resources

- Troubleshoots all issues.
- Ensures renewals paid.
- Monitors usage and account subscriptions.
- Transfers accounts to specific users when needed.
- Collaborates with tech team when required.

### **Physical Education Schedules**

- Coordinates with Rec Excellence for kindergarten swimming and lessons.
- Coordinates with the City of Lethbridge for during and after-school skating.
- Liaison between Vice-Principals and City/Rec Excellence.
- Polls Vice-Principals for optimum times/dates for their swimming, skating, gymnastic, and snowshoe needs.

***Thank you Kathy Knelsen for all your support and dedication with keeping us all connected with the work you do in our Curriculum Resource Centre!!!***

### **Early Education**

Isabelle Plomp and Morag Asquith met with the YMCA to renew the annual Early Education Program agreement/partnership. We are hopeful to continue this program at the Y for the 2021/22 school year. For the fifth year in a row, our PUF audit indicates 100% return on reporting!! Thank you to Isabelle and our Early Education Team (LSTs, SLPs, EAs, ELE's and School Psychologists).

Early Education Program Registration will not happen earlier than late March, as the boundary review and budget need to occur prior to the registration process.

Along with the announcement of Isabelle Plomp's retirement we are delighted to announce that Rochelle Neville will be starting as our Early Learning Coordinator in September 2021!!

### **Counselling and Engagement**

Jim Kerr, Kathy Mundell and Morag Asquith are working together on developing a better understanding around student engagement during the Pandemic. Provincially there are reports from school divisions indicating significant concern regarding the disengagement of students. To date our school division is experiencing marginally more students attending less than 75% than in a non-Pandemic year.

This work dovetails nicely into the Diversity and Inclusion Parent Survey we recently completed and Christina Peters is collating into a report to share to schools.

### **Wellness**

The staff "Wellness Throw Down January 2021" was "Let's Plank" and we as a Division broke the unofficial World Record to simultaneously plank for one minute. Over 4000 staff and students participated in this amazing feat !!!

February's challenge involves incorporating more music into life!! We know that those individuals who have regular music in their lives tend to be healthier. Our March Wellness Throwdown will focus on sleep and developing healthier sleep habits.

Wellness Committee Grant applications for the 21/22 school year will be released in April. Applications are encouraged to focus around outside activity, and outside learning spaces. Supporting the outdoors will simultaneously support the weaving of Indigenous Ways of Knowing into curriculum as we continue to build our understanding of Indigenous Culture as a system.

The Health Champ meeting will take place on February 22<sup>nd</sup> from 1:30-3:30 p.m.

## Inclusive Education

We have already welcomed five new families into our division adding a total of 11 students from kindergarten to grade 12. The families arrived from India, Mexico, Colombia, and the Philippines. Our ESL lead teacher, Bev Smith, and Student Support Worker, Sarah Ahlgren, have been very busy with intake assessments, as well as their work supporting students and families. Anna Ell, Administrative Professional, has assisted the intake process for all our newcomers with preliminary screening to ensure residency-related documentation is in place.

### Support Services

With the addition of a new Speech Language Pathologist in December, we have been able to review and reduce caseloads for our five other SLPs to make numbers more manageable and to provide better service to students. Early Education assessments were mostly complete by December 1 to meet Alberta Education deadlines for Program Unit Funding, and SLPs can now focus more consistently on supporting children and students in classrooms and online. We will be working with Jesse to access professional learning for SLPs and OT through Logics Technology to support teletherapy and online work with Speech Language Assistants, Educational Assistants, and families. Conversations have begun with the South West Collaborative Support Services (SWCSS) Leadership Team to begin planning contracted support services for the 2021-22 school year. Final decisions will be contingent on school division budgets.



**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Board Priorities**

**Background**

The Division Office Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. An update on progress will be provided in the form of a report each month.

**Recommendation**

It is recommended that the Board receive this report as information.

Respectfully submitted,

Cheryl Gilmore  
Superintendent



## 2020-2021 DIVISION PRIORITIES

### **PRIORITY ONE: Achievement**

#### **OUTCOMES:**

1. Students achieve student learning outcomes with strong foundational skills in literacy and numeracy.
2. Teachers possess a deep understanding of pedagogy that develops literacy and numeracy.
3. Students are lifelong learners possessing the skills and attributes to successfully transition within the system and to further education, credentialing or the world of work.
4. Indigenous Education student achievement relative to provincial standards will improve.
5. School administrators are highly skilled in all areas of the provincial School Leader Quality Standard
6. Teachers are highly skilled in all areas of the Teaching Quality Standard.
7. Support staff possess the knowledge, skills and attributes to support student success and create optimal learning environments.
8. Effective learning and teaching is achieved through collaborative leadership and structures that build capacity to improve within and across schools.
9. A comprehensive wellness approach promotes well-being and fosters learning.
10. The education system demonstrates collaboration and engagement to further Division priorities:
  - a. Parents feel welcome, included and possess agency to be full partners in their child's education;
  - b. Community members feel ownership as collaborative partners in the education of children;
  - c. Community minded organizations are engaged in collaborative delivery of programs and services to students.
11. Effective management of growth and capacity building to support learning spaces and the provision of programs.

### **PRIORITY TWO: Inclusion**

#### **OUTCOMES:**

1. Schools are welcoming, caring, respectful and safe learning environments.
2. Schools are inclusive learning environments where all students are able to grow as learners.

### **PRIORITY THREE: Innovation**

#### **OUTCOMES:**

1. Learners demonstrate the attributes of innovation, creativity and critical thinking in a process based learning environment.
2. Breadth of program choice provides opportunities for students to explore and grow as learners.
3. All learners effectively use technology as creative and critical thinkers capable of accessing, sharing, and creating knowledge.

**2020-2021 DIVISION PRIORITIES  
REPORT TO THE BOARD**

**PRIORITY ONE: ACHIEVEMENT**

**Literacy**

- Bev Smith, Literacy/ESL Lead Teacher, continues to support classroom teachers in Kindergarten through grade 8 in the form of residencies, presentations to our new teachers in the Teacher Induction Program (TIP), at school-based PL Days, Collaborative Communities, and staff meetings.
- Elementary and Middle School Literacy Committees (comprised of teachers and administrators) met in January.
- Fountas and Pinnell training was provided to elementary teachers hired in our Division since September as well as any teachers who wanted a “refresher”. Individual coaching on how to analyze the use of the information to inform instruction from the assessment system has taken place.

**Numeracy**

- Numeracy Lead Teacher, Jenn Giles, continues to support classroom teachers in Grades 1-9 in the form of residencies, presentations to our new teachers in the Teacher Induction Program (TIP), at school-based PL Days, Collaborative Communities, and staff meetings. Her areas of focus are effective teaching practices in mathematics, building number sense differentiation in math, and math workshop.
- Elementary, Middle, and High School Numeracy Committee meetings will be held at the end of February.
- Grade 9 students entering their second semester are being assessed using the MIPI to inform teachers’ instruction.

**Curriculum Implementation**

- Alberta Education is now saying that new drafts of curricula will be available at some point in the next couple of months.

**High School Initiatives: Off-campus, dual credit, high school re-design, career exploration**

- A variety of dual credit courses are being delivered this year (2020-21): Cinema 1000, Management 1070, Liberal Education 2200, Liberal Education 1000, and Genetically Engineered Machines 1850.
- Lethbridge School Division Off-Campus program for Work Experience and RAP continues with Andrew Krul and Carey Rowntree working hard to place students and monitor compliance with COVID-19 workplace guidelines; the new restrictions announced by Alberta Health Services this month will have an impact on some of the student’s ability to secure hours, but we will look at flexible options that ensure students can finish courses and receive credits.
- Indigenous Grad Coaches are working as a team to develop opportunities for career exposure for our high school indigenous students in the new year.

**Middle School Initiatives**

- Schools continue to extend learning regarding concept-based teaching/pedagogy.
- Collaborative teams have been formed to enable the sharing of ideas and resources for online learning.
- Think Outside - a collaborative endeavor between Helen Schuler and the School Division has been put on hold due to the uptick of COVID cases. This endeavor was very well received in its first few weeks. The program was established with the intent of enhancing and supporting middle school teachers to teach outside and incorporate Indigenous Ways of Knowing, curriculum, and movement.

#### Early Learning

- The new PUF verification process has now been completed across the province. All school divisions had to provide required documentation to support PUF eligibility for 20% all their PUF files or 20 files, whichever was greater. We were successful in defending 4 files that were in question to secure PUF eligibility for 90 children in Early Education Programs.
- After the Christmas break there seems to be renewed interest from families in getting their children into Early Education Programming. We have been able to accommodate several new children in various locations where we had empty spaces available.
- Since Isabelle announced her retirement, everyone associated with Early Learning in Lethbridge School Division has been expressing appreciation for the exceptional work she has done over the past eight years. We are fortunate that Rochelle Neville, who has worked closely with Isabelle over the years, will be assuming the role of Early Learning Coordinator starting in August 2021.

#### Indigenous Education

- The Indigenous Education Team just hired Jenna Jewison to take on the Middle School Teacher-Indigenous Education role while Shawnee is on maternity leave. Welcome Jenna! Jenna has leapt into the role quickly connecting with middle school teachers and supporting their Indigenous Education needs.
- The Indigenous Education Department continues to provide both formal and informal learning opportunities for staff. Our Elementary Teacher- Indigenous Education is going to be working with and targeting grade 4 this year. "Indigenous Games Kits" have been distributed to elementary schools for use in classrooms.
- the Indigenous Education Department is sending out a monthly newsletter that includes great little "tasters" of Indigenous facts, information, and language for our schools to share out with staff and families.
- Grad Coaches are starting to work together on the planning of our Indigenous Grad for 2021!!
- In January, the Indigenous Education Committee met for the second time this year, John Chief Calf shared videos discussing racism, and discussed Indigenous language/communication.

#### Administrator Professional Learning

- The Admin symposium created momentum for admin PL to focus this year on "creating cultures of thinking" in all schools. "Thinking Schools" PL sessions for all administrators have been held in October, January, and most recently, February 11.
- New administrators for the 2020-2021 school engage in mentorship and sessions focusing on different areas of the Leadership Quality Standard. The December 3 session was hosted by Cheryl Gilmore and Ann Muldoon with the following topics: vision, school culture and inclusive education. This was the first time that a session was completely delivered using the Microsoft Teams platform. January 7<sup>th</sup> session was facilitated by Mike, Rhonda, and Cheryl, focussing on staff hiring practices and supervision. The last session of this school year will be on April 22, with a focus on Professional Learning.

#### Division Professional Learning (Collaborative Communities, support staff, teachers)

- Administrators and teachers continue to have access to free, virtual professional learning opportunities through Corwin, Scholastic, and SAPDC. These sessions are being held after school so that substitutes are not required since they are in short supply.
- Professional Learning sessions were provided to the staff at two schools on "thinking routines", based on the work of Ron Richart.
- Human Sexuality training for teachers new to grades 4 and 5 was provided on February 9<sup>th</sup>.
- Inclusive Education will be offering a final online SIVA training opportunity for Educational Assistants in Kindergarten and for some teachers on March 17 and 19.

- Inclusive Education is also providing training for Learning Support Teachers in the administration, scoring, and interpretation of WIAT-3. The first session was held on February 11 with a follow up on March 4 from 1:00 to 3:00.

#### Teacher Induction Support for Quality Teaching and Leading [TIP]

- The format of the Teacher Induction Program has changed this year. The changes were due to feedback from participants. One of the biggest changes was to the schedule. We now offer TIP on Friday afternoons rather than during instructional time. TIP year 1 participants have already met, on August 20<sup>th</sup> and 21<sup>st</sup>. Although our format has changed regarding scheduling, our content has not changed.
- The October session focussed on reporting and parent/teacher interviews.
- The November 20<sup>th</sup> session focused on policies, procedures and FOIP. This session was delivered through Microsoft Teams. There was also a session held on December 11<sup>th</sup>. Our January 15<sup>th</sup> session was hosted by Division principals. Our next session will be on March 12<sup>th</sup>.

#### Parent Engagement

- The annual Town Hall hosted by the Board was a virtual event on February 2<sup>nd</sup>. Over 200 participants (students, parents, staff, community members) engaged in breakout group discussion, on-line Thoughtstream to share individual perspectives, and a website feedback loop. The Town Hall question explored by participants was: In response to COVID-19, changes were made to school organization and instructional delivery. Are there changes that impacted students in a positive way that should continue and be built on? Themes are drawn from the Thoughtstream and online perspectives and provided to the Board at their annual strategic planning session in March.
- The Division School Council met for the fourth time on January 11. The parent learning session and regular meeting was hosted using the Microsoft Teams platform. The parent Learning Session was delivered by Morag Asquith. It focused on student wellness and physical literacy.
- Information was provided to parents regarding provincial protocols beginning in December and the first week back at school in January.
- Parents engaged in Pivot Point requests (movement from at-home learning to in-school learning and vice versa) in January. Classes have been reconfigured to accommodate changes. 178 students from Kindergarten to grade 8 requested return to in-school learning and 52 students requested on-line placement with at-home learning. All families have been contacted and the first day of the pivot was February 22.
- An on-line recorded presentation regarding potential boundary changes commencing the 2021-22 school year was hosted on January 12<sup>th</sup>. A Boundary webpage provides detailed information regarding the changes and hosts a feedback loop for parents to provide their perspective regarding the potential changes. The feedback loop closed at the end of January. Feedback was collated and provided to the Board on February 10<sup>th</sup>.
- The Diversity and Inclusion Parent Committee questionnaire is closed. Christina Peters, Executive Assistant, Instructional Services is collating the data to share with schools.

#### Community and Business/Industry Engagement

- The Superintendent, Associate Superintendents, Communication Officer and Transportation Coordinator attended an emergency tabletop exercise hosted by the City of Lethbridge on January 20. Attendees included different departments from the City of Lethbridge, Lethbridge Police Services, Fire/Emergency Services, Transportation, etc.). The purpose of the exercise was to uncover emergency planning strengths and gaps. A summary of recommendations for all service providers to fill the gaps will be provided by the City of Lethbridge. We will be focusing on communication and



communication devices as well as coordination and timing with emergency services and the City of Lethbridge.

- The 5<sup>th</sup> Annual ICE Scholarship Breakfast was held on February 12<sup>th</sup> as a virtual event this year. Garrett Simmons organized a pre-recorded video that included messages from Board Chair, Christine Light, showcases of previous scholarship winners, examples of student innovation and keynote speaker Daniel Lewis. The event raised \$10,700 in corporate sponsorship.

#### Management of Growth and Capacity Building learning spaces

- Public presentation was prepared and delivered regarding recommendations for boundary changes on-line. Feedback was open to the public until January 28<sup>th</sup>. Over 600 comments were provided. The Board met on February 10<sup>th</sup> to review and consider the feedback provided. Some proposed changes are an outcome of the feedback. It is anticipated the Board will finalize boundaries at the February Board meeting.
- Projects under Capital Maintenance and Renewal (CMR) grant funding were submitted for budget 2021-2022. Priority projects requested for funding include ventilation, accessibility, and other building upgrades. The provincial budget will be announced on February 25<sup>th</sup>.
- The Division submitted requests for Modular Classrooms for the 2021-2022 school year at the end of October. These requests will be for Coalbanks, Dr. Gerald Probe and Chinook High School due to enrolment and capacity concerns in West Lethbridge. It is anticipated that we should know fairly soon if Lethbridge School Division qualified for any of our requested modular classrooms.
- The Division was given the opportunity to take three, 10-year-old modular classrooms from another school jurisdiction. These modulares have been picked up and moved to the Division. They are currently being stored in part of the Chinook High School parking lot. Decision on priority placement will be made once new modular classroom announcements are made by Alberta Education in the near future.
- The 2021-2022 to 2023-2024 Three Year Capital Plan is in development and will be presented at the March Board meeting.

#### Other School Improvement Initiatives

- We continue to support Staff Wellness Throwdowns- the challenge for February is- "Tune In," hopefully this Throw Down will remind all of us about the connection music has to wellness and generate some fun opportunities to move!
- Nutrition Programs continue to support breakfast, lunches, and snacks for students throughout the day.

### **PRIORITY TWO: INCLUSION**

#### Safe and Caring Schools (trauma informed practice, wellness, Positive Spaces, etc.)

- The aligned approach our Division of Instructional Services has taken, supports UDL (Universal access or curricular entry for all students), thereby using the inclusive lens with all initiatives- achievement (literacy/numeracy), social emotional supports, nutrition programs, and physical activity.
- Positive Spaces Committee met in November and will continue to meet as the committee still feels there is more work to do supporting our LGBTQ+ population.
- We continue to work through positive COVID cases that are identified by Alberta Health Services, we commend our schools, both staff and students for the amazing commitment they have demonstrated to keep our schools safe.

Students as learners in an inclusive environment (Indicators of Inclusive Schools; RTI Framework; Universal Design for Learning)

- The Division offered four SIVA training sessions through the Teams platform in January and February, with sixty staff receiving certification. Over 30 educational assistants were trained as well as several learning support teachers, administrators, and classroom teachers. Our last SIVA training for this school year is planned for March and is intended for Kindergarten educational assistants and classroom teachers.
- We recently hired a new Advanced Education Support to fill a vacancy on our Behaviour Support Team. Tracy Heathcote-Hoyt comes to us from Palliser School Division with many years' experience working with students with complex behavioural needs.
- During the past month we have completed ESL intakes with two refugee families with the addition of 10 students. One of the students will attend Winston Churchill Limited Formal Schooling (LFS) program, one will be in Wilson LFS, two will go to the ESL Transition program at LCI, two to GPMS, and four of the students are elementary age.
- Bev Smith, ESL Lead Teacher, has been working with students enrolled in the Winston Churchill LFS class over the past few weeks on an identity writing project that integrates art and literacy. She has visited all LFS programs in the past month and one ESL Transition classroom to support teachers.
- Bev and Jenn Giles (Numeracy Lead Teacher) have met with the ESL program teachers at WMS to determine needs for numeracy resources. They also worked with three teachers regarding the use of the Foundational Skills Interview with English language learners.
- Division teachers are provided with monthly tips for English language learners that can be integrated into instruction. This month's tip was on the use of barrier games to develop language.
- Conversations continued at the February 12 leadership meeting with South West Collaborative Support Services (SWCSS) to plan contracted support services for the 2021-22 school year. Final decisions will be contingent on school division budgets.
- Morag, Ann, Isabelle, and Rochelle will be involved in a planning day for Early Learning on Wednesday, February 24.
- Jim, Kathy, and Morag are developing a report that will assist us with better understanding student engagement during the Pandemic. Currently there are reports that indicate school divisions province-wide are experiencing significant student disengagement. Our preliminary findings would not align with this report.....more to come in the next two months!!

### **PRIORITY THREE: INNOVATION**

#### **Breadth of Program Options**

- High schools have been able to implement procedures that allow for the delivery of most options in the COVID-19 context.
- Teachers have continued to be diligent in the preparation and delivery of at-home learning using Teams as a delivery platform for full-time at-home learners as well as classes and students in quarantine.

#### **Technology**

- After meeting with Admin in the new year and working with Finance, we have created a 5-year sustainable evergreen phase that includes laptops and iPads. Schools and leadership are very excited to know we now have a strategic plan that will ensure device equity through the Division, maintaining up to date equipment.
- A private consultant completed network penetration testing on our network, to check for insecurities and vulnerabilities. The work was completed over a week-long period by a security expert, Sami Laiho. The full report was reviewed with Mr. Laiho and the Tech Team. There were

several commendations demonstrating the expertise and diligence of our Tech Team. There were some recommendations the Tech Team is reviewing for planned actions to better secure and manage our network.

- The Tech Team was instrumental in preparing for and supporting the on-line Town Hall meeting hosted on February 2. Garrett Simmons worked with the Tech Team to ensure the website for the event was ready. The Virtual Town Hall event was exceptionally professional and seamless for over 200 individuals to access and participate.
- We are working with Konica Minolta to do a full review of current copier infrastructure and systems. Our contracts with Xerox expire in September 2021. Currently, the best pricing for copiers has been with the Alberta Educational Purchasing Group (EPG). The EPG group just completed a copier request for a proposal (RFP) based on the need for copiers for some of the larger school divisions in the province.
- We have put together a committee to review our digital registration process for new and returning students to our division. The goal of the committee is to review the current process and make it a more streamlined process for schools and families.

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**Re: Acknowledgement of Excellence**

**Background:**

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:

Showcasing Winston Churchill High School

The students in our Leadership class are making a PROFOUND difference in our school community. The two teachers are **Omar Kadir** and **Trena Parkyn**. They are creating an environment where students are creative, take risks, and are empowered to be change-makers in our school! They inspire and support the leadership students to be positive leaders in our school.

**Kimberly Van Genderen and Ziqiao Chen**

Virtual Spirit Week and Recognition for Support Staff

**Amber Quo, Brooklyn Ponech, and Lana Van Genderen**

Halloween kindness cards, Christmas cookie contest, Birthday celebrations, Valentine's Day Gratitude cards, and Churchill History (they are creating ways for us to celebrate our 60<sup>th</sup> anniversary).

**Neecki Karki, Ashmitha Bhattarai, Sophia Bird, Matthew De Guia, Lily Derbich, Xinhong Li, Jessie Liang, Bhawana Pradhan, and Sage Waldner**

Clothing drive – arranged a massive amount of clothing and toiletries to be donated, students were then able to “shop” for free, thank you message virtual assembly, helped Jocelyn (teacher) with ELL every Thursday, provided exam snacks for all our students, made online Kahoot for the whole student body to play, and helped with Churchill Pics for History Hall (we are re-doing our spaces at Churchill).

**Amanda Dang, Emma Craig, Meadow Hodgson, Madisyn Letondre, and Madeline Saad**

Tim Hortons for teachers, Food drive, and they created a survey to get feedback about how we can better organize our website.

**Steven Yang, Cody Borho, Gwenand Friquin, Karson Harper, Jordy Nguany, Ruben Sana, Masataro Tatsuno, and Connor Trechka**

Caretaker Appreciation Day and February Black History Month Display

**Karmyn Burndred, Bonavi Boniel, Destyni Johnston, Felicity Miller, and Kira Simon**

Take what you need board x 2 (bulletin board dedicated to spreading positivity), Pumpkin Carving Contest, and History Hall Pics.

**Myah Greenwood, Katy Harding, Olivia Harding, Tamara Joseph, Madison McLaren, Samreet Mutti, Andi Neudorf, Karuna Rai, and Kennedy Smith**

Display cases for orange shirt day, mental health, Halloween, Remembrance Day, Rock your Mocs, welcome back, and final exams. Events: Orange shirt day, mental health week, decorate whole school for welcome back, and 60th anniversary (working on).

They are also designing a student wellness room (getting feedback from students and staff), applying for a grant and moving forward with it.

**Julissa Gonzalez, and Chelsea Oyebola** ran the School Instagram and 60<sup>th</sup> Yearbooks.

**Mia Beal, Katelin Conarro, Brooklyn Lesko, and Jayda Morrison**

Gratitude Board (a bulletin board dedicated to positive messaging and a focus on gratitude) and Rock your Mocs.

**Nataeya Black Water, Phoenix Clarke, Autumn Dainard, Dawson Lashley, Morgan McLaren, Megan Poulsen, Sydney Sieben, and Didi Zuidema**

Exam Notes and Water (they supplied positive notes and water for all our students during exams), TikTok Challenge, Spirit Weeks, and front display.

#### Showcasing Senator Joyce Fairbairn Middle School

Based on the template of the viral YouTube series, Some Good News with John Krasinski [Some Good News with John Krasinski Ep. 1 - YouTube](#), students at SJF have produced two episodes of our very own FGN. Spearheaded by our wonderful FSLC, Robyn Kalau, these short videos highlight uplifting news clips from around the world and celebrate the accomplishments of our students. In addition, students share positive messages and encourage everyone to look for the good within our current context. Click here for a little good news from our Flacons: [Fairbairn Good New Ep 1](#) and [Fairbairn Good News Ep 2](#)

#### Fairbairn Cares

This winter, a group of community minded teachers organized our most successful Food Bank Donation Drive yet. Spurred on by various incentives, Link: [Mr. Sutherland Shaves His Beard!](#) Link: [Mr. Miller's TikTok Video](#) our community raised almost \$2000 for the Lethbridge Foodbank!

#### Just for fun

Check out the YouTube created by Jordyn Penner. Jordan is now a grade 8 student who posted a "Drop Everything and Draw" video two years ago in Mr. Filipenko's class.... to date Jordyn's video has 1.5 MILLION views on our YouTube channel. [One Big Circle WWE - YouTube](#)

#### Literacy



One Grade, One Book. Our Grade 6s took a deep dive into *Percy Jackson and the Lightning Thief* as the base to an extensive cross-curricular unit of study incorporating diverse LA and Social Studies curricular objectives. As one of the activities, each cohort designed a temporary door wrap to illustrate the characteristics of various Greek gods and goddesses in accordance with the different camp cabins from the novel.



Our Grade 7 students will soon disappear into the pages of *Ghost* as they run through Jason Reynold's novel to explore various universal themes and literary devices. We are grateful to members of our community who donated copies of these novels. This allowed students to have use of individual copies so that teachers need not worry about sharing between cohorts.

Shifting to a virtual Scholastic Book Fair this year was a new experience and our love of reading came through. We totaled just over \$1300 dollars in book sales and earned \$264.60 in support of our Learning Commons library collection.

We are also very grateful for an anonymous community donation we received in acknowledgment of "efforts of teachers and support staff and unique programs offered in the school." These funds helped our students enjoy an incredibly engaging virtual presentation by acclaimed Canadian authors Eric Walters and Sigmund Brouwer.

### **Numeracy**

Part of Knowing our "Why" when we were developing our Fairbairn community was an inherent belief amongst our staff to provide our students with an opportunity to explore, understand, and practice numeracy skills consistently throughout their middle school years. We are very proud of our numeracy program and have been purposeful and reflective in the manner that we have developed it.

Fairbairn numeracy is a stand-alone program which occurs every day in our building (20min class). Through a series of assessments our numeracy groups are leveled so we can meet our students where they are at and provide them with the supports and interventions they need to find success. Our smaller classes and "spiraled curriculum" model ensure our numeracy students receive repeated/targeted practice throughout the school year. This repetitive consistency is intended to build up the retention of basic numeracy skills that our students can then apply in other areas of their lives. All staff are involved in delivering our numeracy program and take an active roll in helping to identify our student's numeracy strengths and weaknesses. In our short tenure we have seen impressive improvements in our student's confidence and attitude towards numeracy-based activities within our school and at the high schools our student attend. Our math PAT results speak for themselves and help to validate our direction for the future.

### **Activities Class**

In response to the Covid 19 pandemic and the need to cohort our classes we (Fairbairn) found that offering traditional option classes would not be possible. A suitable alternative was adopted and through the creativity of our options teachers and "Activities Class" was born.

Activities class is delivered (for the most part) within the walls of our regular classrooms and is offered at the grade 6, 7 and 8 levels. We have dedicated teachers that deliver this program specifically to their grade level therefore maintaining the integrity of our cohorts. Our teachers have taken strands of our traditional option classes (Music/Band, Art. Shop, foods, drama, CTS, etc.) and have developed Covid friendly ways to give our students an options experience that is fun and engaging. Some examples of the lessons/activities they have delivered include: Soda-pop logo art, Claymation movies (which will be part of the Fairbairn Oscars), Plasticine Portraits, Percussion classes, Graffiti art, digital street art, design my own sticker, sticker bomb project,

art research projects, my favorite menu items, movement activities (9 square, 4 square, ping pong, Juggling, capture the flag etc.), Coding, Sound trap music software, “Green screen” photo projects, Card game exploration, budgeting project (Buy my own car), Magic trick presentations and many more.

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

January 28, 2020

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent

Re: **Donations and Support**

**Background**

Lethbridge School Division is fortunate to be in a community that strongly supports programs and services for students. The Division is appreciative of the difference the support makes to the lives of children. These partnerships and support further the efforts of helping children come to school ready to learn, providing opportunities for engagement, and facilitating student growth and well-being. Listed below are the donations and support received by the Division.

- **Panago Pizza** teamed up with Agnes Davidson School to raise \$1,000. Over two nights 15% of all pizza sales went to the school from Panago north location. The funds will be used for the virtual Scientists in School program along with a number of cultural events.

**Recommendation**

It is recommended that the Board receive this summary as information.

Respectfully submitted,  
Cheryl Gilmore

## **Calendar of Events for Board of Trustees**

- |       |       |  |
|-------|-------|--|
| March | 1     | Division School Council<br>6:00 – 8:00 p.m., via Microsoft Teams   |
|       | 4-5   | Board Strategic Planning   |
|       | 10    | Education Centre Leadership Team Meeting<br>9:00 a.m., Education Centre  |
|       | 17    | A.S.B.A. General Meeting<br>8:00 a.m., Zoom  |
|       | 17-18 | No Kindergarten for students – Parent Teacher Interviews   |
|       | 18    | Elementary – no school in the afternoon for Parent Teacher Interviews<br>High School – evening Parent Teacher Interviews |
|       | 19    | No School for students<br>Parent Teacher Interviews / School based Professional Learning                                 |
|       | 23    | Board Meeting<br>3:30 pm, Board Room / Microsoft Teams   |

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Doug James, Trustee

**Re: Indigenous Education Committee – February 3, 2021**

The Indigenous Education Committee meeting minutes are attached.





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## INDIGENOUS EDUCATION COMMITTEE MEETING #2

Wednesday, February 3<sup>rd</sup>, 2020

Microsoft Teams

9:00 A.M. – 12:00 P.M.

**Co-Chair:** Morag Asquith, Associate Superintendent Instructional Services

**Co-Chair:** Doug James, Board Trustee

### Attendees:

**John Chief Calf**, Indigenous Education Coordinator

**Melanie Morrow**, Indigenous Education Elementary Teacher

**Kathy Mundell**, Counselling Coordinator

**Kendall GoodRider**, Indigenous Education - Grad Coach

**Lenee Fyfe**, Senator Buchanan – Principal

**Kevin Wood**, Chinook High School – Principal

**Phil Williams**, Mike Mountain Horse – Teacher

**Alison Stewart**, Westminster – Teacher

**Taylor Keith**, Wilson Middle School – Teacher

**Keegan O'Brian** – Student Representative - Chinook

**Nataeya Black Water**, Student Representative WCHS

**Christina Peters**, Executive Assistant – Instructional Services

### Regrets:

**Sarah Burton**, Winston Churchill - Teacher

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## 1. Welcome

1.1. Introductions

1.2. Additions to the Agenda

1.2.1. There were no additions to the agenda.

1.3. Approval of Previous Minutes

## 2. Updates in Indigenous Education

2.1. Parent Wellness Survey is close to completion.

2.2. Blackfoot Consultant Jordan Head has been hired.

2.3. The Indigenous Education Teacher maternity leave replacement has been hired.

2.4. Teachers are increasingly engaging and building understanding.

2.5. Work Plan and Strategic Plan for 2020-21 is completed.

2.6. Think Outside Program will likely pick up once Alberta Health Services protocols change.

## 3. Land Acknowledgement: Exploring the Spectrum of Communication and Self-Analysis

1.1. John Chief Calf shared an introduction regarding Blackfoot perspective and history.

1.2. Deconstructing White Privilege (20 min)

1.3. Creating Environments for Indigenous Youth to Live & Succeed (15 min)

1.4. Discussion Highlights:

- Racial disparity is individual based but also institution-based.
- Programming is Western-based.
- Incorporating outside learning, connection back to land and culture
- Melanie provided examples of how she is weaving outdoor learning activities into curriculum.
- Outdoor space would need to be durable, used and respected. All outdoor structures need to be vetted through Operations and Maintenance.
- Blackfoot Language learning and exposure will facilitate opportunities to explore communication and systems.

#### **4. Contemporary vs. Old Land Blackfoot**

4.1.1. Group vs. Individual Based language

4.1.2. John shared reflections and personal experiences related to contemporary vs. old land Blackfoot.

#### **5. Creating a Culture of Engagement**

5.1.1. Broadening the spectrum of connection through relationships.

#### **6. Adjournment**

6.1. Next Steps

6.1.1. Suggestion to review Strategic Plan items during Committee meetings.

6.2. The meeting was adjourned at 11:48 A.M.

**NEXT MEETING: MAY 12, 2021 9:00 A.M.**

**ACTION:** Morag to send Indigenous Strategic Plan to the group.

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Clark Bosch, Trustee

**Re: ATA Local 41 Council – February 3, 2021**

Trustee Clark Bosch will provide a verbal report.

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Lola Major, Trustee

**RE: Policy Advisory Committee – February 10, 2021**

Policy Advisory Committee reviewed the following policies:

- Policy 204.2 Regular Board Meetings
- Policy 400.2.1 Employee Conflict of Interest
- Policy 401.1 Staff Hiring
- Policy 403.3 Employee Discipline
- Policy 405.4 Secondary Employment
- Policy 505.9 Appeals Concerning Student Matters
- Policy 609.5 Student Records
- Policy 1003.1 Channels of Communication and Disputes Resolution

The next meeting will be held March 10, 2021.

Respectfully submitted,  
Lola Major

**MEMORANDUM**

February 23, 2021

To: Board of Trustees

From: Jan Foster, Trustee

**RE: I.C.E. Scholarship Virtual Event – February 12, 2021**

Christine Light opened the event with a welcome to all participants.

Students of Chinook High School sang “O Canada” after which Christine shared the history and purpose of this scholarship event – the 5<sup>th</sup> Anniversary. She welcomed all students to the presentation and celebrated the teachers that have been working in the new environment. She further thanked all the businesses for their continued support for our students with a donor recognition presentation.

Three past Scholarship award recipients – Michelle Wu, Samantha Orr and Chayse Stasiuk – shared their uplifting stories with their current and future plans. This was followed by a presentation of 6 Division teachers who showcased their innovative learning programs for their students.

Christine Light then introduced the keynote speaker for this virtual event – Mr. Daniel Lewis – founder of award-winning company, “Tea by Daniel” – resides in Burlington, Ontario.

The presentation topic was “The Art of Creativity”.

Mr. Lewis gave a very inspiring message including his path to success – from rapper to songwriter to rock artist and eventually the founding of his very successful business. He spoke of the “Five Rules of Creativity” and encouraged students to find their own future and successes.

Christine closed the event by once again thanking Mr. Lewis, participating businesses and students and teachers.

Respectfully submitted,  
Jan Foster, Committee Chair



February 16, 2021

#### Subdivision & Development Appeal Board

The Secretary

City of Lethbridge

910 -4 Avenue South

Lethbridge, Alberta, T1J 0P6

#### Re: Notice of Appeal, Development Application #12687, 422-13<sup>th</sup> Street North

On behalf of the Board of Trustees for the Lethbridge School Division, please accept this letter as appended to the Notice of Appeal for the approved development permit #12687 for 422-13<sup>th</sup> Street North.

The School Division understands that the development application for this address is to allow for an HIV Resource Centre operated by the Calgary HIV Community Link organization. Lethbridge School Division has serious concerns regarding the safety and well-being of students should this development be permitted to move forward. First, there are elementary students from Early Education to grade 5 attending Westminster Elementary School in very close proximity two blocks away. Immanuel Christian Elementary School is within moderate proximity five blocks away as well as along a likely path of individuals heading toward services on the corner of 5<sup>th</sup> Ave. N. and Mayor Magrath Drive. Finally, Senator Buchanan Elementary School lies within 7 blocks. The most serious safety concern lies with the children who are within walking distance of their schools and the increased likelihood of harm reduction debris. See map below for proximity to Westminster Elementary School:



It is understood that the purpose of the site, an HIV Community Link Resource Centre, is to provide support services to individuals affected by HIV and hepatitis C, as well as vulnerable populations, such as individuals who inject drugs, who are at risk. Lethbridge School Division recognizes the value of this

service, but are compelled to appeal a development permit given the proximity to schools and the increased risk to students. One of the roles of a HIV Community Link resource centre is to distribute safer consumption supplies. The grounds for the appeal of the development permit are as follows:

1. This address is in very close proximity to the areas in which students must walk to go to and from school each day increasing the risk of young children being exposed to dangerous harm reduction debris such as needles.
2. There has been a noticeable decrease in the drug waste on our school yards since the closing of the safe consumption site. The Division is concerned that there will be an increase in needle debris in our school yards given the close proximity of access to injection supplies.
3. It is understood that an HIV Community Link Resource Centre is *not* a consumption site, but at the same time, the distribution of safe consumption supplies has the potential of increasing the walking traffic of individuals seeking supplies. As well, it increases the possibility of individuals seeking a location to use the supplies. Westminster Elementary school currently deals with individuals on the school yard during the school day that are actively using drugs or are under the influence of drugs. These individuals may be passed out, belligerent, confused, eliminating bodily fluids and other unexpected behaviours. The Division has taken steps to actively deter community using the school yard in this way.
4. Weather permitting, an increasing number of unhoused individuals are choosing to "camp" in locations around Westminster Pool, school grounds, and in the mall a block from the school that contains Tim Horton's and No Frills. People are sleeping between the dumpsters, and in doorways. This is already an issue with the immediate community. The HIV Community Link Resource Centre has the potential to be a service highly accessed by individuals with substance use challenges, and subsequently further expose our students to unnecessary risks.

Our schools work to actively create a school environment that is Safe, Caring and Welcoming to our students and the larger community. In your consideration of the permit and this appeal, it is our hope that you place the health and well-being of children, the most vulnerable in our society, at the forefront of your decision. We are filing this appeal of development permit #12687 for the protection of our students.

Thank you for considering Lethbridge School Division's application for appeal of this development permit. If you have any questions related to this application, please contact Christine Lee, Associate Superintendent, Business Affairs at 403-380-5307 or [Christine.lee@lethsd.ab.ca](mailto:Christine.lee@lethsd.ab.ca).

Sincerely,



Christine Light, Chair  
Lethbridge School Division  
Board of Trustees



CITY OF  
*Lethbridge*

Office of the City Clerk

February 18, 2021

**RE: NOTICE OF WITHDRAWAL – 422 – 13 STREET NORTH**

The Subdivision and Development Appeal Board has received notice that the applicant for the establishment of a 3100 square foot development for a Resource Center for HIV Community Link located at 422 13 Street North (File #2021-01) has withdrawn their application. Accordingly, please be advised that the Board is now closing this file. A copy of their withdrawal is attached.

The Hearing on February 25, 2021 has been cancelled.

Yours truly,

David Sarsfield

Board Secretary,

Subdivision and Development Appeal Board



HIV COMMUNITY LINK

February 17, 2021

City of Lethbridge  
Planning & Development Services

**Re: Development Permit 12687**  
422 13<sup>th</sup> Street North, Lethbridge

At this time, the landlord of 422 13<sup>th</sup> St N and HIV Community Link will be professionally and amicably parting ways. As such, we request to cancel this Development Permit application.

Please advise if you require further information.

Regards,

Ana Glavan  
Director, Community Relations  
Acting Executive Director

# Lethbridge School Division

## Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



February 18, 2021

Dear Minister LaGrange,

Lethbridge School Division Board of Trustees are writing this letter to voice our strong concerns regarding the 2020 Education Budget and its impact on Program Unit Funding and the delivery of our Early Childhood Services in Lethbridge School Division. Alongside the long-term implications of these funding changes we would like to share potential recommendations that could enhance Early Childhood Services provincially in the future.

On January 26<sup>th</sup>, 2021, Isabelle Plomp, Early Childhood Services Coordinator for Lethbridge School Division presented to Lethbridge School Division Trustees. The presentation, attached, shared the tremendous expertise and commitment that has gone into developing a provincially respected Early Childhood Services (ECS) Program within the school division. Lethbridge School Division believes that early developmental opportunities provide a foundation for a child's academic success, health, and general well-being. Substantive research regarding brain development and the positive outcome of early intervention points to the critical nature of ensuring all children have optimal access to programs that support growth and development. The investment of money, time, and expertise is far less when children are at an age when intervention is proven to make a difference. As well, investment in young children who are at the age when intervention has the most significant impact leads to the reduction of negative social costs in the long run.

The changes in 2020 funding to ECS programs in Lethbridge School Division impacted programming by reducing the number of classes available along with a noticeable reduction in staff. The reality is that there is significantly less staff to support these children since the majority of the budget is human resources. This raises safety/supervision concerns and programming challenges within the early education classrooms which now comprise of higher numbers of children with significant needs, but less staff to support them.

Eligibility criteria for children accessing PUF was changed dramatically in addition to the substantial cut in Program Unit Funding. The only children that can now access the maximum funding for PUF would be a child with extremely complex needs attending 800 hours of programming which is often not developmentally appropriate or feasible in terms of stamina for a child that is 3 or 4 years old. The new requirement of a minimum of 400 hours of programming eliminated programming for children eligible for PUF in some community preschool programs since they do not provide that many hours of programming.

The feedback from our ECS Teams and families indicate that Family Oriented Programming was a very valuable intervention that scaffolded skill building between families and schools, enhanced relationships and developed common communication between families and staff. In group Family Oriented Programming opportunities families realized that they were not alone in supporting a child with developmental needs and that many other families were on a similar journey. The only option at this

**Lethbridge School Division Board of Trustees**

Christine Light, Tyler Demers, Clark Bosch, Jan Foster, Donna Hunt, Doug James, Lola Major



point to provide Family Oriented Programming is to further reduce the child's programming hours, which are currently the least number of hours of any child in ECS. Having a requirement of 400 hours/year for PUF and 475 hours/year for children accessing mild/moderate and ESL programming has been challenging and does not promote an inclusive approach to programming.

Lastly, the change in age cut off for accessing PUF is problematic and does not take into consideration what is educationally appropriate for young children. Many children with later birthdates who experience severe delays in development benefit from being one of the older children in the class rather than being one of the youngest in a class plus a severe developmental delay. This is no longer supported with the current age cut-off for PUF.

Given the difficulties our ECS programming is encountering, the sustainability of ECS and its effectiveness is being challenged. To maintain quality ECS programming that provides foundations for future learning, we recommend the following:

1. Provide access to PUF for children that have a severe language delay that falls in the 1<sup>st</sup> and 2<sup>nd</sup> percentile which correlates to what is deemed as a diagnosis of severe in most standardized language assessments.
2. Provide additional funding beyond 400 hours of classroom programming for supporting families through Family Oriented Programming. We propose half of what was previously provided in the 2019-2020 school year.
3. Have the cut-off for children eligible for PUF be 5 years or less as of September 1<sup>st</sup> of the school year they are entering rather than 4 years 8 months. This then aligns with kindergarten age cut offs being one year apart.
4. Eligibility for PUF should remain, at minimum, December 1<sup>st</sup> in the future. When new children arrive at the beginning of the school year it is not realistic to have more complex assessments relating to possible medical or psychological diagnosis completed in under one month. Relationships with new families in the school system need to be built first so that school teams can understand the needs of individual children in positive ways without time pressure.
5. Maintain the previous option of calculating funding based on a pro-rated formula for the amount of time a child can access programming if private community preschool programs are unable to provide access to the required minimum number of hours.
6. Involve leaders in Early Learning within school divisions to provide feedback and input into provincial decisions to maximize outcomes for young children.

Regards,



Christine Light  
Board Chair



# Lethbridge School Division Early Education Programs

*Presented by Isabelle Plomp*

*January 26, 2021*





# Agenda

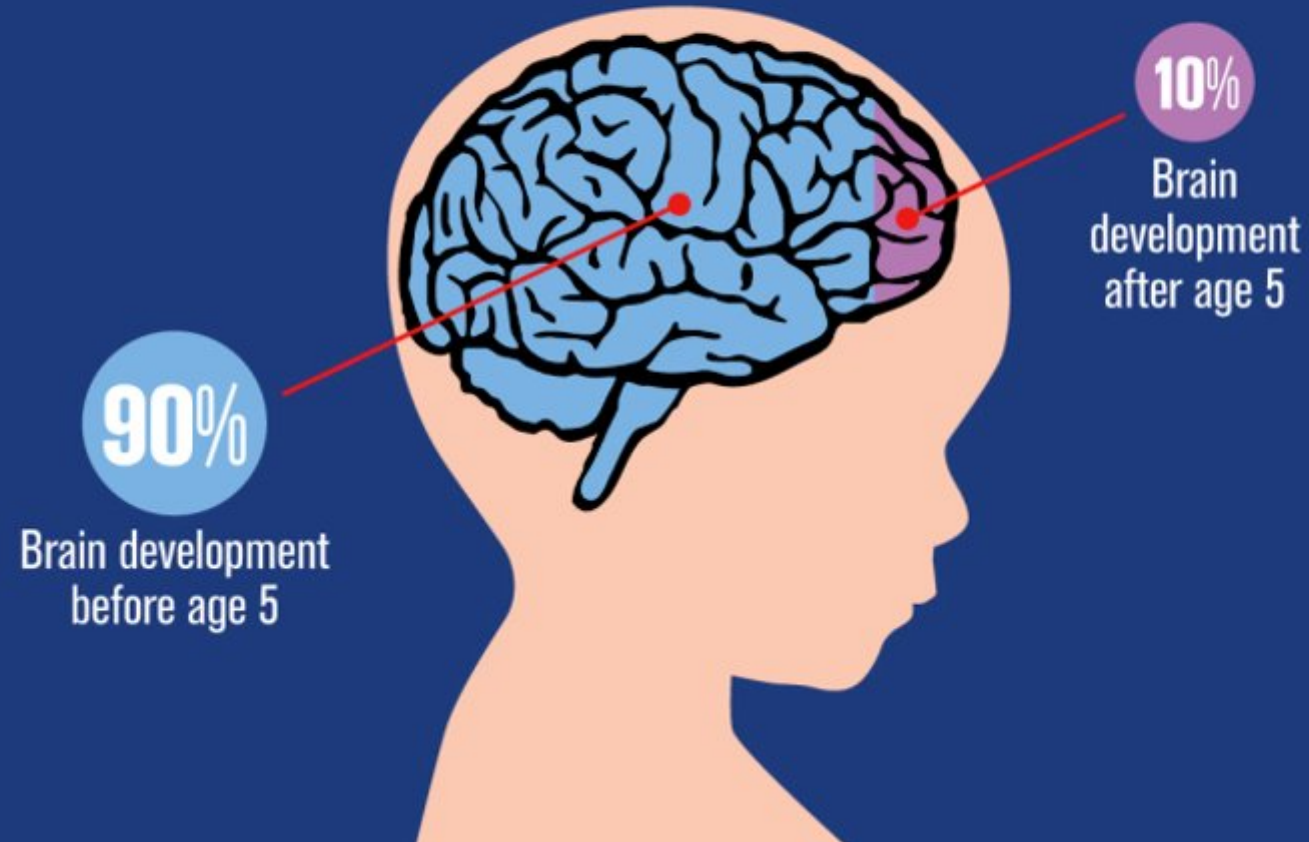
- Evidence on the importance of the early years
- Changes in programming for 2020-2021
- Impact of changes





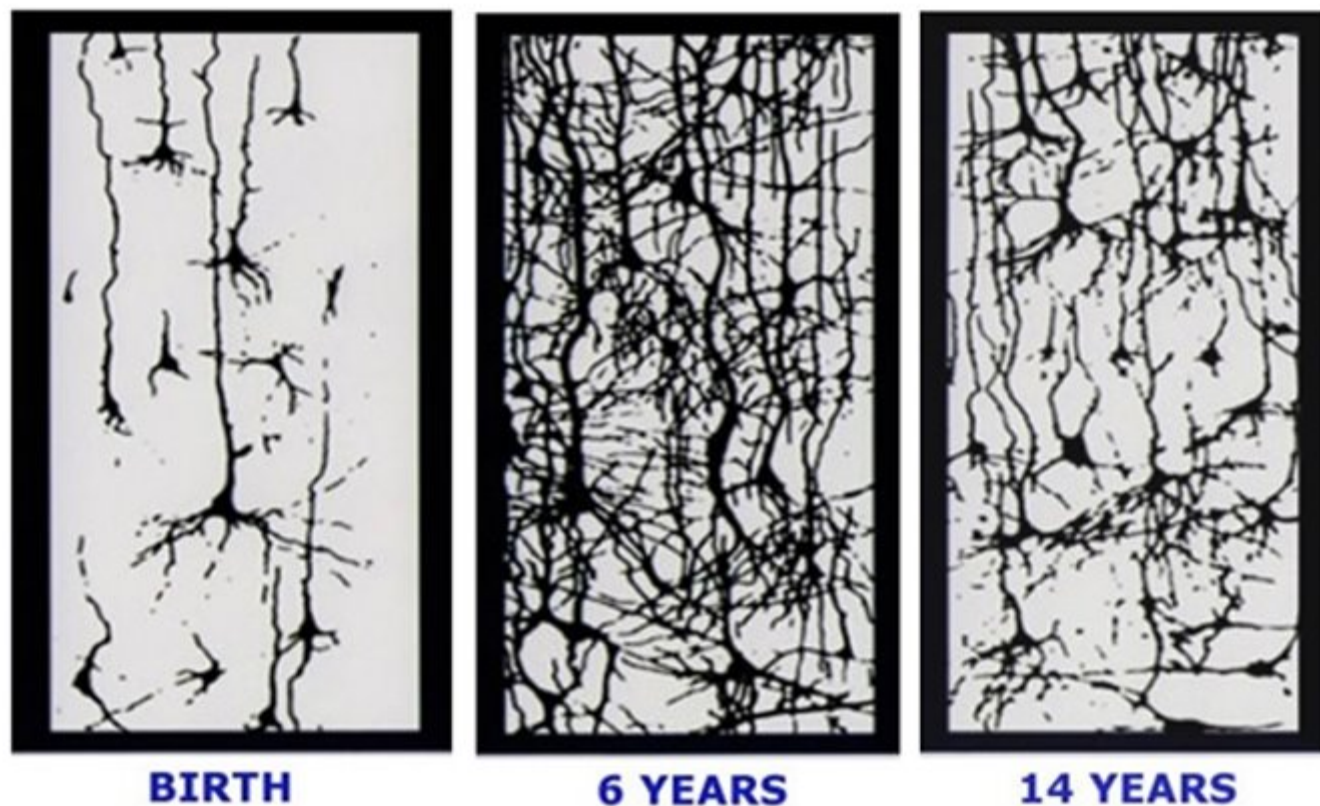
# Before age 5

90% of a child's brain development happens





# Unused circuits pruned

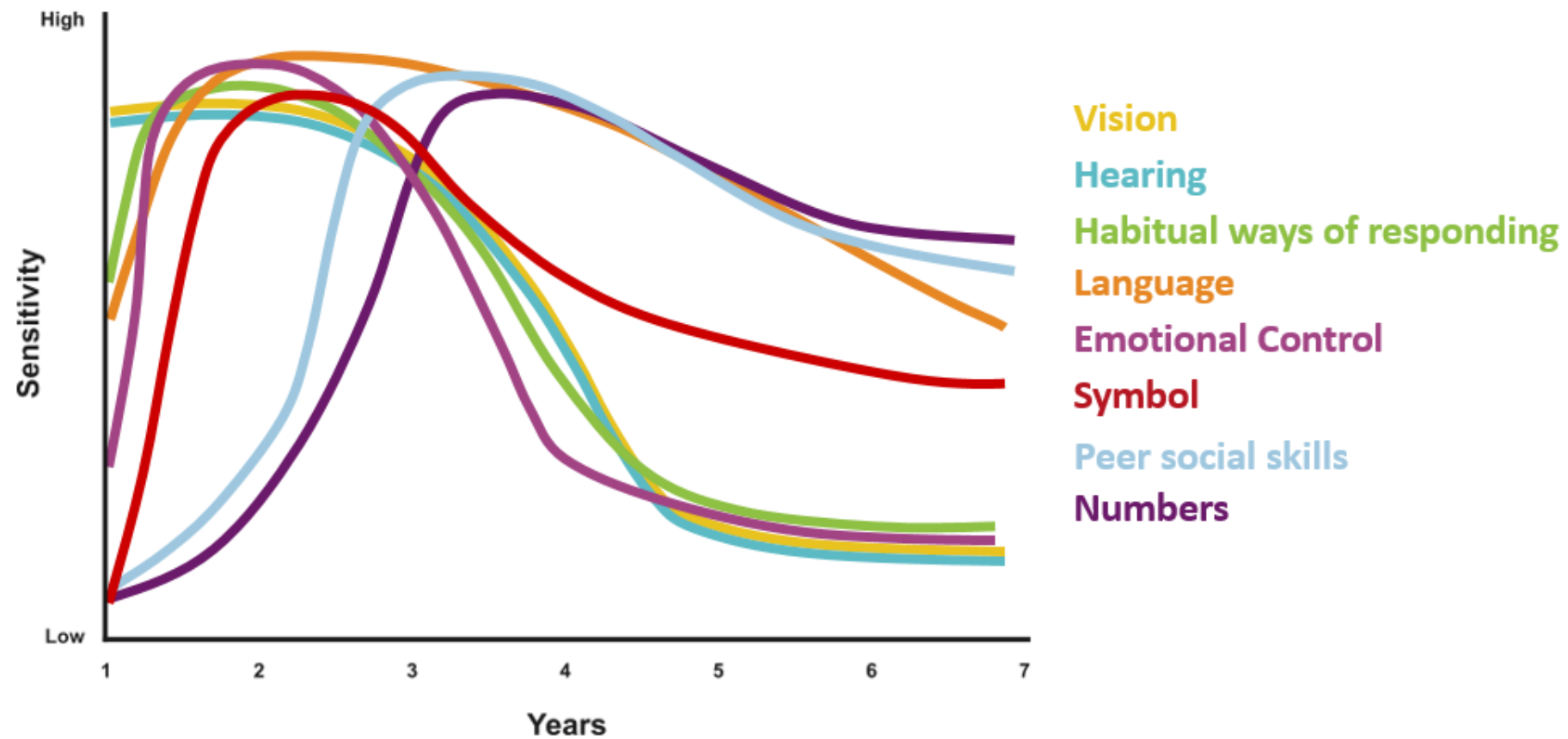


Source: *Rethinking the Brain: New Insights into Early Development* by Rima Shore (NY: Families and Work Institute, 1997. Adapted from the Centre on the Developing Child, Harvard University, [http://developingchild.harvard.edu/resources/multimedia/interactive\\_features/coreconcepts/](http://developingchild.harvard.edu/resources/multimedia/interactive_features/coreconcepts/)



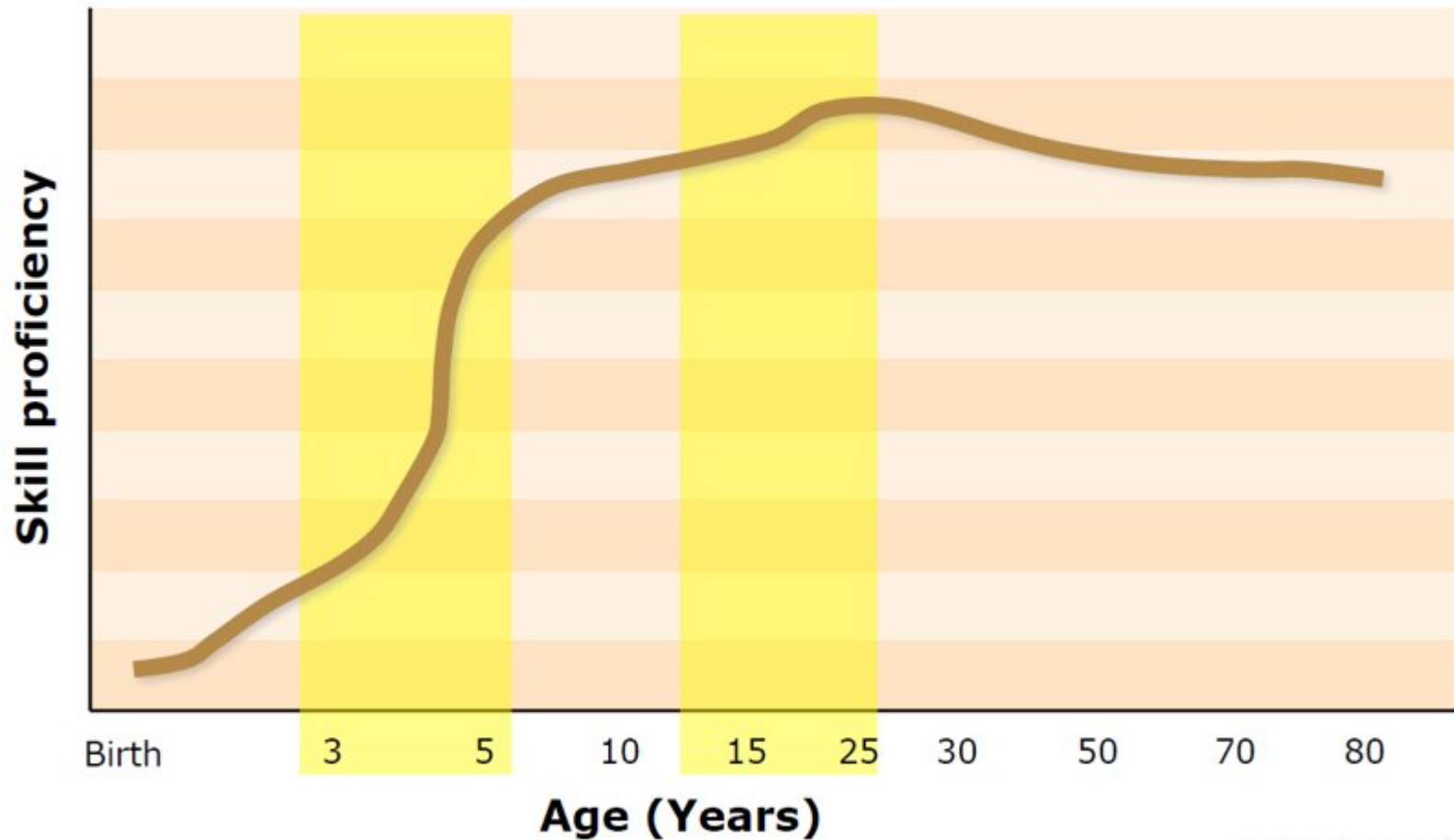


# Sensitive periods in early brain development

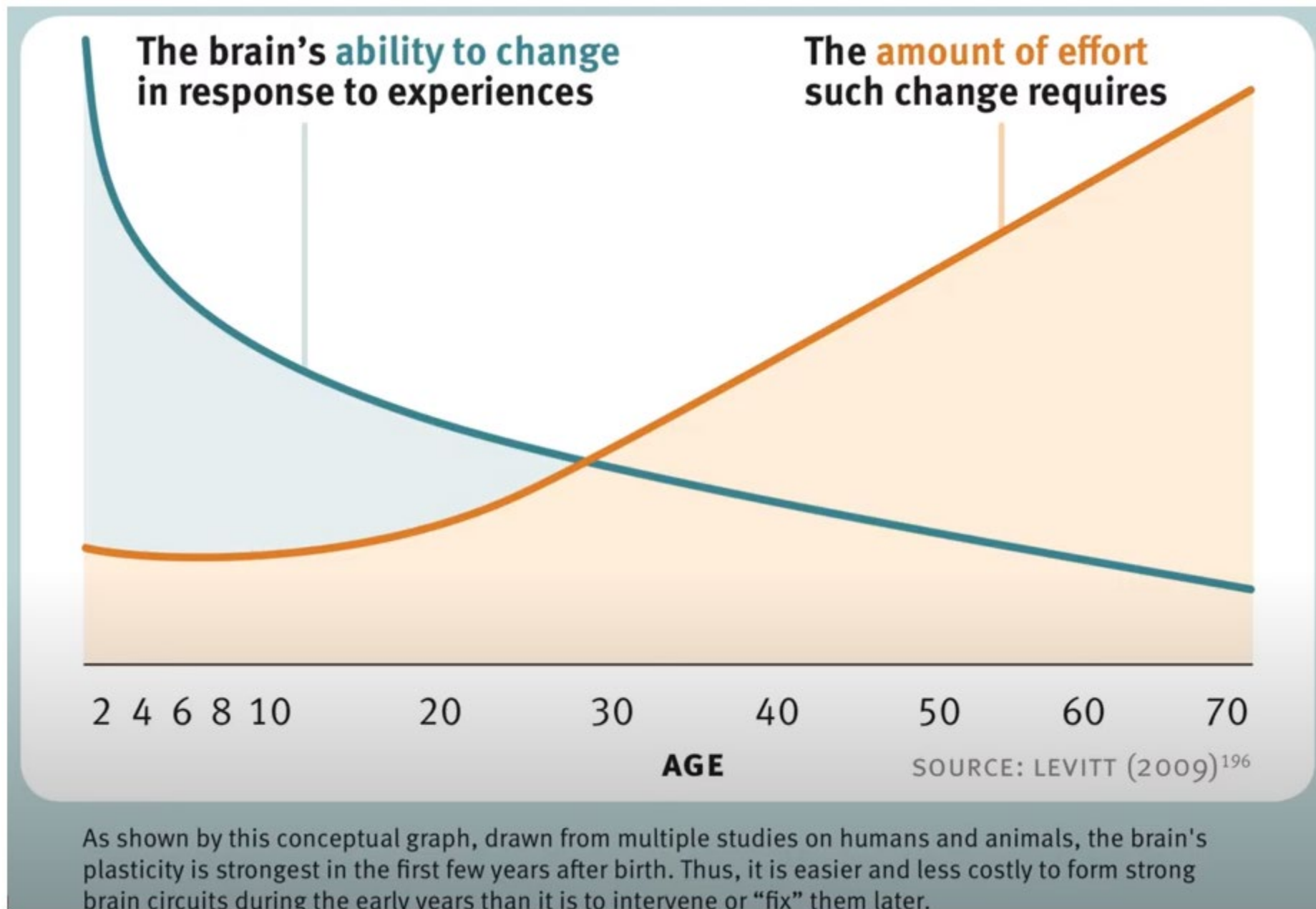


Graph developed by **Council for Early Child Development** (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

## The Opportunity: Circuits for Executive Function Skills Are Located in Brain Regions that Exhibit an Extended Period of Plasticity



Weintraub, et al. (2011)



## CHILD OUTCOMES from Building Brains and Futures 2015-2016

	EF (BRIEF-P)	Language (PPVT)	EF (Stroop)	EF (Snap)	Motor (time)
High Dose	↑	↑	↑	↑	↑
Low Dose	-	-	-	-	↑

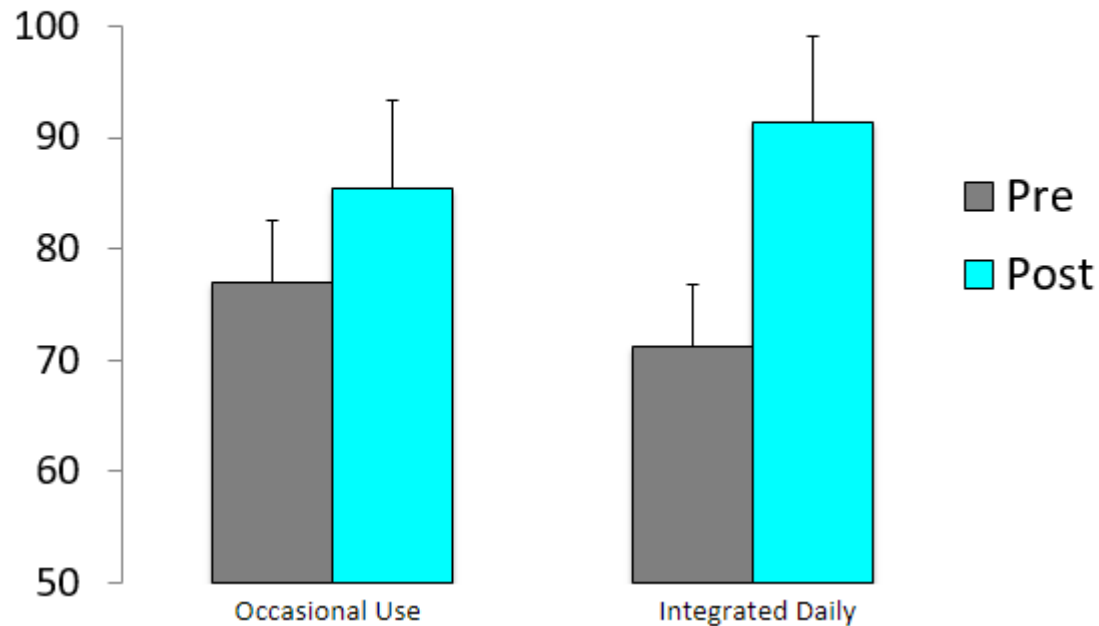
2 Schools in the city core of Lethbridge participated in 2015/16 school year: one class received a high dose of the enhanced curriculum; the other a low dose

# Building Brains and Futures Research

*With U of L Neuroscientist Dr. Robbin Gibb*

*Executive Functioning Curriculum*

## Outcomes



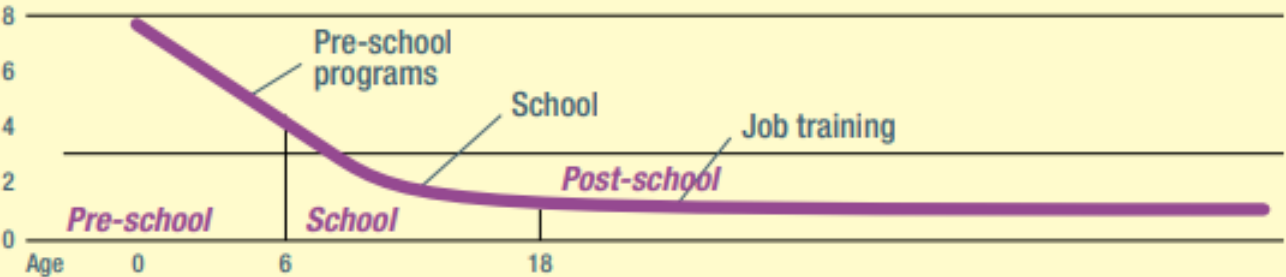




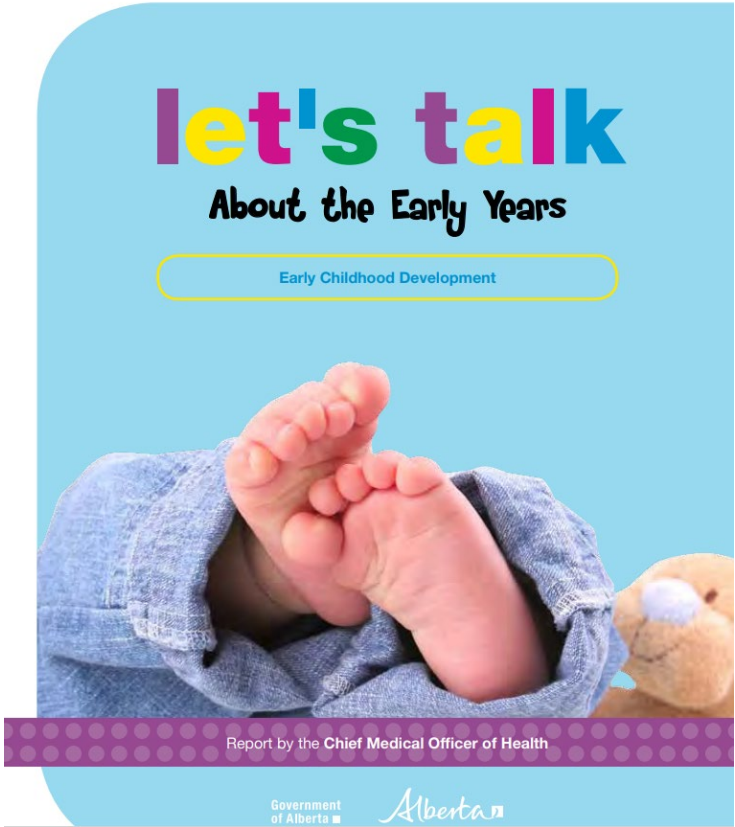
All governments in Canada, including Alberta, make significant investments in their children; however, traditionally more has been focused on children after they enter the school system than before and our investments are primarily targeted to children deemed to be from high-risk families.

If we wait to intervene until children are in school or even adults, we miss out on the most promising opportunities to create better outcomes for our children. This means investing more and investing wisely in those first five years of life.

**Rates of Return to Human Development Investment Across All Ages**  
(Return per \$ invested)



**Source:** Curha et al., 2005. A dollar invested in early childhood yields three times as much as a dollar invested in school-aged children, and eight times as much as a dollar for adult education.





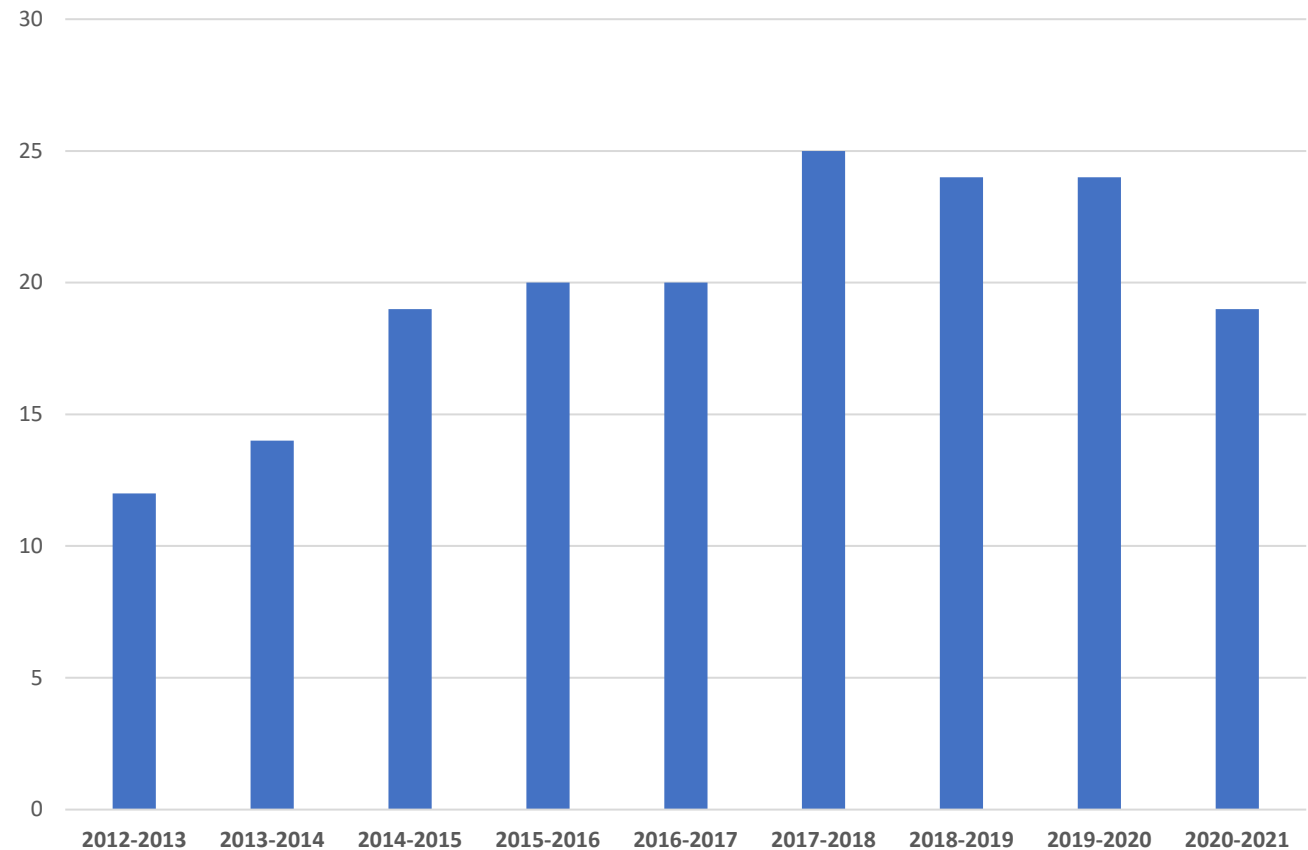
# Our purpose for programming.....

Under the School Act we are able to operate programs for young children with identified needs prior to Grade 1.

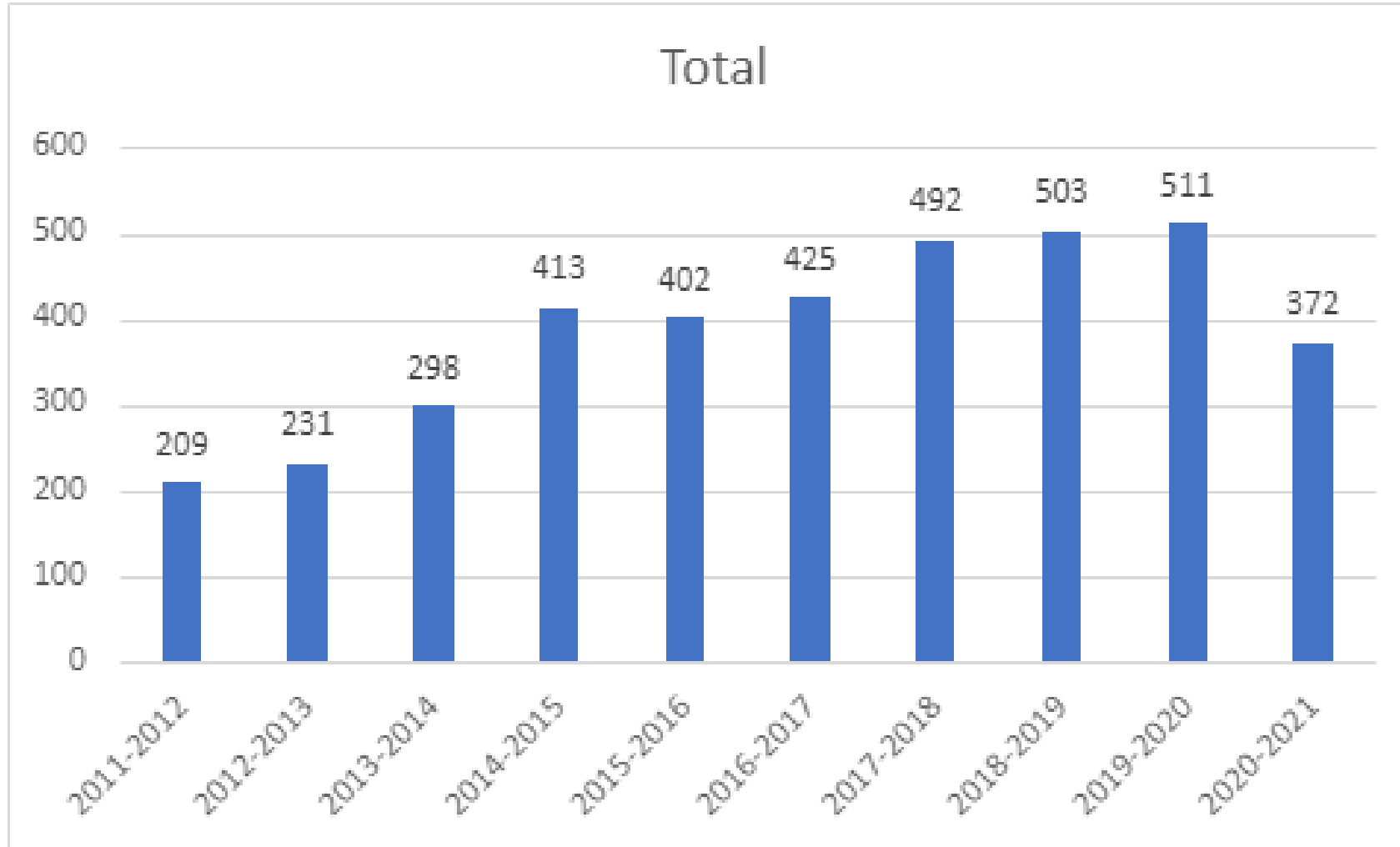
Typically, within a classroom, we have approximately 50% or more children that have an identified need and then we open up other spaces to the public, as classroom space allows, on a fee-paying basis.



# of EEP Classes



# EEP Enrolment Over the Past Ten Years



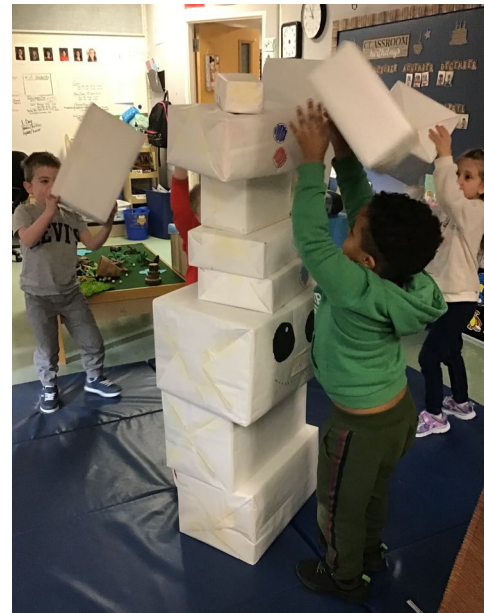
## 2020-2021

- Decreased by 4 programs due to decreases in budgets.
- By December 2020 there were 88 children that had previously registered who discontinued programming. Many families had concerns about COVID and some families could no longer pay fees due to employment changes.





# Learning in Early Education Programs.....





## *Partnerships With Private Preschool Programs*

- Previously we have supported over **50** funded children/year – children accessing PUF, mild/moderate & ESL
- **IMPACT:** This year it has dropped to **20** children due to new hour requirements for funded children by Alberta Education
- Previously there was a formula for children accessing PUF where the amount of hours they attended was funded accordingly, but now they must have a minimum of 400 hours of programming which some private operators do not provide.





# Budgets.....

## **EEP Budget**

- Base instruction for funded children
  - Base instruction has dropped **26%** in the past 3 years for children that are in ECS (EEP and Kindergarten)
- Fees from fee-paying neurotypical children

### **Pays for:**

- Early Learning Educators that lead the class
- .5 educational assistant/program
- School supply allotment
- Secretarial allotment to the school
- Professional learning for the Early Learning Educators

## **PUF Budget**

- Funding from Alberta Education for 3 and 4 year old children that have a severe developmental delay

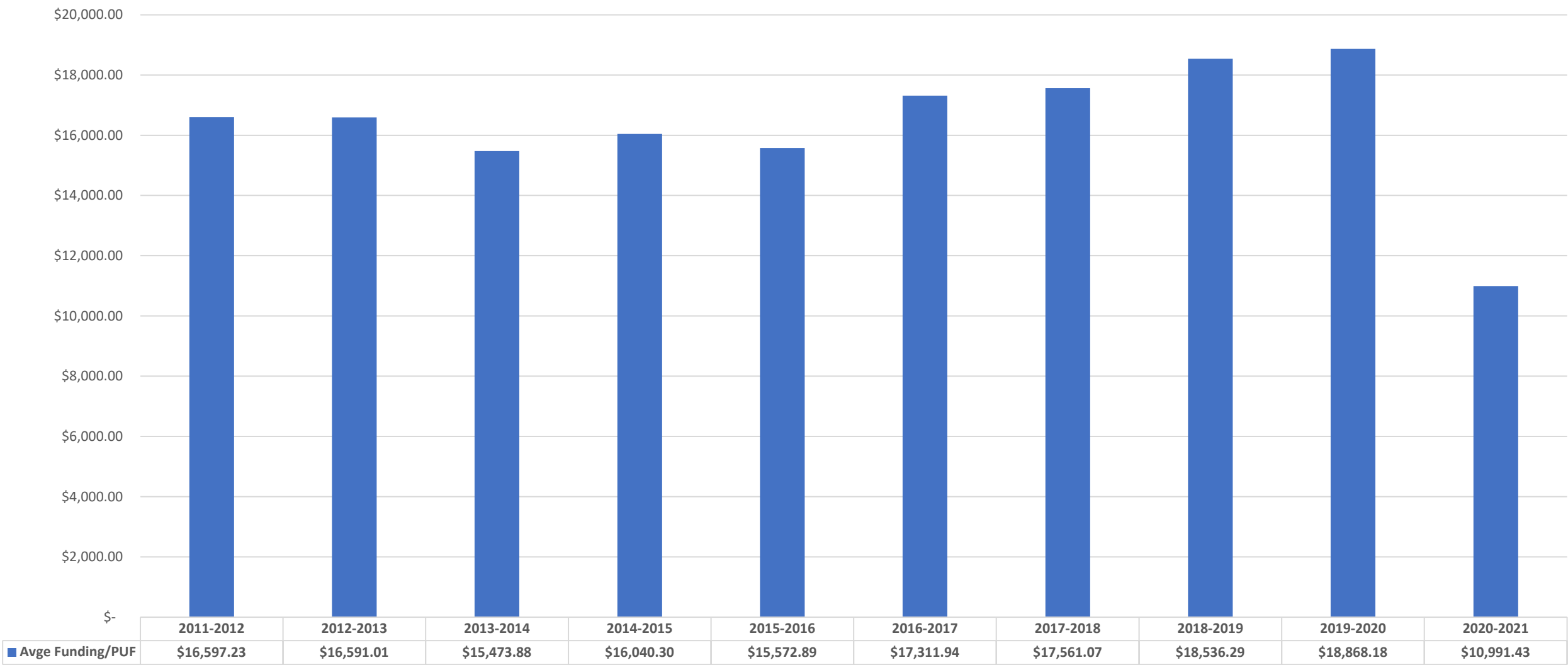
### **Pays for:**

- Learning Support Teachers to coordinate programming for funded children (required by Alberta Education)
- Educational Assistants to support children with severe delays
- Early Childhood Coordinator salary
- Support services – Speech language pathology, occupational therapy, physiotherapy, behaviour consultation (psychology), vision & hearing consultation, etc.
- Specialized materials & equipment
- Professional learning and training to support children with disabilities/delays



# Significant change in Funding Structure for PUF for the 2020-2021 School Year

Average Funding/child accessing PUF in Lethbridge School Division





# Changes to Program Unit Funding (PUF) for 2020 – 2021

Category	Previous Years	New 2020 - 2021
Age of Eligibility for PUF	2 years 8 months – 6 years old	2 years 8 months – 4 years 8 months
Required hours of programming/year	475 hours/year	400 hours/year
Eligibility requirements – standardized assessments	1 <sup>st</sup> , 2 <sup>nd</sup> and sometimes 3 <sup>rd</sup> or 4 <sup>th</sup> percentile on a standardized language assessment would qualify	Only 1 <sup>st</sup> percentile
Children with multiple areas of delay	A child having 2 moderate delays in 2 different areas could qualify for PUF	No longer available
Cut-off date for eligibility	February 1 <sup>st</sup>	December 1 <sup>st</sup> – next year will be September 30 <sup>th</sup>
Family Oriented Programming (FOP)	Available to support families in learning strategies to support their child	No longer available unless we take further programming hours away

# Parent Engagement - Family Oriented Programming (FOP)

- Integrating brain-based approaches with families



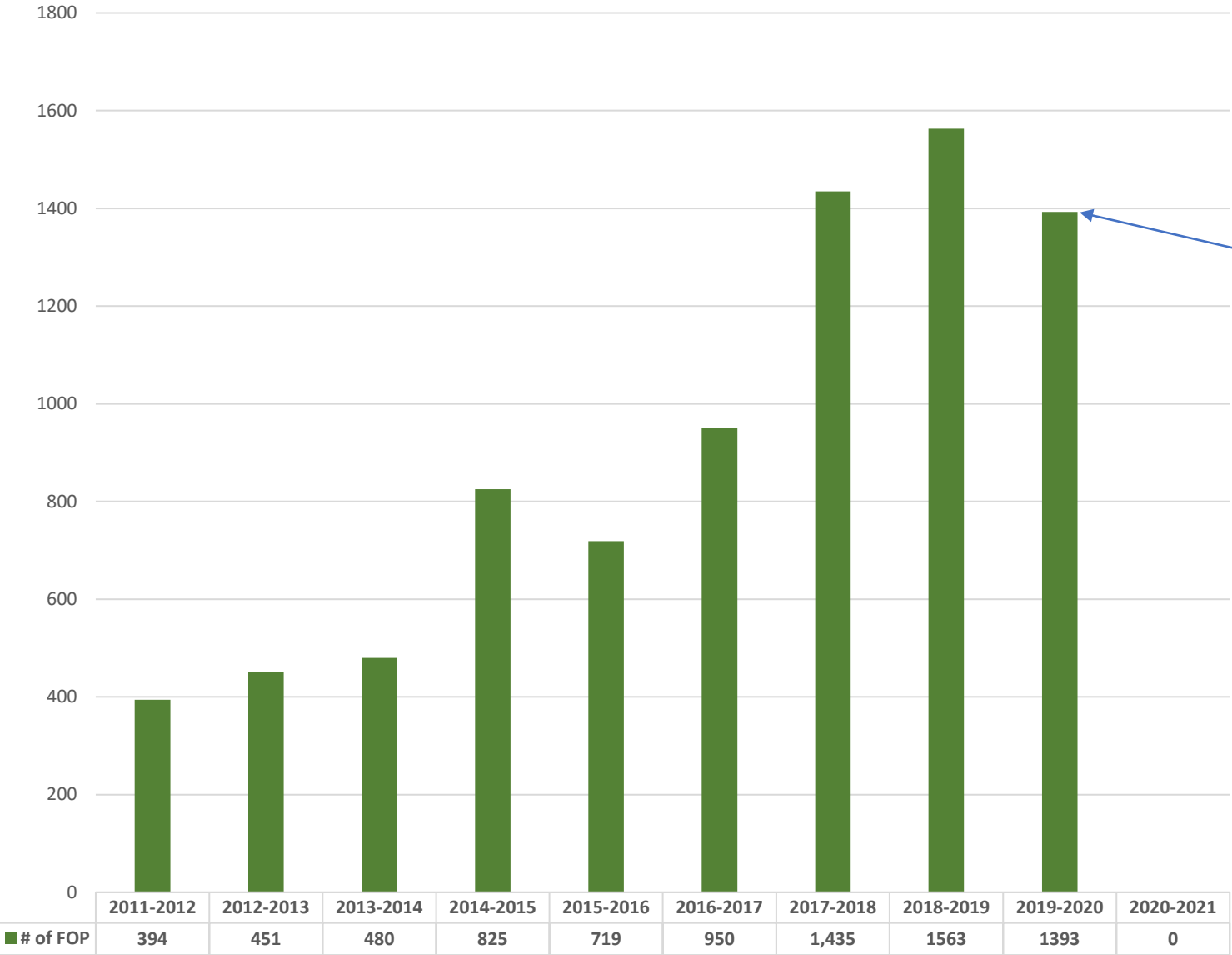
Superhero FOP – November 2019

114 families across 5 locations



# # of FOP

## Family Oriented Programming (FOP)



### 2019 – 2020

- Had to cancel FOP planned in April, May & June due to pandemic.

### 2020 – 2021

- There is no longer funding to support FOP so no FOP offered this year.





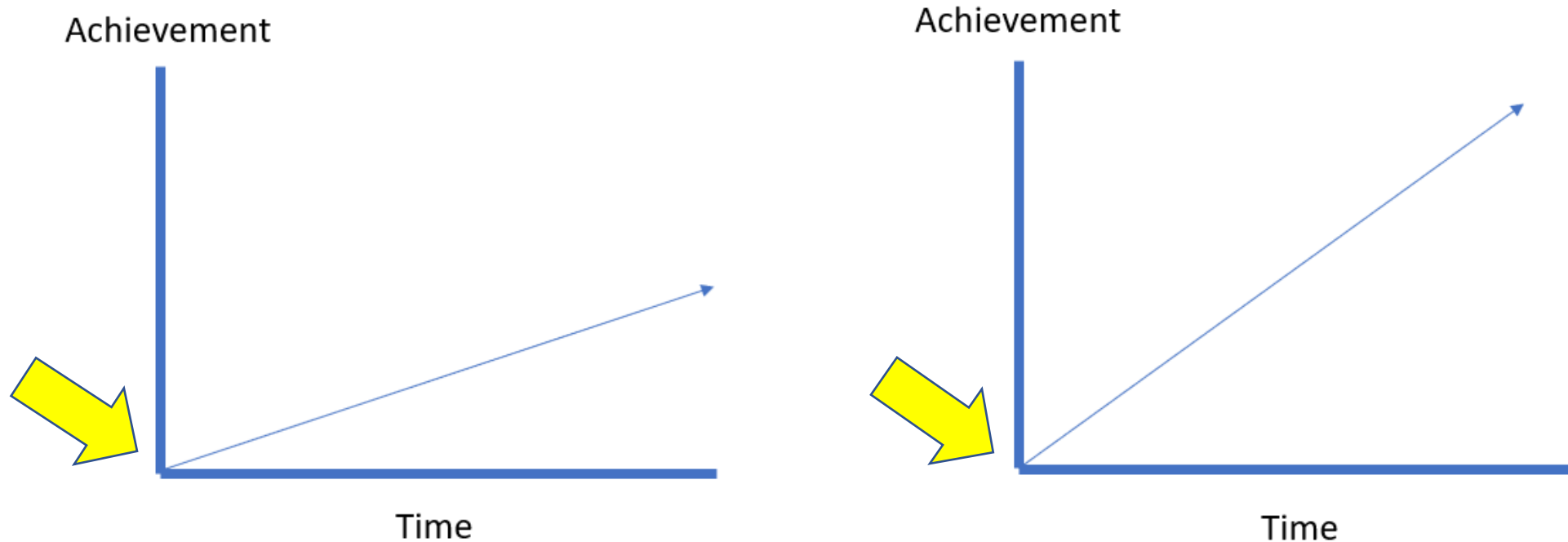
# How does this impact Early Education Program classrooms?

<i>Last School Year</i>	<i>Current School Year</i>
475 hours/year of programming for all children.	400 hours/year of programming for children accessing PUF and fee-paying children. 475 hours/year for children accessing mild/moderate and ESL.
Early Learning Educators were at 1.0 FTE	Early Learning Educators are now at .91 FTE
4 to 5 educational assistants supporting a classroom of twenty 3 and 4 year-olds with at least 50% of the children having some type of identified delay.	2 – 3 educational assistants supporting in a classroom with even greater numbers of children having more complex needs due to changes in PUF eligibility.
Required breaks for EAs occurred during programming	Breaks for EAs cannot occur during programming due to safety concerns with less staff in the room.
Friday mornings allowed for EEP team collaboration regarding children's needs, professional learning, training and supporting Family Oriented Programming.	Early Education Program no longer work on Friday mornings and limited hours have basically eliminated collaboration time for planning, training, etc.
Children accessing PUF for a severe delay received intensive EA support. Children accessing mild/moderate had inclusive support to meet their needs.	Increased support needs in classrooms for children that formerly would have qualified for PUF, but no longer do, due to change in eligibility requirements – but still have the amount of needs without designated/intensive support.
Almost 1400 Family Oriented Programming sessions with parents of children with severe delays to share strategies that would support their child's development.	No additional funding to support Family Oriented Programming.
Children eligible for PUF, mild/moderate and ESL could receive base instruction funding and PUF if they arrived or were identified up until February 1 <sup>st</sup> which gave funding to accommodate their needs.	Funding acquired through September 30 <sup>th</sup> (December 1 <sup>st</sup> for PUF for this year only) eligibility cut-off must stretch to cover children that arrive or are identified for support after that date, which compromises support for all children involved.

***The Weighted Moving Average (WMA) will further decrease budgets for 2021-2022.***



# Long Term Impact.....Trajectory for learning and achievement can be changed by what occurs in early childhood.



*Early Education Programs provide strong foundations on which future learning is built.*



# Thank you!

