



# Highlights from the Regular Meeting of the Board of Trustees

## Meeting highlights from February 23 - Next meeting March 23

### 1. Inclusive Education - Ann Muldoon

The Division's Director of Inclusive Education, Ann Muldoon, delivered a presentation on the changing landscape of Inclusive Education.

The presentation highlighted funding changes that impacted the Specialized Learning Support grant, the dismantling of Regional Collaborative Service Delivery and how COVID-19 has impacted learning for students with exceptional needs.

The Board accepted the report as information.

### 2. Edwin Parr Nomination

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 co-ordinating 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."

The Board received the report as information and took the opportunity to have Mikaela share her experiences during this year.

### 3. Policy Review

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

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### 3. Policy Review

The Board adopted the revisions to the policies as presented by the Policy Advisory Committee, or as amended.

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

The policies begin on Page 11 of the [AGENDA](#).

### 4. Boundary Review and Proposed Boundary Changes

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 12th, 2021 via a video presentation on the Division website, with FAQs 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 10th, 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.

The boundary review discussion also include a public forum, where submissions made on the topic of boundaries where read by Board Chair Christine Light.

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

I would like to voice my strong concern surrounding the school division's process to re-zone student catchments on the west side. The opportunity for public input seems flawed when the result does not reflect any proposal originally presented. How is the public to understand and give feedback on a proposal they never had a chance to view? As is the case with this re-zoning where the resulting plan was not seen in a proposal at any point. I believe the school division has a responsibility to provide meaningful opportunities for public review to conduct a transparent change. I do not believe the school division has accomplished this when reviewing the current re zoning.

My personal concern revolves around the Crossings students being sent to Nicholas Sheran, in that this was not listed as an option at any point. I Feel that the Crossings change is a poor idea for the following reasons:

- Nicholas Sheran is geographically located further than Coalbanks Elementary and Mike Mountain Horse form the Crossings
- The majority of students attending Nicholas Sheran will move on to Senator Joyce Fairbairn leaving Crossing students with a broken social network when they move to GS Lakie. I believe this is a large reason why the Copperwood Jr high division was reverted back, so why does a Crossings student not receive the same consideration?
- Where Country Meadows and Garry Station's designated school is the closest school, Crossing students are treated differently? All three communities reside west of Metis and in close proximity to Mike Mountain horse
- Mike Mountain Horse has the capacity to accommodate the few students who reside in the Crossings. Surely, those few students cannot have a significant impact on enrollment and capacity concerns.
- The Crossing is a slow growth and low-density community thus resulting in a small footprint at a respective school.

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I am aware that not everyone can be made happy when these lines are redrawn, but the process must be at a minimum transparent. I expect the zoning of the crossings community to be put up for public review prior to the current plan being implemented.

Thank you for your time,

- **Kevin and Lindsay O'Brien**

This past January, I reviewed the proposed changes to the westside elementary school boundaries by reviewing the Lethbridge School Division Boundary Review - West Lethbridge document in fine detail. While I did not like the idea of our youngest son moving from Coalbanks Elementary to the Mike Mountain Horse Elementary, I accepted the proposed change on the basis that he would be moving schools with a significant portion of his peer group and Mike Mountain Horse is the second closest school to our home. I did not provide feedback as my feedback would have been neutral. I supported the change, understood that boundary changes are needed, and appreciated the difficult task ahead for the Boundary Review Committee.

This past Friday, I was extremely disappointed to learn that my community of The Crossings has been zoned for Nicholas Sheran Elementary. This flies in the face of what I originally considered to be a transparent public engagement process, especially given that there is no further opportunity for public feedback.

I would like to provide comments based on a review of the latest version of the Lethbridge School Division Boundary Review - West Lethbridge. Unfortunately, the latest version of the document has not been made publicly available. So I offer the following comments for your consideration, based on the review document posted on the Lethbridge School District website on January 18, 2021 (attached). Please note the following:

- The document does not include a date or version tracking. The document filename does indicate that it is a final version.

- The document indicates that currently Mike Mountain Horse is 80% capacity, the lowest of all elementary schools in West Lethbridge. With the proposed boundary changes MMH will be at 72%, again the lowest of all elementary schools in West Lethbridge.

- The document does not include any reference to the community of The Crossings. The document does, however, make multiple and consistent references to the community of The Piers. Please note that The Piers is a proposed community that has not yet broken ground for construction. No construction commencement date has been set. The community does not exist. The Crossings, however, is now in Phase 6 of construction. I emphasize this point as the document suggests a lack of understanding of West Lethbridge communities by the Boundary Review Committee.

My concerns with the latest change to zone The Crossings from Coalbanks to Nicolas Sheran as opposed to Coalbanks to Mike Mountain Horse are as follows.

- The students in The Crossings will be segregated from their peer group that currently exists at Coalbanks. The peer group consists of students from the communities of Copperwood, The Crossings, Garry Station, and Country Meadows. The originally proposed move to Mike Mountain Horse was perfectly acceptable as the students from The Crossings would maintain at least a portion of their existing peer group. In the move to Nicolas Sheran, The Crossings students will be starting from scratch in developing a peer group at a school where peer groups are already well established. Following graduation from Nicolas Sheran, the students will then be faced with the same daunting scenario as they transition to G.S. Lakie. This leaves The Crossings students with the sense that they are being singled out and treated unfairly.

- There are very few students in The Crossings. I would estimate there are approximately six elementary school students in The Crossings that currently attend Coalbanks. Surely Mike Mountain Horse can accommodate these few students (please see my comments on capacity above). In terms of future growth, please note that The Crossings is the slowest growing new construction community on the westside. The latest phases are only at approximately 50% of building lots sold. According to the City of Lethbridge Land Development department, many future planned communities are on hold until growth targets are reached in current construction communities and the economy recovers. In other words, you will not see rapid increases in student enrollment originating from The Crossings for several years to come.

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- Our son prefers to walk, bike, or scooter to school. We certainly encourage this as it promotes healthy learning. Currently, he can access Coalbanks with ease with only one major traffic artery crossing (Whoop Up - controlled intersection in a low traffic volume area). This would be the same case for attending Mike Mountain Horse as the school is fairly accessible from our home. To attend Nicolas Sheran, however, means an unreasonable distance for his age and he would have to cross three major traffic arteries (Metis, Whoop Up, and McMaster, all in high traffic volume areas). So in essence, our son's option to walk, bike, or scooter to school would be stripped away. Superintendent Gilmore, I too work in the public service sector so I reiterate my appreciation for all that you do, especially on the difficult task at hand. In my role, I am involved in public consultations on a regular basis and I can tell you that the public engagement included in the boundary review process has been lacking. The aesthetics of making changes to the boundaries with no additional public consultation are indeed very poor in the public eye. I leave you with the following requests:

- Zone The Crossings for Mike Mountain Horse Elementary, as originally planned.
- Alternatively, zone The Crossings for Coalbanks Elementary, as it is currently. Note that this option may open the opportunity to save on busing service since, as I understand it, The Crossings does not actually meet the distance criteria for busing to Coalbanks.

**- Brian Sexton**

I am Katrina Sexton and I have a son in both elementary and middle school.

After the first revision of the boundary, and talking with my youngest son, he became ok with going to Mike Mountain Horse. Now again there is another revision of the boundaries and he is now at Nicolas Sheridan. We live in the Crossings. Now you have taken him away from his friends in Coalbanks but at least he was going to Mike Mountain Horse with friends but now you are moving him again to Nicolas Sheridan with no friends.

I am extremely disappointed in our school division. I understand the original move but now there is not even the option of feedback on yet again another move.

You are taking one small community and seemed to be moving it around like this community does not matter.

I do not want my child going to Nicolas Sheridan. I am ok with Mike Mountain Horse. You are taking one community away from the group of people they are familiar with.

The logistics of the map do not make sense. The original proposed had Highland going to Nicolas Sheridan. This did not make sense. So to fix that, you take another small community and move it.

Our son typically walks or bikes to school. He can continue to do that going to Mike Mountain Horse but can not if he attends Nicolas Sheridan. He would need to cross three major roads.

Again - I am disappointed in the change. The school division is segregating the other communities. All schools except for Coalbanks, have various communities. Coalbanks is the only school only having the Copperwood community. If anything, it would make sense to leave Crossings at Coalbanks. In the Crossings there is only a handful of kids here. I look forward to hearing from you. I can be reached at 403 394-8291.

**- Katrina Sexton**

A video submission was also submitted from **Kevin O'Brien**, which can be found 1:54:09 in to the Board meeting livestream found here: [LIVESTREAM](#).

The boundary changes, as amended, were approved, effective for the 2021-2022 school year. The amendment stated Nicholas Sheran will remain the boundary school for the Crossings area, but Crossings families will have priority School Choice up to and including 2023-2024 to attend Mike Mountain Horse School as an out-of-attendance boundary school. The boundary presentation can be found on Page 22 of the [AGENDA](#).

## **5. Public Forum**

A Public Forum submission was submitted, via video, from Allison Pike. The Public Forum submission can be found 2:46:36 into the Board meeting livestream here: [LIVESTREAM](#).

## **6. Associate Superintendent Reports**

Christine Lee, Associate Superintendent, Business Affairs; Mike Nightingale, Associate Superintendent, Human Resources and Morag Asquith, Associate Superintendent, Instructional Services, delivered their respective reports for the Board. To read the reports in full, see Page 56 of the [AGENDA](#).

## **7. Board Priorities**

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

The Board received the report as information.

The report can be found on Page 72 of the [AGENDA](#).

## **8. Acknowledgements of Excellence**

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

### **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 60th 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 Simoni: 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 60th 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.

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### 8. Acknowledgements of Excellence

#### Showcasing Senator Joyce Fairbairn 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. Spear-headed 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 Falcons: [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 Lightening Thief as the base to an extensive crosscurricular 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 (20 minute 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.

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### 8. Acknowledgements of Excellence

#### Showcasing Senator Joyce Fairbairn Middle School:

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: Sodapop 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.

### 9. Donations and Support

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.

The Board received the summary as information.

### 10. Board Reports

Reports were delivered for the Indigenous Education Committee, ATA Local 41 Council, Policy Advisory Committee and the ICE Scholarship Virtual Event. The reports begin on Page 86 of the [AGENDA](#).

### 11. Correspondence Sent

The Division sent a letter to Alberta Education Minister Adriana LaGrange to voice strong concerns regarding the 2020 Education Budget and its impact on Program Unit Funding and the delivery of Early Childhood Services in Lethbridge School Division.

The letter can be found of Page 96 of the AGENDA. A Lethbridge School Division Early Education Program presentation, from the Jan. 26 Board meeting, can be found on Page 98 of the [AGENDA](#).



# Highlights from the Regular Meeting of the Board of Trustees

**Meeting highlights from February 23 -  
Next meeting March 23**