



AGENDA

Lethbridge School Division
School Board
Regular Meeting

Tuesday, April 27, 2021

Board Room / Microsoft Teams

3:30 P.M.

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

3:33 p.m. **2. Approval of Minutes**

If there are no errors or omissions in the minutes of the Regular Meeting of March 23, 2021 it is recommended that the minutes be approved by the Board and signed by the Chair.

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

If there are no errors or omissions in the minutes of the Special Meeting of April 19, 2021 it is recommended that the minutes be approved by the Board and signed by the Chair.

3:35 p.m. **3. Business Arising from the Minutes**

3:40 p.m. **4. Presentations**

4.1 Counselling

5. Action Items

3:55 p.m. 5.1 Policy Review:

Enclosure 5.1

Policy 202.2 Chair of the Board

Policy 202.3 Individual Trustees

Policy 203.2 Long-Range Planning

Policy 203.4.1 Standing Committees

Policy 203.5 Special (Ad Hoc) Committees

Policy 203.6 Joint Committees

Policy 203.6.3 Board Representatives

Policy 204.9 Board Meeting Procedures

Policy 204.13.1 Public Solicitations of the Board

Policy 1003.1 Channels of Communication and Disputes Resolution

4:15 p.m. **6. Division Highlights**

7. Information Items

- 4:20 p.m. 7.1 Board Chair Report
 7.1.1 Art's Alive and Well in Schools Enclosure 7.1.1
 7.1.2 Pandemic Plan Update
- 4:25 p.m. 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
- 4:40 p.m. 7.3 Superintendent Report
 7.3.1 Board Priorities Enclosure 7.3.1
 7.3.2 Education Week, May 3-7, 2021 Enclosure 7.3.2
 7.3.3 Acknowledgements of Excellence Enclosure 7.3.3
 7.3.4 Donations and Support Enclosure 7.3.4
 7.3.5 Calendar of Events Enclosure 7.3.5
- 4:55 p.m. **8. Public Forum Response** to Allison Purcell-Pike Enclosure 8

5:00 p.m. Public Forum

5:15 p.m. 9. Reports

- 9.1 Division School Council – April 12, 2021 Enclosure 9.1
 9.2 Policy Advisory Committee – April 14, 2021 Enclosure 9.2
 9.3 Division Wellness Committee – April 26, 2021 Enclosure 9.3

5:20 p.m. 10. Correspondence Received

- 10.1 Alberta Education – March 25, 2021 Enclosure 10.1
 10.2 Alberta Minister of Education – April 15, 2021 Enclosure 10.2

5:25 p.m. 11. Correspondence Sent

- 11.1 Alberta Premier – April 12, 2021 Enclosure 11.2
 11.2 Alberta Education Minister – April 12, 2021 Enclosure 11.2
 11.3 Alberta Health Minister – April 12, 2021 Enclosure 11.2
 11.4 Alberta Education Minister – April 21, 2021 Enclosure 11.4

5:30 p.m. Adjournment

MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD MARCH 23, 2021.

IN ATTENDANCE:

Trustees in-person: Christine Light; Tyler Demers; Doug James; Lola Major; Clark Bosch,
Jan Foster; Donna Hunt

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

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

The Chair called the meeting to order at 3:43 p.m.

1. Approval of Agenda

Addition of 5.7 Performance Infrastructure Program

Addition of 5.8 Pandemic Plan

Trustee Tyler Demers moved:

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

*Approval of Agenda
6635/21*

2. Approval of Minutes

Trustee Jan Foster moved:

“that the minutes of the Regular Meeting of February 23, 2021 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Approval of Minutes –
Regular Meeting
6636/21*

3. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from
the Minutes*

4. Presentations

4.1 Edwin Parr Nominee Video

Garrett Simmons, Communications Officer, shared the Edwin Parr Nominee Video.

*Presentations
Edwin Parr Nominee
Video*

5. Action Items

5.1 Early Education Program Fee

A request for an increase of \$15 per month per student was made (from \$185 to \$200) for the 2021-22 school year.

Action Items

5.2 Trustee Doug James moved:

“to approve the Early Education Program fee increase to \$200 per month for the 2021-22 school year.” **CARRIED**

In Favour: Christine Light, Tyler Demers, Jan Foster, Doug James, Donna Hunt, Lola Major

*EEP program fee
6637/21*

Opposed: Clark Bosch

5.3 Policy Review

The following policies were reviewed by the Board.

Trustee Lola Major moved:

“that the Board approve Policy 402.12 Staff Learning, as amended.”

CARRIED UNANIMOUSLY

*Policy 402.12 Staff Learning
6638/21*

Trustee Lola Major moved:

“that the Board approve Policy 505.9 Appeals Concerning Student Matters, as amended.”

CARRIED UNANIMOUSLY

*Policy 505.9 Appeals Concerning Student Matters
6639/21*

Trustee Lola Major moved:

“that the Board approve Policy 403.3 Employee Discipline, as amended.”

CARRIED UNANIMOUSLY

*Policy 403.3 Employee Discipline
6640/21*

Policy 1003.1 Channels of Communication and Disputes Resolution will go back to the Policy Advisory Committee for further revisions.

Policy 1003.1 Channels of Communication and Disputes Resolution

5.4 Second Quarter Financial Report

Trustee Donna Hunt moved:

“to receive the 2020-2021 Second Quarter Financial Report, as presented.”

CARRIED UNANIMOUSLY

*2020-2021 Second Quarter Financial Report
6641/21*

5.5 Board Budget Belief Statements

Trustee Tyler Demers moved:

“to adopt the Budget Belief Statements for 2021-22, as amended.”

CARRIED UNANIMOUSLY

*Board Budget Belief Statements
6642/21*

5.6 Three-Year Capital Plan

Trustee Doug James moved:

“to approve the 2022-2024 Capital Plan, as presented.”

CARRIED UNANIMOUSLY

*Three-Year Capital Plan
6643/21*

Public Forum – Bradley and Allison Purcell-Pike presented on the topic of E-Sports in Lethbridge School Division. The Pikes sought clarification and direction with ways for students to carry on with virtual activity such as E-Sports.

Public Forum

5.7 Electricity RFP

Trustee Doug James moved:

“to approve the Electricity Supply contract signed with Capital

*Electricity RFP
6644/21*

Power at \$55.45/MWh from July 1, 2022 to December 31, 2026.”
CARRIED UNANIMOUSLY

5.8 Performance Infrastructure Program

This was postponed to a special meeting to be held in the near future.

*Performance
Infrastructure
Program*

5.9 Pandemic Plan

The Board reviewed the data and trends of the COVID-19 impact in Lethbridge School Division schools. Active Lethbridge cases went from 175 in February to 502 in March. At a Division level, we have 144 staff and over 1600 students in quarantine. The Board extends its appreciation to the staff who continue to deliver quality learning both in school and at home. We recognize the challenge to families when their children are quarantined and are incredibly thankful that we can work together to support children in Lethbridge. We continue to look at information on an ongoing manner and will be reviewing trends again after Easter break. The Pandemic Plan is now available on the Division website.

Pandemic Plan

6. Division Highlights

Doug was a part of an interview committee for principalships. Donna attended the City of Lethbridge Healthy Lethbridge Wellness meeting and the Canadian Mental Health Association virtual conference. Tyler offered kudos to Bradley Pike for coming to the Public Forum. Christine enjoyed the tour of the new school.

Division Highlights

7. Public Forum Response

7.1 Public Forum Response

Response to Allison Purcell-Pike was included in the agenda.

Public Forum Response

8. Information Items

8.1 Board Chair Report

CMHA Virtual Conference was attended by Christine Light, Jan Foster and Donna Hunt. It was timely information.

*Information Items
Board Chair Report*

Capital Project Announcement: Minister's visit on Saturday, March 13, 2021 at Dr. Plaxton School where the new Garry Station school was announced.

8.2 Associate Superintendent Reports

8.2.1 Business Affairs

*Associate
Superintendent
Reports
Business Affairs*

Associate Superintendent Christine Lee provided a written Business Affairs report.

Human Resources

8.2.2 Human Resources

Associate Superintendent Mike Nightingale provided a written Human Resources report.

8.2.3 Instructional Services

Instructional Services

Associate Superintendent Morag Asquith provided a written Instructional Services report.

8.3 Superintendent Reports

*Superintendent Report
Board Priorities*

8.3.1 Board Priorities Report

Board Priorities were included in the agenda.

*Meeting Extension
6645/21*

Meeting Extension

Trustee Donna Hunt moved:

“to extend the meeting beyond 6:00 p.m.” **CARRIED UNANIMOUSLY**

*Acknowledgements of
Excellence*

8.3.2 Acknowledgements of Excellence

Gilbert Paterson Middle School, Galbraith Elementary School and Park Meadows Elementary School highlights were included in the agenda.

Calendar of Events

8.3.3 Calendar of Events

The Calendar of Events was included in the agenda.
Committee of the Whole moved to April 19, 2021.
Addition of March 31st is Green Shirt Day

*Reports
Division School Council*

9. Reports

9.1 Division School Council – March 1, 2021

Trustee Christine Light provided an oral report from the Division School Council meeting held March 1, 2021.

Facilities Committee

9.2 Facilities Committee – March 2, 2021

Trustee Doug James provided a written report from the Facilities Committee meeting held March 2, 2021.

9.3 Poverty Intervention Committee – March 3, 2021

*Poverty Intervention
Committee*

Trustee Christine Light provided a written report from the Poverty Intervention Committee meetings held March 3 & 17, 2021.

ATA Local Council

9.4 ATA Local Council – March 3, 2021

Trustee Jan Foster provided a written report from the ATA Local Council meeting held March 3, 2021.

*Policy Advisory
Committee*

9.5 Policy Advisory Committee – March 10, 2021

Trustee Lola Major provided a written report from the Policy Advisory Committee meeting held March 10, 2021.

*A.S.B.A. General
Meeting*

9.6 A.S.B.A. General Meeting – March 17, 2021

Trustee Donna Hunt provided a written report from the A.S.B.A. General Meeting held March 17, 2021.

*City of Lethbridge
Minister of Education
Minister of Education*

10. Correspondence

10.1 City of Lethbridge – March 12 2021

10.2 Education Minister LaGrange – March 12, 2021

10.3 Education Minister LaGrange – March 15, 2021

Adjournment

The meeting adjourned at 6:18 p.m.

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business Affairs

MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD MARCH 26, 2021.

IN ATTENDANCE:

Trustees in-person: Doug James; Lola Major

Trustees via Teams: Christine Light; Tyler Demers; Clark Bosch; Jan Foster; Donna Hunt

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

Regrets: Morag Asquith

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

The Chair called the meeting to order at 11:07 a.m.

1. Approval of Agenda

Trustee Donna Hunt moved:

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

*Approval of Agenda
6645/21*

2. Performance Infrastructure Program

Daniel Heaton, Director of Facilities, reviewed the details.

Trustee Jan Foster moved:

“to approve that administration may enter into a contract with Johnson Controls LLP for the Performance Infrastructure Program as presented under the condition that these projects are funded through available IMR and CMR funding available.”

CARRIED UNANIMOUSLY

*Performance
Infrastructure
Program
6646/21*

3. Adjournment

The meeting adjourned at 11:37 a.m.

Adjournment

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business Affairs

MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD APRIL 19, 2021.

IN ATTENDANCE:

Trustees in-person: Christine Light; Clark Bosch; Jan Foster; Donna Hunt; Doug James;
Lola Major

Trustees via Teams: Tyler Demers

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

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

The Chair called the meeting to order at 1:05 p.m.

1. Approval of Agenda

Addition of Curriculum discussion

Trustee Jan Foster moved:

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

Approval of Agenda
6647/21

2. COVID Update

The Board of Trustees were given an update on COVID cases in schools. Moving to Scenario 3 by Schools(s) or Division can only be done with approval from the Ministry of Education. Communications Officer will share information on the website regarding moving to Scenario 3. A summary will be posted to the website. The Pandemic Plan guides the Board in any pandemic. The ReEntry Guide is specific to the COVID-19 pandemic.

Trustee Tyler Demers moved:

“to approve the following change to the Pandemic Plan:

The exception to “prohibited” co-curricular and extra-curricular activities are those activities that can be delivered on-line. It must be kept in mind that these are still considered “non-essential,” and each school site will determine whether the circumstances at the school are such that there is staff capacity to manage the on-line activity(ies). On-line co-curricular and extra-curricular activities still require staff time and administrative attention to ensure appropriate parameters are in place including membership restrictions (if any), strategies to ensure digital citizenship and safety, and supervision that is structured in a manner that provides for close monitoring of the activity and interaction among club/ team members and potential external

Pandemic Plan
6648/21

audiences.”

CARRIED UNANIMOUSLY

Trustee Donna Hunt moved:

“to approve the following change to the Pandemic Plan:

*Pandemic Plan
6649/21*

Depending upon the length and nature of a Pandemic at Level 5 or 6, the Board may consider other exceptions to prohibited activities. If an exception is made by the Board, these activities would follow all guidelines outlined in the Division Re-entry Plan specific to the pandemic as well as provincial health guidelines for engaging in any activity. Student participation in such activities will require a signed acknowledgement of risk that will be provided by the school division.”

CARRIED UNANIMOUSLY

Trustee Clark Bosch moved:

*Move to In Camera
6650/21*

“that the meeting move to In Camera.”

CARRIED UNANIMOUSLY

3. Budget Update

Budget Update

The Board of Trustees were provided with a summary of the preliminary 2021-22 budget allocations by Mark DeBoer, Director of Finance.

Trustee Donna Hunt moved:

*Move out of In
Camera
6651/21*

“that the meeting move out of In Camera and back to Regular meeting.”

CARRIED UNANIMOUSLY

The meeting reconvened at 2:50 p.m.

4. Draft Curriculum

Alberta Education draft curriculum was released, and the Board sent a response. Questions have come from the public as to why the Board chose not to pilot the curriculum. A presentation will be made at Division School Council about curriculum process.

5. Adjournment

Adjournment

The meeting adjourned at 3:11 p.m.

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business Affairs

MEMORANDUM

April 27, 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 2019-2020 school year.
- Policy review (including procedures, forms, and exhibits) of the 100, 200, and 300 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>
202.2	Chair of the Board	Amended
202.3	Individual Trustees	Amended
203.2	Long-Range Planning	Amended
203.4.1	Standing Committees	Amended
203.5	Special (Ad Hoc) Committees	Amended
203.6	Joint Committees	Amended
203.6.3	Board Representatives	Amended
204.9	Board Meeting Procedures	Amended
204.13.1	Public Solicitations of the Board	Amended
1003.1	Channels of Communication and Disputes Resolution	Amended

Respectfully submitted,
Cheryl Gilmore

202.2 Chair of the Board

Policy

Under the Education School Act (69), the Minister may establish regulations regarding board procedures ~~Board is required to elect one of its members as Chair. At the organizational meeting the Board must elect one member to be Chair, and another as Vice Chair to hold office during the pleasure of the Board.~~

The Board expects the Board Chair to provide leadership to the Board and act as its primary spokesperson.

The Board expects that the Chair shall perform their duties in accordance with ~~District~~Division policy, the Education School Act and other applicable provincial and federal statutes and regulations.

Regulations

1. The Chair shall be elected annually at the organizational meeting of the Board ~~to serve at the pleasure of the Board.~~
2. The Board delegates to the Chair the following powers and duties:
 - 2.1. To preside over all Board meetings and to ensure that such meetings are conducted in accordance with the Education School Act and the policies and procedures of the Board;
 - 2.2. To convey directly to the Superintendent such concerns as are related to them by the trustees, parents, students or employees which may affect administration of the ~~District~~Division;
 - 2.3. To convey to the Board and the Superintendent such concerns as are related to them, which may affect the policies or administration of the ~~District~~Division;
 - 2.4. To provide counsel, when requested, to the Superintendent when a course of action may be necessary, the substance of which is not within the parameters of existing Board policy;
 - 2.5. To act as Board spokesperson upon matters of Board policy;
 - 2.6. To act as ex-officio member, with voting privileges, to all committees appointed by the Board;
 - 2.7. To ensure that the Board is represented at public activities;
 - 2.8. To act as signing officer of the ~~District~~Division;
 - 2.9. To act as the official spokesperson of the Board on matters pertaining to the major functions of the Board.
3. In the absence of the Chair, the Vice-Chair shall perform the duties of the Chair

and, when so acting, shall have all the power of the Chair.

202.2 Chair of the Board, cont'd

4. If the Chair and Vice-Chair are absent at a meeting at which a quorum is present, the Board shall appoint from its trustees an acting Chair who, thereupon, has all powers and shall perform all duties of the Chair.

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

References

Alberta ~~Education~~~~School~~ Act: Sections ~~69~~~~60~~, ~~61~~, ~~62~~, ~~63~~, ~~65~~, ~~72~~, ~~78~~
~~District~~~~Division~~ Policies: 100.1 Foundational Statements, 201.3 General Powers and Duties of the Board, 202.1 Trustee Code of Conduct, 202.3 Individual Trustees, 204.4 In Camera Board Meetings, 204.6 Organizational Meetings, 205.1 Trustee Compensation, 1001.3 Communications
Other: Role of the Trustee – ASBA Handbook,
Alberta Education – ~~Policy, Regulations and Forms Manual~~~~Board Procedure Regulations 2019~~
Freedom of Information and Protection of Privacy Act

202.3 Individual Trustees

Policy

Trustees, as members of the Board, are expected to serve the best interests of the Division~~District~~ and, particularly, its students.

Regulations

1. Trustees shall be responsible to their electorate through the democratic process.
2. As an elected official, it is the responsibility of the trustee to attend regular and special meetings of the Board, serve on committees of the Board, and perform other functions as directed by the Board.
3. It is the role of the trustee, as a member of the Board, to participate in the major functions of the Board:
 - Planning
 - Policy-Making
 - Allocation of Financial Resources
 - Communication
 - Evaluation
 - Adjudication of Appeals
 - Advocacy for Public Education
4. Trustees must respect and value a decision of the Board and not undermine it. For the Board to operate effectively, it must speak with one voice. Board authority lies in its unity and support for the vote of the majority.
5. A trustee may express a personal position or opinion, but must identify it as such. An individual trustee shall not intentionally give the appearance of speaking for the Board without Board authorization.
6. Trustees should respect the channels of communication established in ~~the the~~ Division~~District~~. Whenever possible, concerns regarding students and staff brought to trustees ~~by parents and others~~ should be directed back through these channels of communication. Policy 1003.1 Channels of Communication and Disputes Resolution
7. Each A trustee will be assigned schools to serve as a liaison; the liaison functions include, but are not limited to, attending school activities, staff meetings, special events, and School Council meetings, as available, when invited, may serve as a volunteer member at-large on a staff committee.

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

202.3 Individual Trustees, cont'd

References

Alberta ~~Education~~~~School~~ Act: Sections ~~33, 34, 53, 69~~~~60, 61, 62, 63, 76, 78~~

~~Division~~~~strict~~ Policies: 100.1 Foundational Statements, 201.3 General Powers and Duties of the Board, 202.1 Trustee Code of Conduct, 202.2 Chair of the Board, 1001.3 Communications, 1002.4 School Councils, 1003.1 Channels of Communication and Disputes Resolution

Other: Role of the Trustee – ASBA Handbook,
Alberta Education – ~~Policy, Regulations and Forms Manual~~Board Procedure Regulations 2019

203.2 Long-range Planning

Policy

The Board shall direct the Superintendent to develop long-range ~~assurance District-education~~ plans that support ~~DivisionDistrict _goals and priorities- foundational statements and priorities.~~

The Board expects that all ~~Div~~vision~~striet~~ plans shall be in accordance with ~~Div~~ision~~striet~~ policy, the ~~Education School~~ Act and other applicable provincial and federal statutes and regulations.

Regulations

1. Long-range ~~Div~~ision~~striet~~ plans should normally cover three years.
2. The ~~Combined-DivisionDistrict Three-Year Education Assurance~~ Plan and ~~Assurance Annual Education~~ Results Report shall be developed and implemented on an annual basis.
3. The Board may conduct other long-range planning activities or reviews to provide direction to planning of programs, facilities, or services over a longer-term basis.

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

References

Alberta ~~Education School~~ Act: Section ~~33, 53~~60

203.4.1 Standing Committees

Policy

The Board believes that the work of certain committees of the Board is on-going and that such committees should be permanently in existence. The Board, therefore, approves establishment of the following “standing” committees of the Board:

- Facilities Committee
- Policy Advisory Committee
- Board Budget Committee
- Poverty Intervention Committee
- Spirit of 51 Committee
- Superintendent Evaluation Committee
- Board Audit Committee
- ~~Division Wellness Committee~~ ~~Healthy Schools Committee~~
- Community Engagement Committee
- ~~First Nations, Metis and Inuit Committee~~ Indigenous Education Advisory Committee

In accordance with the Education School Act, the Board authorizes the above committees to make decisions on behalf of the Board.

Regulations

1. The Board expects that committee decisions will be made in a manner that is consistent with their Terms of Reference as approved annually by the Board at its organizational meeting.
2. Board representation on Standing Committees shall be in accordance with each committee’s mandate, illustrated in Exhibit 203.4.1.A.
3. The Board may, by resolution, establish additional standing committees or disband an existing standing committee.

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

References

Alberta Education School Act: 33, 34, 5360, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75
Division Policies/Other Statutes: 203.4 Board Committees, 203.5 Special (Ad Hoc) Committees,
203.6 Joint Committees, 203.6.3 Board Representatives



Policy



203.5 Special (Ad Hoc) Committees

Policy

The Board understands that the work of certain committees of the Board is task specific and generally short term in nature and that such committees should cease to function when their assigned task has been completed. The Board, therefore, approves establishment of "special (ad hoc)" committees of the Board to carry out specific functions.

In accordance with the Education School Act, the Board authorizes special (ad hoc) committees to make decisions on behalf of the Board.

Regulations

1. Special (ad hoc) committees shall be established, by Board resolution, as the need arises.
2. Special (ad hoc) committees shall have a specific mandate and/or term.
 - 2.1. Special committees shall cease to exist when their mandate/term is completed.
 - 2.2. The mandate/term of a special committee may be adjusted by Board resolution.
 - 2.3. The Board expects that committee decisions will be made in a manner that is consistent with their mandate.
3. The need for the following special (ad hoc) committees is recognized as recurring:
 - 3.1. ATA Negotiating Committee
 - 3.2. CUPE 290 Negotiating Committee
 - 3.3. CUPE 2843 Negotiating Committee
 - 3.4. Non Union Staff Committee
 - 3.5. Expulsion Committee
4. The Secretary-Treasurer/Associate Superintendent, Business Affairs shall maintain a list of all current special (ad hoc) committees of the Board.

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



References

Alberta Education School Act: Sections 66, 68, 70, 71, 72, 73, 74, 33, 34, 53
Division/District Policies: 203.4 Board Committees, 203.4.1 Standing Committees,
203.6 Joint Committees, 203.6.3 Board Representatives
Other: Alberta Education – Board Procedure Regulations 2019

Formatted: Indent: Left: 2.54 cm



203.6 Joint Committees

Policy

The Board has the authority, under the ~~Education School~~ Act, to enter into agreements with other parties and pursuant to such agreements, appoint Trustees to joint committees. The Board recognizes that joint committees can serve a useful co- ordination and liaison function. The Board, therefore, authorizes

- the appointment of Trustees to joint committees which have been established through written agreement with other parties, and
- the establishment, through written agreement, of other joint committees as necessary.

Regulations

1. Joint committees shall be established through written agreement which shall define:
 - 1.1. the purpose of the committee,
 - 1.2. structure of the committee,
 - 1.3. term (where appropriate) of the committee,
 - 1.4. the number of ~~Division District~~ representatives, and
 - 1.5. the honorarium and expenses (if any) to be paid to committee members.
2. Appointees to joint committees may be Trustees or ~~Division District~~ staff.
 - 2.1. Appointments shall normally be by Board resolution at the Organizational Meeting.
 - 2.2. The Board expects its appointees to carry out their duties and responsibilities in accordance with the ~~Education School~~ Act and the terms of the agreement.
3. The Secretary-Treasurer/Associate Superintendent, Business Affairs shall maintain a list of all joint committees to which the Board is entitled to appoint representatives.

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



LETHBRIDGE SCHOOL DIVISION

References

Alberta [Education Act](#): Sections [63, 66, 68, 70, 71, 72, 73, 74, 33, 34, 53](#)
[Division/District](#) Policies: 203.4 Board Committees, 203.4.1 Standing Committees, 203.5
Special (Ad Hoc) Committees, 203.6.3 Board Representatives
[Other: Alberta Education – Board Procedure Regulations 2019](#)

Formatted: Indent: Left: 2.5 cm

Approved: November 26, 1997
Amended: January 12, 2010
Amended: May 23, 2017

203.6.3 Board Representatives

Policy

The Board, by virtue of its roles and responsibilities, is from time to time invited to send representatives to meetings, functions or activities sponsored by other organizations. The Board authorizes the naming of persons to represent the Board at events where such representation is deemed necessary or desirable.

The Board expects named representatives to fairly and accurately represent the views of the Board and conduct themselves in a manner that reflects positively upon the Board and ~~Division~~ District.

Regulations

1. Responsibility for determining the necessity/desirability of appointing a representative and for naming the representative shall rest with the Board, except in emergent cases when the Chair may designate a representative to attend a single meeting, function, or activity.
2. The Board expects named representatives to fairly and accurately represent the views of the Board and conduct themselves in a manner that reflects positively upon the Board and ~~Division~~ District.

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

References

Alberta ~~Education~~ School Act: Sections ~~66, 68, 70, 71, 72, 73, 74~~ 33, 34, 53
~~Division~~ District Policies: 203.4 Board Committees, 203.4.1 Standing Committees,
203.5 Special (Ad Hoc) Committees, 203.6 Joint Committees

Other: Alberta Education – Board Procedure Regulations 2019

204.9 Board Meeting Procedures

Policy

The ~~Education~~School Act authorizes the Board to establish procedures governing its internal operations and meetings. The Board expects that meetings will provide for thorough, yet efficient, debate and resolution of issues. The Board directs that all meetings of the Board be subject to the following regulations.

Regulations

1. Robert's Rules of Order shall serve as the official guide to parliamentary procedure.
2. All business shall be brought before the Board by a motion of a member.
 - 2.1. Motions shall not require a second.
3. Voting shall be by show of hands.
 - 3.1. Except in the case of a unanimous vote, the vote of each Trustee shall be recorded in the minutes.
4. Debate on an issue shall normally be limited as follows:
 - 4.1. Each Trustee shall be permitted to speak no more than twice and no longer than ten (10) minutes in total.
 - 4.2. Notwithstanding 4.1, the Trustee who presents a motion shall be permitted to open and close debate.
5. Meetings shall be subject to automatic adjournment.
 - 5.1. Regular Meetings shall adjourn no later than 6:00 PM.
 - 5.2. Adjournment time for other meetings of the Board shall be set at the commencement of the meeting.
 - 5.3. The Board, by resolution, may extend a meeting beyond its scheduled adjournment time.
6. The Secretary-Treasurer/Associate Superintendent, Business Affairs shall be responsible for recording the minutes.

204.9 Board Meeting Procedures, cont'd

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

References

Alberta ~~Education~~~~School~~ Act: ~~66, 68, 70, 71, 72, 73, 74~~33, 53, 64?
~~Division~~~~District~~ Policies: 204.3 Special Board Meetings, 204.6 Organizational Meetings, 204.4 In Camera Meetings, 204.12 Board Meeting Minutes
~~Division~~~~District~~ Procedure: 204.9 Requests for Information
Other: Alberta Education – Board Procedure Regulations 2019

Approved: January 16, 2001

Amended: January 12, 2010

Amended: June 27, 2017

204.13.1 Public Solicitations of the Board

Policy

The Board recognizes that the DistrictDivision is an integral part of the Lethbridge community. However, the DistrictDivision is limited with respect to the financial support it may offer to community sources.

Regulations

1. All requests from organizations soliciting donations in excess of one thousand dollars from the DistrictDivision shall be presented to the Board at a regular meeting for consideration.
2. The Board may grant donations provided:
 - 2.1. the function of the organization is considered by the Board to be a natural extension of DistrictDivision programs; and/or a connection with mission, vision, and values.
 - 2.2. the request is accompanied by a statement of financial need; and
 - 2.3. the request is made in writing at least two weeks prior to a regular scheduled board meeting.

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

References

Alberta Education School-Act: Section 33, 53 68
DistrictDivision Policies: 202.1 Trustee Code of Conduct, 202.2 Chair of the Board,
202.3 Individual Trustees, 202.1.1 Confidentiality, 204.13
Public Presentations and Forums

1003.1 Channels of Communication and Disputes Resolution

Policy

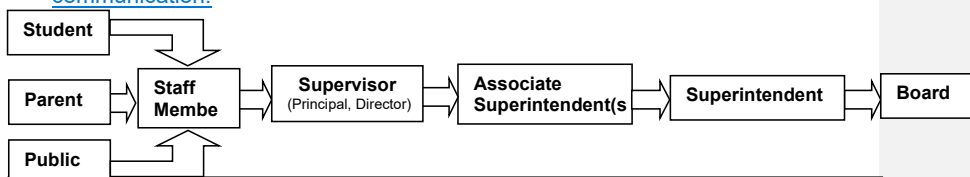
The Board shall engage in open communication with Division stakeholders as it is fundamental to the education of students and the successful operation of the Division.

Regulations

1. All official Board communications, policies, and directives of interest to staff shall be communicated to staff members through the office of the Superintendent.
2. All formal communications or reports to the Board from Division staff members shall be submitted through the Superintendent.
3. The Chair of the Board or designate shall be the official spokesperson of the Board.
4. The Board and/or Superintendent shall communicate with School Councils through School Council chairs and/or through Division School Council representatives.
5. Each school shall have a trustee assigned as a Board liaison.
6. Each school shall have a member of Executive Council assigned as a Division liaison.
7. The liaisons may attend School Council meetings, staff meetings and other special events, as available.
8. Schools will establish procedures to ensure liaisons are informed about activities and events in their assigned schools.
9. Significant school events should be reported to the office of the Superintendent and Communications Officer.
10. Staff members requesting information from the Board shall normally do so through the principal and/or Superintendent.

11. Channels of Communication

- 11.1 [Matters involving students and/or staff shall respect the following channels of communication:](#)



1000 – School/Community Relations

11.2 Matters involving governance can be conveyed to Board members directly. As per Policy 201.3 General Powers and Duties of the Board, these matters include: planning, policy, budgeting, accountability and assurances practices, appeals, advocacy and communication.

12. Information about appropriate channels of communication shall be made available on the school website.

13. For media requests, refer to Policy 1001.3 *Communications*

14. Dispute Resolution

14.1. The following procedures will be adhered to for resolving disputes or concerns between parents and school staff that endorse a co-operative and collaborative learning environment for students. Parents/guardians, students, and staff shall, at all times, approach the resolution process with respectfulness and intent for resolution. Some outcomes of this process may not be shared due to privacy legislation.

14.1.1. The parents/guardian or student over the age of 16 should address the dispute or concern directly with the staff member involved within five school operational days of being advised of the decision that is of concern or under dispute.

14.1.2. . If the parent/guardian or student's dispute or concern is not resolved by directly addressing it with the school staff member involved, the parent/guardian or student shall bring it forward to the principal or principal designate for resolution within five school operational days following the response of the staff member in 14.1.1. If the dispute or concern is with a non-school staff member, the concern shall be brought forward at this point to the direct supervisor of the staff member. If the dispute or concern is with a member of the school administration, the concern shall be brought forward at this point to the Associate Superintendent of Human Resources.

14.1.3. The principal, principal designate, or supervisor may utilize a variety of strategies to resolve issues, including but not limited to:

- 14.1.3.1. meeting with the parent and staff member;
- 14.1.3.2. mediation;
- 14.1.3.3. restorative justice;
- 14.1.3.4. obtaining advice, services, or opinion of a medical practitioner or other professional;
- 14.1.3.5. involving child welfare, social services, police, other external agencies; and or
- 14.1.3.6. involving Division staff or consultants who have relevant expertise to the dispute or concern.

Formatted: Indent: Left: 0 cm, First line: 0 cm

Formatted: Indent: Left: 0 cm, First line: 0 cm

Formatted: Indent: Left: 0.75 cm

14.1.4. If the principal, principal designate or direct supervisor feels that the dispute or concern has been adequately addressed but the parent/guardian or student does not, the principal, principal designate or direct supervisor shall advise the parent/guardian or student of the Division appeal policy (Policy 505.9 *Appeals Concerning Student Matters*).

Formatted: Indent: Left: 0 cm, First line: 0 cm

References

Alberta Education Act:	33 , 41
Division Policies:	202.2 Chair of the Board, 202.3 Individual Trustees, 203.1 Policy Development, 201.3 General Powers and Duties of the Board , 402.8.1 Harassment and Discrimination of Employees, 505.9 Appeals Concerning Student Matters, 608.6 Parent and Student Handbook, 805.6 Access to Information, 805.7 Preservation & Disposal of Records, 1001.3 Media Relations, 1002.4 School Councils
Other:	Freedom of Information and Privacy Act (FOIP)

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Art's Alive and Well in Schools

Background

Art's Alive and Well in the schools is a yearly art exhibit put on by all the Lethbridge city schools within the Holy Spirit Catholic School Board, Lethbridge School Division and École La Vérendrye. It is displayed in cooperation with the Southern Alberta Art Gallery and usually takes place in the spring.

Last year, due to Covid, "Art's Alive and Well in the Schools" moved online and was well received in that format. For that reason (and the continuation of Covid restrictions) it was decided to move the exhibition online permanently. It is a pleasure to announce our re-named and re-branded 44th annual exhibition: **"Virtually Installed: Lethbridge Schools. Students. Art"**.

The exhibition will be hosted on a page on the Lethbridge School Division website starting May 3, 2021 and promoted by the Southern Alberta Art Gallery and the Holy Spirit Catholic School Board. In addition, the SAAG will be showing a virtual tour of the artwork on their website.

Like last year, there will be an opportunity for everyone to vote for their favourite works and we are also pleased to include the University of Lethbridge and the Allied Arts Council as award sponsors. All the award winners and favoured artwork pieces will be announced in the last week of May.

Recommendation

It is recommended that the Board receive this report as information and extend appreciation to Kathy Knelsen for her efforts to coordinate this celebration of student art in Lethbridge.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business Affairs

RE: Business Affairs Report

Background

The April 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

ASSOCIATE SUPERINTENDENT, BUSINESS AFFAIRS REPORT

APRIL 26, 2021

April

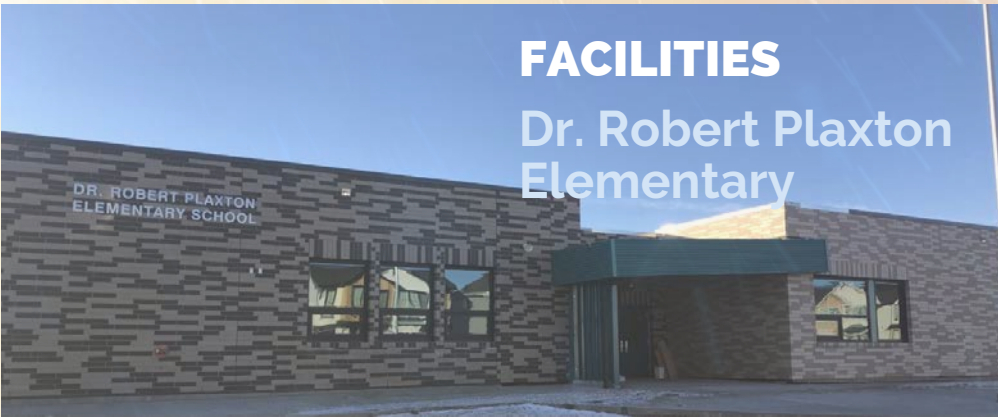
Kids
ARE OUR BUSINESS

Report by:
Christine Lee,
Associate Superintendent,
Business Affairs



FACILITIES

Dr. Robert Plaxton Elementary



- Dr. Robert Plaxton received occupancy status on March 12th. Deficiency inspections, and installation of modular classroom are still in progress. Furnishing and equipment fit up will begin in a few months. Head Caretaker, Patrick Steed, has begun getting the school ready to receive furniture when it arrives.
- The Alternative Energy Solar Wall and remaining playground elements are currently in fabrication and will be installed in the next few months.



- The Energy Performance Project has started the planning phase with \$4 million of projects planned to begin starting in May. These projects include Heat Pump, Cooling Tower, and Condensing Unit replacements along with LED Lighting upgrades. These projects will replace aging infrastructure and will also enhance energy efficiency and learning environments at Mike Mountain Horse, Nicholas Sheran, Dr. Probe, Park Meadows, and Fleetwood-Bawden Elementary Schools, and LCI. Funding for the projects is from IMR and CMR funding received from Alberta Education.
- The facilities department has been working with some of our education partners who currently reside in LCI classrooms to find new space within LCI and the Division. The moves are required to make room for additional students that will be joining LCI from west Lethbridge starting in the 2021-2022 school year.
- It is project season! The facilities department is busy planning a number of projects that will take place this summer supported through IMR funding.



- The Province announced the budget on February 25th, 2021. The provincial budget has provided COVID-19 mitigation funding to reduce the adverse impacts of decreased enrollment on the Weighted Moving Average component of the funding model. This is welcomed news as funding stability has been provided to the division for the development of the budget. The Instructional Budget Committee has now completed budget allocations for the 2021-2022 school year. Site based administrators will now develop the expenditure side of the budget based on the allocations provided. The budget will be presented to the public on May 18th with final approval of the budget by the board on May 25th.
- 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. Further applications of PowerBi are being prepared to provide different forms of information to demonstrate accountability and transparency. These new dashboards will be released in the coming months.

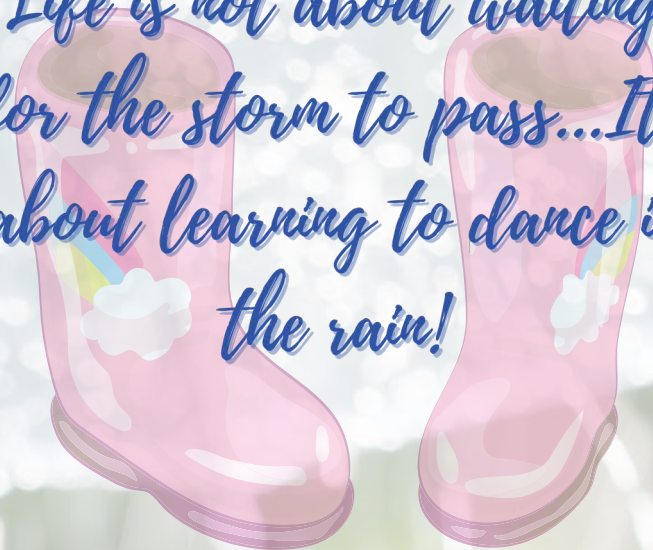


Thank you to all the amazing Admin Professionals in the Division!





*Life is not about waiting
for the storm to pass...It's
about learning to dance in
the rain!*



- The facilities department rolled out electronic Field Level Hazard Assessment (FLHA) Forms to maintenance and caretaking staff this month. Using Ebase, staff are sent the FLHA task complete daily. Creating this daily task digitally has made the form easier to use, routes completion flags for action as required and is tracked for easy retrieval.
- The Division Safety Program will be reviewed for effectiveness over the next few months. The review will begin with a survey of Division Workplace Health and Safety Committee representatives to gather feedback about the Division Safety Program and areas for improvement.
- A big thank you to the site safety committees for quarterly site safety inspections and review of COVID-19 protocols at worksites to ensure continued safety of students, staff, and the community.
- Detailed site inspections have been completed by the division inspection team and the team will be meeting with school based administration to review the results of the inspections. School inspections went well with very little concerns. Biggest area of concern was related to safe storage of instructional materials.



About the 2021 CMHA Mental Health Week campaign:

- The theme of this year's Mental Health Week is understanding our emotions.
 - Recognizing, labeling and accepting our feelings are all part of protecting and promoting good mental health for everyone.
 - Naming, expressing and dealing with our emotions—even when they're uncomfortable—can make us feel better.
- A time of unprecedented stress and anxiety
 - People are experiencing unprecedented stresses and feelings of anxiety related to COVID-19.
 - 40% of Canadians say their mental health has deteriorated since the onset of the pandemic.

source and further info: <https://cmha.ca>

Lethbridge School Division

Technology Department Ever-Greening Project Plan 2021-2023 and beyond



TECHNOLOGY

Some of the department's activities include:

- Supporting schools with online registrations for the 2021-2022 school year.
- Planning ATLE Cyber Security conference for Zone 6. **Network Security and Beyond.** Brings together IT professionals from the City, University, College, and other school jurisdictions to discuss cyber security issues, trends, and solutions.
- Working on information for SACC purchasing agreement renewal.
- Support schools with data gathering for Alberta Education enrolment verification audit.

2021

School Copier Replacement

Summer 2022

- Audit current copier use in schools.
- Deploy new copiers in schools based on a 5 year lease.
- Go under the government copier contract to ensure best price.



Mobile Evergreen Summer 2021

- 5 year Evergreen plan for classroom Mobile Devices (iPads, Laptops)
- Each School will receive Laptops and carts based on student population.
- iPads only in Elementary and select middle school programs.

2022

SACC agreement working committee

- A working committee will be put together to put out a RFI and RFP to renew the SACC Agreement.

SACC Agreement
The Southern Alberta Computer Consortium includes 6 southern Alberta School divisions and is a 5 year purchasing agreement.



Elementary Ever-Greening Phase I Planning

- Evaluate teacher and student computer needs in each Elementary School
- Select appropriate equipment that will have a 5 year lifespan and meet the schools need.
- Receive quotes

SACC agreement renewed Sept 2022

2023

Elementary Evergreen

Summer 2022

- Replace Elementary desktops and classroom computers.
- Each school will receive desktops based on student enrolment.
- For schools with no computer labs, laptops will be substituted for desktops.

Middle/High School Ever-Greening Phase 1 Planning

- Evaluate teacher and student computer needs in each Middle/High School
- Select appropriate equipment that will have a 5 year lifespan and meet the schools need.
- Receive quotes

IMPORTANT Years!

- 2024 Middle/High School Evergreen
- 2026 Mobile Evergreen
- 2027 Elementary Evergreen
- 2030 Interactive Boards Replaced.

530 Lenovo laptops have arrived as part of the technology evergreening of mobile devices.

More laptops and iPads to arrive in the next few months. The team will be working to prepare the machines to be ready for the new school year.



Technology Mission Statement :

"Implementing, enhancing and supporting technology to provide equitable access for all innovative learners."

TRANSPORTATION

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:

- The final transition of school bus routes from the City of Lethbridge to the Division's provider Southland Transportation occurred on March 15th.
- MyBusStop GPS tracing service is now available for families to track bus locations, bus stops, and schedules. Families may receive alerts on any bus delays.
- New Boundary Maps have been created and are on the Division website. Also parents may use *School Locator* to type in their address and see their boundary school.
- Bell Times for the 2021-2022 school year were created in conjunction with Southland and Holy Spirit Catholic School Division to provide better coordinated busing between the school divisions.
- Transportation and Technology are 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.



APRIL SHOWERS BRING MAY FLOWERS



Some other items to note this month:

- Regular Elementary, Middle, and High School Principal meetings
- Ecole Nicholas Sheran School Council, March 24th
- Board of Trustees Meeting with Lethbridge East MLA, Nathan Neudorf, March 26th
- Special Board Meeting to approve Energy Improvement Project expenditure plan, March 26th
- USIC Lunch and Learn re Auto Liability, March 29th
- Marsh and LSD Risk Management meeting, March 30th, April 27th
- LSD and Holy Spirit meeting to discuss school bus registration process for 2021-2022, March 31
- ASBOA Trends and Issues: 2021-2022 Funding Profiles, April 8th
- LSD and Johnson Controls kick off meeting for Energy Improvement Project, April 9th



OTHER MATTERS

- Meetings with Caretaking and Facilities team re electronic Field Level Hazard Assessments and protocols re snow days, power outages, and other emergencies, April 12th
- USIC Risk Management and Claims Committee, April 13th
- Ecole Agnes Davidson School Council, April 13th
- Instructional Budget Committee, April 19th
- OHS Management Committee Meeting, April 20th
- McLennan Ross, Complex Litigation seminar, April 21
- Meetings with Education Partners office space relocation at LCI, April 21, April 26th
- Lethbridge Emergency Management Meeting, March 27th



MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

RE: Human Resources Report

Background

The April 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
April 27, 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 3 teachers to the substitute list in the past four weeks.
- Adding 2 support staff to the substitute list in the past four weeks.
- Onboarding 8 new staff members in the past four weeks.
- Extending 32 teacher contracts in the past four weeks.
- Facilitating the hiring of 7 teachers in the past four weeks.
- Facilitating the hiring of 17 support staff in the past four weeks.

Other Highlights

- Associate Superintendent Mike Nightingale participated in instructional budget committee meetings, to help determine priorities for the 2021-22 budget.
- 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, Director of Human Resources Rhonda Aos and Executive Assistant Katie Guccione attended a virtual career fair for graduating teachers from the University of Lethbridge.
- Members of the Human Resources department presented at the April 12 professional learning day on a variety of topics including:
 - OH&S course completion
 - Professional learning reimbursement process
 - COVID absence entry processes
 - Staff scheduling processes
 - CUPE 290 processes and protocols
- On April 14th and 15th 38 recognition packages were delivered by Trustees and Human Resources team members to 15 Division sites for the Spirit of 51 Recognition: Non-Union, CUPE 2843 & CUPE 290 Program. Recognition packages were coordinated and prepared by Human Resources. Congratulations to those nominated and receiving recognition for the 2020-2021 school year!

2021-22 Staffing Update

The 2021 – 22 staffing process for the division is underway.

- The hiring process for 5 principal positions has been completed.
- The hiring process is in progress for 7 Vice Principal positions.
- School based administrators have received their preliminary 2021-22 budgets and staffing allocations.
- The teacher staffing compliment for Dr. Plaxton school is approximately 85% complete.

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

April 27, 2021

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

RE: Instructional Services Report

Background

The April 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 April/May 2021

Important Dates

April 15th- Permission Click presentation to Administrators (during Admin Committee PL)
April 22nd- Shelley Moore- speaking with LSTs, WCHS and Galbraith
April 22nd, May 6th, May 20th, June 3rd- Indigenous Education Team PL for teachers 4-5 p.m.
registration information will be coming shortly
April 26th- Wellness Committee Meeting #3
May 5th- DIPT follow up meeting
May 10th- Health Champ #3 meeting- releasing of Wellness Grant applications for 21/22 school year
May 12th- Indigenous Education Committee Meeting #3
May 21st- End of year Wellness report
June 4th- Wellness Grant applications for the 21/22 School year due
June 22, 23- Indigenous Education Graduation

Staff Announcements

A very special welcome and congratulations to **Rebecca Adamson**, we are excited for her to join our Instructional Services team as our new Inclusive Education Coordinator- her K-12, French Immersion and Curriculum and Inclusion experience will complement the great work we have been doing under the Inclusive Education and Curriculum/Instruction portfolio! We are sad to see Kelsie Enright, Division Occupational Therapist, leave us as she and her husband are leaving for a new position her husband has secured in Winnipeg - good luck Kelsie!!

Early Education

First, I would like to take a moment to thank our LSTs, ELE managers, EAs and SLPs for their flexibility working through the last few weeks and flexing through the disruption caused by COVID. You are all truly spectacular individuals who care for our early learners. Special thanks to Isabelle Plomp who has subbed, bus-analyzed and supported impacted teams. We will be working with finance over the next two weeks to better understand the new shifts Alberta Education has made with PUF and EEP funding/identification.

COVID

Just a quick update here as we have most updates via Administrator meetings as we receive information from AHS. Initially we had changed our Division communication process in responding to the variant as it presented as 2 tests were recommended by AHS and we wanted to ensure we were communicating appropriately. Now because the majority of the COVID cases presenting are the variant, it is recommended that all COVID positive cases get tested twice while in quarantine.

Wellness Work

In April, the Wellness Throwdown will be shorter (abbreviated to the last two weeks of April) and will focus on promoting water consumption. As you will see in the dates above our Wellness Grant reports are due from schools who received a Wellness Grant this year May 21st. Wellness Grant Applications for 2021/22 will be released on May 10th at the Health Champ meeting. We are hopeful to have a second “Think Outside” training session for Health Champs on this date and we hope we can all get outside and enjoy learning more about place-based learning.

Indigenous Education

Shawnee Big Bull had her baby! And Kendall Good Rider and Maria Livingston will also be easing into another round of motherhood shortly 😊. As a result, John Chief Calf and Morag conducted interviews before Spring Break looking for individuals who can continue the great Grad Coach work these two ladies do until the end of the year. We were successful at hiring one Grad Coach, Amelle WeaselFat who will be supporting the Grad Coach work over the next two months.

John Chief Calf, Melanie Morrow, and Jenna Jewison met with ATA PL reps and teachers to plan an Indigenous Education Professional Learning Series. April 22nd, May 6th, May 20th and June 3rd the team will be offering in consultation with teachers hour long sessions from 4-5 p.m. that will be very helpful for our staff. Registration information will be rolling out shortly.

Jessica Deacon and Jenna Jewison (Middle School Indigenous Education Teacher) are currently teaming to build more “Think Outside” lessons that we will be sharing with schools in the Spring (via a website access point). We are hopeful that Jessica and Jenna will be able to come out to our middle schools in the Spring, as restrictions lift.

Social/Emotional/Counselling supports

Principals completed a social/emotional/counselling inventory survey they received from Morag on March 25th. This feedback from Administrators will be helpful given we have shifted our staffing model from 2019-20 and we will have some vacancies/leaves that we will have to fill along with adding staffing at our new elementary school.

Curriculum and Instruction

Karen and Morag have initiated planning with a French Immersion (single track) Consultant. Over the next month, process will be shared and feedback from Admin/staff in French Immersion will be solicited as we continue working toward a single-track French Immersion program at Ecole Agnes Davidson. Thank you in advance for your support and feedback, if solicited!!

The new math resource Building Fact Fluency: A Toolkit for Addition and Subtraction arrived this week and Jenn Giles has kindly started making deliveries to schools yesterday.

Planning is underway for the Collaborative Communities that will be meeting on the morning of April 12th.

Curriculum announcement March 29th, 2021- draft K-6 curriculum is available here: https://www.alberta.ca/curriculum.aspx?utm_source=redirect&utm_medium=all&utm_campaign=GoA&utm_term=Curriculum



[Draft K-6 curriculum | Alberta.ca](https://www.alberta.ca/curriculum.aspx?utm_source=redirect&utm_medium=all&utm_campaign=GoA&utm_term=Curriculum)

Refocusing on essential knowledge in Alberta's elementary schools. Parents and teachers have waited a long time for a curriculum that brings a renewed focus to literacy, numeracy, citizenship and practical skills. The revised and strengthened Kindergarten to Grade 6 (K-6) curriculum gives students ...

www.alberta.ca

Pilot divisions will happen in the fall, supports (i.e. PL and training and ongoing support will be provided by Alberta Ed and identification of additional resources will be supported). There is also a survey on line where individuals can provide additional feedback regarding the draft curriculum on what is shared on the website. It will be important for staff to provide feedback on the current draft that is available on-line.

Inclusive Education

Ann and Rochelle have been working alongside school teams supporting programming and initiating transition conversations for students. Shelley Moore will be presenting and working with LST's on April 22nd at their LST meeting. Shelley is also scheduled to work with WCHS and Galbraith on this day. The LST session will focus on how LSTs can help teachers plan lessons for diverse learners using the principles of Universal Design for Learning (UDL). Over the next month I am sure Ann and Rochelle will be in the staffing season, working with projections and ensuring we are ready for next year!!

Executive Functioning and Play Survey- Middle Years

Morag and Vicki Hazelwood (Coordinator Building Brains Together) recently met to discuss a middle year's survey that will be distributed out via school messenger to Lethbridge School Division middle years (6-9) parents to solicit feedback from their child(ren). This survey will provide Vicki and her research team insight into current levels of play and understanding of play for our middle year's students. Vicki has indicated that now they can create a new curriculum of activities aimed to improve teen executive function skills. Our schools have already been fortunate to benefit from the

work Building Brains did developing a curriculum of activities that was implemented into early education programs in our division and now we look forward to this progression of support in our Middle Years. ***Administrators at Middle Schools we will be sending out the survey May 17-28.*** Vicki has indicated that this information will assist with providing PL for our Middle Schools around executive functioning and play in the years to come.

Virtually Installed: Lethbridge Schools. Student. Art.

[Virtually Installed: Lethbridge Schools. Students. Art. | Lethbridge School Division \(lethsd.ab.ca\)](https://lethbridge.schools.ab.ca/)

Every year we celebrate amazing artwork that has been created by our students. What was once “Art’s Alive and Well in Our Schools” has responded to the in-person pressures the pandemic has presented. Lethbridge School Division in tandem with Holy Spirit is hosting an online art showcase for Lethbridge students. Entries are encouraged to be submitted at the link above!! We look forward to seeing the terrific artwork done by our students.



“The Chubby Blue Jay” by Kerrick Norrie, Chinook High School

MEMORANDUM

April 27, 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



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.
- Professional Learning was provided on Ron Ritchart's work around Thinking Routines.
- The Literacy Lead Teacher attended six different Collaborative Communities whose learning theme was literacy.
- The Literacy Lead Teacher is working in close partnership with SAPDC to plan for a Literacy Summer Institute taking place on August 10 and 11.

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 again be held at the end of April.
- As a result of the piloting done by a number of our elementary teachers, "Building Fact Fluency for Addition and Subtraction" has been purchased and delivered to our schools. The Numeracy Lead Teacher will continue to provide Professional Learning to support its implementation.

Curriculum Implementation

- Alberta Education released its Draft K-6 Curriculum on March 29. The Director of Curriculum and Lead Teachers reviewed the documents and provided information to support the Superintendent and Board in making a decision about whether our Division should pilot it in the fall.

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. We are currently working with the U of L for the delivery of courses in the 2021-22 school year.
- 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. Off-campus education is currently looking at the parameters with the new funding framework regarding work experience during the summer.
- Indigenous Grad Coaches are working together to begin planning for Indigenous Education Graduation. This is planned to occur June 22nd and 23rd at the Education Centre.

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

- There were 279 children in the Expression of Interest for Early Education Programs. We were able to place all children into a programming spot other than 14 that were only open to one location and one time of day. There were 9 new additional children placed last week out of new inquiries after the Expression of Interest. To alleviate large numbers of children expressing interest in west side locations, we added an additional morning and afternoon program to Nicholas Sheran. We do reserve several spaces for children with identified needs and there are still some placements available, but we are full at some locations. For fee-paying children as of April 16, we have 9 spaces left across the entire city. Typically, in the past we have taken up to 4 typically developing three-year-old children per class and we have not yet opened up the option for these children to be able to do an expression of interest as our priority was to get as many 4-year-olds into programming as possible so that they at least have an opportunity to participate in Early Education Programming before kindergarten.
- Changes in eligibility criteria and hour requirements impacting ECS (Early Education and Kindergarten) were announced March 31 by Alberta Education. In Early Education Programming, there are now 3 different hour requirements for funded children:
 - Children accessing mild to moderate or ESL support are required to have a minimum of 475 hours per year
 - Children accessing Program Unit Funding (PUF) and that are 4 years old by December 31/21 require a minimum of 400 hours of programming
 - Children accessing Program Unit Funding (PUF) and that are 3 years old by December 31/21 require a minimum of 300 hours of programming/year. This is new this year.
- There are changes to PUF eligibility requirements as well. This past year only children that were less than the 2nd percentile on a standardized language assessment were eligible. Now both 1st and 2nd percentiles allow children to be eligible for code 47 (severe language delay). This will increase our PUF numbers going forward. There is a new category and code that was introduced – Code 48 Moderate Language Delay. Children ages 3 – 6 are eligible for this new category. Previously children needed to be 4 by December 31 to access mild/moderate, but now we can accept children that are 3 years old having a moderate language delay that falls into the 3rd – 6th percentile on a standardized language assessment. Children with identified delays with scores greater than the 6th percentile need to be 4 years old before they can be supported by Alberta Education. Each child identified as having an eligible moderate language delay will bring in an additional \$4000 of funding per year.
- Kindergarten has also seen changes in terms of children identified for support. There is now designated funding for children in kindergarten experiencing a severe delay that is being referred to as Kindergarten Severe (not being referred to as PUF). It is the same funding as children in Early Education Programming with Alberta Education having a verification process in place for the Kindergarten Severe funding. Children in kindergarten are now also eligible for the PUF Moderate category as described above in Early Education Programs. There will also be a verification process in place for children qualifying for code 48.
- We are, for the second year in a row, partnering with the Lethbridge Family Centre to complete our screening process for entry into Early Education Programs and Kindergarten. The Family Centre has a license for the online Ages and Stages Questionnaire (ASQ). This is the screening tool we have used in the past in person with families. This year again, the families will complete the ASQ online and we will follow up with families that indicate any areas where their child may require support. In

previous years we simply referred families to Children's Allied Health and assessments were completed there. With a change in mandate for Alberta Health Services, they will no longer provide assessments across the province for educational purposes. Our school division is now responsible for doing the assessments required for coding eligibility.

Indigenous Education

- The Indigenous Education Team just hired Jenna Jewison to take on the Middle School Teacher-Indigenous Education role. 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 working with three schools on morning announcements with Indigenous insights. "Indigenous Games Kits" have been distributed to elementary schools for use in classrooms. John Chief Calf is working with the ATA PL committee to provide an ATA Indigenous Education event in April.
- 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.
- We are in the process of looking to hire another Graduation Coach to replace our two tentative maternity leaves that will present in the last few months of the school year.

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, February 11, and most recently, April 15.
- New administrators for the 2020-2021 school year 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 7th 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.
- We are embarking upon a multi-tiered approach to addressing and educating about anti-racism as a Division, Diversity and Inclusion Table as well as a group of Administrators will be working on Policy, Parent connection/engagement, Student Voice/forums, and Professional Learning.

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

- All teachers and administrators participated in Collaborative Communities (CCs) of their choosing on the morning of April 12. CCs were asked to meet on the TEAMS platform instead of in person.
- 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.
- This year's SIVA sessions for Division staff concluded on March 19. In planning for next year, we accessed SIVA Train-the-Trainer from April 13-15 to add two trainers to our team. Melissa Gleeson, Division psychologist, and Mackenzie Penner, behaviour support teacher, are now qualified to train staff.
- On April 22 Learning Support Teachers (LSTs) will be doing PL with Shelley Moore. The session will focus on how LSTs can help teachers plan lessons for diverse learners using the principles of Universal Design for Learning (UDL).

- Due to the boundary change that impacts Agnes Davidson, Karen and Morag are working with a French Immersion consultant and admin from AD and NS to build a 3-year transition plan to single track programming at Agnes Davidson. In the following weeks they will also be working with FI (French Immersion) Admin and teachers on this endeavor.

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 20th and 21st. Although our format has changed regarding scheduling, our content has not changed.
- The October session focussed on reporting and parent/teacher interviews.
- The November 20th session focused on policies, procedures and FOIP. This session was delivered through Microsoft Teams. There was also a session held on December 11th. The January 15th session was hosted by Division principals and our March 12 session was hosted by Melanie Morrow and Jenna Jewison, our Division Indigenous Lead Teachers. Jenna and Melanie provided resources for 'Indigenous Ways of Knowing' within our curriculum. They were both very well received by our new teachers.
- April 23rd is our final session with our Year 1 TIP group. We will use this time to reflect on best practices and lessons learned during our Pandemic year.

Parent Engagement

- The feedback provided by the stakeholders at the February 2nd Town Hall was collated, posted on the Division website, and provided to the Board at their Strategic Planning session in March. 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?
- The Division School Council met for the sixth time on April 12. The parent learning session and regular meeting was hosted using the Microsoft Teams platform. The parent Learning Session featured Innovative student engagement. The video that was prepared for the Scholarship Breakfast showcasing scholarship winners as well as students in classrooms was shown.
- The Diversity and Education Table will be meeting the first week of May to discuss anti-racism/oppression work that has begun in the division.

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 currently focusing on the enhancement of communication (systems and processes).
- Transition from City of Lethbridge Transportation services to Southland is complete. A lot of work lies ahead in working with this partner in planning for the 2021-22 school year.

Management of Growth and Capacity Building learning spaces

- 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 25th.
- 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 modulars 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 was approved and is on the website.
- The Province of Alberta announced 14 school projects in Budget 21-22. Lethbridge School Division's west Lethbridge Elementary School designated for Garry Station was announced on March 10th as one of these school projects. The school will open at the earliest September 2025 with an opening capacity of 610 with the capacity to build out to 900 students.
- The Board approved a \$4.1 million Energy Performance Project that will update aging infrastructure such as heating pumps, cooling towers, condensing units and replace LED lighting. This project will enhance the learning environment and energy efficiency. Mike Mountain Horse, Nicholas Sheran, Dr. Probe, Park Meadows and Fleetwood-Bawden elementary schools and LCI are the schools receiving these upgrades. Funding is from IMR and CMR funding.
- Occupancy was received on March 12th at Dr. Plaxton Elementary School.

Other School Improvement Initiatives

- We continue to support Staff Wellness Throwdowns- the challenge for May is- "Reflecting on our Journey," hopefully this Throwdown will remind us about the importance of maintaining positive mental health. April our Wellness Throwdown was promoting water consumption.
- Nutrition Programs continue to support breakfast, lunches, and snacks for students throughout the day.
- Wellness Grant reports will be collected at the end of May and the Wellness Grant Applications will be released May 10th for 2021/22 school year.
- Shelley Moore is visiting and continuing to visit to explore how we can continue to enhance programming for all students via Universal Design for Learning April 22nd, she is visiting LST's, Galbraith and Winston Churchill High School.

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.
- We continue to balance information the AHS presents to us on covid positive numbers and AHS restrictions to keep our schools safe and maintain cohort structures- many of our itinerants are still minimizing working in multiple settings.
- The Counselling Department continues to provide current, relevant information through "The Loop" to our schools, there is information on careers, scholarships, resources and supports that are presenting monthly.
- The Counselling Department sent out a survey to Principals gleaning feedback from the year after the restructuring in 2019/20.
- 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)

- We are currently completing a review of support projections for the 2021-22 school year. Inclusive Education and HR begin school staffing visits on May 3.
- Moving forward with our focus on RTI and UDL, we have invited Shelley Moore to work with LSTs on April 22 in supporting the application of UDL in the classroom, linking it to our division RTI framework at the core instruction level. This may involve LSTs working alongside teachers to help them plan units/lessons with built-in supports that ensure all learners access the learning, supporting teachers in providing students with “opportunities to reflect, make choices, and build ownership of their learning” (Novak), and promoting the importance of ongoing classroom assessment (benchmark, formative, student self-assessment) to encourage reflection, inform instruction, and build expert learners.
- In working with SWCSS to determine physiotherapy supports for the 2021-22 school year, we hope to increase our PT support to 0.4 FTE.
- Our Muslim families are currently celebrating Ramadan, and resources have been shared with schools to support this special time of observance, including this new resource from ICNA Sisters Calgary - <https://www.icnasisters.ca/ramadan>.
- The ESL Lead Teacher worked remotely to model strategies that could be used during online or in-person instruction with one of our ESL Transition teachers.
- ESL Tip-of-the-Month sent to teachers. This month’s tip builds on Marzano’s Six Step Process for Vocabulary and is again not just a strategy for English language learners but supports all students, particularly in content areas.
- Numeracy resources were purchased for our Limited Formal Schooling Classrooms.
- Bev Smith continued to visit and support teachers in Limited Formal Schooling and ESL Transition classes.
- Sarah Ahlgren has been busy ensuring the basic needs of our newcomer students are met when they are in isolation.
- Ann and Bev continue to have conversations with schools about programming and transition needs for immigrant/refugee students for 2021-22.

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

- We have three schools taking the lead on offering an e-Learning alternative as a pilot for the 2021-22 school year: Dr. Robert Plaxton, Senator Joyce Fairbairn, and LCI. This is an alternative instructional program delivery that is not linked to COVID at-home learning. For grades 1-9, it is a year commitment to engaging in e-learning (synchronous) with an assigned teacher and class. LCI will offer a selection of high school courses that students can access in e-learning synchronous format. All high school students within the Division will have access to registration for courses; it will also be open to students outside of the Division if there is room in the classes. There will be a parent-information session on Monday, April 26th at 8:00 (delivered through Teams).

- The Division has purchased three more years of Smart Notebook software. The new smart notebook has now moved online and integrates into Microsoft Teams. We are hosting professional learning training on the new software on May 11th with SAPDC and have several teachers already signed up.
- We along with ATLE have set up a Network security workshop for June 1. This event will be attended by the U of L, City of Lethbridge and other school divisions in the south.
- We have assembled a committee to look at standardizing a digital portfolio tool for the 2021/22 school year. We currently are piloting several digital portfolio tools in the division and are looking for input on what the right tool may be to better inform learning and reporting.
- We have sent out more than 8000 student registrations for the 2021-2022 school year. We have completed several changes to improve the process based on feedback from the committee. Right now, schools who sent out the registrations early have almost completed the process for next year's registration.
- About half the shipment of laptops for the elementary school evergreening arrived this week. In the next few weeks, we will begin building and delivering new laptops to elementary schools. The rest of the order and high school laptops are not expected to arrive until June.
- We have been working on a new way to manage iPads for the 2021 school year. We intend to use Intune to manage iPads. The new iPad management tool will require students to log into iPad like they log into computers.

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Education Week, May 3 to 7, 2021

Background:

The first Alberta School Week (Education Week) was held December 2-8, 1928. Its purpose then, as now, is to call attention to the importance of education and to show the public the good things happening in Alberta schools.

Education Week provides all Albertans with an opportunity to highlight the important role education plays in shaping the future of our province.

The Education Week theme is “*Learning is a Journey.*”

To celebrate Education Week at the Division level this year, the Lethbridge School Division trustees will recognize staff and celebrate the week using the website and social media.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Acknowledgements 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:

General Stewart Showcase:

General Stewart is very proud to share our highlights so far this year. We have tried very hard to keep students and families engaged in our school during this school year. We purchased school shirts and masks for all of our students and staff as a way to connect to one another and build community. We have moved to Daily Morning Meetings over Teams during which we have a rotation of students from each class that participate in the announcements by sharing Celebrations of the Day as well as Jokes of the Day. On Fridays, our grade 5 students rotate hosting our meetings and they take over all of the technical and speaking parts, including our Land Acknowledgement and gratitude statement, which is spoken in Blackfoot. We also have **Melanie Morrow** join us for our Tuesday Morning Announcements for our Indigenous Education spotlight. General Stewart has traditionally held monthly walks to Henderson Lake and this is something that we have continued. When we hold these events, we invite parents to join us while wearing masks and distancing. We have also held a virtual Halloween Parade, a virtual Remembrance Day Assembly, as well as a virtual Christmas Concert. These events were live streamed, and we invited parents and relatives to join us over Teams. They have been very well received. We held a virtual book fair and our annual March Book Madness Tournament of Picture Books. We are also planning on holding a French Celebration of Learning for Le Festival du Voyageur that will be pre-recorded and then added to our school YouTube Channel. We have also created a Numeracy Corner on our school web page where we have linked to Numeracy games that our staff recorded to encourage families to play them at home. We highlight a different game each newsletter and we are planning on adding more games as the year continues. We have also purchased a large inflatable outdoor movie screen that we are planning to use for our Community Engagement Nights. We are hoping to hold one in the spring, depending on COVID-19 restrictions. Thanks for giving us this opportunity to share some of our highlights this year!

Chinook Showcase:

The Chinook High community has aimed to meet excellent standards in achievement, growth, community and safety these last months.

“As a new staff member to Chinook but having previously worked in schools for more than a decade I have been impressed, amazed and consistently in awe of the flexing, bending, twisting, turning and contorting that staff members in all areas of our school did before students arrived and have continued to do in our joint efforts to support students to know their why, aim for growth and to take ownership! It’s been enriching and inspiring to work with and alongside our staff and support one another to continue to do our very best for students and their families each and every day.”

Acknowledgement to **Sydney Whiting**, a grade 12 student and future political science scholar at the University of Lethbridge who recently penned a guest article for CBC news. Sydney is a thoughtful grade 12 student leader with the Climate Hub of Southern Alberta.

<https://www.cbc.ca/news/canada/calgary/road-ahead-mobilizing-youth-climate-action-1.5973603>

A core value at Chinook High is to approach daily work as learners. The following staff are enrolled in Master’s and college studies all while balancing exceptional daily work: **Stefanie Desrochers, Taryn Woods, Alisha Sims, Neil Forsyth, Duane Piper, Shelby Klein, Josh Boettcher, Rebecca Hutchins, and Jaclyn Teyke.**

Buthina Mohamed, a grade 10 student, continues to be a strong and positive leader at Chinook inquiring into the nature of oppression and racism aiming to eliminate both for students in Lethbridge.

Jorja Evans, a grade 12 student talented and engaged with fashion design recently competed in the Skills Canada competition. Her ability to create fashion is exceptional.

Shout out to **Adam Christiansen**, A Chinook High Alumni who completed his Master’s Degree at the University of Lethbridge in 2020, developing a laser that operates in the extreme conditions of space. The soon to be Dr. Christiansen is currently pursuing a PhD in Physics under Dr David Naylor studying the design of photonic systems for the next generation of astronomical instrumentation.

Chinook High School congratulates the following athletes who will be moving on to compete at the post-secondary level in their respective disciplines. **Brantley Saar** and **Angelina Ellis-Toddington** will be wrestling with the University of Calgary Dinos. **Tielle Hagel** will be competing in volleyball with Brandon University. **Abbie Froom** is set to golf for Marian University (Wisconsin). **Cole Hemmerling** will be playing volleyball for the Lethbridge College Kodiaks, while **Charlie Block** will suit up for Kodiaks men’s soccer.

Finally, Chinook High is a busy place and the front office team of **Candice, Shauna, Bonnie, and Jeremy** demonstrate a commitment to kindness and excellence each day to colleagues, students, parents and community.

Kip Kangogo received a Lethbridge Sport Council Achievement Awards in the Master Athlete category. Kangogo has been a Canadian National Champion in the 5,000 metre, 10,000 metre and Half Marathon distances.

Respectfully Submitted, Cheryl Gilmore

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

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 and attached are the donations and support received by the Division.

- Fleetwood Bawden School School Council fundraiser was given a boost in the form of a donation of \$1,000 from **Panago Pizza** (15% of sales over a two-day period).
- **ATB Financial** worked alongside **United Way** to respond to current community needs by donating 66 Chromebooks. The Chromebooks were distributed to students in 7 different schools in Lethbridge School Division. The student recipients will be able to more seamlessly continue learning when schools transition from in-school to at-home learning as part of ongoing response to COVID-19 cases and quarantine situations.

Recommendation

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

Respectfully submitted,

Cheryl Gilmore
Superintendent

Calendar of Events for Board of Trustees

April	30	Policy Advisory Committee 10:30 a.m. via Microsoft Teams
May	3	Education Week begins
	3	Division School Council 6:00 p.m. via Microsoft Teams
	5	Education Centre Leadership Team Meeting 9:00 a.m., Education Centre via Teams
	11	Working Conditions Committee 4:00 p.m. via Microsoft Teams
	18	Board Budget Debriefing and Public Presentation 5:30 p.m., Education Centre
	19	Joint City of Lethbridge / School Boards 9:00 a.m. via Microsoft Teams
	19	A.S.B.A. Virtual Meeting
	24	Victoria Day Holiday
	25	Board Meeting 2:00 p.m., Education Centre / Microsoft Teams

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



April 12, 2021

Allison Purcell-Pike

Schoolpike5@gmail.com

Dear Allison,

Re: Lethbridge School Division Board Response to Public Forum Presentation

Thank-you Allison and Bradley for your presentation at the public forum of the regular School Board meeting on March 23, 2021.

In your presentation you asked for clarity as to whose decision it was to offer on-line co-curricular and/or extra-curricular activities during a Pandemic. As is currently stated in the Pandemic Plan, "all co-curricular and extra-curricular activities are considered non-essential and prohibited once Level 5 has been reached" (p. 12). Consideration of something as essential or non-essential is not only based on health risk. It is also grounded in trying to ensure that the capacity of staff at all levels is protected. In other words, the plan tries to direct attention and time to those matters that are most essential. Given the stress of time with pivoting between on-line learning delivery and in-school learning delivery in addition to adherence to protocols, there is no question that staff in schools are stretched. This is not to say that the situation in all schools is the same, or that there are not some staff members who articulate that they would engage in extra-curricular activities on-line if they were permitted to do so.

The Board intends to continue examining considerations as is outlined on our website. A summary of our most recent review of considerations is on the website [Division Communication | Lethbridge School Division \(lethsd.ab.ca\)](http://www.lethsd.ab.ca/DivisionCommunication). We recognize that it can be frustrating to believe that a particular on-line extra-curricular activity is simple and safe to implement. Please keep in mind that all extra-curricular activities organized and supervised by a school require consideration of numerous parameters (e.g. staff availability, supervision strategies, student safety and conduct whether on-line or in-person, membership, costs or resources, administrative and staff time). We do intend to revisit the Pandemic Plan considering the request for on-line extra-curricular activity and determine whether on-line activity can be turned over to school level decision-making. In the interim, it may be helpful for Bradley to explore with the school what parameters would need to be put in place at the school level should the Board decide to have schools make the decision for on-line extra-curricular activity.

Regards,

A handwritten signature in dark ink, appearing to be "CL", written in a cursive style.

Christine Light
Board Chair

Lethbridge School Division Board of Trustees

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

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Christine Light, Trustee

RE: Division School Council – April 12, 2021

Trustee Christine Light will provide an oral report of this meeting. The minutes of the meeting are available on the Division website: <https://www.lethsd.ab.ca/download/338234>

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Lola Major, Trustee

RE: Policy Advisory Committee – April 14, 2021

The Policy Advisory Committee met on April 14, 2021 to review the following policies.

- 202.2 Chair of the Board
- 202.3 Individual Trustees
- 203.2 Long-Range Planning
- 203.4.1 Standing Committees
- 203.5 Special (Ad Hoc) Committees
- 203.6 Joint Committees
- 203.6.3 Board Representatives
- 204.9 Board Meeting Procedures
- 204.13 Public Presentations and Forums
- 204.13.1 Public Solicitations of the Board
- 601.1 School Three Year Education Plan and Annual Education Results Report
- 1003.1 Channels of Communication and Disputes Resolution

Policies were distributed for stakeholder feedback. The next meeting will be held May 10, 2021.

Respectfully submitted,
Lola Major

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Donna Hunt, Trustee

RE: Division Wellness Committee – April 26, 2021

Trustee Donna Hunt will provide an oral report of this meeting.

March 25, 2021

Dr. Cheryl Gilmore, Superintendent
Lethbridge School Division
433 15th Street South
Lethbridge, AB T1J 2Z4

Dear Cheryl:

Thank you for meeting to discuss Lethbridge School Division's **2020/21 Education Plan and 2019/20 Annual Education Results Report**. We value the dialogue focused on your plan and results for continuous improvement in your school authority.

From our review, the plan and report submitted by your school authority are aligned with the planning and reporting requirements established by Alberta Education in the **Policy and Requirements for School Board Planning and Results Reporting November 2019**.

We appreciate the information that you provided and our discussion of the planning activities underway, highlights of significant accomplishments, and the challenges within your school authority.

If I can be of further assistance in your planning or reporting process or any other matter, please contact Charlene Ketchemonia, Field Services Manager, First Nations, Métis and Inuit Services Branch at Charlene.Ketchemonia@gov.ab.ca or phone (toll-free by first dialing 310-0000).

We trust ongoing dialogue will support your efforts to enhance student success in your school authority.

Sincerely,

Charlene Ketchemonia

Charlene Ketchemonia
Field Services Manager
First Nations, Métis and Inuit Services Branch

cc: Christine Light, Board Chair, Livingstone Range School Division
Ronald Taylor, Director, First Nations, Métis and Inuit Services Branch



ALBERTA
EDUCATION

Office of the Minister

RECEIVED

APR 15 2021

ARI15400

APR 07 2021

Ms. Christine Light
Board Chair
Lethbridge School Division
433 - 15 Street South
Lethbridge AB T1J 2Z4

Dear Ms. Light:

Christine,

Thank you for your March 12, 2021 letter regarding the recent announcement of the new elementary school for Lethbridge School Division.

I am pleased that Lethbridge School Division is receiving its top capital priority, a much-needed elementary school that will offer Kindergarten to Grade 5 programming to the community of Garry Station in West Lethbridge. Alberta's government is committed to ensuring that every student receives a high-quality education that enriches their life and prepares them for success. Building new school facilities is one of the most important investments that we can make in our children's future and in the future of our province.

It is rewarding to learn how much support this project has received, including, as you mentioned in your letter, the support from MLA Nathan Neudorf. This broad and enthusiastic support makes it evident that the new capital project will be well received in the community.

Again, thank you for taking the time to write. We look forward to the successful and timely completion of the new school.

Sincerely,

Adriana LaGrange
Minister

*P.S. Thanks for hosting
the announcement -
Stay safe!!*

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



April 12, 2021

Honourable Jason Kenney, Premier of Alberta
307 Legislature Building
10800 97 Avenue
Edmonton AB T5K 2B6
premier@gov.ab.ca

Dear Premier Kenney,

Re: Advocacy for School Staff Prioritization for COVID-19 Vaccination

Lethbridge School Division Board of Trustees recognizes that you have received a breadth of communication from different school boards, Alberta School Board Association, Alberta Teachers' Association, College of Alberta School Superintendents, individuals within the school systems and members of the public.

We continue to be astonished that what should be a basic decision guided by the recognition that education is an essential service continues to be ignored. We add our voice as a school board with over 1,200 staff to the lengthy list of those who have requested that these front-line workers who are face-to-face with students every day be given high priority for vaccination. Now that the stages of vaccination for the most vulnerable are close to finishing, it is time to do the right thing and address the health risk of staff in schools. Keeping students in school and engaged with learning is an essential piece of sustainability and recovery.

Regards,

Christine Light
Board Chair

cc: Nathan Neudorf, Lethbridge-East MLA
Shannon Phillips, Lethbridge-West MLA

Lethbridge School Division Board of Trustees

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

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



April 12, 2021

Honourable Adriana LaGrange, Minister of Education
228 Legislature Building
10800 97 Avenue
Edmonton AB T5K 2B6
education.minister@gov.ab.ca

Dear Minister LaGrange,

Re: Advocacy for School Staff Prioritization for COVID-19 Vaccination

Lethbridge School Division Board of Trustees recognizes that you have received a breadth of communication from different school boards, Alberta School Board Association, Alberta Teachers' Association, College of Alberta School Superintendents, individuals within the school systems and members of the public.

We continue to be astonished that what should be a basic decision guided by the recognition that education is an essential service continues to be ignored. We add our voice as a school board with over 1,200 staff to the lengthy list of those who have requested that these front-line workers who are face-to-face with students every day be given high priority for vaccination. Now that the stages of vaccination for the most vulnerable are close to finishing, it is time to do the right thing and address the health risk of staff in schools. Keeping students in school and engaged with learning is an essential piece of sustainability and recovery.

Regards,

Christine Light
Board Chair

cc: Nathan Neudorf, Lethbridge-East MLA
Shannon Phillips, Lethbridge-West MLA

Lethbridge School Division Board of Trustees

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

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



April 12, 2021

Honourable Tyler Shandro, Minister of Health
423 Legislature Building
10800 97 Avenue
Edmonton AB T5K 2B6
health.minister@gov.ab.ca

Dear Minister Shandro,

Re: Advocacy for School Staff Prioritization for COVID-19 Vaccination

Lethbridge School Division Board of Trustees recognizes that you have received a breadth of communication from different school boards, Alberta School Board Association, Alberta Teachers' Association, College of Alberta School Superintendents, individuals within the school systems and members of the public.

We continue to be astonished that what should be a basic decision guided by the recognition that education is an essential service continues to be ignored. We add our voice as a school board with over 1,200 staff to the lengthy list of those who have requested that these front-line workers who are face-to-face with students every day be given high priority for vaccination. Now that the stages of vaccination for the most vulnerable are close to finishing, it is time to do the right thing and address the health risk of staff in schools. Keeping students in school and engaged with learning is an essential piece of sustainability and recovery.

Regards,

A handwritten signature in black ink, appearing to be 'CL', written over a light grey circular background.

Christine Light
Board Chair

cc: Nathan Neudorf, Lethbridge-East MLA
Shannon Phillips, Lethbridge-West MLA

Lethbridge School Division Board of Trustees

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

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



April 21, 2021

Honourable Adriana LaGrange, Minister of Education
228 Legislature Building
10800 97 Avenue
Edmonton AB T5K 2B6
education.minister@gov.ab.ca

Dear Minister LaGrange,

Re: *Draft Alberta K-6 Curriculum*

Lethbridge School Division Board of Trustees released a public statement on April 10, 2021, that the jurisdiction will not be participating in piloting the *draft Alberta K-6 Curriculum* released on March 29. This decision did not come lightly. We recognize the value of piloting a curriculum. The jurisdiction has a history of strong support for pilot and validation efforts as well as robust participation of our teachers in curriculum development when provided the opportunity. Piloting a curriculum has the strong potential for building capacity and typically gives opportunity for specific feedback relative to the implementation in a classroom. Unfortunately, the *draft Alberta K-6 Curriculum* is too far removed from our vision, mission and priorities to ethically and responsibly support participation. The outcome of piloting a curriculum in classrooms is usually some adjustments and tweaks to what is a strong curriculum in the first place.

The draft curriculum is riddled with far too many difficulties for adjustments and tweaks. You have mentioned on several occasions that piloting will provide opportunity to “strengthen” the curriculum and provide rich feedback. We do not see how the curriculum in its current form can be strengthened. We ask that you hear the voices of students, trustees, parents, and educators. Stop the pilot process, take this curriculum back, re-examine the strong curriculum that you put on the shelf or take the time to create a rich curriculum that will benefit students and our province for many years into the future. We have attached a Curriculum Brief outlining some of the ways in which the draft does not align with our vision, mission, and priorities. We are hopeful that feedback such as this is taken seriously and reviewed with a critical mind intent on serving students in a manner that prepares them for the contemporary world they know, and the future world they will build.

Regards,

A handwritten signature in dark ink, appearing to be 'CL', written in a cursive style.

Christine Light
Board Chair

cc: Nathan Neudorf, MLA Lethbridge-East
Shannon Phillips, MLA Lethbridge-West

Lethbridge School Division Board of Trustees

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

This brief does not cover all the concerns Lethbridge School Division has regarding the Draft *Alberta K-6 Curriculum* but does delineate examples underlying the concerns as expressed in the April 10, 2021 Board Media Release.

BOARD MEDIA RELEASE APRIL 10, 2021

Lethbridge School Division will not be participating in the 2021/2022 piloting of the Draft Alberta K-6 Curriculum, released by government on March 29.

School Division trustees and Division administration have reviewed the content and engaged in discussion regarding alignment of the draft curriculum with the vision, mission and priorities of Lethbridge School Division. Unfortunately, the draft curriculum does not support quality learning that will develop innovative thinkers or responsible citizens with inclusive mindsets.

We recognize that piloting curriculum typically comes with many benefits, including direct feedback opportunities and professional learning support.

The draft curriculum as presented, however, includes significant structural and content changes that alter how education is delivered. These types of major adjustments are typically not the outcome of a pilot.

"Alberta has been renowned for a world-class curriculum," said Christine Light, Chair of the Lethbridge School Division Board of Trustees. "The Board of Trustees does not believe it would be ethical or responsible to have our teachers and students navigate the proposed draft curriculum that has an abundance of content that is not age-appropriate, fails to adequately address diversity, fails to further contemporary learning competencies and lacks coherence and integration of ideas. We are committed to continuing to work with Alberta Education in whatever capacity we can to bring about change to the current draft document, as we believe it is not currently in a form we can support or pilot."

Lethbridge School Division calls for government to pause the pilot process, reflect on the resounding feedback that has been expressed province-wide regarding problematic content threaded throughout the draft, and engage in a process that is authentic, transparent and well-informed.

Lethbridge School Division is hopeful Alberta Education will work with stakeholders, including the Division's knowledgeable and highly capable teaching force, to bring forward a draft curriculum suitable for piloting that is research-based and grounded in the needs of contemporary learners.

"Minister LaGrange stated in a press conference on Saturday, April 10, that school divisions who participate in the pilot process for the curriculum will be "leaders" able to give "rich feedback". To this I say: Lethbridge School Division is a leader in our province," added Light. "Lethbridge School Division, along with the other divisions who are standing against the proposed curriculum and choosing to not participate in the validation process, are the leaders in our province. We are leaders in saying to the Minister, as well as the provincial government, that this curriculum is inadequate to meet the present and future needs of Alberta students."

Light added the curriculum does not align with the values, mission or vision of the school division.

"The mark is so far off that we are not allowing this pilot to enter into our front door. That fact alone should send a profound and rich message to the province. Again, we ask the minister to hear the voices of students, hear the voices of trustees, hear the voices of parents, and hear the voices of educators. Stop the pilot process, take this curriculum back, and create a rich curriculum that will benefit our students and our province going into the future."

A. Historic Development of Alberta Curriculum

It appears that the determination on the part of the Ministry to roll out the draft curriculum despite widespread opposition has been politicized. A review of the historic development of the previous curriculum draft that was close to ready for roll-out points to the development of a curriculum that had its roots in the *Inspiring Education* initiative. This was spearheaded by Minister Hancock (PC) in 2010 and furthered by Minister Johnson's (PC) Ministerial Order on Student Learning in 2013. Still under the PC government, curriculum re-design was forwarded in 2014. A sound curriculum that later engaged extensive Alberta teacher working groups, it was built on a foundation of numeracy and literacy, was to be digitally based and competency focused (competencies deriving from the Ministerial Order on Student Learning 2013). The curriculum that was designed during a PC government became more refined with teacher working groups over the time NDP was the provincial government. Contrary to the UCP claim that "NDP tried to smuggle politics into the classroom," the curriculum remained in the basic framework established through the previous years (2010-2015). Overall, the draft curriculum that was ready for partial implementation in September 2019 was broadly supported by educators and school boards. Eight years in the making, it remained a strong curriculum. Unfortunately, this curriculum was paused and the UCP put together an advisory panel consisting of members absent of current K-12 teaching experience to work on a draft *Ministerial Order on Student Learning*. Subsequent to the Ministerial Order, small working advisory groups were assembled to review the curriculum. One cannot help but wonder why these small groups of individuals had to sign confidentiality statements regarding their work and feedback. The *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Curriculum* was changed December 2020. The vision maintained literacy and numeracy as foundational building blocks that was the initial foundation in 2010, which is positive. There was a critical change in focus however with literacy and numeracy across all grades and subjects moving away from being woven into contemporary student competencies to the following: (1) "knowledge development" with "the appreciation of the great works and ideas of world history," (2) character development, and (3) community engagement. This critical change in focus is of deep concern to us as we believe students need to be equipped with competencies that are designed for success in the contemporary world.

Given the historic development of the previous draft curriculum that had its roots in the PC *Inspiring Education*, and further refinement through curriculum re-design with a PC Minister, with final touches mostly relative to visible diversity added by teacher working groups during the NDP government, it does not make sense for the current UCP government to continue condemning the broadly supported curriculum as an NDP curriculum. We believe that this curriculum that was developed over the course of eight years should be brought back on the table and given the final touches for a draft by current teachers in the field.

B. General Areas of Concern Identified by Lethbridge School Division as Problematic

Examples of shortfalls in the draft curriculum are structured below to align with Lethbridge School Division's media release regarding the decision to not participate in piloting the curriculum. Also included at the end are some notes regarding plagiarism. We consider plagiarism within a curriculum document a significant breach of ethics.

It can be noted that the province continues to describe piloting of the draft curriculum as an "opportunity to strengthen" our curriculum. The difficulty with this is that it is too riddled with problems to 'strengthen.' What is even more problematic is that the piloting is allowing for "maximum flexibility" by allowing jurisdictions, schools and/or teachers to choose specific subjects. This will never solve the problem of the "lack of integration" across subjects if they are to be viewed as separate and discreet curriculum programs.

Content that is not age-appropriate

- Overall, the draft is developmentally inappropriate given the kinds of topics elementary-aged students are expected to be knowledgeable of (e.g., ancient cultures in grade one SS, Gregorian Chant in grade 5 music). Our youngest students need to first understand who they are and how they fit into a community before they understand other cultures, especially ancient ones. Below are some examples of age-inappropriate content. It must be kept in mind that these are only *some* examples among many.
- Some specific examples for ELA:
 - The draft ELA and Literature curriculum is developmentally inappropriate more so in the early grades. One example of this in grade 1 is, "add or remove suffixes to change the tense of words." This is developmentally more appropriate for late grade 2. Students in grade 3 are expected to know and identify the poetic structure of sonnets. This would be more appropriate in late elementary or middle school. Ironically "determine if a text's readability is too easy, too difficult, or at an appropriate level," is not expected until grade 3 and yet that should be taught in grade 1.
 - Grade 6 study of Greek epic poems, classical dramas from the same era, and speeches by Aristotle and Cicero.
- Specific to Music:
 - At the grade 6 level students study forms of music and dance of the Renaissance, Protestant Reformation, Enlightenment, French Revolution and Colonial America. It seems age relevance and leveraging fine arts to engage student interest has been forgotten.
- Specific to Drama:
 - Study includes Greek and Roman playwrights Aeschylus, Sophocles, Aristophanes, and Euripides and theatre of the French Revolution, the Enlightenment, and 20th Century America (very American). While these works represent a classic history that is to be appreciated, it is astonishing to think that elementary age students would find these accessible or aligned with interest and life experience.
- Specific to Social Studies
 - Grade 1 students learn about the Renaissance, and Grade 2 students learn about the fall of Rome and the reign of Charlemagne. Currently, the social studies curriculum starts

- with “family” and “local community.” Starting with understanding self and family and growing this understanding to include community is far more age appropriate.
 - Grade 4 students are asked to write a business plan for a large corporation (e.g. CP Rail) including “costs, market [and] tracking of revenue and expenses.” This would be a high school level expectation.
- Specific to Mathematics
 - The mathematics draft curriculum is not developmentally appropriate and does not align with the developmental ages identified in research and not even with Alberta Education’s own Numeracy Progression. There is a major focus on procedures and skills (e.g. standard algorithms, foundational skills and procedures) with little attention to mathematical understanding. Much content has been moved to lower grade levels. The “Organizing Ideas and Guiding Questions” are, in many cases, misaligned with the stated “Knowledge, Skills, and Procedures.”
 - Some specific examples of very challenging concepts moved to lower grades without scaffolding (development of prerequisite understandings) include: moving current grade 5 triangles topic (scalene, isosceles, equilateral, etc.) to grade 3; line and rotation symmetry currently in grade 9 to grade 5.

1. Fails to adequately address diversity

- The curriculum lacks Indigenous history and perspectives in Grades K-2
- Minimal inclusion of minority and BIPOC (black, Indigenous and people of color) voices
- Does not uphold the recommendations of the Truth and Reconciliation Committee
- Social Studies, in general, is Eurocentric, has a colonial lens, and places emphasis on rote memorization of historical figures (again, from a Eurocentric delineation of history)
- Specific to ELA: We have not seen the literature list yet. It has repeatedly been said that students will explore “great literary works.” Who determines what is great? There seems to be an emphasis on the classics rather than diverse texts that are culturally responsive. This will clearly direct attention to Western knowledge and classical works written through a Eurocentric lens. Our students need to see themselves in the books they interact with. According to Rudine Sims Bishop, books can be windows, sliding glass doors or mirrors.
- Specific to Social Studies: Grade 6 curriculum includes studying the Ku Klux Klan in the U. S. and Canada. The outcomes for skills and procedure are, “where was KKK membership the highest?” and “why did it find some support in Canada?” Knowledge level questions requiring no reflection on racism truly fails to help students better understand the harm of racism, how such ideas have been denounced and why.

2. Fails to further contemporary learning competencies.

- It can be noted that the framework and front matter continue to include the learning competencies first identified in 2010 and further refined in 2016, but the competencies are not integrated with the curriculum. The emphasis is on acquiring knowledge with little opportunity to understand it. In a day when we can “google” historical facts and dates, this curriculum would push teachers back into being the knowledge keepers and disseminators. This pedagogical approach (“sage on the stage”) has been proven to be ineffective in creating students who are independent thinkers and problem solvers and, as such, is used in a very limited way in our

classrooms from Kindergarten through grade 12. Opportunities for higher order thinking are limited given the amount of knowledge and the time required to disseminate it.

- The guiding framework for the curriculum over-emphasizes knowledge with 115 references to the word and repeated reference to “great” or “greatest” works of art or literature. As pointed out by one of our teachers, this is more aligned with a post-secondary syllabus than a K-6 curriculum.
- Specific to ELA: There is an emphasis on foundational knowledge (literacy and numeracy) which is good, but that isn't enough. Students need to do something with that knowledge. Students should use their literacy skills to take action through inquiry, problem-based learning, etc. This is when we see innovation. There is heavy emphasis on “retelling” in the draft. This is an important foundational skill, but not enough. Much of the current research indicates that we are waiting too long to work on higher level comprehension strategies such as inferring which isn't mentioned formally until grade 3 in this draft. There are developmentally appropriate ways to work with higher order comprehension strategies such as visualizing from the start of school. In the guiding framework in relation to writing the emphasis is on spelling and conventions not on ideas. All the spelling and conventions in the world will not help you if you don't have ideas. The 2 big rocks of writing are ideas and organization (structure) followed by elaboration, yet they seem to be second to mechanics.
- Specific to ELA: Comprehension is thinking and yet in the entire K-6 draft of the ELA and Literature curriculum it only appears 21 times. Most of the time it is used at a surface level. There is little deep or critical thinking present.
- Specific to Mathematics: Key outcomes linked to developing ability to reason flexibly and solve complex problems is a big miss. While the idea that students need to undertake some rote learning of basics, these do not teach students how to understand concepts and apply higher order thinking which is essential for a contemporary curriculum.

3. Lacks coherence and integration of ideas

- It is difficult to uncover connections from one topic of study to another. Scaffolds that ensure understanding and application to allow learning to go deeper from one topic or grade level to another is lacking. There are not a lot of specific examples because it is simply “lacking” attention to scaffolding, cross-curricular concepts, coherence across subjects, integration of ideas within and across subjects.
- ELA: Lacks a theoretical foundation about language and literacy development (current curriculum has this). Two problematic areas (among many more) identified by Dr. Robin Bright, a literacy expert, from the U of L are as follows: (1) The language arts are presented as “silos” and does not present the interrelationships among the language arts, (2) writing is mostly referred to as “mechanics”... lacks attention to outcomes related to talking about content/ideas, organization, vocabulary, or purposes of writing. Note that the source for these two problematic areas is a Twitter Thread (<https://mobile.twitter.com/drrobinbright/status/1378051798288592898>)
- The Social Studies draft emphasizes history. It must be kept in mind that Social Studies includes history, geography, anthropology, archaeology, political science, sociology, and other social science disciplines. One of the most important goals of social studies is to help students understand how knowledge is constructed and interrelated among the disciplines, and how the

framing of knowledge and subsequent action informs civic competencies. This goal cannot be met without integration across the disciplines and coherence with other subjects, such as ELA, to facilitate cross-curricular planning.

- A thorough review of the Physical Health and Wellness curriculum in the draft was conducted by Healthy Schools Lab. The comments regarding the lack of coherence and integration are drawn from a post on the website of Healthy Schools Lab (<https://hslab.ca/2021/04/14/review-alberta-educations-draft-k-6-physical-education-and-wellness-curriculum/>). It is noted that it is important to be able to understand the big ideas that drive knowledge, understanding, and skills and procedures, but the draft curriculum does not provide the critical front matter to decipher the big ideas. It is pointed out that how physical education and wellness components align is not clear, and that the format does not allow for clear integration of concepts. Healthy Schools Lab also points out the number of areas that are lacking to reflect current research including physical and health literacy, positive mental health, a focus on active healthy lifestyles, healthy relationship with food, and a comprehensive approach to health.

4. Lacking Identification and Development of Resources

- Curriculum people in school jurisdictions have been repeatedly told that the resources we currently use will align with the new curriculum. This is not possible as topics in this draft are either not in our current curriculum or are not introduced at the age level expected with the draft. This is significant for expectations with piloting. Historically, when a curriculum reaches a pilot level, it includes some basic resources that have been carefully selected over the course of a year by curriculum resource committees comprised of teachers across the province. This has not been a step with this curriculum. The communication regarding drafting indicates that resources will be identified sometime over the summer and/or as the piloting unfolds. Finding and/or creating resources will take up a huge chunk of teachers' time. Not to mention, some teachers may need to spend time themselves learning about the content before they feel comfortable teaching it.

5. Plagiarism

- Plagiarism is problematic on a number of fronts. First, the concept of plagiarism is in the curriculum to teach students that it is unethical. How can we expect students to adhere to this when the curriculum itself is riddled with plagiarism? Second, the inclusion of plagiarized (word for word or close to word for word) work demonstrates a lack of careful review. It is sloppy academically.
- Framework contains the wording, "[Alberta students] will gain the essential knowledge and skills to shaper their future with wisdom, prudence, and hope" and in the vision statement, "They will become life-long learners, who will cultivate the virtues of wisdom, courage, self-control, justice, charity, and hope." These appear to be drawn from the Catechism of the Catholic Church (see https://en.wikipedia.org/wiki/Seven_virtues).
- An analysis done by a University instructor (Dr. Sarah Elaine Eaton) pointed out that "...content has been lifted or borrowed from multiple original sources, not just one or two. The approach of taking bits and pieces of others' content and stitching it together into an allegedly new document is called patchwriting, a term used extensively by plagiarism scholars such as Rebecca Moore Howard and Diane Pecorari. Patchwriting happens when writers lack the skills or

confidence to paraphrase effectively and is widely regarded as an indication that the writer needs support.” (See <https://drsaraheaton.wordpress.com/2021/04/03/analysis-of-plagiarism-in-the-draft-alberta-k-6-curriculum/>)

Specific Examples:

- Grade 6 Social Studies:
“A popular theory, proposed as a way of drawing a distinction between two different societies, the United States and Canada: It suggests that there is a difference between the Canadian mosaic, where ethnic groups have maintained their distinctiveness while functioning as part of the whole, and an American melting pot, where peoples of diverse origins have allegedly fused to make a new people.” (p. 32)
Exact duplication from [1976 article authored by Howard Palmer, published in the *International Journal*](#).
- Grade 2 physical education curriculum matched a Vancouver-area recreation centre’s website. The curriculum reads: Adventurous play can: promote independence and problem solving; provide direct experience of cause and effect; develop children’s coordination and bodily control; boost self-confidence and emotional resilience; reduce stress; satisfy curiosity and a need for challenge.
The adventurous play section of the North Vancouver Recreation Centre’s website says it: Promotes independence and problem-solving; Provides direct experience of cause and effect (natural consequences); Develops coordination and bodily control; Boosts self-confidence and emotional resilience; Promotes self-regulation; Reduces stress and fears; Satisfies natural need for challenge and thrill.
- Grade 6 social science curriculum segment copied from Wikipedia.
The curriculum reads: “The religious affiliation of most Albertans is Christian, and the largest denominations are Roman Catholic, United, Anglican, Lutheran, and Baptist churches.”
The Wikipedia page on Alberta’s demographics reads: “Over 60 per cent of Albertans identify as Christian, while almost 32 per cent of residents identify with no religion. The largest denominations are the Roman Catholic, United, Anglican, Lutheran, and Baptist Churches.”