



AGENDA

Lethbridge School Division
School Board
Regular Meeting

Tuesday, May 25, 2021

Board Room

3:30 P.M.

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

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

If there are no errors or omissions in the minutes of the Regular Meeting of April 27, 2021 it is recommended that the minutes be approved by the Board and signed by the Chair.

3:36 p.m. **3. Business Arising from the Minutes**

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

4.1 Off Campus Programs

5. Action Items

3:55 p.m. 5.1 Policy Advisory: Enclosure 5.1

Policy 204.13.1 Public Solicitations of the Board

Policy 205.1 Trustee Compensation

Policy 206.1 Trustee Training and Development

Policy 301.1 Superintendent of Schools Roles and Responsibilities

Policy 301.3 Evaluation Process for the Superintendent

Policy 302.2 Secretary-Treasurer

*Policy 601.1 School Three Year Education Plan and Annual Education
Results Report*

Policy 606.5 Educating Students at Home

Policy 502.1 Appendix A Student Code of Conduct

5.2 Authorization of Locally Developed Courses Enclosure 5.2

5.3 Assurance Plan Approval Enclosure 5.3

5.4 Natural Gas Contract Enclosure 5.4

5.5 École Nicholas Sheran Name Change Enclosure 5.5

4:25 p.m. **6. Division Highlights**

7. Information Items

4:30 p.m. 7.1 Board Chair Report

7.1.1 Pandemic Plan Update

4:35 p.m.	7.2	Associate Superintendent Reports	
	7.2.1	Business and Operations Student Transportation Task Force Report	Enclosure 7.2.1
	7.2.2	Human Resources	Enclosure 7.2.2
	7.2.3	Instructional Services	Enclosure 7.2.3
4:50 p.m.	7.3	Superintendent Report	
	7.3.1	Board Priorities	Enclosure 7.3.1
	7.3.2	Acknowledgement of Excellence	Enclosure 7.3.2
	7.3.3	Donations and Support	Enclosure 7.3.3
	7.3.4	School Graduation / Yearend Celebrations	Enclosure 7.3.4
	7.3.5	Calendar of Events	Enclosure 7.3.5

5:00 p.m. Public Forum

8. Reports

5:15 p.m.	8.1	Policy Advisory Committee – April 30 and May 5, 2021	Enclosure 8.1
	8.2	Poverty Intervention Committee – May 5, 2021	Enclosure 8.2
	8.3	ATA Local Council – May 5, 2021	Enclosure 8.3
	8.4	Board Budget Committee – May 6, 2021	Enclosure 8.4
	8.5	A.S.B.A. General Meeting – May 19, 2021	Enclosure 8.5

9. Correspondence Sent

5:25 p.m.	9.1	Minister of Education - May 5, 2021	Enclosure 9.1
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10. Correspondence Received

5:28 p.m.	10.1	City of Lethbridge Land Development – May 1, 2021	Enclosure 10.1
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5:30 p.m. Adjournment

MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD APRIL 27, 2021.

IN ATTENDANCE:

Trustees: Christine Light; Lola Major; Clark Bosch, Jan Foster; Donna Hunt

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

Via Microsoft Teams: Morag Asquith

Regrets: Tyler Demers; Doug James

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 3:34 p.m.

1. Approval of Agenda

Trustee Jan Foster moved:

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

*Approval of Agenda
6652/21*

2. Approval of Minutes

Trustee Clark Bosch moved:

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

*Approval of Minutes –
Regular Meeting
6653/21*

Trustee Donna Hunt moved:

“that the minutes of the Special Meeting of March 26, 2021 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Special Meeting
6654/21*

Trustee Lola Major moved:

“that the minutes of the Special Meeting of April 19, 2021 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Special Meeting
6655/21*

3. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from
the Minutes*

4. Presentations

4.1 Counselling

Kathy Mundell, Counselling Coordinator and DeeAnna Presley-Roberts, Mental Health Capacity Building Program Manager provided a presentation on Counselling.

*Presentations
Counselling*

5. Action Items

Action Items

5.1 Policy Review

The following policies were reviewed by the Board.

Trustee Lola Major moved:

“that the Board approve Policy 202.2 Chair of the Board, as amended.”
CARRIED UNANIMOUSLY

*Policy 202.2 Chair of the Board
6656/21*

Trustee Lola Major moved:

“that the Board approve Policy 202.3 Individual Trustees, as amended.”
CARRIED UNANIMOUSLY

*Policy 202.3 Individual Trustees
6657/21*

Trustee Lola Major moved:

“that the Board approve Policy 203.2 Long-Range Planning, as amended.”
CARRIED UNANIMOUSLY

*Policy 203.2 Individual Trustees
6658/21*

Trustee Lola Major moved:

“that the Board approve Policy 203.4.1 Standing Committees, as amended.”
CARRIED UNANIMOUSLY

*Policy 203.4.1 Standing Committees
6659/21*

Trustee Lola Major moved:

“that the Board approve Policy 203.5 Special (Ad Hoc) Committees, as amended.”
CARRIED UNANIMOUSLY

*Policy 203.5 Special (Ad Hoc) Committees
6660/21*

Trustee Lola Major moved:

“that the Board approve Policy 203.6 Joint Committees, as amended.”
CARRIED UNANIMOUSLY

*Policy 203.6 Joint Committees
6661/21*

Trustee Lola Major moved:

“that the Board approve Policy 203.6.3 Board Representatives, as amended.”
CARRIED UNANIMOUSLY

*Policy 203.6.3 Board Representatives
6662/21*

Trustee Lola Major moved:

“that the Board approve Policy 204.9 Board Meeting Procedures, as amended.”
CARRIED UNANIMOUSLY

*Policy 204.9 Board Meeting Procedures
6663/21*

Trustee Lola Major moved:

“that the Board approve Policy 204.13.1 Public Solicitations of the Board, as amended.”
CARRIED UNANIMOUSLY

*Policy 204.13.1 Public Solicitations of the Board
6664/21*

Trustee Lola Major moved:

“that the Board approve Policy 1003.1 Channels of Communication and Disputes Resolution, as amended.”
CARRIED UNANIMOUSLY

*Policy 1003.1 Channels of Communication and Disputes Resolution
6665/21*

6. Division Highlights

Division Highlights

Christine Light thanked the Superintendent and staff for maintaining and working with excellence during the pandemic.

7. Information Items

*Information Items
Board Chair Report*

7.1 Board Chair Report

7.1.1 Art's Alive and Well in Schools

Art's Alive and Well in Schools has been re-named "Virtually Installed: Lethbridge Schools. Students. Art." The virtual art exhibit will start on May 3, 2021.

*Virtually Installed:
Lethbridge Schools.
Students. Art.*

7.1.2 Pandemic Plan Update

On April 19, 2021 the Board voted to make addendums to the Pandemic Plan around exemptions for activities.

Pandemic Plan Update

7.2 Associate Superintendent Reports

*Associate
Superintendent
Reports
Business Affairs*

7.2.1 Business Affairs

Associate Superintendent Christine Lee provided a written Business Affairs report.

7.2.2 Human Resources

Human Resources

Associate Superintendent Mike Nightingale provided a written Human Resources report.

7.2.3 Instructional Services

Instructional Services

Associate Superintendent Morag Asquith provided a written Instructional Services report. We will start our work regarding anti-racism and oppression.

7.3 Superintendent Reports

*Superintendent Report
Board Priorities*

7.3.1 Board Priorities Report

Board Priorities were included in the agenda. E-Learning registration has 64 students at elementary and 45 students at middle school.

7.3.2 Education Week – May 3 to 7, 2021

Education Week

The theme is Learning is a Journey.

7.3.3 Acknowledgements of Excellence

*Acknowledgements of
Excellence*

General Stewart Elementary and Chinook High School highlights were included in the agenda.

7.3.4 Donations and Support

Donations and Support

Panago Pizza boosted the Fleetwood pizza fundraiser.

ATB Financial and United Way provided 66 Chromebooks for students across the Division.

7.3.5 Calendar of Events

Calendar of Events

The Calendar of Events was included in the agenda.

8. Public Forum Response

Public Forum Response

The public forum response to Allison Purcell-Pike was included in the agenda.

9. Reports

Reports

9.1 Division School Council – April 12, 2021

Division School Council

Trustee Christine Light provided an oral report from the Division School Council meeting held April 12, 2021.

9.2 Policy Advisory Committee – April 14, 2021

*Policy Advisory
Committee*

Trustee Lola Major provided a written report from the Policy Advisory Committee meeting held April 14, 2021.

9.3 Division Wellness Committee – April 26, 2021

*Division Wellness
Committee*

Trustee Donna Hunt provided an oral report from the Division Wellness Committee meeting held April 26, 2021.

10. Correspondence Received

10.1 Alberta Education – March 25, 2021

*Alberta Education
Alberta Minister of
Education*

10.2 Alberta Minister of Education – April 15, 2021

11. Correspondence Sent

11.1 Alberta Premier – April 12, 2021

*Alberta Premier
Alberta Education
Minister
Alberta Health
Minister*

11.2 Alberta Education Minister – April 12, 2021

11.3 Alberta Health Minister – April 12, 2021

11.4 Alberta Education Minister – April 21, 2021

Public Forum – none

Public Forum

The meeting adjourned at 5:00 p.m.

Adjournment

Christine Light,
Chair

Christine Lee,
Associate Superintendent
Business Affairs

MEMORANDUM

May 25, 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>
204.13.1	Public Solicitations of the Board	Amended
205.1	Trustee Compensation	Amended
206.1	Trustee Training and Development	Amended
301.1	Superintendent of Schools Roles and Responsibilities	Amended
301.3	Evaluation Process for the Superintendent	Amended
302.2	Secretary-Treasurer	Amended
601.1	School Three Year Evaluation Plan and Annual Education Results Report	Amended
606.5	Educating Students at Home	Removal
502.1	Appendix A Student Code of Conduct	Review

Respectfully submitted,
Cheryl Gilmore

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

205.1 Trustee Compensation

Policy

Under the ~~School~~Education Act, a Board may provide for the payment of an honorarium to trustees.

The Board expects that honoraria and allowance rates that acknowledge the time and effort Board members expend on behalf of the ~~District~~Division be established.

Regulations

1. As part of the ~~District~~Division's annual budget, the Board shall authorize and establish the:
 - 1.1. honoraria to trustees;
 - 1.2. per diem allowance for school ~~District~~Division travel outside the city, and Board approved extraordinary meetings or functions held within the City of Lethbridge;
 - 1.3. guidelines for trustee compensation.
2. The Secretary-Treasurer/Associate Superintendent, Business and Operations Affairs will be responsible to review the trustee remuneration and expense claims.
3. The Board, in an in-camera meeting, will serve as the appeal body should a disagreement or a difference of interpretation arise on any matter referred to as remuneration/expenses for trustees.

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

References

Alberta ~~School~~Education Act: Section ~~60~~ 34, 72

~~District~~Division Policies: 201.3 General Powers and Duties of the Board

Other: Lethbridge School ~~District No. 51~~Division Trustees' Travel and Expense Warrant

206.1 Trustee Training and Development

Policy

The Board expects that trustees should actively engage in training and development activities that will enhance their ability to fulfil the Mission and Vision of Lethbridge School ~~District No. 51~~Division and enhance the quality and effectiveness of public school governance in our community.

Regulations

1. The Board Orientation shall include roles and responsibilities, the function and policies of the Board and a tour of the facilities.
2. New Board members shall receive the ~~School Education~~ Act, the current ~~Three Year Education~~School Division Assurance Plan, Annual Education –Results Report, ~~for the District~~, the policy handbook and other relevant documents pertinent to the operations of the Board and the ~~District~~Division.
3. Each school year, the Board may plan or designate specific activities to assist trustees in their efforts to improve their skills as members of a policy-making body, to expand their knowledge about trends, issues and new ideas affecting the welfare of our local schools, and to deepen their insights into the nature of leadership.
4. An annual in-service budget for trustees shall establish individual allocations to encourage attendance at professional development activities related to the Board's priorities.
5. The in-service budget, including all costs for travel and out-of-pocket expenses, shall be determined as part of budget deliberations.
6. Decisions concerning attendance at in-service activities shall be made by the participating Board member. It shall be the responsibility of the said participant to submit a brief report of the activity at a Board meeting.

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

References

Alberta ~~School Education~~ Act: Sections ~~51, 52, 53 60, 64~~
~~District~~Division Policies: Series 200 – Board of Trustees Policies
Other: ~~District~~Division ~~Three Year Education~~Assurance Plan and Annual Education Results Report

301.1 Superintendent of Schools Roles and Responsibilities, cont'd

Approved: October 10, 2006

Amended: April 20, 2010

Amended: February 24, 2015

301.1 Superintendent of Schools Roles and Responsibilities

Policy

The Education Act requires the Board to hire a Superintendent of Schools to serve as the chief executive officer of the Board and chief education officer of the District Division. The Superintendent will be responsible for the operation of schools and the provision of education programs in the District Division.

While the Superintendent may delegate decision-making authority to employees and contractors of the Board, the Superintendent reports to and is ultimately responsible and accountable to the Board for all of the operations and programs of the District Division.

Regulations

1. The appointment of the Superintendent will conform to the requirements of the Education Act and Ministerial Regulations with respect to notification and qualifications.
2. Subject to statutory requirements and Board policy, the Superintendent is responsible for:
 - 2.1. facilitating the governance provided for the District Division by the Board of Trustees by:
 - 2.1.1. attending all meetings of the Board
 - 2.1.2. setting the agenda for meetings of the Board in consultation with the Board Chair and providing background information for agenda items
 - 2.1.3. collaboratively developing new policies for Board consideration and approval and establishing procedures as required
 - 2.1.4. informing, advising, and supporting the Board on matters under Board jurisdiction
 - 2.1.5. collaboratively developing the Three-Year Education Division Assurance Plan and educational programs for Board consideration and adoption
 - 2.1.6. annually reporting to the Board on student learning, achievement and development
 - 2.1.7. providing support for the activities of Board committees
 - 2.1.8. facilitating the orientation and ongoing professional development of trustees

301.1 Superintendent of Schools Roles and Responsibilities, cont'd

- 2.2. providing leadership for the School ~~District~~Division and supervising the operation of schools and the provision of education programs by:

2.2.1. Implementing education policies established by the Minister

2.2.2. Ensuring students have the opportunity in the school division to meet the standards of education set by the Minister

2.2.1-2.2.3. Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms and conditions of any grants received by the board

2.2.2-2.2.4. providing clear direction for the School ~~District~~Division by promoting initiatives of the Board with ~~District~~Division staff

2.2.3-2.2.5. implementing current Board policies and directions

2.2.4-2.2.6. implementing the ~~Three Year Education Board Assurance~~ Plan and approved educational programs

2.2.5-2.2.7. ~~implementing education policies established by the Minister of Education and M~~meeting Alberta Education's reporting requirements

2.2.6-2.2.8. maintaining the standards of education as set by the Minister through the provision of quality instructional programs and services throughout the ~~District~~Division

2.2.7-2.2.9. financial planning and control including quarterly reporting on the jurisdiction's financial affairs

2.2.8-2.2.10. ensuring that all staff have clearly established roles and responsibilities

2.2.9-2.2.11. supervising and evaluating system operations and reporting to the Board on organizational performance

2.2.10-2.2.12. selecting, assigning, coaching, and evaluating school-based and ~~District~~Division administrators in accordance with ~~District~~Division policy

2.2.11-2.2.13. annually reviewing school ~~Annual Assurance~~ Results Reports and ~~Three Year Education Assurance~~ Plans

2.2.12-2.2.14. making regular visits to all ~~District~~Division schools, programs, and work sites

2.2.13-2.2.15. providing support for school principals and advising on matters related to school operations

2.2.14-2.2.16. providing opportunities for staff leadership development

2.2.15-2.2.17. providing overall support for the efforts of the School ~~District~~Division students and staff

301.1 Superintendent of Schools Roles and Responsibilities, cont'd

- 2.3. mediating and facilitating communication between and amongst educational stakeholders by:
 - 2.3.1. maintaining positive professional relationships with staff, administrators, School Councils and ~~District~~Division School Council, ~~District~~Division Student Advisory Council, the parent community and other affiliated individuals, groups, and organizations
 - 2.3.2. communicating with post-secondary educational institutions, children's service organizations, and the business community
 - 2.3.3. communicating effectively through the media regarding matters affecting education and the ~~District~~Division
 - 2.3.4. acting as an advocate for the ~~district~~Division and public education
- 3. In accordance with Section 52 of the Education Act:
 - 3.1. The Board authorizes the Superintendent to exercise any power that the Board may do, or is required to do, or may exercise, except those matters which, in accordance with Section 52(4) of the Education Act, cannot be delegated.
 - 3.2. The Board delegates to the Superintendent the power to suspend the services of a teacher and the power to terminate the services of a teacher, in accordance with Section 52(5) of the Education Act.
 - 3.3. The Superintendent may delegate decision-making authority to employees and contractors of the Board except for those powers referred to in Section 52(4) and (5) of the ~~School~~Education Act. The Superintendent will remain accountable to the Board for the proper exercise of such delegated decision-making authority.

References

Alberta Education Act: Sections 52, 222

~~District~~Division Policies: 203.1 Policy Development, 204.10 Board Meeting Agendas, 301.3 Evaluation Process for Superintendent of Schools

301.3 Evaluation Process for the Superintendent

Policy

An annual evaluation shall be conducted of the outcomes achieved for the ~~District~~Division by the Superintendent.

This annual evaluation process shall be conducted by the Superintendent Evaluation Committee that consists of the Board Chair, two other Trustees and the Superintendent, and shall culminate in a full report to the Board.

Regulations

A. Summative Evaluations:

The evaluation of the Superintendent shall:

1. be conducted during the first full school year of employment and in the year prior to the final year of the Superintendent's term of appointment;
2. be directly related to the responsibilities of the Superintendent (301.1 Superintendent of Schools Roles and Responsibilities);
3. be related to ~~District~~Division success with regard to outcomes of the Annual ~~Education Assurance~~ Plan;
4. focus on the Annual Professional Growth Plan developed by the Superintendent in September of each year;
5. incorporate input from stakeholder groups as determined by the Superintendent Evaluation Committee;
6. incorporate a self-evaluation component;
7. reflect the position of the Board as a whole, rather than of any individual trustee;
8. culminate in a report to be written by the Chair of the Superintendent Evaluation Committee, approved by the Board and filed in the Superintendent's personnel file and the Board Chair's Confidential File; and
9. have provision for a written response to the evaluation by the Superintendent that will become part of the evaluation.

301.3 Evaluation Process for the Superintendent, cont'd

B. Formative Evaluation:

The evaluation of the Superintendent shall:

1. occur in years in which a summative evaluation is not being conducted;
2. include a mid-year feedback session involving the Superintendent and the Board;
3. require the Superintendent to prepare for the Superintendent Evaluation Committee a draft evaluation by the end of May, which addresses:
 - a. fulfillment of responsibilities (301.1 Superintendent of Schools Roles and Responsibilities)
 - b. success in achieving the goals of the Superintendent's Annual Personal Professional Growth Plan.
 - c. ~~District~~Division success with regard to the outcomes of the Annual ~~Education Assurance~~ Plan;
4. be reviewed in draft form by the Superintendent Evaluation Committee prior to the Board meeting in June and revised as needed;
5. be presented for Board approval at the Board meeting in June; and
6. culminate in a letter to be written by the Superintendent Evaluation Committee that will be filed with the approved evaluation report in the Superintendent's personnel file and in the Board Chair's Confidential File.

References

Alberta ~~School Education~~ Act: ————Section ~~413~~
~~District~~Division Policies: 301.1 Superintendent of Schools Roles and
 Responsibilities;
 Superintendent of Schools/CEO Position Description, October
 2006; Lethbridge School District No. 51 Superintendent
 Leadership Profile, March 2006

302.2 Secretary-Treasurer

Policy

Under the ~~School Education~~ Act, the Board shall appoint a Secretary and a Treasurer or one person to act as Secretary-Treasurer. In Lethbridge School ~~District 51~~DIVISION, the duties of the Secretary – Treasurer are fulfilled by the Associate Superintendent of Business ~~and Operations~~Affairs.

The Board expects that the Secretary-Treasurer will carry out ~~his/her~~their responsibilities in accordance with ~~District~~DIVISION and Alberta Education policy and regulations, the ~~School Education~~ Act, applicable provincial and federal statutes and within the provisions of employee collective agreements.

Regulations

1. Subject to the ~~School Education~~ Act and Alberta Education policy and regulations, the Board is responsible for appointing the Secretary-Treasurer.
 - 1.1 The Secretary-Treasurer reports directly to the Superintendent.
 - 1.2 Responsibility for evaluation of the Secretary-Treasurer shall rest with Superintendent.
 - 1.3 The Secretary-Treasurer's contract is negotiated directly with the Board.
2. The duties and responsibilities of the Secretary-Treasurer shall include, the:
 - 2.1 administration of all ~~District~~DIVISION business functions in a manner that is consistent with standard accounting procedures and legal and ethical requirements;
 - 2.2 planning for, and control of the expenditure of public funds to achieve ~~District~~DIVISION goals;
 - 2.3 care and control of ~~District~~DIVISION assets;
 - 2.4 provision of regular reports regarding the financial operations of the ~~District~~DIVISION;
 - 2.5 provision of advice on all financial and business matters and the development and recommendation of related policies and practises for consideration;
 - 2.6 provision of assistance and advice with respect to contracts and labour relations issues and concerns;
 - 2.7 administration of the ~~District~~DIVISION's Technology Department;
 - 2.8 Administrators of the Division's facility services department
 - 2.9 Planning and reporting for the capital infrastructure projects in the Division
 - 2.10 Ensuring adequate risk management practices including adequate insurance coverage maintained by the Division
 - 2.11 Administration of the Division Occupational Health and Safety Program
 - 2.72.12 Administration of the Division's Transportation department
 - 2.82.13 ensurance of proper tendering and contracting procedures;
 - 2.92.14 recording and compiling of minutes for all regular and special meetings of the Board;
 - 2.402.15 liaison with Alberta Education, local municipalities and other organizations or agencies as required;

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LETHBRIDGE SCHOOL ~~DISTRICT~~DIVISION No. 51

302.2 Secretary-Treasurer

2.11 carrying out of any other duties that the Secretary–Treasurer may be required to do, from time to time, as dictated by the ~~School–Education~~ Act or by Board policy and

2.12 other duties and responsibilities as assigned by the Superintendent.

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

References

Alberta ~~School–Education~~ Act: Section ~~68~~116

~~District~~DIVISION Policies: 300.1 Administration Guiding Principles, 600.2 School-Based Decision Making, 803.1 Purchasing, 801.1 System Budgeting, 801.9 Financial Planning and Management - General, 802.4 Financial Investments, 804.3 Financial Accountability and Audits

Other: ~~Lethbridge School–District No. 51— Site Based Decision Making Handbook, Lethbridge School ~~District No. 51~~DIVISION – Current Three Year Education Plan, Alberta Education—School Based Decision Making Resource Guide— 1997 Job Description—Secretary–Treasurer~~



LETHBRIDGE SCHOOL DIVISION ~~STRICT NO. 51~~

Approved: February 13, 2001
Amended March 18, 2008
Amended: November 27, 2012
Amended: November 29, 2016
Amended: June 27, 2017

601.1 School ~~Three Year Education Assurance~~ Plan and Annual ~~Education Assurance~~ Results Report

Policy

The principal shall develop an ~~n-Combined Three Year Education -~~
~~Plan Assurance Plan~~ and Annual ~~Education Assurance~~ Results Report.

Regulations

1. The ~~Three Year Education Assurance~~ Plan and Annual ~~Education Assurance~~ Results Report shall:
 - 1.1. be consistent with provincial annual reporting policies and requirements;
 - 1.2. be developed in collaboration with staff;
 - 1.3. be provided to the School Council with an opportunity to provide advice on its development; and
 - ~~1.4. be made public only after review and approval shall be made public by posting the plan on the school website annually followed by a review of the plan by Executive Council,~~
~~4.4.1.5. be reviewed by school administration with the Superintendent.~~

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

References

Alberta ~~School Education~~ Act: Sections ~~20, 22, 55, 197~~
~~District Division~~ Policies: 600.2 School-Based Decision Making, 1002.4 School Councils
Other: School Council Regulations 13(1)

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LETHBRIDGE SCHOOL DISTRICT NO. 51

Approved: June 10, 1999
Amended: June 10, 2008
Amended: March 26, 2013
Amended: June 26, 2018
Amended: February 26, 2019

606.5 Educating Students at Home

Policy

The District shall provide for the supervision of resident students who are educated at home.

Definitions

Home Education: the educating of the child in the home environment that meets all the requirements imposed by the Government of Alberta, including the Program of Studies, and is provided by the parent/guardian who is responsible for delivering the courses in the program. The student's progress is verified by a Home Education Facilitator. Courses may be completed through Print-based Distance Education Programs and/or Online Learning Programs.

Homeschooling: the educating of the child in the home environment that does not follow the Alberta Education Program of Studies. The parents/guardians determine the learning activities, select instructional methods, and evaluate the student's progress. The program must address the learning outcomes for students as outlined in the Home Education Regulation. The student's progress is verified by a Home Education Facilitator. Courses may be completed through Print-based Distance Education Programs and/or Online Learning Programs.

Blended Program: the parents/guardians and the District share responsibility for educating the child. Parents/guardians and the District work together to determine which subjects and/or activities the student will attend at school and which will be completed at home. The student's progress is verified by a Home Education Facilitator.

Home Education Facilitator: the professional teacher assigned by the District to assist and verify the progress of a student being educated in the home.

Regulations

1. The terms and conditions for the learning program of a student educated at home shall be set out in a written agreement between the parent/guardian and the District.
2. Programs for students educated at home shall comply with the Province of Alberta Home Education Regulations and the Guide to Education.
3. Parents/guardians may choose to provide education for their children at home at



LETHBRIDGE SCHOOL DISTRICT NO. 51

any time:

- 3.1. Where a student is already registered with the Board, and the parent/guardian chooses home education, home schooling, or blended education after September 30th, the Board will ensure that the student has access to an education program in accordance with the School Act and funding regulations.
- 3.2. Where a resident student is enrolled with another board or accredited private school as of September 30, and the parent/guardian wishes to commence a home education, home schooling, or blended program, approval must be granted by the Superintendent, or designate.
4. The District encourages the use of blended programming to help the student stay connected with the school environment.
5. A Home Education Facilitator shall monitor students being educated at home on a regular basis.
6. All students who are educated at home shall be registered in a District school.
7. Students shall write any provincially mandated exams as required unless excused in accordance with Alberta Education policy and Home Education Regulation.
8. A Home Education or Blended Program shall be terminated and the student directed to enroll in a District school if the student fails to meet an acceptable level of achievement, or the program ceases to meet the requirements of the Home Education Regulation.
 - 8.1. The decision to terminate shall be preceded by a review of the program and the student's achievement, in consultation with the parent/guardian.
 - 8.2. The parent/guardian shall be provided with written notice of the termination.
 - 8.3. The parent/guardian may appeal a termination decision according to District Policy.
9. A Home Schooling Program agreement shall be terminated if the program fails to meet the requirements as outlined in the Home Education Regulation. Parents/guardians shall be informed that the student must enroll in a District school or partner with another school district.
10. A parent/guardian may terminate educating their student at home at any time by providing written notice and enrolling the student in school.

References

Alberta School Act:	Sections 29, 39, 45, 123, 124, 125
Alberta Education Documents:	Home Education Handbook 2010 Home Education Regulations 145/2006

Approved: December 15, 2015

Amended: March 22, 2016

Amended: March 27, 2018

Amended May 26, 2020

502.1 Appendix A Student Code of Conduct

Purpose

In order to establish and maintain a welcoming, caring, respectful, and safe learning environment, this Code of Conduct establishes expectations and consequences for student behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school.

The Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

The Code of Conduct is also intended to help students learn how to address issues of dispute, develop empathy, and become good citizens within and outside the school community.

Definitions

1. Bullying: The *School Act* defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.” Bullying behavior also includes behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.
2. Discrimination: The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.
3. Harassment: Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender,

502.1 Appendix A Student Code of Conduct, cont'd

gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

Procedures

1. The Division and schools' Student Codes of Conduct, and their enforcement through consequences, shall apply to students
 - 1.1. in school;
 - 1.2. on the school grounds;
 - 1.3. during any recess or lunch periods on or off school property;
 - 1.4. at school sponsored or authorized activities;
 - 1.5. on school busses or other forms of approved transportation; or
 - 1.6. when the student's conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.

2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the school day or by electronic means.

3. The Board encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
 - 3.1. respect yourself and the rights of others in the school;
 - 3.2. make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity, and fosters a sense of belonging for others in your school;
 - 3.3. refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;

502.1 **Appendix A** **Student Code of Conduct, cont'd**

- 3.4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
 - 3.5. act in ways that honour and appropriately represent you and your school;
 - 3.6. attend school regularly and punctually;
 - 3.7. be ready to learn and actively engage in, and diligently pursue, your education;
 - 3.8. know and comply with the rules of your school;
 - 3.9. cooperate fully with everyone authorized by the Board to provide education programs and services;
 - 3.10. be accountable for your behaviour to your teachers and other staff;
 - 3.11. contribute positively to your school and community; and
 - 3.12. be responsible digital citizens.
4. Examples of unacceptable behaviours include, but are not limited to:
 - 4.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
 - 4.2. acts of bullying, harassment, discrimination, coercion, or intimidation;
 - 4.3. physical violence;
 - 4.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
 - 4.5. illegal activity such as:
 - 4.5.1. possession and/or misuse of controlled substances;
 - 4.5.2. possession or use of weapons;
 - 4.5.3. theft or damage to property;
 - 4.6. contravention of Division policies and regulations;
 - 4.7. willful disobedience and/or open opposition to authority;
 - 4.8. use or display of improper or profane language;
 - 4.9. interfering with the orderly conduct of class(es) or the school;
 - 4.10. contravention of the Code of Conduct as set out in the *School Act*, Section 12;
 - 4.11. Contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance;
 - 4.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

502.1 Appendix A Student Code of Conduct, cont'd

5. Rules governing student conduct while being transported on school busses or other approved transport, shall be developed by the Division in consultation with the school administration and/or transit provider.
6. The following consequences of unacceptable behaviour shall apply taking into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:
 - 6.1 school-based intervention
 - 6.2 consequences as outlined in the school's Code of Conduct;
 - 6.3 Violence Threat Risk Assessment;
 - 6.4 suspension;
 - 6.5 expulsion;
 - 6.6 involvement of police authorities
7. Parents and guardians play a vital role in developing student behavior and conduct. It is the Division's expectation that a parent or guardian has the responsibility to:
 - 7.1. take an active role in the student's educational success, including assisting the student in complying with Regulation 3 of this policy;
 - 7.2. ensure that the parent or guardian's conduct contributes to a welcoming, caring, respectful and safe learning environment;
 - 7.3. co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;
 - 7.4. encourage, foster and advance collaborative, positive and respectful relationships with students, teachers, principals, other school staff and professionals providing supports and services in the school; and
 - 7.5. engage in the student's school community
 - 7.6. collaborate with the VTRA Protocol.
8. The school shall provide support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. Schools may consult with the Division of Instructional Services for determining support mechanisms.
9. Complaint Procedures.
 - 9.1. Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.
 - 9.2. All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented, and dealt with in a timely manner.

502.1 Appendix A Student Code of Conduct, cont'd

- 9.3. Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.
- 9.4. A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.
- 9.5. Complaints shall follow the channels of communication as outlined in Policy 1003.1 *Channels of Communication and Dispute Resolution*, Regulation #11 (start with closest source such as teacher or counsellor, to school administrator with principal the highest school level, to Associate Superintendent, to Superintendent, to Board). Policy 505.9 *Appeals* can be followed if a student or parent/guardian is dissatisfied with the decision at the level of the school principal.
- 9.6. The professional staff member or principal will investigate the complaint and apply the appropriate consequences as delineated in number (6) including the School's Student Code of Conduct.
- 9.7. The principal will determine whether the level of seriousness requires an investigation and/or police involvement. If the principal determines that the incident(s) requires police involvement, Policy 504.8 *Involvement with Authorized Agencies* will be followed.
- 9.8. The professional staff member and/or school administrator and/or Division administrator will document the investigation and outcome, including any disciplinary action and supports as described in number (8). Policy 609.5 *Student Records* applies for record retention and disposition.
- 9.9. Retaliation. No member of Lethbridge School Division school community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.
10. Schools shall have a Student Code of Conduct that aligns with the District Student Code of Conduct. The Student Code of Conduct will include the following elements:
 - 10.1. a statement of purpose that provides a rationale for the Code of Conduct, with a focus on welcoming, caring, respectful and safe learning environments;

502.1 Appendix A Student Code of Conduct, cont'd

- 10.2. definitions of bullying, discrimination (including one or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*), and harassment;
 - 10.3. one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day, or by electronic means (see Procedures #3 and #4);
 - 10.4. consequences of unacceptable behaviour which take into account the student's age, maturity, and individual circumstances. On the continuum of consequences, it shall be noted that a student may be suspended or expelled.
 - 10.5. Possible supports that may be provided to students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
 - 10.6. Fair Notice for VTRA Protocol.
11. The Board shall ensure the following:
- 11.1. Make the policy and Code of Conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the Board;
 - 11.2. Display in a place clearly visible to students in each school the Uniform Resource Locator (URL) of the policy and Code of Conduct on the publicly accessible website;
 - 11.3. On request, provide a copy of the policy or Code of Conduct to an individual;
 - 11.4. By June 30 of each year, review the policy and Code of Conduct, confirm the review by a Board resolution, and post or repost the policy and Code of Conduct on the publicly accessible website after review; and
 - 11.5. Comply with any further requirements respecting a policy or Code of Conduct established by the Minister by order.

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Division of Instructional Services

Re: Authorization of Locally Developed Courses

Background

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees.

Division high schools have requested to use **Competencies in Math 15-5 (LDC1515) for 5 credits, newly acquired from the Red Deer School Division from September 1st, 2021 to August 31st, 2025** to enhance program offerings to students.

Previously authorized LDC 3219 Biology 35-3(AP) is set to expire without renewal and will need to be replaced with newly acquired **LDC3202 Biology (Advanced) 35-3 from The Calgary School Division, for use from September 1st, 2021 to August 31st, 2024.**

Alberta Education also requires the renewal of past acquired courses set to expire on August 31st, 2021. Considering this, we ask the Board of Trustees to authorize the continued use of the following locally developed courses in all Division high schools to enhance program offerings to students:

Authorization until August 31, 2024:

LDC 1299	Dance Performance 15 for 3 and 5 credits
LDC 2299	Dance Performance 25 for 3 and 5 credits
LDC 3299	Dance Performance 35 for 3 and 5 credits
LDC 2468	Directing 25 for 5 credits
LDC 3468	Directing 35 for 5 credits
LDC 1513	ESL Expository English 15 for 5 credits
LDC 2513	ESL Expository English 25 for 5 credits
LDC 1350	ESL Intro to Math 15 for 5 credits
LDC 1148	Reading 15 for 3 and 5 credits
LDC 2148	Reading 25 for 3 and 5 credits

Authorization until August 31, 2025:

LDC1149	Academic Achievement through English Language Development 15 for 3 credits
LDC2149	Academic Achievement through English Language Development 25 for 3 credits

LDC3149	Academic Achievement through English Language Development 35 for 3 credits
LDC 3754	Forensic Science Studies 35 for 5 credits
LDC 2569	Forensic Studies 25 for 3 credits
LDC 3569	Forensic Studies 35 for 3 credits
LDC 1431	Instrumental Jazz 15 for 5 credits
LDC 2431	Instrumental Jazz 25 for 5 credits
LDC 3431	Instrumental Jazz 35 for 5 credits
LDC 1509	Leadership, Character and Social Responsibility 15 for 3 and 5 credits
LDC 2509	Leadership, Character and Social Responsibility 25 for 3 and 5 credits
LDC 3509	Leadership, Character and Social Responsibility 35 for 3 and 5 credits
LDC 1979	Musical Theatre 15 for 5 credits
LDC 2979	Musical Theatre 25 for 5 credits
LDC 3979	Musical Theatre 35 for 5 credits
LDC 3152	Theory of Knowledge (IB) 35 for 3 credits
LDC 1433	Vocal Jazz 15 for 3 and 5 credits
LDC 2433	Vocal Jazz 25 for 3 and 5 credits
LDC 3433	Vocal Jazz 35 for 3 and 5 credits

Recommendation

That the Board of Trustees approve the use of **LDC1515 Competencies in Math 15-5 for 5 credits newly acquired from the Red Deer School Division from September 1st, 2021 to August 31st, 2025** to enhance program offerings to students.

That the Board of Trustees approve the use of **LDC3202 Biology (Advanced) (2020) 35-3 in place of expiring LDC3219 Biology 35-3 (AP) from September 1st, 2021 to August 31, 2024** to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of Dance Performance 15, 25, and 35 (LDC1299, LDC2299, LDC3299) for 3 and 5 credits until August 31, 2024 for use in all Division high schools.

That the Board of Trustees approve the continued use of Directing 25 and 35 (LDC2468, LDC3468) for 5 credits until August 31, 2024 for use in all Division high schools.

That the Board of Trustees approve the continued use of ESL Expository English 15 and 25 (LDC1513, LDC2513) for 5 credits until August 31, 2024 for use in all Division high schools.

That the Board of Trustees approve the continued use of ESL Intro to Math 15 (LDC1350) for 5 credits until August 31, 2024 for use in all Division high schools.

That the Board of Trustees approve the continued use of Reading 15 and 25 (LDC1148, LDC2148) for 3 and 5 credits until August 31, 2024 for use in all Division high schools.

That the Board of Trustees approve the continued use of Academic Achievement through English Language Development 15, 25, and 35 (LDC1149, LDC2149, LDC3149) for 3 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Forensic Science Studies 35 (LDC3754) for 5 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Forensic Studies 25 and 35 (LDC2569, LDC3569) for 3 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Instrumental Jazz 15, 25, and 35 (LDC1431, LDC2431, LDC3431) for 3 and 5 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Leadership, Character and Social Responsibility 15, 25, and 35 (LDC1509, LDC2509, LDC3509) for 3 and 5 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Musical Theatre 15, 25, and 35 (LDC1979, LDC2979, LDC3979) for 5 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Theory of Knowledge 35 (LDC 3152) for 3 credits until August 31, 2025 for use in all Division high schools.

That the Board of Trustees approve the continued use of Vocal Jazz 15, 25, and 35 (LDC1433, LDC2433, LDC3433) for 5 credits until August 31, 2025 for use in all Division high schools.

Respectfully submitted,
Morag Asquith

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Assurance Plan Approval

Background

The provincial Assurance Framework requires school jurisdictions to develop and submit a Three-Year Assurance Plan by May 30 annually. This is the first year of the Assurance Plan model for Lethbridge School Division. Prior to this year, the Division developed a combined Three-Year Education Plan and Results Report for submission to the province November 30 annually. The Assurance Plan will be shared with the Board of Trustees and made available on the Division website.

Recommendation

It is recommended that the Board approve the Assurance Plan, as presented.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

RE: Natural Gas Contract

Background

Lethbridge School Division currently has an open market floating natural gas supply contract with Access Gas until December 2021. Current load rates are approximately \$3/GJ on average for the School Division.

Lethbridge School Division engaged the services of Energy Associates International (EAI) last year to support management of the Division's energy portfolio. Part of this process is monitoring future pricing on electricity and natural gas.

EAI has been monitoring the Natural Gas Market and has advised that rates are increasing. There is a rise in the Natural Gas Market from record lows in 2019 for the following reasons:

1. Change in storage protocol during maintenance periods – suppliers are no longer forced to dump gas into the market in the middle of summer when there is minimal demand
2. Credit premiums/impact on trading due to persistent COVID-19 pandemic
3. Expectation of market normalization in 2021 with higher oil prices, the return of industrial demand and new gas pipelines being built out of Western Canada

An RFP for Natural Gas providers was issued by EAI and four vendors were prequalified to provide Natural Gas services. These vendors were Direct Energy, Access Gas, Enmax Energy, and TransAlta.

It is recommended given current trends in Natural Gas to contract for a three-year period January 2022 until December 2024 based on favourable indicative pricing received. Associate Superintendent, Christine Lee will share indicative pricing and contract details received as of May 24th, 2021 with the Board of Trustees at the Board Meeting.

Should the board approve the Associate Superintendent of Business and Operations to enter a three-year contract for Natural Gas supply, firm and final pricing will be received on May 26th and best option signed before 12 noon to engage in the contract. As Natural Gas is a commodity, pricing is held for very short period of time.

Recommendation

That the Board approves the Associate Superintendent, Business and Operations to enter a Natural Gas supply contract for the period January 2022 to December 2024 with the supplier that provides the best final pricing.

Respectfully submitted,
Christine Lee

MEMORANDUM

April 27, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: École Nicholas Sheran Name Change

Background

As a result of the boundary changes, École Nicholas Sheran will no longer be a French Immersion School. This is a request to change the school name to Nicholas Sheran School.

Recommendation

It is recommended that the Board accept the school name change to Nicholas Sheran School and notify Alberta Education of the change effective the 2021-2022 school year.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

RE: Business and Operations Report

Background

The May report of the Associate Superintendent Business and Operations and the Student Transportation Task Force Report are attached.

Recommendation

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

Respectfully submitted,
Christine Lee



ASSOCIATE SUPERINTENDENT, BUSINESS AND OPERATIONS REPORT MAY 25TH, 2021

Kids

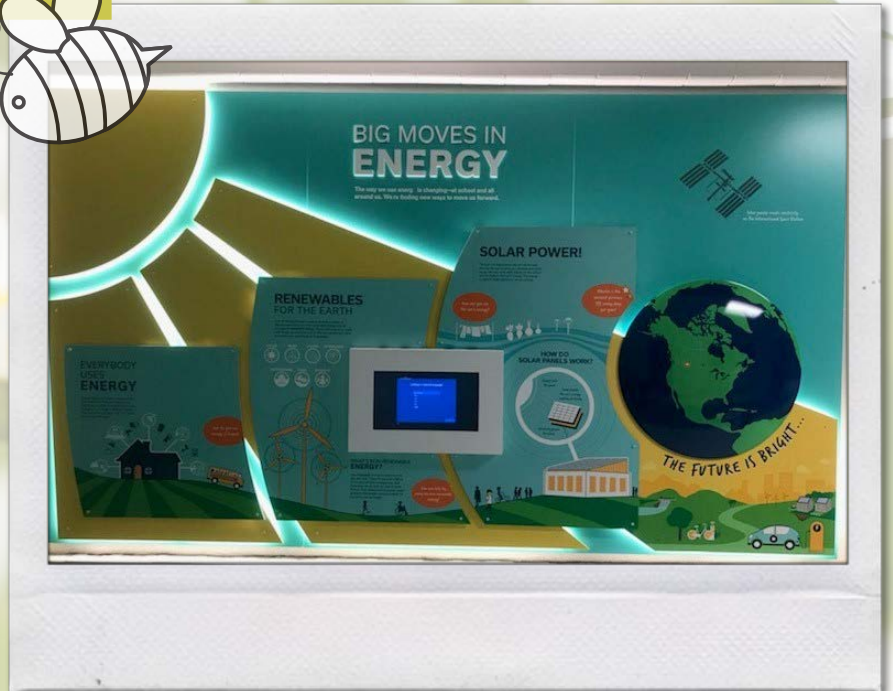
ARE OUR BUSINESS

Report by:
Christine Lee,
Associate Superintendent,
Business and Operations

FACILITIES



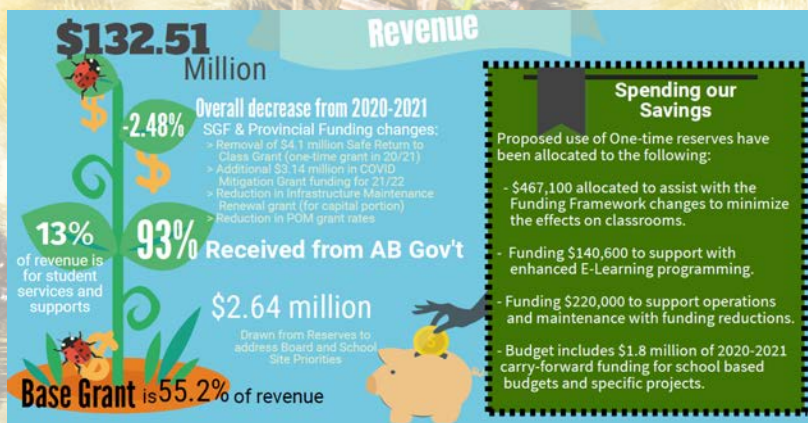
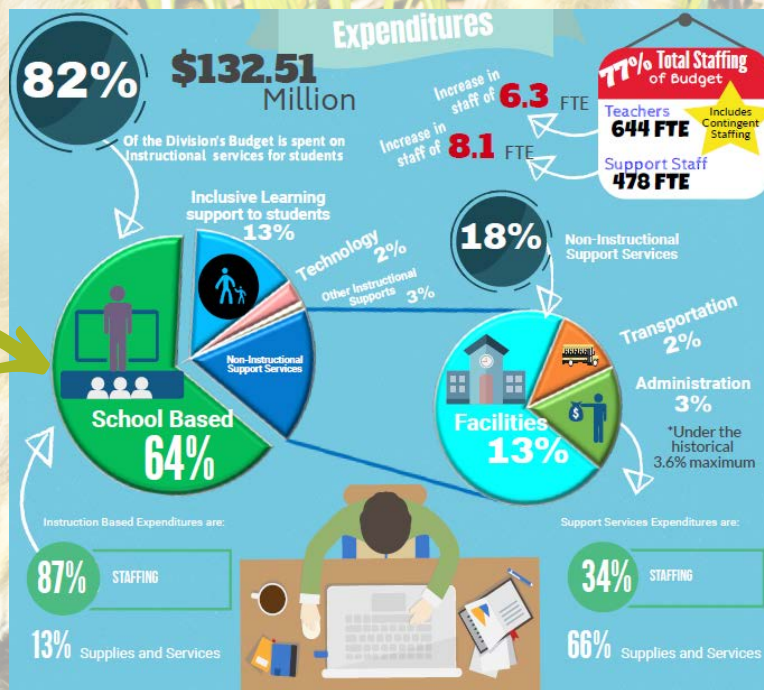
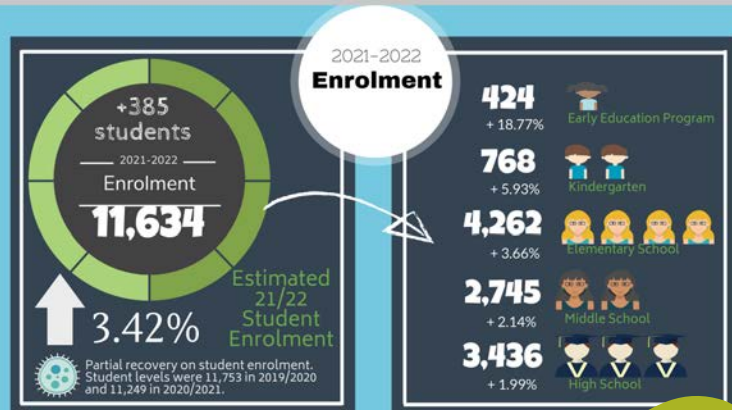
- Dr. Robert Plaxton received occupancy status on March 12th. Furnishing and equipment fit up will begin this month. Head Caretaker, Patrick Steed, has begun getting the school ready to receive furniture when it arrives.
- The Alternative Energy Solar Wall has been installed. See picture below.



- The Energy Performance Project has started the planning phase with \$4 million of projects planned to begin starting May 17th. 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. All projects are estimated to be completed by the end of September.
- 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.

Budget Presentation

See the recorded presentation of the 2021-2022 Preliminary Budget on the Division Website.



See the Division website for full financial and budget information including live financial dashboard reporting.

The Board of Trustees will debate and approve the 2021-2022 budget at a special meeting on May 25th.



Reminders for working safely at home:

- Ensure you have an **appropriate space** that works for you, check surroundings for safety
- Be **Cyber aware**
- **Check your posture** regularly. Pay attention to position of head, neck, spine, arms, wrists, hips, thighs, and feet
- Don't ignore discomfort
- **Take breaks** in full
- Avoid glare
- Continue to **maintain** work and social **contacts**
- Exercise. Make **movement** a part of your breaks

In June...
Safety Program
Accomplishments and
program review survey
results



Online Registration **+11,600**

Online registrations sent out in May
using Laserfiche

Comments about the process:

- **"This was so easy and quick for me to fill out the registration forms for my children and the best part, I was able to do it on my phone while waiting at an appointment". - Parent**
- **"I love how easy this digital forms process is and I don't have to deal with paper registrations". - Admin Assistant**



Partnership

Lethbridge School Division and Lenovo are partnering in a *VR Classroom 2 Learning Initiative*. This initiative will provide educators and students at Dr. Robert Plaxton Elementary School with an immersive learning experience utilizing Lenovo's VR Classroom 2 solution. Lenovo will provide equipment, software, training and support to this initiative.



- In response to moving to at-home learning in May, the student device store was opened up to provide immediate access to devices for families. The store will remain open until September or until all available inventory is sold.
- Older model laptops are available through schools to temporarily loan to families for students needing their own computer to access at-home learning.

School Bus Transition Update:

- New Boundary Maps have been created and are on the Division website.
- Families can use *School Locator* on the Division website to find out which school is their boundary school for the 2021-2022 school year.

SchoolLocator | Lethbridge School Division

The screenshot shows a search box with the text 'Search' and instructions: 'Please enter your street name in the box below to find the schools that serve your address.' Below this is a text input field labeled 'Street Name' and a 'Find My School' button. There is also a checkbox labeled 'I'm not a robot' and a reCAPTCHA logo. At the bottom, it says 'Show a list of all schools in the Lethbridge School Division.'

- 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.
- On May 25th, some students who have required specialized transportation will now be transported by Southland instead of City Transit Access-A-Ride.



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 registration forms for the 2021-2022 school year will be sent out to all students that are currently eligible for transportation. It is anticipated forms will be sent out by mid-June.



BUS DRIVER APPRECIATION DAY

Monday, May 3, 2021

Our bus drivers do challenging work. Let's recognize them for the care and effort they take to safely transport our students.

Report to Education Minister



OTHER MATTERS

Facilities Department installing trees at schools and Education Centre to commemorate **One District One Book** and **Wishing Day, May 1st.**



make
a wish...

Some other items to note this month:

- Regular Elementary, Middle, and High School Principal meetings
- Johnson Controls Energy Improvement Project meetings
- Dr. Robert Plaxton construction wrap up meetings
- Annual Insurance Renewal application process
- ASBOA Trends and Issues meetings, May 13th and May 20th
- Canadian Association for Practical Law in Education (CAPSLE) virtual conference, May 2 to May 4th
- Board Budget Committee meeting, May 6th
- USIC Risk Management and Claim Committee, May 11th
- USIC Executive Meeting, May 12th
- AEFFA roundtable discussion re maintenance matters, May 12th
- ATA Working Conditions meeting, May 11th
- Wilson Middle School Council, May 12th
- TEBA Engagement Session, May 13th
- Public Presentation of Draft Budget, May 18th
- Watermark Outline Plan update virtual meeting, May 20th
- Participation in One School One Book chapter reading presentation: *The Tiny Hero*
- Marsh and LSD Risk Management Meeting, May 25th
- Board Budget Debate and approval of 2021-2022 Budget, May 25th



keep
CALM
& be
KIND





Student Transportation Task Force Recommendations

Report to the Board of Trustees

The [Student Transportation Task Force: Report to the Minister](#), Alberta Education was released on May 10th, 2021. This task force was created to provide recommendations related to:

- School board and industry responsibility for student transportation;
- Student transportation eligibility;
- Student transportation legislation and regulation;
- Student transportation safety; and
- Student transportation co-operation among partners.

Lethbridge East MLA, Nathan Neudorf chaired this taskforce that involved a variety of stakeholder representatives. The task force met with all school jurisdictions, held consultations and online surveys to gather information. Below is the summary of the **21 recommendations and 1 special recommendation** included in the report.

Recommendations re Mandatory Entry Level Training (MELT)

Special Recommendation: consideration to modify/relax current MELT requirements during the pandemic.

Recommendation 1: Establish a working group with Alberta Transportation to **review the curriculum to see if it applies to school buses, opportunities to support training costs, availability to conduct training and road tests, and ways to retain and attract drivers**, such as longer time period within first year of working to obtain training.

Recommendation 2: Work with other ministries to coordinate efforts to attract and recruit bus drivers.

{Current provider, Southland Transportation has capacity to train drivers in MELT, and also has a robust driver training program, however this is an added cost that built into contracted prices}

Recommendations re Service Delivery Model

Recommendation 3: Establish a **Student Transportation Audit Team** to review student transportation operations on a regular basis. The goal of this audit team is to identify best practices that can be shared with other school jurisdiction and evaluate the efficiency and effectiveness of the student transportation services they provide. **Determining a baseline will ascertain the relative performance of school jurisdictions, help evaluate the adequacy of funding**, better determine the performance of board owned bus fleets versus contracted fleets, and inform the discussion around the 2.4 kilometre eligibility distance

criteria. {This is important to assess the cost of running a baseline transportation system and also determine best practice for efficiency and effectiveness}

Recommendations re Funding Model

Recommendation 4: Alberta Education ensure the funding model is appropriate to fund legislated student transportation requirements. This model should be informed by the findings of the Student Transportation Audit Team and be predictable, sustainable, and equitable. {Lethbridge SD has been very strict to enforce transportation based on legislated requirements}

Recommendation 5: Alberta Education ensure the model takes into consideration that alternative program choices also come with a **responsibility for parent and school jurisdictions** to participate in the payment of those choices. {Lethbridge does not provide transportation to school of choice. Provides transportation to French Immersion and Montessori if student eligible (greater than 2.4Km from boundary school)}.

Recommendations re School Bus Safety

Recommendation 6: Alberta Education work with Alberta Transportation to **explore changing the current 90-kilometre-per-hour maximum speed limit for school buses to allow school buses to travel the posted speed limit**. The task force recognizes that regardless of what the maximum speed limit is, school buses must always be operated at a speed that is suitable for road conditions to ensure student safety. {This has not been a concern with in-town transportation}

Recommendation 7: Alberta Education work with the Government of Alberta to **seek better co-operation between the province, municipalities, and law enforcement/RCMP regarding consistent enforcement of flybys**. Government increase awareness and improve driver education for all Alberta drivers regarding school bus flybys. (not same level of concern in urban area with flybys as we cannot use the 8-way flashing light system in the city of Lethbridge) {Students are to wait until bus leaves and use crosswalks before crossing streets}

Recommendation 8: Alberta Education work with Alberta Transportation to **evaluate current and emerging technologies that assist with the enforcement and reduction of flybys**, such as stop arm cameras and extendable stop arms, and explore incentives to enable these technologies in collaboration with school jurisdictions. Funding for cameras could be supported in part by the fines received as a result of flyby infractions. {City by-law prevents stop arm system} {Students are to wait until bus leaves and use crosswalks before crossing streets}

Recommendations for Students Who Require Specialized Supports and Services

Recommendation 9: Alberta Education **encourage more collaboration between educators and student transportation administrators** regarding the provision of congregated special education programs and their locations. Consideration must be given to the impact program location decisions have on student transportation costs and ride times as part of the overall discussion on how to best provide special education programming and transportation services for students.

{The Division's transportation coordinator works very closely with the Inclusive Learning department to discuss program placements that have been made and implications and appropriate options to provide transportation including impact of ride times}

Recommendation 10: Alberta Education **recognize these increasing costs** when considering changes to the student transportation funding model.

{Specialized Transportation is a significant cost, and it is important that this is recognized in the new funding model that is developed}

Recommendations re Regional Co-Operation between School Jurisdictions

Recommendation 11: Where opportunities for co-operative transportation exist, Alberta Education ensure all partner school jurisdictions meet to discuss co-operative transportation possibilities and mediate any barriers that prevent this co-operation from occurring.

Recommendation 12: Alberta Education continue to **provide funding incentives to encourage co-operative transportation** between school jurisdictions. Department officials should work to facilitate greater co-operation between school jurisdictions while respecting local jurisdiction autonomy.

Recommendation 13: Alberta Education **draft a co-operative transportation agreement template** for school jurisdictions to use when deciding to enter a co-operative transportation arrangement. The intent is to provide a base agreement that ensures all school jurisdictions that are part of the agreement are working together as equitable partners.

Recommendation 14: Alberta Education support a two-year pilot project in the Grande Prairie area where school jurisdictions in the area would work together to develop a common regional calendar and enhance the level of co-operative transportation that already exists in this area.

{Note Lethbridge School Division and Holy Spirit School Division have had this for many years and are collaborating to strengthen the cooperation under our new service provider Southland Transportation and by sharing one transportation coordinator position}

Recommendations re Current Eligibility Criteria, Fees and Ride Times

Recommendation 15: Alberta Education **maintain the current eligibility distance criteria until the Student Transportation Audit Team has completed its initial review.**

Recommendation 16: School jurisdictions **continue to determine whether to provide transportation to schools of choice and what the cost of that transportation should be.** Alberta Education maintain the current eligibility requirements for students who attend a school of choice.

Recommendation 17: School jurisdictions should **continue to determine local safety hazards** instead of introducing provincial legislation. School jurisdictions are in the best position to make these determinations. Alberta Education establish a stronger level of advocacy with Alberta Transportation to address these type of local safety hazards during infrastructure planning, development and maintenance.

Recommendation 18: School jurisdictions **continue to have the autonomy to determine student transportation fees.** Alberta Education maintain the current legislation regarding student transportation fees. Alberta Education decide whether to adjust the eligibility requirements and provide funding to close this gap or direct school jurisdictions to charge fees that better reflect the actual cost of providing the extra services parents expect. The results of the Student Transportation Audit Team review will help inform what adjustments are required to close this gap.

Recommendation 19: School jurisdictions continue to **address ride time issues as part of their route planning and evaluation responsibilities** instead of introducing provincial legislation. As part of its review, the Student Transportation Audit Team will conduct a route efficiency analysis and make suggestions regarding improvements. {Our practice is to always make ride time a consideration}

Recommendations related to Provincial Purchasing

Recommendation 20: Alberta Education **create a program to co-ordinate the purchasing of items such as buses and fuel as one school jurisdiction collective to maximize buying power.** This would be available to all school authorities (public, separate, charter, francophone and independent schools), regardless of whether transportation services are provided via board-owned fleet or commercial carrier, as long as the commercial carrier is willing to sign a purchasing agreement.

Recommendation 21: Alberta Education work with Alberta Treasury Board and Finance to **review fuel purchasing policies and practices that affect school jurisdictions.** Eliminate red tape and multiple purchase and resale levels in the market.

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

RE: Human Resources Report

Background

The May 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
May 25, 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 13 teachers to the substitute list in the past four weeks.
- Adding 3 support staff to the substitute list in the past four weeks.
- Onboarding 18 new staff members in the past four weeks.
- Extending 14 teacher contracts in the past four weeks.
- Facilitating the hiring of 9 teachers in the past four weeks.
- Facilitating the hiring of 5 support staff in the past four weeks.

Other Highlights

- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual school administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended a virtual administrators committee meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended a virtual Education Center Leadership Team meeting.
- Administrative Professional Amber Ruest provided training for school-based administrators related to using our Workable hiring software.
- Director of Human Resources Rhonda Aos and Human Resources coordinator Stacey Wichers are assisting with a review and update of the caretaker manual.



2021-22 Staffing Update

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

- Director of Human Resources Rhonda Aos and Human Resources coordinator Stacey Wichers met with all schools regarding their support staff allocations for the 2021-22 school year.
- Support staff hiring and staffing timelines have been shared with schools.
- 8 Vice Principal positions were hired.
- 29 teacher contract changes have been completed.
- 33 teacher transfers were completed. These transfers were primarily due to boundary changes and the opening of Dr. Plaxton school.
- The division advertised 30 teaching positions in round 1 of the teacher hiring process. Over 600 applications were received in the first 6 days these postings were open.

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

May 25, 2021

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

RE: Instructional Services Report

Background

The May 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 May 2021

Important Dates

May 5 th	Diversity Inclusion Parent Table follow-up meeting
May 10 th	Health Champ #3 meeting- releasing of Wellness Grant applications for 21/22 school year
May 20 th	Anti-racism and Anti-oppression presentation to Administrators
May 21 st	End of year Wellness report
June 4 th	Wellness Grant applications for the 21/22 School year due
June 10 th	Indigenous Education Committee #3
June 22-23	Indigenous Education Graduation

Early Education

Early Education (Isabelle Plomp) has been working on transferring the knowledge/information provided in the funding manual and working with Mark DeBoer on staffing allocations and programs. She has also been working with Melinda Moore (Administrative Assistant in Instructional Services) on registrations.

We currently have 10.5 programs being offered in the fall at Westminster, Fleetwood Bawden, Nicholas Sheran, Mike Mountain Horse, Dr. Probe, Lakeview, Park Meadows, Galbraith, Immanuel Christian Elementary. There were 279 children in the Expression of Interest for Early Education Programs. We were able to place all children into a programming spot, aside from 14 that were limited to one location/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.

Wellness Work

The May Staff Wellness Throwdown Challenge follows the theme for “May – Mental Health” and we are encouraging people to reflect upon their Pandemic journey (positives and negatives).

The dates above show our Wellness Grant reports are due this year May 21st. Wellness Grant Applications for 2021/22 will be released to schools on May 10th.

Unfortunately due to the Scenario 3 flip, we were unable to host a second “Think Outside” training session for Health Champs but Jenna Jewison (Middle School-Indigenous Education) and Jessica Deacon (Helen Schuler) put together an amazing second lesson they are sharing on our website related to storytelling, located at

<https://www.lethsd.ab.ca/departments/instructional-services/first-nations-metis-inuit-fnmi-education>.

Indigenous Education

Welcome to Amelle WeaselFat, who will be supporting the Grad Coach work over the next two months at Victoria Park and LCI!

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

Following the Assurance calendar, our Indigenous Education Department is putting together the Indigenous Education Strategic Plan for the 2021-22 school year.

The Indigenous Education Committee was moved to June 10th. At this meeting we are hoping to be able to showcase some of the work our school division has done this year under Indigenous Education portfolio and beyond.

Curriculum and Instruction

Karen, Morag and the two Administrators at Agnes Davidson and Nicholas Sheran have concluded working with the French Immersion (single track) Consultant. At the last meeting, Lesley Doell shared with the team information related to FI supports in Southern Alberta, DELF pro's and con's, Language proficiency support for staff and National and International connections.

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

Lethbridge College has announced that they will be offering 5 Dual Credit learning opportunities. An evening information session will be held on May 12th for parents and

high school students who are interested. For more information about the courses and the “expression of interest” please check out this link. <https://www.lethsd.ab.ca/our-district/news/post/lethbridge-college-dual-credit-discovery-night-set-for-may-12>

Inclusive Education

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.

Bev Smith continues to visit and support teachers in Limited Formal Schooling and ESL Transition classes and Sarah Ahlgren ESL Family Support Worker has been busy ensuring the basic needs of our newcomer students are met when they are in isolation.

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 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 \(lethsd.ab.ca\)](#)

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 School Division, 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.

Anti-racism and Anti-oppression Work

We are embarking upon a multi-tiered approach to addressing and educating about anti-racism as a Division Diversity and Inclusion Table. Cayley King, Tracy Wong and Morag will be hosting a session with Administrators on May 20th regarding Anti-racism and Anti-oppression.

MEMORANDUM

May 25, 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.
- The Elementary and Middle School Literacy Committees held their final meetings of the year.
- Bev is working in close partnership with SAPDC to plan for a Literacy Summer Institute taking place on August 10 and 11.
- Bev has been working to develop a PL opportunity for teachers in the fall on the “science of reading”. This has been a topic of interest in literacy in recent weeks and months. This PL session will focus on how to incorporate research into our Division’s Comprehensive Literacy Framework.

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.
- The Elementary, Middle, and High School Numeracy Committees held their final meetings of the year.
- Professional Learning for the newly purchased “Building Fact Fluency for Addition and Subtraction” will be provided to a number of elementary schools on the afternoon of May 25th.

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 College recently has announced they will be offering dual credit learning opportunities for high school students for the 2021-22 school year. They hosted an evening on May 12th.
- 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. In lieu of being unable to present to Health Champs on May 10th, a second lesson has been posted to the website.

Early Learning

- Through our screening processes, which includes completion of the Ages and Stages Questionnaire (ASQ) and a speech and language check-in with one of our Speech Language Pathologists, we are seeing increasing needs in children entering Early Education Programs as compared to other years at this time.
- A total of 279 children are enrolled for EEP at this time, which includes 66 children projected to access Program Unit Funding (PUF) for a severe delay and 61 children that are projected to access mild/moderate and ESL support. There are still children waiting for assessment that may end up requiring support and we are continuing to do intake with new families which will add to these numbers.
- At this time, we have 10 EEP spaces left across the entire division for children that wish to access programming on a fee-paying basis. We have more spaces available for children that may access PUF, m/m or ESL which will increase as we receive more assessment information and receive new registrations.
- We are exploring a possible partnership with Building Brains Together that will include an “at home” learning option for children to build executive functioning skills. This will be separate from our Early Education Program and will include some research components connected to Dr. Robbin Gibb, neuroscientist at the U of L, who has developed the executive functioning curriculum that we already utilize across our division in our Early Education Programs with very positive results.

Indigenous Education

- The Indigenous Education Team is starting to plan for our Indigenous Education Grad in June and next year (Strategic Plan).
- We will be posting for our 4 Grad Coach- Indigenous Education positions for the upcoming 2021-22 school year.
- 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.
- Jenna Jewison and Jessica Deacon (Helen Schuler) recently released a second lesson for “Think Outside”.
- We were fortunate to hire Amelle Weasel Fat to join our team as Grad Coach to support Maria and Kendall’s maternity leaves at LCI and Victoria Park.

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, and most recently, April 15th.
- 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 was 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. Cayley King, Tracy Wong and Morag Asquith hosted a session with Administrators on May 20th regarding Anti-racism and Anti-oppression.

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

- Administrators and teachers continue to have access to free, virtual professional learning opportunities through Corwin, Scholastic, and SAPDC. These sessions are being held after school so that substitutes are not required since they are in short supply.
- At the May LST meeting, Inclusive Education will be seeking input from schools about the potential for SIVA training in August before classes begin.
- On April 22 Learning Support Teachers (LSTs) participated in PL with Shelley Moore on planning for diverse learners.

Here is a link to the session: - <https://blogsomemoore.files.wordpress.com/2021/04/april-22.pdf>

- Due to the boundary change that impacts Agnes Davidson, Karen Rancier and Morag Asquith 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. The October session focussed on reporting and parent/teacher interviews.
- April 23rd was our final session with our Year 1 TIP group. We used the time to reflect on best practices and lessons learned during our Pandemic year.
- Review exit slips submitted by the TIP teachers to prepare for next year's program.

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 Division School Council met for the seventh time on May 3. The parent learning session and regular meeting was hosted using the Microsoft Teams platform. The parent Learning Session featured information regarding the draft K-6 provincial curriculum.
- The Diversity and Education Table will meet the first week of May to discuss anti-racism/oppression work that has begun in the division.
- A video for the public regarding the budget was posted on May 18th. A feedback loop was also posted on the website for the public to provide perspectives prior to the final Board review and approval of the budget.

Community and Business/Industry Engagement

- 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 Division received \$1.6 million in CMR funding. This funding will be allocated to heat pump replacements at LCI. Work has already begun and will continue until September.
- The Division submitted requests for Modular Classrooms for the 2021-2022 school year at the end of October. These requests will be for Coalbanks, Dr. Gerald Probe and Chinook High School due to enrolment and capacity concerns in west Lethbridge. It is anticipated that we should know fairly soon if Lethbridge School Division qualified for any of our requested modular classrooms.

- The Division was given the opportunity to take three, 10-year-old modular classrooms from another school jurisdiction. These modulares have been picked up and moved to the Division. They are currently being stored in part of the Chinook High School parking lot. Decision on priority placement will be made once new modular classroom announcements are made by Alberta Education in the near future.
- The 2021-2022 to 2023-2024 Three Year Capital Plan 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. Furniture will be arriving the week of May 25th.

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 continuing to visit to explore how we can continue to enhance programming for all students via Universal Design for Learning. Her last visit was April 22nd when she spent time with LST's as well as staff at 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 presented 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)

- Inclusive Education and HR completed school staffing visits on May 10.
- Inclusive Education supports have been restructured to reflect new Moderate Language (Code 48) designation in kindergarten, as well as the introduction of Kindergarten Severe funding for the 2021-22 school year.
- Our Division OT, Kelsie Enright, is moving out of province on May 21, but we have been fortunate to hire a new OT for the 2021-22 school year. Kelsie has been instrumental in creating our OT model this year and has skilfully managed a large caseload across all schools.
- A decision has been made to maintain six SLP positions for the 2021-22 year, given that Division SLPs will be assuming more responsibility for Augmentative and Alternative Communication as AHS further narrows its mandate in schools.
- Moving forward with our focus on RTI and UDL, Shelley Moore worked 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. Follow up at the May LST meeting will involve discussion on the role of the LST in Division schools.
- The May ESL Tip-of-the-Month was sent to teachers. This month's tip, QSSSA, aims to build increasing independence in academic conversations. QSSSA is a five-step process – Question, Signal, Stem, Share, and Assess.
- Bev Smith, ESL Lead Teacher, worked remotely to co-teach lessons that could be used during online or in-person instruction with one of our Limited Formal School Teachers.
- Kits are being created to support teachers in developing language acquisition as well as academic language acquisition.
- Intakes were completed with 2 families: one from Philippines and the second from India.
- Bev met online with the "Supporting Our English Language Learners" group from Winston Churchill High School to share strategies and problem solve with them.
- Numeracy resources were purchased for our Limited Formal Schooling Classrooms.
- Sarah Ahlgren, our ESL Student Support Worker, has accepted a position with Immigrant Services and leaves us on June 4. Her connections with staff, students, families, and community supports will be greatly missed. The position will be posted shortly with an August start date.
- Sarah has been busy during at-home learning meeting student technology needs and providing families with strategies to keep students connected.
- In conjunction with Lethbridge Family Services, Sarah has had the opportunity to run wellness groups with door drop-off kits for our newcomer families.
- Ann and Bev continue to have conversations with schools about programming and transition needs for immigrant/refugee students for 2021-22.
- Jim Kerr, Student Engagement Consultant, is also busy maintaining student connection to schools during at-home learning. He is also reaching out to families about transitions for next year to ensure that no student/family is disengaged. This frequently involves ensuring access to school and community resources to provide the wraparound supports families need.

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 partnered with Lenovo to take part in a research project that will examine how VR headsets can be used in the K-5 curriculum. Lenovo has supplied software licensing that will allow students to create and distribute VR content to an entire class. Lenovo has also donated 13 headsets and will be training staff. We also have started conversation with the U of L to offer a course next summer for teachers wanting to learn how to create VR content to enhance learning.
- The Technology Department is working with Wilson Middle School in hopes to start an e-sports league for the 2021-22 school year. The e-sports league would be an after-school activity that would engage students with different e-sports tournaments currently being offered in the province.
- We have assembled a committee to look at standardizing a digital portfolio tool for the 2021/22 school year. We are currently reviewing Edsby and All About Me, as options for next school year.
- The Technology Department has been working with Transportation to collect data regarding bussing for next school year. Our goal being to have prepopulated forms sent to parents that will allow them to indicate if their child will be taking the bus or not. We are attempting to make an intelligent system based on individual addresses that will automatically send out an email and collect the data.
- With the event of students moving back online, we have once again opened our Device Store on our website. We have changed the model to have devices in stock so that when parents purchase them, they can be picked up on the same day. The devices we offer are the same that we supply our schools, so no risk of having devices we cannot use if they do not sell.
<https://www.lethsd.ab.ca/departments/technology/student-device-store2>
- Lethbridge Tech Department along with Logics has set up a Minecraft server so students can participate in the Canadian Minecraft Challenge. We have also booked a professional learning opportunity on June 9 at 3:30 PM for teachers to learn more on how to use Minecraft in the classroom. This session is targeted for grades 3-8. This session is also open to other school divisions that want to learn with us.

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:

Senator Joyce Fairbairn student **Kay Spencer** earned a cash award as part of the Ted Rogers Innovation Awards program, an initiative of Youth Science Canada.

Lakeview School Showcase

We began our year at Lakeview by looking for opportunities to build connections with our students and families after the abrupt end to in-school programming last spring. We established routines for morning announcements on Teams focused on self regulation strategies, mindful moments and humour. We used these opportunities to embed foundational ways of knowing into, and across our curriculum. We continued to celebrate our school and each other with monthly virtual assemblies where we recognized both students and staff for embodying our Lakeview values.

We continued throughout the year looking for ways to keep our students happy, engaged, and playing outside more. Our parent council funded the purchase of a Gaga ball court. We had playground stencils painted and are eagerly awaiting the installation of our outdoor classroom and improved outdoor basketball courts. This year saw Lakeview have its largest group ever join our Running Club and participate with their families. All students will be involved in wrapping this up by having every student be a part taking a lap in an homage to our Annual Super Hero Fun Run. We will also be hosting a “Still Social, but Distant” outdoor play day featuring outdoor physical, and academic learning as well as Traditional Indigenous Games.

In the area of Fine Arts our music teacher worked hard to teach music on a cart in each classroom. Because of her creative work we held a virtual winter concert, and had students participate in a drumming contest where they created their own beats and choreographed a song. Our students were recently participating in Education week activities featuring an

Inside/Out art gallery, a Chalk your Walk activity showcasing support for mental health and we will be having a Bulletin Board exchange between grade levels.

Our staff had never lost focus on encouraging all students to be well rounded and academically successful. We celebrate several students who were recognized during the recent Southern Alberta Science Fair:

- **Arven Narra - Grade 5/Gold Award and Best Elementary Project** - Project: *Aerodynamics*
- **Abhigyan Nagaruru - Best Experimental Design award** - Project: *Buzz with Orbeez*
- **Dave Virk - Best Orator Award** - Project: *The Best Paper Aeroplane Ever*

We thank Division 51 for their unwavering support through this year, and also to our School Council for providing us with treats and lunches to keep us going. We are proud of all of our Lakeview family!

Immanuel Christian Secondary School Showcase

As has been the experience for schools across the province, the year at Immanuel Christian Secondary School has been characterized by change, adaptation and support. Much has been asked of staff, students and our parent community who have all responded with grace, grit and resiliency.

The gathering of our school community for chapel and worship is a key practice at ICSS that we needed to adjust for this year. We moved to a virtual chapel format which included a taped message from pastors or speakers in our community along with worship music included. Our school theme this year was “Unity in Christ” and focused on themes of what binds us together as community, our actions and affections, and promotion of justice and equity. Our staff began to reflect on and refine their personal and professional “Deep Hopes” as a means to guide teaching practice and relationship building.

Our students were still able to engage in creative forms of expression and learning in their core and elective/exploratory courses. Movement towards project-based learning came to the forefront and allowed students to explore 3D printing, robotics, podcasting, woodworking, culinary arts and 3D art design. Outdoor play also became a much-needed emphasis where students were able to then focus and learn in the classroom. Band classes were shifted to general music classes where bucket drumming and guitars were explored by our middle school students.

In November, grade seven students had a great day of exploratory learning through the Skills Alberta Exploration days where they designed a prototype and then constructed it using materials and skills from a variety of skilled trades. The creativity and resourcefulness was neat to witness. Two of our high school students competed in the Regional Skills Canada competition for Carpentry. Congrats to **Josh Bosma** for winning the silver medal and to **Arie Haar** for winning the bronze medal.

Middle school house activities and high school dress-up days were outlets of fun for our students and provided some much needed normalcy to the school year. Our supportive parent community continued to stand behind us and we look forward to a positive finish to the school year where we look forward to a Grade 12 drive-in graduation ceremony to acknowledge our graduates' hard work and determination in their time at Immanuel Christian Secondary.

Mike Mountain Horse School Showcase

It has been an eventful year at Mike Mountain Horse as we continue to focus on high quality teaching and learning. Supporting a continued focus on project-based learning, teachers in kindergarten to grade four have completed or are in the midst of projects. Grade four completed their board game creation project and are currently working through a numeracy focused Food Truck project while students are online! Grade three successfully completed their building focused project, *Looking at Lethbridge*, where students determine a need in the city and then plan, draw blueprints and build models of their designs. Grades two are in the early stages of their Bug PBL, while grade one is getting ready to kick off their Birds PBL. Finally, Kindergarten has introduced a new project focused on names and family while students access learning from home. We have had Melanie Morrow join us via Teams, offering mini-lessons on the four plants that are sacred to the Blackfoot people. We purchased four Addition and Subtraction Fact Fluency kits prior to board approval of supplying these kits to the division and have had teachers engaged in the pilot and feedback of the Fact Fluency Kit for multiplication and division.

Mike Mountain Horse has traditionally held monthly Spirit Assemblies based on the Seven Sacred Teachings, where students who demonstrate the qualities of Love, Respect, Courage, Honesty, Humility, Wisdom and Truth are acknowledged. This year, these assemblies take place on Teams and have been hosted by students in a variety of grade levels and always feature a visit from our school mascot Spirit the Horse. The importance of offering students opportunities to participate in traditional activities has been at the forefront of planning. With this in mind, we were able to offer a digital Remembrance Day Assembly, Christmas concert and online Christmas caroling. We have also held a number of fun theme days such as crazy hair day, pajama day, book character day, and an upcoming beach day!

Our very active school council has embraced the digital world moving all meeting online. We have worked closely with the council to meet all safety protocols and have continued to offer our hot lunch program. The school council Society has run three new, amazing fundraising events (Mixing spoon, Donut Day and Cookie Dough) while still supporting staff and students with appreciation gifts, resiliency gifts, and creating a Family Fun Outdoor Challenge.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 25, 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 are the donations and support received by the Division.

- Vishal Sukhadiya, Pharmacist/Owner of **The Medicine Shoppe** is providing scholarships to eight high school students in the areas of Best Leadership skills (\$625) and Top Grades (\$625) for a total of \$5,000.
- The **Evangelical Free Church** made a generous donation of 40 Chromebooks to be distributed to students in need of technology devices for access to learning at home. The Chromebooks were presented to the receiving schools on May 18th. The following schools received the Chromebooks for distribution:
 - WCHS – 10 Chromebooks
 - Wilson – 10 Chromebooks
 - GS Lakie – 5 Chromebooks
 - Paterson – 5 Chromebooks
 - Galbraith – 5 Chromebooks
 - Fleetwood – 5 Chromebooks

Recommendation

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: School Graduation / Yearend Celebrations

Background

Given the pandemic and subsequent Alberta Health Services guidelines for protecting the health and safety of all public members, regular graduation ceremonies for high schools are not possible for the second consecutive year. The staff and administration of the high schools have been incredibly innovative in their development of different graduation ceremonies that adhere to the guidelines of Alberta Health Services. The activities that are being put in place have not been finalized given the potential change in guidelines that may occur the last week of May. Trustees will be provided with the final plans of the high schools once they are in place. It is the goal of the high schools to honour the graduates and provide opportunity for celebratory closure to a milestone in the lives of these young men and women.

Recommendation

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

Respectfully submitted,
Cheryl Gilmore

Calendar of Events for Board of Trustees

June	6-8	A.S.B.A. Spring General Meeting 9:00 am, Virtual Meetings
	10	Administrators' Committee meeting 1:15 pm, Microsoft Teams
	22	Board Meeting 3:30 pm, Education Centre / Teams meeting
	25	Elementary / Middle School Student school year ends
	28	High School Student school year ends
	29	Teaching staff school year ends

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Lola Major, Trustee
Clark Bosch, Trustee

RE: Policy Advisory Committee – April 30, 2021 and May 5, 2021

The Policy Advisory Committee met on April 30, 2021 to review the following policies:

- Policy 204.13.1 Public Solicitations of the Board
- Policy 205.1 Trustee Compensation
- Policy 206.1 Trustee Training and Development
- Policy 301.1 Superintendent of Schools Roles and Responsibilities
- Policy 301.3 Evaluation Process for the Superintendent
- Policy 302.2 Secretary-Treasurer
- Policy 601.1 School Three Year Education Plan and Annual Education Results Report

The Policy Advisory Committee met on May 5, 2021 to review the following policy:

- Policy 606.5 Educating Students at Home

Policies were distributed for stakeholder feedback.

Respectfully submitted,
Lola Major
Clark Bosch

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Christine Light, Trustee

RE: Poverty Intervention Committee – May 5, 2021

Committee Members Present: Christine Light, Karen Rancier, DeeAnna Presley-Roberts, Ciona Thompson, Donna Stodolka, John Chief Calf, Brian Palsky, Jamie Walburger

Family Support

- DeeAnna shared a year-end summary video. This video is available on the Poverty Committee Web Site.
- Family Support Workers are mainly relying on referrals from schools. Usage of supplies and materials is lower this year. This could be due to changes in school roles and not being able to accurately identify needs and/or families accessing community resources.
- Highlighted Community Partners: Interfaith Food Bank, My City Care, Shoe Warehouse, Mtn Warehouse, McKillop United Church (knitter's group), LDS church, Blood Tribe Housing, University Drive Alliance Church.

WAM Bags

- At least 100 fewer bags distributed this year. DeeAnna will compile information reflecting where families are receiving supports.
- Wellness Presentation to the Board will be put onto PIC web site.

Financial Report

- To date 10 schools have accessed Poverty Funding.
- Total donations to date for the 2020/2021 school year: \$2770.
- Board donation to the PIC will be reinstated for the for the 2021/2022 school year.

Goals/Vision for 2021-2022

- Continued advocacy and public awareness of the work of the Committee.
- Welcoming student committee members.
- Increasing knowledge and awareness of poverty issues within our New to Canada Community.

11. Next Meeting: October 2021 (Date TBD)

Respectfully submitted,
Christine Light

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Christine Light, Trustee

RE: ATA Local Council – May 5, 2021

1. Discussion regarding pilot program for ASEBP for all leaves over 2 weeks in length.
 - Concerns over need to disclose more information earlier than typically required.
 - Confusion within communication process.
 - Trying to make transition smoother to long-term disability.
2. New Teacher Induction
 - 60+ new teachers
 - Drop-in style celebration: speeches recorded and timed.
3. Retirement Celebration
 - Pick-up style dinner; décor basket; pre-recorded speeches.
4. DEHR
 - June is Pride month. COVID edition pride shirt and swag.
5. Curriculum
 - This issue has united the teaching profession more than has ever been.
 - Teachers discouraged from participating in private MLA working groups and to communicate through boards.
6. Local Political Engagement
 - General discussion of fall elections; ATA revamping *Vote for Kids* web site.
 - Local council should liaison with Division School Council. A representative should attend each meeting to connect with this community.

Respectfully submitted,
Christine Light

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Clark Bosch, Trustee

RE: Board Budget Committee – May 6, 2021

Committee Members:

- Clark Bosch, Chair of Board Budget Committee
- Donna Hunt, Trustee
- Cheryl Gilmore, Superintendent
- Christine Lee, Associate Superintendent, Business and Operations
- Mark DeBoer, Director of Finance

- 1) The Committee was provided an overview of the draft 2021/2022 Preliminary Budget including a Funding & Teaching Staffing Analysis.
- 2) The Committee discussed the public presentation and engagement of the budget, including
 - informing public of 2021/2022 budget and feedback process in advance,
 - use of a pre-recorded budget presentation for uploading on the website,
 - providing copies of the budget boards, executive summary, infographics, and other budget information on the website (for budget details and analysis)
 - options for public feedback, including use of online feedback form, and
 - process of providing feedback to the Board Budget Committee

Respectively Submitted,
Clark Bosch

MEMORANDUM

May 25, 2021

To: Board of Trustees

From: Donna Hunt, Trustee

RE: A.S.B.A. General Meeting – May 19, 2021

Alberta Education Report – Todd Sieben for Ron Taylor

1. P.A.T. exams have been postponed. Diploma Exams are optional. Schools will continue with their own assessments.
2. All students will return to in class learning after the May long weekend.
3. There is a Curriculum Survey for Parents at Alberta.ca/home. There are 58 of the 61 Boards not piloting the curriculum. Four Boards are doing parts. According to Alberta Education, the number 1 reason for not piloting at this time is not wanting to increase the workload of teachers as teachers deal with the pandemic. Alberta Education has had positive feedback on the Language Arts Curriculum, generally positive feedback with the Mathematics Curriculum, the Science Curriculum shifts from a discovery approach to more of a memorization approach and the Social Studies Curriculum has received negative feedback.
4. There is a change from accountability to assurance with less compliance and more support for the Division as to each school authority's priorities.

Presentations:

1. Corinne Sperling – P.D. Services Alberta Education – Land Acknowledgements – Why, Who, When, How to move beyond land acknowledgements.
2. Cheryl Dumont – Indigenous Languages survey summary.
3. Audit Presentation – A.S.B.A. Zone 6 Audit Letter and Financial Statements were shared as a clean audit.

Reports:

A.S.B.A. President, Zone President, Zone Director, Labour Relations. The minutes of the meeting will be circulated.

Respectfully Submitted,
Donna Hunt

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



May 5, 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: Decision to Prioritize School Staff for COVID-19 Vaccination

Lethbridge School Division Board of Trustees would like to convey its appreciation for the announcement on May 3 providing school staff access to COVID-19 vaccination.

School staff are truly front-line workers who are critical for keeping students engaged in learning, whether at home or in school. Allowing them access to the vaccine acknowledges your agreement and support of the essential role they play and establishes a positive direction for finishing this school year with a better chance of remaining operational. It also marks the potential for a full contingency of staff for the fall who can feel confident in their daily interactions with students.

We look forward to your continued support as we navigate into the future.

Regards,

A handwritten signature in black ink, appearing to be "CL", written over a light blue 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

May 1, 2021

**PLEASE JOIN US FOR AN ONLINE PUBLIC OPEN HOUSE FOR THE
WATERMARK COMMUNITY OUTLINE PLAN UPDATE
THURSDAY, MAY 20th, 2021 FROM 5:00 – 7:00PM**

Dear Resident,

Lethbridge Land, the developer for the new community of Watermark, is working to amend the original Watermark Community Outline Plan. The new plan will update how land is used, serviced and accessed to be more efficient and meet current market demands.

New design approaches in the updated Watermark Community Outline Plan include:

- A modified-grid road and pathway design that supports efficient multi-modal connections;
- Equitable access to parks and open spaces dispersed throughout the community that are connected by a pathway and trail system;
- Housing choices within the community, with opportunities for no-step entry or 'visitable' housing as well as low and medium density housing types to meet the needs of the Lethbridge community; and
- Design of Watermark's stormwater management system to take advantage of the area's existing topography.

Learn more about the project and provide your feedback at our **Online Public Open House on Thursday, May 20th, 2021 from 5:00 – 7:00pm**. The Open house will begin at 5pm with a brief presentation, followed by an opportunity for questions and discussion.

If you are interested in attending, you must **register in advance** to receive the Zoom link. Please do so by visiting our Watermark Community Website at www.watermarklethbridge.ca/outlineplan.

If you have questions, concerns, or problems registering for the open house, please contact me at your convenience. We look forward to meeting you virtually and gathering your feedback on our draft plan.

If you are unable to attend the open house and wish to provide feedback, please do so via email to abby.slovack@lethbridge.ca.

Kind regards,



Abby Slovack
Land Development Manager
403.320.4236
abby.slovack@lethbridge.ca

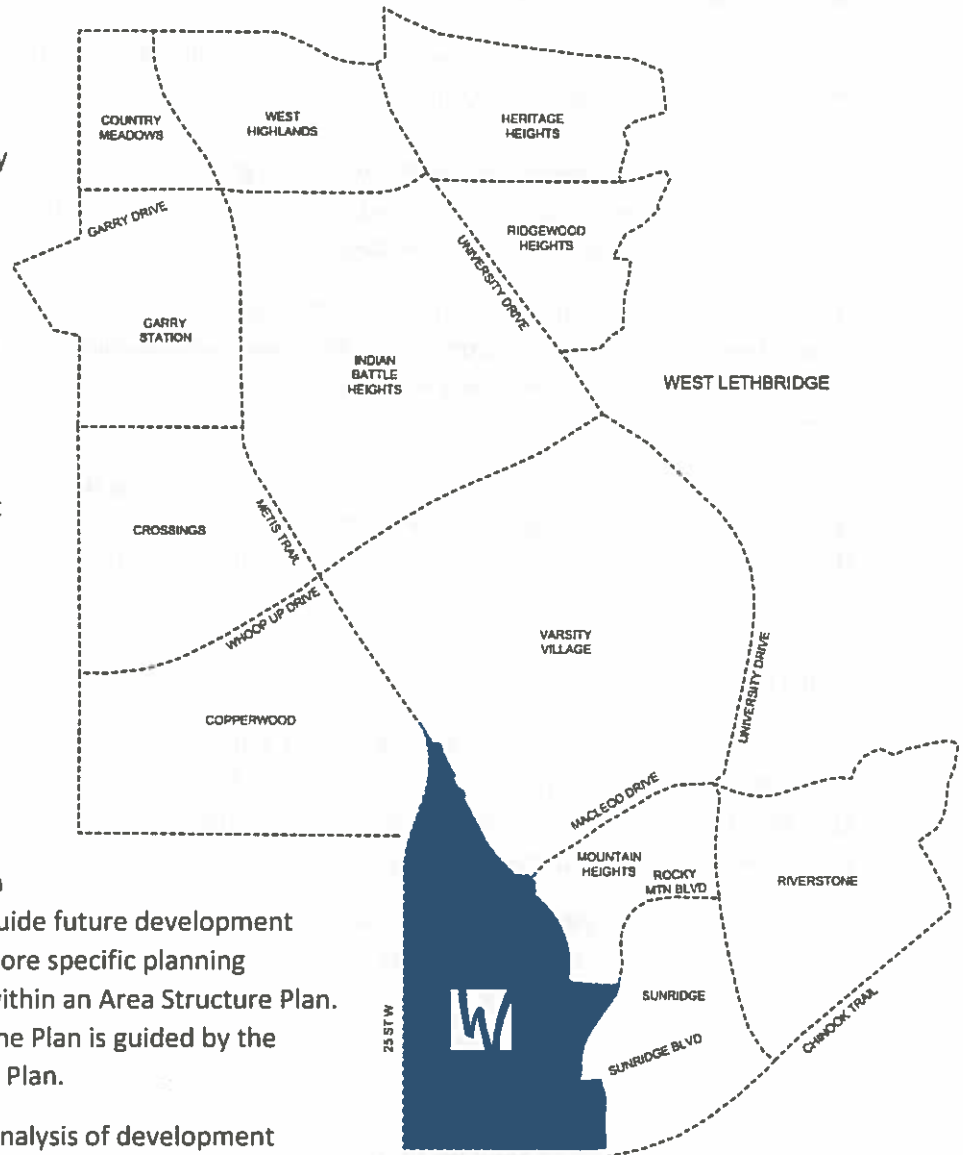
Enclosure – Frequently Asked Questions

WATERMARK COMMUNITY OUTLINE PLAN UPDATE

FREQUENTLY ASKED QUESTIONS

Where is Watermark?

Watermark is located in West Lethbridge. The site is bounded by 25th Street West (the future extension of Metis Trail) along its west side, the residential communities of SunRidge and Mountain Heights along its east side, and the future extension of Chinook Trail along its south side. The residential community of Copperwood is located northwest of the site, and the residential community of Varsity Village is located northeast of the site. Watermark is approximately 140.8 hectares in size.



What is an Outline Plan?

An Outline Plan contains direction and policies that will be used to guide future development in the area. An Outline Plan is a more specific planning framework for an area included within an Area Structure Plan. The Watermark Community Outline Plan is guided by the City's Waterbridge Area Structure Plan.

An Outline Plan must include an analysis of development opportunities and constraints for an area, such as utilities and topography, a development concept that identifies all of the land-use types to be included in the plan, an open space concept, a transportation network, and a phasing and implementation strategy.

Why is the plan being updated?

The City of Lethbridge approved the Watermark Community Outline Plan in 2017, however, Lethbridge Land is working to review and update the plan to ensure that community design meets industry trends

and standards and fits the growth and development intentions of the City of Lethbridge, while also meeting community needs.

What has been done so far?

The Watermark Community Outline Plan update was initiated in the spring of 2020. Since project initiation, the project team has completed an extensive background review of the site which has included a Phase 1 Environmental Site Assessment, a Historical Resources Assessment, a Policy and Legislative Review, a preliminary drainage, servicing, and topography review of the site, and a review of the site's development opportunities and constraints. The information gathered from these reviews provides a detailed overview of the existing site, which the Outline Plan is based upon.

Using that background information, the requirements in approved statutory documents such as the Integrated Community Sustainability Plan/Municipal Development Plan and the Waterbridge Area Structure Plan, and the community vision of the developer, the design team has created a concept community design.

Lethbridge Land has met with the City of Lethbridge's Planning Review Team (PRT) several times to present a draft concept map of the area. At the most recent meeting on April 15, 2021, PRT advised that the concept was satisfactory and ready to receive public input.

What are the next steps?

Feedback from the Planning Review Team (PRT) and the community at the May 20, 2021 Online Public Open House will be incorporated into a final draft of the concept map. The Outline Plan will be revised to reflect the changes to the concept and vision for the area. After PRT review, the Plan will be presented to the Municipal Planning Commission for approval and adoption.

On the current schedule, Lethbridge Land will begin residential development of the area in approximately 2 to 5 years (pending market conditions) with lots available for purchase at that time. The area will be developed in phases beginning with the areas adjacent to Senator Joyce Fairbairn Middle School.

How do I find out more or keep up-to-date?

Make sure to check our Watermark community website at www.watermarklethbridge.ca and even sign up for our VIP Newsletter there. You can also follow us on Facebook and Instagram @watermarklethbridge