

# Lethbridge School Division

## Board of Trustees Regular Meeting Agenda

December 14, 2021

2:00 p.m.

Board Room / Microsoft Teams



- 2:00 p.m. **1. Move to In-Camera**
- 3:30 p.m. **2. Approval of Agenda**
- 3:32 p.m. **3. Approval of Minutes**  
If there are no errors or omissions in the minutes of the Regular Meeting of November 23, 2021 it is recommended that the minutes be approved by the Board and signed by the Chair.
- 3:35 p.m. **4. Business Arising from the Minutes**
- 3:40 p.m. **5. Presentations**  
5.1 Numeracy Resource Enclosure 5.1
- 3:55 p.m. **6. Action Items**  
6.1 Authorization of Locally Developed Courses Enclosure 6.1  
6.2 Policy Review  
*Policy 204.12 Board Meeting Minutes*  
*Policy 401.4 Employee Absences Requiring Substitutes*  
*Policy 405.5 Practicum Students*  
*Policy 405.6 Employee Recognition and Appreciation*  
*Policy 806.1 Enterprise Risk Management* Enclosure 6.2  
6.3 2022-2023 School Year Calendar Enclosure 6.3  
6.4 Multi-Faith Calendar Enclosure 6.4  
6.5 Legion Request for Letter of Support Enclosure 6.5  
6.6 Committee Terms of Reference:  
*Board Audit Committee*  
*Division Wellness Committee*  
*Policy Advisory Committee*  
*Poverty Intervention Committee* Enclosure 6.6
- 4:30 p.m. **7. Division Highlights**
- 4:35 p.m. **8. Information Items**  
8.1 Board Chair Report  
8.1.1 Shaping the Future Conference Enclosure 8.1.1

		8.1.2 Community Conversations	Enclosure 8.1.2
		8.1.3 ASBA Report	Enclosure 8.1.3
4:40 p.m.	8.2	Associate Superintendent Reports	
		8.2.1 Business and Operations	Enclosure 8.2.1
		8.2.2 Instructional Services	Enclosure 8.2.2
		8.2.3 Human Resources	Enclosure 8.2.3
5:00 p.m.	<b>Public Forum</b>		
	<i>Public Forum responses will be provided in the next Board meeting agenda.</i>		
5:15 p.m.	8.3	Superintendents Report	
		8.3.1 Board Priorities Report	Enclosure 8.3.1
		8.3.2 Donations and Support	Enclosure 8.3.2
		8.3.3 Acknowledgements of Excellence	Enclosure 8.3.3
		8.3.4 Town Hall	Enclosure 8.3.4
		8.3.5 COVID Highlights	Enclosure 8.3.5
		8.3.6 Calendar of Events	Enclosure 8.3.6
5:30 p.m.	<b>9. Reports</b>		
	9.1	ASCA Engagement Opportunity – Nov 27, 2021	Enclosure 9.1
	9.2	Community Engagement Committee – Dec 2, 2021	Enclosure 9.2
	9.3	Facilities Committee – Dec 6, 2021	Enclosure 9.3
	9.4	Division School Council – Dec. 6, 2021	Enclosure 9.4
	9.5	Poverty Intervention Committee – Dec 7, 2021	Enclosure 9.5
	9.6	Policy Advisory Committee – Dec. 8, 2021	Enclosure 9.6
	9.7	Economic Development Lethbridge	Enclosure 9.7
5:45 p.m.	<b>10. Correspondence Received</b>		
	10.1	MLA Nathan Neudorf – Nov 24, 2021	Enclosure 10.1
	10.2	Primary Care Network Chinook – Nov 30, 2021	Enclosure 10.2
	10.3	Alberta Education – Dec 2, 2021	Enclosure 10.3
	10.4	Petition received – Dec 7, 2021	Enclosure 10.4
5:50 p.m.	<b>Adjournment</b>		



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

### In Attendance:

Trustees: Andrea Andreachuk; Tyler Demers; Kristina Larkin; Christine Light;  
Allison Purcell; Genny Steed; Craig Whitehead  
Administrators: Cheryl Gilmore; Mike Nightingale; Christine Lee; Morag Asquith;  
LeeAnne Tedder (Recorder)

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

The Chair called the meeting to order at 2:04 p.m.

#### 1. Move to In-Camera

Trustee Kristina Larkin moved:

“that the Board move to In-Camera.” **CARRIED UNANIMOUSLY**

*Move to In-Camera  
6840/21*

The Chair reconvened the meeting at 3:40 p.m.

#### 2. Approval of Agenda

Trustee Christine Light moved:

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

*Approval of Agenda  
6841/21*

#### 3. Approval of Minutes

Trustee Andrea Andreachuk moved:

“that the minutes of the Organizational meeting of November 1, 2021 be approved and signed by the Chair.”

**CARRIED UNANIMOUSLY**

*Approval of Minutes –  
Organizational  
Meeting  
6842/21*

Trustee Christine Light moved:

“that the minutes of the regular meeting of November 1, 2021 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Regular Meeting  
6843/21*

#### 4. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from  
the Minutes*

#### 5. Presentations

##### 5.1 Health Services for Students

Associate Superintendent Morag Asquith presented.

*Presentations  
Health Services for  
Students*

#### 6. Action Items

##### 6.1 2020-21 Audited Financial Statement

Director of Finance, Mark DeBoer, and Auditors Avice DeKolver

*Action Items*

and Will ZoBell reviewed the financial statements.

Trustee Craig Whitehead moved:  
“that the Board approve the Audited Financial Statements for the 2020-21 fiscal year, as presented.”

*2020-21 Audited  
Financial Statement  
6844/21*

**CARRIED UNANIMOUSLY**

6.2 2021-22 Budget Update

Director of Finance, Mark DeBoer, reviewed the Budget Update.

Trustee Andrea Andreachuk moved:  
“to approve the Budget Update for the 2021-22 fiscal year, as presented.”

*Budget Update  
6845/21*

**CARRIED UNANIMOUSLY**

**Public Forum**

*Public Forum*

6.3 Division Assurance Results Report

Superintendent Cheryl Gilmore reviewed the report and thanked Division leadership for their contributions.

Trustee Christine Light moved:  
“to approve the 2020-2021 Assurance Results Report, as presented.”

*2020-21 Assurance  
Results Report  
6846/21*

**CARRIED UNANIMOUSLY**

6.4 Policy Review

The Board reviewed Policies 402.8.2 Medical Examinations and 403.2 Employee Resignations.

Trustee Craig Whitehead moved:  
“that the Board accept Policy 402.8.2 Medical Examinations, as amended.”

*Policy 402.8.2 Medical  
Examinations  
6847/21*

**CARRIED UNANIMOUSLY**

Trustee Craig Whitehead moved:  
“that the Board accept Policy 403.2 Employee Resignations, as amended.”

*Policy 403.2 Employee  
Resignations  
6848/21*

**CARRIED UNANIMOUSLY**

Trustee Craig Whitehead moved:  
“to extend the meeting past 6:00 p.m.”

**CARRIED UNANIMOUSLY**

*Meeting extended  
past 6:00 pm  
6849/21*

Meeting suspended at 5:45 p.m.  
Meeting reconvened at 5:52 p.m.

## 6.5 Voluntary Retirement

Associate Superintendent, Human Resources, Mike Nightingale reviewed the details included in the agenda.

Trustee Christine Light moved:

“that the Board extend the Voluntary Retirement opportunity to employees who qualify to collect a pension and are members of the Alberta Teachers’ Retirement Fund or Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees). Employees intending to access this opportunity will be required to notify the Division in writing, per the process outlined by the Division by December 17, 2021 and submit a letter of retirement effective January 31, 2022. These employees will be offered a temporary contract effective February 1, 2022 – June 29, 2022 (or the end date as per the appropriate employee calendar).” **CARRIED UNANIMOUSLY**

*Voluntary Retirement  
6850/21*

### 6.6.1 Superintendent Evaluation Committee

Terms of Reference dates will be updated to 2022.

Trustee Craig Whitehead moved:

“that the Superintendent Evaluation Committee composition be changed to the whole Board.” **RESCIND**

Trustee Craig Whitehead moved:

“that the Board send Policy 301.3 to Policy Advisory Committee to discuss whether or not the whole Board should be on that committee.” **CARRIED**

**In Favour:** Craig Whitehead, Kristina Larkin, Genny Steed, Andrea Andreachuk, Allison Purcell

**Opposed:** Tyler Demers, Christine Light

*Superintendent  
Evaluation Committee  
Policy 301.3  
Evaluation Process for  
Superintendent of  
Schools  
6851/21*

Trustee Craig Whitehead moved:

“that the Board approve the updated Superintendent Evaluation Committee Terms of Reference.”

**CARRIED UNANIMOUSLY**

*Superintendent  
Evaluation Terms of  
Reference  
6852/21*

### 6.6.2 Terms of Reference and Numbers of Appointed Trustees

Trustee Craig Whitehead moved:

“that the Board approve that we send to the Policy Advisory Committee the following changes, Policy 204.1 that any committee that has one trustee and an alternate be changed to two trustees with no alternate - Policy Advisory Committee, Indigenous Education, Poverty Intervention Committee and

Division Wellness Committee.” **RESCIND**

Trustee Craig Whitehead moved:

“that the Board look at the Committees at a Committee of the Whole meeting and send recommendations to the Policy Committee.”

Allison Purcell friendly amendment: “that we request the Division provide information on the rationale for the composition of the committees and bring that back to the Committee of the Whole on December 7, 2021.”

*Terms of Reference  
composition historical  
review  
6853/21*

**CARRIED UNANIMOUSLY**

Meeting suspended at 6:50 p.m.

Meeting reconvened at 7:00 p.m.

6.7 Advocacy – Bill 70 Inclusion of School Jurisdictions

Trustee Allison Purcell moved:

“that the Board send correspondence to the Honourable Kaycee Madu requesting that a regulation be put into force that applies Bill 70 COVID-19 RELATED MEASURES ACT to all school divisions and schools across Alberta.”

Friendly amendment:

“discuss this at ASBA Zone 6 and send correspondence to the Honourable Kaycee Madu requesting that a regulation be put into force that applies Bill 70 COVID-19 RELATED MEASURES ACT to all school division and schools across Alberta.”

*Bill 70 Inclusion of  
School Jurisdictions  
6854/21*

**CARRIED UNANIMOUSLY**

7. Division Highlights

*Division Highlights*

Andrea connected with her four schools.

Kristina visited Park Meadows, Dr. Plaxton and Chinook Blackfoot flag raising.

Genny noted Senator Buchanan’s Leadership Program.

Craig will tour Fleetwood Bawden tomorrow and toured Wilson noting the new guitar program.

Christine attended the Blackfoot confederacy flag, visited schools and taught municipal government in a grade 6 classroom.

Allison attended Lakeview and Nicholas Sheran School Council meetings. Virtual attendance of the Chinook Blackfoot flag raising.

8. Information Items

8.1 Board Chair Report

*Information Items  
Transportation*

8.1.1 Transportation

Parents have concerns with transportation. We are making efforts to keep our kids safe and getting our students to school on time. Communication is not always consistent. There is a driver shortage. We continue to work with Southland to refine communication. Cheryl Shimbashi is our Transportation Coordinator.

## 8.2 Associate Superintendent Reports

### 8.2.1 Business and Operations

Associate Superintendent Christine Lee provided a written Business and Operations report.

*Associate  
Superintendent  
Reports  
Business and  
Operations*

### 8.2.2 Instructional Services

Associate Superintendent Morag Asquith provided a written Instructional Services report.

*Instructional Services*

### 8.2.3 Human Resources

Associate Superintendent Mike Nightingale provided a written Human Resources report.

*Human Resources*

## 8.3 Superintendent Reports

### 8.3.1 Board Priorities Report

Board Priorities were included in the agenda.

*Superintendent Report  
Board Priorities*

### 8.3.2 COVID Update

Updates will be available on the website. As context changes occur, schools respond. The Division is guided by Alberta Health Services and government. Restriction Exemption Program (REP) serves as a base for anything outside of curriculum delivery. School councils and parents can connect with administrators to support schools. Secondary Principals and Executive Council meet bi-weekly to review REP at school events.

*COVID Update*

### 8.3.3 Acknowledgements of Excellence

Victoria Park, Gilbert Paterson and General Stewart were showcased.

*Acknowledgements of  
Excellence*

### 8.3.4 Town Hall Meeting

Town Hall will be a virtual event on February 1, 2022. The topic will be determined at the next meeting. Community Engagement Committee will meet. Trustees

*Town Hall Meeting*

move between rooms to listen to conversations.

8.3.5 Annual Board Planning Retreat

*Annual Board Planning  
Retreat*

The Board determined that the annual planning retreat will be held in Lethbridge.

8.3.6 Calendar of Events

*Calendar of Events*

Additions/changes:

December 6 Facilities Committee

December 7 Committee of the Whole

December 7 Superintendent Evaluation Committee

December 8 Policy Advisory Committee

January 19 ASBA Zone 6 Meeting

9. Reports

*Reports  
ASBA Zone 6*

9.1 ASBA Zone 6 Meeting – November 4, 2021

Trustee Allison Purcell provided a written report from the ASBA Zone 6 meeting held November 4, 2021.

9.2 Division School Council – November 8 2021

*Division School Council*

Trustee Allison Purcell provided a written report from the Division School Council meeting held November 8, 2021.

9.3 Policy Advisory Committee – November 10, 2021

*Policy Advisory  
Committee*

Trustee Craig Whitehead provided a written report from the Policy Advisory Committee meeting held November 10, 2021.

9.4 ASBA Fall General Meeting – November 14 to 16, 2021

*ASBA FGM*

Trustee Kristina Larkin provided a written report from the ASBA Fall General meeting held November 14 to 16, 2021.

9.5 Audit Committee – November 16, 2021

*Audit Committee*

Trustee Tyler Demers provided a written report from the Audit Committee meeting held November 16, 2021.

10. Correspondence Sent

*Correspondence Sent  
Student Advocacy  
Letter*

10.1 Student Advocacy letter – November 17, 2021

11. Correspondence Received

*Correspondence  
Received  
Chinook's Edge  
Brooklyn Oviatt*

11.1 Chinook's Edge – November 17, 2021

11.2 Brooklyn Oviatt – email sent to Trustees

Trustee Christine Light moved:  
"to adjourn to In-Camera at 8:38 p.m."

**CARRIED UNANIMOUSLY**

*Adjourn to In-Camera  
6855/21*

Meeting reconvened at 9:24 p.m.

Trustee Andrea Andreachuk moved:  
“to adjourn the meeting at 9:24 p.m.”

**CARRIED UNANIMOUSLY**

*Adjournment*  
6856/21

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Allison Purcell,  
Chair

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Christine Lee,  
Associate Superintendent  
Business and Operations

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: **Numeracy Resource**

**Background**

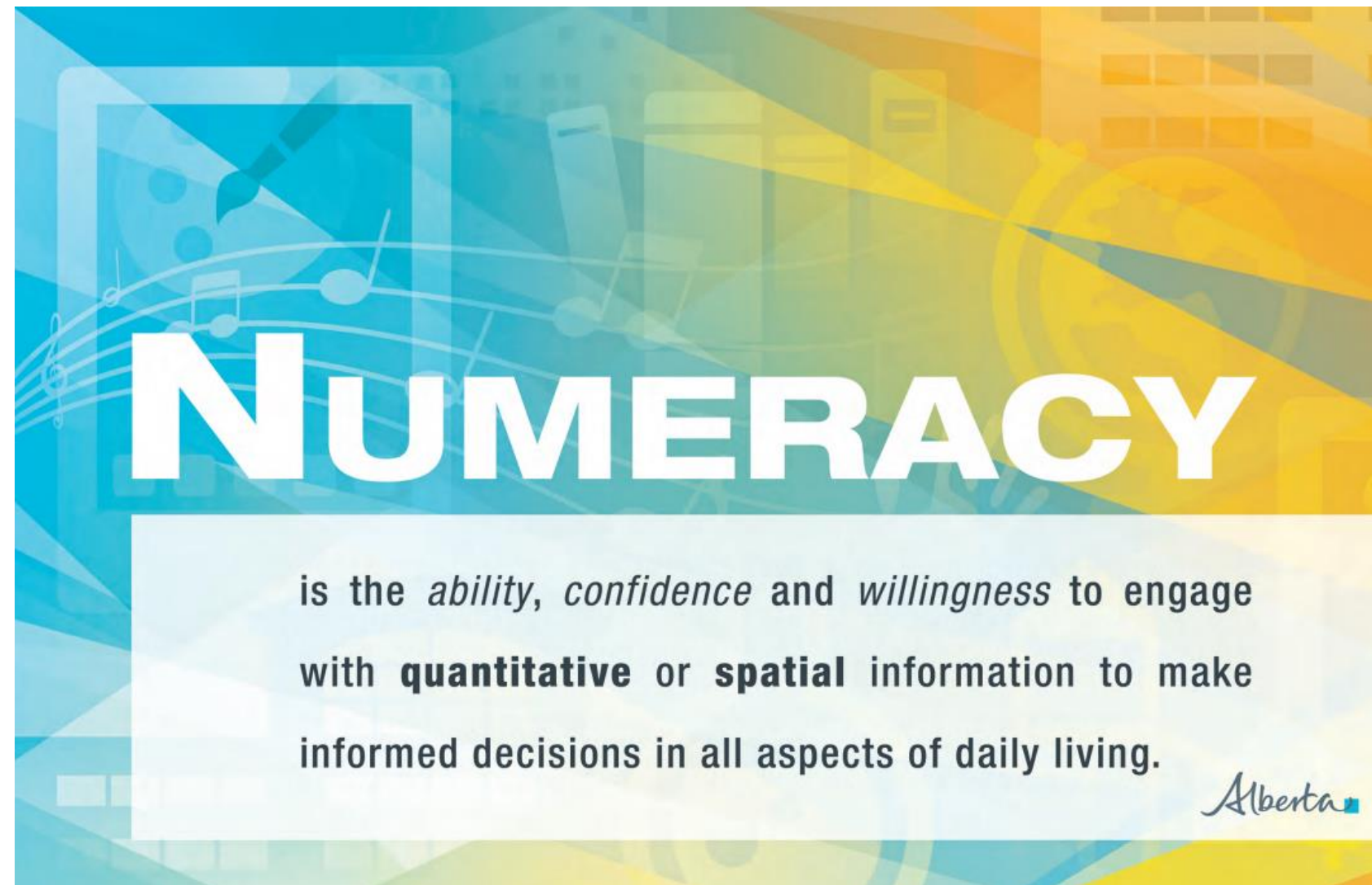
Numeracy Lead Teacher Michaela Demers, Vice Principal Jenn Giles (former Numeracy Lead Teacher), and Director of Curriculum and Instruction Karen Rancier will share information about Numeracy in Lethbridge School Division.

**Recommendation**

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

Respectfully submitted,  
Cheryl Gilmore





Lethbridge School Division

Numeracy Work Plan

Fall 2021 – Spring 2024

## **What is Numeracy?**

According to Alberta Education, numeracy is the ability, confidence, and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living (Alberta Education, 2015). Being numerate means going beyond reciting facts and solving simple problems to acquiring, understanding, connecting, and transferring information.

Mathematics is about making sense of the world around us. It includes the study of number relationships, spatial relationships, patterns, data analysis, and logical reasoning, as well as supports the development of numeracy. Effective teaching of mathematics requires students to engage in activities that encourage visualization, flexibility, and communication to make meaning. Through mathematics, students have the opportunity to analyze information critically, make and justify decisions, and expand perspectives. (Subject Introduction for Mathematics, Alberta Education, 2018)

## **Lethbridge School Division Priority Outcomes**

### **PRIORITY ONE: Achievement**

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. First Nations, Metis and Inuit (FNMI) 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 District 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**

1. Schools are welcoming, caring, respectful, and safe learning environments.
2. Schools are inclusive learning environments where all students are provided opportunities for growth through differentiated instruction.

### **PRIORITY THREE: Innovation**

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.

## **Lethbridge School Division Numeracy Goals**

1. Numeracy instruction will be student-focused, resulting in a deeper understanding of numeracy across the curricula.
2. Students will use meaningful tools and strategies to develop fluency with procedures through a foundation of conceptual understanding.
3. Teachers will nurture students' mathematical abilities using manipulatives, images, and rigorous tasks that require critical thinking and productive struggle.
4. Teachers will engage in data-informed practice and utilize responsive teaching strategies to meet the needs of all students.

To achieve these goals, the Numeracy Work Plan will focus on five areas: Shared Understanding, Quality Programming, Building Capacity, Conduct Research and Evaluate Data, and Leadership.

Action	Strategies	Implementation Timeline			By whom?	What measures can we use to quantify the desired outcome? What evidence can we collect?
		2021-2022	2022-2023	2023-2024		
<b>1</b> Develop a shared understanding.	Division facilitates conversations with teachers to build shared beliefs, and an understanding of what numeracy and mathematics are, as well as how they are best learned.	X	X	X	▪ All division teachers	• A representative number of teachers from various schools attend and engage in professional learning sessions • Surveys and feedback
	Provide opportunities for teachers and administrators to work collaboratively across schools through: <ul style="list-style-type: none"><li>• Collaborative communities</li><li>• Division- and school- based workshops</li><li>• Elementary and secondary numeracy committees</li></ul>	X	X	X	▪ Numeracy Lead Teacher ▪ Teachers ▪ Administrators	• Participation numbers are collected from workshops • Surveys and feedback from workshops • Numeracy committee meeting minutes
	Support numeracy goals and strategies in school education plans.	X	X	X	▪ Numeracy Lead Teacher ▪ Administrators	• Schools identify specific numeracy goals in school education plans
	Create and distribute a monthly numeracy newsletter that showcases numeracy tips, strategies, tools/resources, and professional learning opportunities.	X	X	X	▪ Number Lead Teacher	• Emailed out to division teachers monthly • Use of featured strategies/resources in classrooms
How will we work together to create, build, and sustain a numeracy-rich environment that leads to school success and promising futures for our students?	Key understandings (including conceptual knowledge, skills, and vocabulary) from each grade level are vertically aligned and shared with teachers to inform instruction.	X	X		▪ Numeracy Lead Teacher ▪ Representatives from each division	• Vertically aligned scope and sequence document is created and shared with teachers and used in classrooms
	Create physical thinking environments to promote numeracy throughout schools and classrooms.	X	X	X	▪ School-based Staff	• Visible evidence such as use of non-permanent vertical surfaces in classrooms

Action	Strategies	Implementation Timeline			By whom?	What measures can we use to quantify the desired outcome? What evidence can we collect?
		2021-2022	2022-2023	2023-2024		
<div>2</div> <div>Provide quality programming with student-focused learning.</div>	Effective numeracy teaching practices will be evident in all classrooms. These include: <ul style="list-style-type: none"><li>Thinking routines with multiple entry-points for students;</li><li>Tasks that promote reasoning and problem solving;</li><li>Meaningful math discussions and purposeful questions;</li><li>Building procedural fluency from conceptual understanding;</li><li>Supporting productive struggle.</li></ul>	X	X	X	<ul style="list-style-type: none"><li>Teachers</li><li>Numeracy Lead Teacher</li></ul>	<ul style="list-style-type: none"><li>Consistently evident in classrooms</li></ul>
	Develop a Foundational Skills Interview – What’s Next? tool.	X			<ul style="list-style-type: none"><li>Numeracy Lead Teacher</li></ul>	<ul style="list-style-type: none"><li>The tool is created</li></ul>
	Implement the Foundational Skills Interview – What’s Next? tool in response to student learning needs in the classroom.	X	X	X	<ul style="list-style-type: none"><li>Numeracy Lead Teacher</li><li>Teachers</li></ul>	<ul style="list-style-type: none"><li>Division teachers use the tool to support teaching of conceptual understanding</li></ul>
	Build a working collection of curriculum-aligned thinking/numeracy tasks and routines grounded in best practice research for teachers to access.	X	X		<ul style="list-style-type: none"><li>Numeracy Lead Teacher</li></ul>	<ul style="list-style-type: none"><li>Working collection is shared with teaching staff</li><li>Evidence of tasks being used in classrooms</li></ul>
How will we assure that every student has equity in opportunity for numeracy learning?	Assistance will be provided to teachers to identify grade-level and individual class numeracy goals to meet the needs of diverse learners in the classroom and corresponding strategies to meet those goals.	X	X	X	<ul style="list-style-type: none"><li>Numeracy Lead Teacher</li><li>Teachers</li></ul>	<ul style="list-style-type: none"><li>Classroom numeracy plans and progressions</li></ul>

Action	Strategies	Implementation Timeline			By whom?	What measures can we use to quantify the desired outcome? What evidence can we collect?
		2021-2022	2022-2023	2023-2024		
<b>3</b> <b>Build capacity for staff.</b>	Professional learning is provided to whole teaching staff, small group, and/or individual teachers for division-supported resources and tools (for example, Building Fact Fluency kits).	X	X	X	▪ Numeracy Lead Teacher	• Resources and tools are used consistently in the classroom and are imbedded into regular lesson planning
	Support teachers in ways that meet their professional learning needs, such as modeling numeracy lessons (thinking/numeracy routines, number/tool talks, guided math, math workshop, etc.), team teaching, collaborative planning, or residencies.	X	X	X	▪ Numeracy Lead Teacher	• Data regarding number of lessons, residencies, and collaborative work will be collected
	Provide professional learning on A Guide for Effective Mathematics Instructional Practices flipbook.	X			▪ Numeracy Lead Teacher ▪ Administrators ▪ Division teachers	• Participants are recorded • Effective instructional practices are visible in classrooms
	Administrators and teachers are kept apprised of professional learning opportunities available through our division as well as other organizations.	X	X	X	▪ Number Lead Teacher	• Included in monthly newsletter • Confirmation of attendance of SAPDC-sponsored professional learning opportunities
What structures will need to be in place to support professional learning?  How will we support teachers to improve instruction?	Administrators and teachers are kept apprised of professional resources available through the curriculum resource center.	X	X	X	▪ Numeracy Lead Teacher ▪ Kathy Knelsen	• Included in monthly newsletter • Material request confirmations
	Provide professional learning on infusing purposeful and curriculum-aligned thinking and numeracy routines into the classroom.	X	X	X	▪ Numeracy Lead Teacher	• Professional learning opportunities are offered • Attendance is documented • Thinking routines are used in classrooms

Action	Strategies	Implementation Timeline			By whom?	What measures can we use to quantify the desired outcome? What evidence can we collect?
		2021-2022	2022-2023	2023-2024		
<b>4</b> <b>Conduct research and evaluate data.</b>	Identify and share research trends in best instructional practices in numeracy and mathematics.	X	X	X	▪ Numeracy Lead Teacher	• Numeracy Lead Teacher will provide recommendations for professional learning resources in the CRC • Effective numeracy researched practices and their implications are communicated, discussed, understood, and implemented by teachers
	Use the MIPI (Mathematics Intervention/Programming Instrument) screening tool to gather evidence and determine programming for students in grades 2-9 based on their strengths and needs.	X	X	X	▪ Numeracy Lead Teacher ▪ Administrators ▪ Teachers	• Teachers, administrators, and the Numeracy Lead Teacher analyze class and school data to develop an instructional plan
	Use the Foundational Skills Interview as an additional tool to assess the foundational math skills of students who are identified with significant learning needs in the MIPI.	X	X	X	▪ Teachers ▪ LSTs	• Teachers collaborate with LSTs to create meaningful learning goals in students' ISPs
	Work to provide teachers access to organize and record MIPI data into Dossier to provide a running record for student data in mathematics.		X	X	▪ Numeracy Lead Teacher ▪ Director of Technology and Innovation ▪ Director of Curriculum and Instruction	• MIPI data is recorded in Dossier
How do we use data to guide us in our decisions about instruction in our school / classroom?	Assistance will be provided to administrators in creating school-wide numeracy goals to inform teacher practice based on trends found within data from various assessments including the MIPI and PATs.	X	X	X	▪ Numeracy Lead Teacher ▪ Administrators	• Individual school numeracy goals/plans reflect the data
	Establish partnerships with post-secondary institutions and other Division leaders to engage in research in mathematics.	X	X	X	▪ Numeracy Lead Teacher	• Partnerships are evident in professional learning opportunities provided for teachers

Action	Strategies	Implementation Timeline			By whom?	What measures can we use to quantify the desired outcome? What evidence can we collect?
		2021-2022	2022-2023	2023-2024		
<b>5</b> Provide leadership and support to all schools.	Establish key numeracy contacts at every school site.	X	X	X	▪ Numeracy Lead Teacher	• Contacts established
	Meet with administrators twice each year to assist with numeracy goal setting and to provide support to achieve the identified goals.	X	X	X	▪ Numeracy Lead Teacher ▪ Administrators	• Meeting dates are tracked, and numeracy goals are recorded
	An Elementary Numeracy Steering Committee will meet throughout the year. Representatives from this committee will: <ul style="list-style-type: none"><li>• Share strategies being used in their schools;</li><li>• Assist with promoting numeracy initiatives in their school;</li><li>• Identify resources;</li><li>• Be the liaison for their colleagues.</li></ul>	X	X	X	▪ Numeracy Lead Teacher ▪ Representatives from each school ▪ Director of Curriculum and Instruction	• Numeracy contacts share information with their school staff • Minutes of Numeracy Steering Committee meetings are recorded and shared
	A Middle School Numeracy Steering Committee will meet throughout the year. Representatives from this committee will: <ul style="list-style-type: none"><li>• Share strategies being used in their schools;</li><li>• Assist with promoting numeracy initiatives in their school;</li><li>• Identify resources;</li><li>• Be the liaison for their colleagues.</li></ul>	X	X	X	▪ Numeracy Lead Teacher ▪ Representatives from each school ▪ Director of Curriculum and Instruction	• Numeracy contacts share information with their school staff • Minutes of Numeracy Steering Committee meetings are recorded and shared
How will we build leadership capacity that will support numeracy?	A High School Numeracy Steering Committee will meet throughout the year. Representatives from this committee will: <ul style="list-style-type: none"><li>• Share strategies being used in their schools;</li><li>• Assist with promoting numeracy initiatives in their school;</li><li>• Identify resources;</li><li>• Be the liaison for their colleagues.</li></ul>	X	X	X	▪ Numeracy Lead Teacher ▪ Representatives from each school ▪ Director of Curriculum and Instruction	• Numeracy contacts share information with their school staff • Minutes of Numeracy Steering Committee meetings are recorded and shared

**MEMORANDUM**

December 14, 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.

Due to International Baccalaureate extending their course outlines (and corresponding IB assessments), Alberta Education has aligned the end dates of (IB) locally developed courses by extending the current end dates.

With the changes from International Baccalaureate anticipated, the extension will allow Grade 11 courses to August 2024 and Grade 12 courses until August 2025. (This permits Grade 11 students to start the first year of two-year study in preparation for the new assessments.) As the Board Motion/Resolution originally approving these courses will have the “old” end date, the continuation of these courses in Lethbridge School Division will require Board approval for these additional years.

**Recommendation**

That the Board of Trustees approve the continued use of LDC3232 Biology (IB)35-3 for 3 credits from The Edmonton School Division from August 31, 2022 to August 31, 2024 to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of LDC2241 Chemistry (IB) 25-3 for 3 credits from August 31, 2022 to August 31, 2023 to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of LDC2241 Chemistry (IB) 25-5 for 5 credits from August 31, 2022 to August 31, 2023 to provide continuance of program offerings to students.

Respectfully submitted,  
Morag Asquith



**MEMORANDUM**

December 14, 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 2020-2021 school year.
- Policy review (including procedures, forms, and exhibits) of the 400 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>
204.12	Board Meeting Minutes	Amended
401.4	Employee Absences Requiring Substitutes	Amended
405.5	Practicum Student	Amended
405.6	Employee Recognition and Appreciation	Amended
806.1	Enterprise Risk Management	Presented

Respectfully submitted,  
Cheryl Gilmore

## 204.12 Board Meeting Minutes

### Policy

The Education Act requires the Board to maintain a record of all proceedings of the Board and Committees of the Board. The Act also makes provision for the inspection, by an elector, of the agenda and minutes of the Board meetings. The Board directs that a record of the proceedings, in the form of minutes, be prepared and maintained for each Board and committee meeting. The Board expects that minutes will accurately reflect the actions taken by the Board and its committees.

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### Regulations

1. Minutes of all meetings of the Board shall record:
  - 1.1. location of the meeting;
  - 1.2. members in attendance;
  - 1.3. order of business;
  - 1.4. time at which the meeting convened;
  - 1.5. identification of any persons who appeared before the Board and the topic of their presentation/request;
  - 1.6. each motion presented for debate, including amendments;
  - 1.7. name of the Trustee who moved each resolution;
  - 1.8. disposition of each motion ("CARRIED" or "DEFEATED")
  - 1.9. with the exception of votes which are unanimous, whether each Trustee voted "In Favour" or "Against" the motion;
  - 1.10. challenges to the Chair and the result of such challenges; and
  - 1.11. time at which the meeting adjourned.
2. Minutes shall be approved at the next meeting and signed by the Chair and

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recording secretary.

2.1 Corrections to the minutes will be hand-written and initialed by the Chair and recording secretary, and

2.2 itemized in the minutes of the meeting at which the corrections are made.

3. Minutes of committee meetings shall record:

3.1. time and location of the meeting;

3.2. persons in attendance;

3.3. order of business

3.4. decisions reached by the committee.

3.5. Approved minutes of committee meetings shall be provided to all committee members and filed with the appropriate department that supports the committee.

3.6. Subject to the Freedom of Information and Protection of Privacy Act and Regulations, minutes of committee meetings shall not be public.

3.7. The Secretary-Treasurer/Associate Superintendent, Business and Operations or designate shall maintain a permanent record of approved minutes for all committee meetings.

4. Copies of the approved minutes for all meetings of the Board, except In Camera Meetings, shall:

4.6. be provided to all persons receiving an agenda package, and

4.7. be made available to electors through the Division website or the office of the Secretary- Treasurer/Associate Superintendent, Business and Operations.

5. The Secretary-Treasurer/Associate Superintendent, Business and Operations shall maintain a permanent record of approved minutes for all Board meetings.

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

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References

Alberta Education Act: Section ~~64~~  
Division Policies: 204.2 Regular Board Meetings, 204.3 Special Board Meetings, 204.6 Organizational Meetings, 204.4 In Camera Board Meetings

Other: ~~Board Procedures Regulation (2) 1, 2, 3, 5~~

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## 401.4 Employee Absences Requiring Substitutes

### Policy

The Superintendent, or designate is authorized to employ substitute teachers and support staff as required to temporarily replace employees absent from work.

### Regulations

#### Teachers:

1. The Associate Superintendent, Human Resources shall maintain a current listing of substitute teachers authorized for temporary placement in Division schools.
2. A substitute shall receive appropriate orientation to the Division and the specific school, program or site prior to or upon arrival.
3. Teachers requiring a substitute for a period of up to 5 consecutive working days shall:
  - 3.1 inform the principal or designate of the school; and
  - 3.2 arrange for a substitute teacher using the process outlined by the Division.
4. If the absence is expected to be more than 5 consecutive working days, the principal or designate shall consult with the Associate Superintendent, Human Resources prior to engaging a substitute teacher.
5. Teachers shall ensure, prior to engaging in approved professional learning, that a qualified substitute teacher is confirmed through the process outlined by the Division, if required.
6. The duties and responsibilities of a substitute teacher shall include all tasks associated with the instruction and supervision of students in the absence of the regular classroom teacher.
7. It is the responsibility of the teacher to provide specific plans and general directions for the substitute.

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401.4 Employee Absences Requiring Substitutes...

Support Staff:

- 1. The Associate Superintendent, Human Resources, or designate shall maintain a current listing of substitute employees authorized for temporary placement in Division schools.
- 2. A substitute shall receive appropriate orientation to the Division and the specific school, program or site prior to or upon arrival.
- 3. Support Staff requiring a substitute for a period of up to 5 working days shall:
  - 3.1. inform the principal or designate of the school and
  - 3.2. arrange for a substitute using the process outlined by the Division in accordance with Division procedures.
- 4. If the absence is expected to be more than 5 consecutive working days, the principal or designate shall consult the Human Resources Director prior to engaging a substitute.
- 5. The duties and responsibilities of a substitute support staff member shall include all regular duties of the employee unless otherwise specified by the supervisor.
- 6. It is the responsibility of the support staff member to provide specific plans and general directions for the substitute.

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

References

- Alberta Education Act: Sections 196, 208, 225,
- Division Policies: 401.1 Staff Hiring, 402.8.2 Medical Examinations
- Other: Employee Collective Agreements, Substitute Teachers' Handbook, Student Support Staff Substitute Handbook, Caretaker Manual, Procedure 401.4 Employee Absences Requiring Substitutes
- Description: Caretaker Replacement Schedule,

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## 405.5 Practicum Students

### Policy

The placement of practicum students from university or college programs into Division programs shall be permitted and encouraged within the parameters outlined in the regulations of this policy.

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### Regulations

1. Principles, expectations and practices relating to practicum placements shall be determined by the Superintendent or designate in consultation with the appropriate post-secondary institution.
2. Practicum students shall be accepted only from institutions that complete appropriate screenings and ensure that appropriate insurance coverage is in place. The Associate Superintendent, Human Resources is responsible for teacher practicum programs. The Director of Inclusive Education is responsible for practicum programs associated with inclusive education. The Associate Superintendent, Instructional Services or designate is responsible for all other practicum programs.
3. The principal, in consultation with the appropriate Education Centre administrator, the post-secondary institution, and the employee, shall determine the degree to which a school/site can support a practicum program, including:
  - 3.1. the practicum program(s) in which the school/site will participate;
  - 3.2. the number of practicum students that will be placed in the school/site;
  - 3.3. the placement of a practicum student with a Division employee; and
  - 3.4. the frequency of practicum placements with a specific employee.
4. Practicum teachers shall be provided with experience in all aspects of teaching under the mentorship of a Division teacher.
  - 4.1. The practicum teacher may assume responsibility for a portion of the teacher's teaching assignment, as determined by the post-secondary institution and the Division.
  - 4.2. The practicum teacher may not work as a substitute teacher during the term of the internship.

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405.5 Practicum Students...

- 4.3. The practicum teacher may be regarded as a teacher for the purposes of supervision of students under Policy 504.4.
- 4.4. Supervision of the practicum teacher is the responsibility of a designated school administrator.
- 4.5. Division staff shall contribute to, but not be responsible for, the summative evaluation of the practicum teacher.

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

References

- Alberta Education Act: 33
- Division Policies: 503.5 Student Activities, 504.4 Supervision of Students
- Other: University of Lethbridge Field Experiences Handbook

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## 405.6 Division Recognition and Appreciation

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### Policy

The Board directs that appropriate employee recognition and appreciation activities are developed and maintained annually within the Division.

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### Regulations

1. Employee recognition and appreciation activities shall be organized at Division and/or site levels.
2. Employee recognition and appreciation may be acknowledged formally and informally.
3. A Spirit of 51 Committee shall be formed to ensure Division wide recognition and appreciation programs are in place. The committee shall:
  - 3.1. be a standing committee of the Board;
  - 3.2. be chaired by a trustee; and
  - 3.3. support, ATA, CUPE 290, CUPE 2843, Non-Union Employee Recognition Program,
  - 3.4. Support the Friends of 51 Program, recognizing the contributions of local businesses, agencies, and community members.

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

### References

Alberta Education Act: 33,

Division Policies: 402.8.3 Employee Assistance and Wellness Programs

Other: Exhibit 405.6.A - Employee Recognition and Appreciation Programs.

## 806.1 Enterprise Risk Management

### Policy

Lethbridge School Division is committed to ensuring that risk management practices are embedded into key processes and operations to drive consistent, effective and accountable actions and decision making in management practice and Board governance.

The Board directs that Lethbridge School Division will design an Enterprise Risk Management System (ERM) that will identify potential events/risks that may significantly affect the Division's ability to achieve its mission, vision, priorities and outcomes. Through the ERM process, identified risks are assessed based on likelihood and impact. Management processes and controls are used to provide reasonable assurance that significant risks are sufficiently mitigated to support the achievement of the Division's goals. To this end the ERM is a component of the Board's Assurance Model for effective governance of the Division.

### Regulations

1. The Division's Enterprise Risk Management System (ERM) shall:
  - 1.1 Define roles, accountabilities and responsibilities for the identification and assessment of key risks and impact on the Division's mission, vision, priorities, and outcomes; and
  - 1.2 Document and manage the response to the key risks through an annual risk assessment.
2. A report will be provided annually to the Division's Audit Committee and to the Board of Trustees that shall include:
  - 2.1 The risk assessment register;
  - 2.2 Key risk mitigation processes or controls;
  - 2.3 Strategies developed to address key risks; and
  - 2.4 Identify any changes in key risk areas from prior reports.

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

### References

Alberta Education Act: Section 33, 54

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**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: School Year Calendar for 2022-2023**

**Background**

The DRAFT 2022-2023 Calendar brought to the Board has been discussed and reviewed by school administrators and the Calendar Committee consisting of representatives from Division School Council, CUPE 2843, Human Resources Director, ATA, and Administrators' Committee.

**Recommendation**

It is recommended that the Board approve the 2022-2023 School Year Calendar.

Respectfully submitted,  
Cheryl Gilmore

# Lethbridge School Division 2022-2023 **DRAFT** School Year Calendar

July						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jul 1 Canada Day

August						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						3

Aug 1 Heritage Day

Aug 29 First day for teachers

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						20

Sep 5 Labour Day

Sep 6 First day for students

Sep 30 National Day for Truth and Reconciliation

Sep 30 Non-operational Day

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

Oct 10 Thanksgiving

**Oct 11 Regular day for HS**

Oct 11 No School for ES / MS

Oct 11 ES / MS PL

Oct 20-21 No School for students

Oct 20-21 PL / PTI

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			21

Nov 11 Remembrance Day

Kindergarten PTIs TBD

Nov 14 Division-wide PL am

Nov 14 School-based PL pm

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

Dec 26 – Jan 6 Christmas Break

Dec 26 in lieu of Christmas Day

Dec 27 in lieu of Boxing Day

Dec 30 in lieu of New Year's Day

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						17

Jan 9 Classes resume

Jan 27 Semester 1 ends

Jan 27 MS PTI / ES & HS PL

Jan 30 Semester 2 begins

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
						17

Feb 20 Family Day

Feb 20-24 No School for students

Feb 23-24 Teachers' Convention

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						23

Kindergarten PTIs TBD

**Mar 16 No school for pm - ES**

Mar 17 No school for students

Mar 17 Professional Learning Day

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						14

Apr 7-14 Spring Break

Apr 17 No school for students

Apr 17 Division-wide PL am

Apr 17 School-based PL pm

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

May 22 Victoria Day

May 23 No school for students

May 23 Professional Learning Day

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						21

Jun 28 last day for students

Jun 29 last day for teachers

Student Days	Elementary	Middle	High	Teacher Days
Sem 1	86	86	87	Sem 1 96
Sem 2	93	93	93	Sem 2 99
Total	179	179	180	Total 195

School year starts/ends for teachers	Professional Learning (PL), Parent/ Teacher Interviews (PTI) – no school for students
Statutory holidays	No School
School year starts/ends for students	Division-wide Professional Learning

Approved by the Board of Trustees on \_\_\_\_\_

## **MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Kristina Larkin, Trustee

**Re: Multi-Faith Calendar**

### **Background**

As our division moves to approve the 2022-2023 division calendar, we can embody our board priority of *Inclusion* by adopting a supplemental calendar: the Multi-Faith Calendar (Draft attached).

While we are a secular public institution, it must be recognized that likely most of our learners celebrate religious, spiritual, or cultural holidays with their families, and gain great value from that practice. Using a calendar that exclusively recognizes Canadian Statutory and Christian-based holidays, we force many students, their families, and our staff to pick between their school and their home, particularly when events like exams, project due dates, or parent-teacher interviews coincide with holy days. In the absence of division demographic data on the topic, using Statistics Canada data, we can assume approximately 10% of students identify as Muslim, Hindu, Buddhist, Sikh, Jewish or other traditions including Indigenous spiritual traditions. This issue could be impacting more than 1,100 students and staff. With the proposed adoption of a Multi-Faith Calendar, our school communities could see their full selves more fully welcomed and included, with limited labour or cost to the division.

In December 2020, Edmonton Public School Board was encouraged by a group of advocates to create a Multi-Faith calendar that represented the ever growing needs of their community. The resulting calendar would “recognize faith-based days of significance beyond Canadian statutory and Christian-based holidays and would reflect the increasing diversity across our Division.” (EPSB November 30, 2021 Agenda Information Report).

Administration in that division collaborated with schools, families, multicultural and multi-denominational community agencies to create the attached draft calendar that includes dates from major religions, indicating holy days of significance (i.e. Eid, Diwali, Yom Kippur). While our community has a smaller population than Edmonton, our city and classrooms are increasingly diverse in their religious and cultural make up, and our students would equally benefit from the consideration derived from the use of a Multi-Faith Calendar as a planning tool across the division.

This effort is important as part of the growing movement for public institutions to act in solidarity with equity seeking communities, as well as in response to the 2019 Stats Canada

Report that indicated that over half of Canadians reported religious or spiritual beliefs are somewhat or very important to how they lived their lives (Religion in Canada, Statistics Canada October 28 2021). Recognizing a multi-faith calendar is also in alignment with evidence based best practice from the Search Institute's 40 Development Assets, a widely used child & youth development framework implemented throughout Lethbridge. Per the Search Institute's Asset # 19 (The Developmental Asset Framework, Search Institute), children who engage in religious practice regularly see improved long term outcomes.

The Multi-Faith Calendar can be used as a planning tool across the division, a document provided for school staff to reference when setting dates for significant events, to avoid dates of importance. Schools know their families and could use this tool as part of their compassionate response to improve inclusion and reduce oppression as they build school-based calendars that meet the needs of their students, families, and staff. We have heard from school communities that they have been making great efforts to be more inclusive and want to continue to develop the tools and knowledge to build schools that welcome everyone, this Multi-Faith Calendar can be part of that effort.

References:

[Multi-faithCalendar.pdf \(epsb.ca\)](https://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2021-22/november302021/Multi-faithCalendar.pdf)

<https://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2021-22/november302021/Multi-faithCalendar.pdf>

[Religion in Canada \(statcan.gc.ca\)](https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2021079-eng.htm)

<https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2021079-eng.htm>

[The Developmental Assets Framework - Search Institute \(search-institute.org\)](https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/)

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

**Recommendation 1**

It is recommended that Lethbridge School Division use the attached Multi-Faith Calendar generated by Edmonton Public School Division as a model for developing a Multi-Faith Calendar for 2022-23 that will be:

- made available to students and families on the division website;
- provided to schools to reference when planning events such as exams, project deadlines or parent events to avoid holy days;
- accompanied with information on best practices for supporting students who are absent from school for religious reasons in accordance with the Education Act 7(4).
- updated annually.

**Recommendation 2**

It is recommended that in addition to the Multi-Faith Calendar, the calendar sub-committee be directed to consider alignment of non-instructional days for the 2023-2024 school year with holy days of significance celebrated by Lethbridge School Division learners, families, and staff.

Respectfully submitted, Kristina Larkin

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Legion Request for Letter of Support**

**Background**

The Board received correspondence from Warrant Officer (retired) Glenn Miller representing a request from the Legion Banner Committee.

As noted in the correspondence (attached), Lethbridge Legion is undertaking a banner program to recognize veterans. The Legion will be seeking approval from the City of Lethbridge in early 2022. The Banner Committee is requesting a letter of support for the project addressed to the Mayor and Council.

**Recommendation**

It is recommended that the Board make a motion to approve a letter of support for the Lethbridge Legion Banner Project to the City of Lethbridge Mayor and Council, **or** move to decline conveying formal support of the Banner Project in the form of a letter to the City of Lethbridge Mayor and Council.

Respectfully submitted,  
Cheryl Gilmore

# SALUTE OUR VETERANS BANNER PROJECT

It is our pleasure to share with you a new initiative that the Lethbridge Legion is now undertaking. To establish a banner program to recognize veterans similar to communities across Canada.

The project is about celebrating the service of citizens who have worn the uniform to defend Canada. It is about placing faces of our heroes past and present within our community.

It is about their contribution to Canada and telling their stories on our website. It will allow us to connect with fellow citizens and enabling an understanding of how those, since the Boer War have contributed at home and abroad.

***We need your help to make our project a success!***

The first step of this project is to seek approval from the City of Lethbridge in early 2022. We ask for a letter of support addressed to the Mayor and Council before Christmas break.

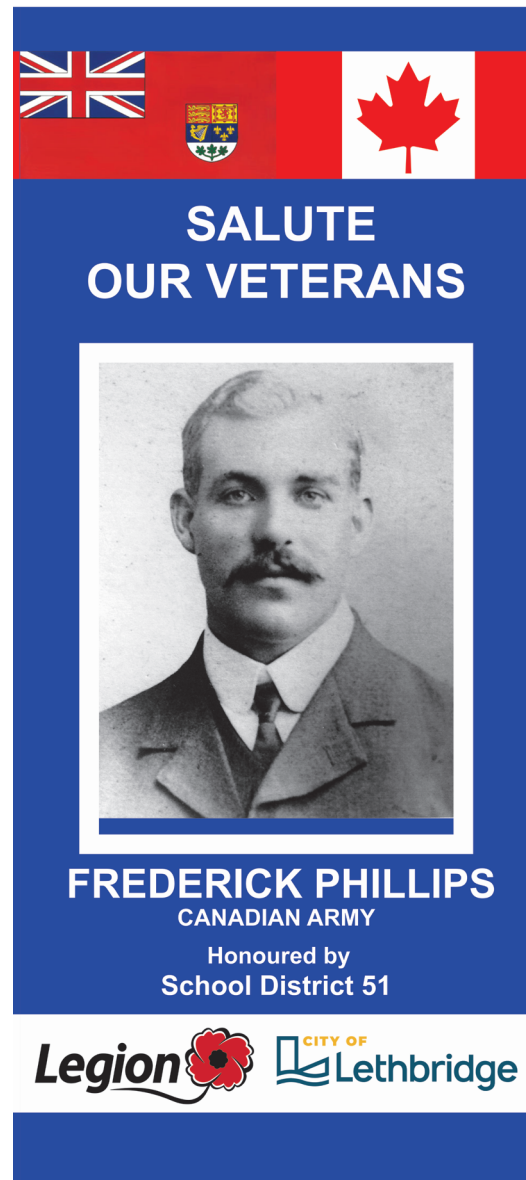
With your letter, we can approach the City of Lethbridge in confidence knowing the value of the service, commitment and sacrifice is valued and must be remembered is shared by you.

This is a great opportunity for sponsors such as family or organizations such as yours, to secure a limited number of banners in the first year by the summer if approved by the City. Many staff and students of School District 51 have gone on and answered the call for King and Country.

The banner measures 26x60 inches and are double sided. They will be displayed annually along a number of street lights from October to after Remembrance Day for a 5 year period.

Yours in comradeship,

Warrant Officer (retired) Glenn Miller CD  
Member of Legion Banner Committee  
General Stewart Branch No 4  
403 360 6076 [gmiller114@shaw.ca](mailto:gmiller114@shaw.ca)



Frederick Phillips was the Principal of Gailbraith School, a cadet instructor and father when he enlisted in 1916. He was the first to join the 78th Battery in Lethbridge. The second person to join was Kenneth Stewart, who would go on to become superintendent after the war. Stewart had the pleasure of officially opening General Stewart School, which was named after his brother. Sergeant Frederick Phillips was killed on 12 Nov 1917. A plaque in memory of him is on display in the main entrance of Gailbraith School.

\* Draft design of proposed banner



**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Committee Terms of Reference**

**Background**

The Board of Trustees reviewed Committee Terms of Reference and made changes to the following:

- Board Audit Committee
- Division Wellness Committee
- Policy Advisory Committee
- Poverty Intervention Committee

**Recommendation**

It is recommended that the Board approve the Board Audit Committee Terms of Reference, as amended.

It is recommended that the Board approve the Division Wellness Committee Terms of Reference, as amended.

It is recommended that the Board approve the Policy Advisory Committee Terms of Reference, as amended.

It is recommended that the Board approve the Poverty Intervention Committee Terms of Reference, as amended.

Respectfully submitted,  
Cheryl Gilmore



## **Board Audit Committee Terms of Reference**

### **Purpose:**

To assist the Board of Trustees and the Superintendent of Schools in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including GAAP compliance), and monitoring the Division's compliance with laws and regulations pertaining to the financial operations.

### **Authority:**

The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is empowered to:

- With the consent of the Board of Trustees, retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation;
- Seek any information it requires from employees – all of whom are directed to cooperate with the committee's requests – or external parties; and
- Meet with Division officers, external auditors or outside counsel, as necessary.

### **Composition:**

The Audit Committee will consist of the following members:

- Two Trustees, one of whom shall act as chair of the Audit Committee; and,
- At a minimum of two members of the general public, who are independent to the Division, have no relationship to the audit firm and who are financially literate.

### **Resources:**

- The Associate Superintendent of Business and Operations and Director of Finance will provide assistance to the committee as deemed necessary.
- The Audit Committee may have access to other third party expertise as deemed necessary.

### **Meetings:**

The Audit Committee will meet at least once a year, with authority to convene additional meetings, as circumstances require. All Audit Committee members are expected to attend each meeting, in person or via tele- or video-conference. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors and executive sessions.

Minutes of the meetings will be prepared. Audit Committee reports shall be provided at a meeting of the Board of Trustees. The Executive Assistant to the Associate Superintendent of Business and Operations shall act as the Secretariat to the Audit Committee.

### **Compensation:**

The Audit Committee members from the general public shall be compensated based on a per diem rate.

**Responsibility:**

The Audit Committee will carry out the following responsibilities:

**Financial Statements:**

- Review significant accounting and reporting issues, including complex or unusual transactions;
- Review with management and the auditors the results of the audit, including any difficulties encountered;
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and,
- Review with management and the auditors all matters required to be communicated to the School Board.

**Internal Control:**

- Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and
- Understand the scope of auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

**Audit:**

- Review the auditor's proposed audit scope and approach
- Review the performance of the auditors, and provide a recommendation to the School Board the final approval on the appointment or discharge of the auditors;
- Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the School Division, including non-audit services, and discussing the relationship with the auditors; and,
- On a needs basis, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

**Compliance:**

- Review the findings of any examinations by regulatory agencies, and any audit observations; and,
- Obtain regular updates from management and company legal counsel regarding compliance matters.

**Timing:**

The Audit Committee will commence its work for the fiscal year.



## Division Wellness Committee Terms of Reference

### Type of Committee

- This is a Division committee.

### General Purpose

- To promote and facilitate wellness among students, families and staff of the Division

### Composition and Appointments (for life of the committee)

- Two Trustees, one of whom will be chair
- Associate Superintendent, Instructional Services
- Associate Superintendent, Human Resources (as needed)
- 2 School Administrators (one elementary, one MS/HS)
- Three classroom teachers (preferably one elementary, one middle and one high school)
- One Parent, One Alternate
- Representatives from Alberta Health Services
  - Addictions and Mental Health
  - Comprehensive School Health
- Counselling Coordinator (as needed)
- Communications Officer (as needed)
- Other community and school members (as needed)

### Meetings

- Meetings will be held three times per year (Sept., Jan/Feb., April/May)
- They will be organized by the Chair, with assistance of the Associate Superintendent, Instructional Services.
- Sub-committees as needed
- 3 Health Champ Meetings a year

### Resources

- \$20,000 per year toward Wellness Grants in Schools
- An annual Board contribution to support Committee activities
- The Associate Superintendent, Instructional Services, will administer the funds.
- The budget will be reviewed at the final meeting each year
- Support from Administrative Assistants required
- Applications to grants yearly

### Specific Annual Objectives for the 2020-21 School Year

- Support/coordination of the work of the Health Champions
- Continue wellness communications plan with the help of Communications Officer and the Technology Department ("Wellness Spotlight")

- Organization and coordination of events as needed
- Review various wellness assessment data/instruments with a view to inform initiatives for future wellness work and to make recommendations
- Continue to pursue sources of funding to support wellness, as available
- Explore the connection/correlation between positive student engagement and wellness

#### **Reports and Target Dates**

- Reports will be submitted annually or as the need arises.
- The Committee will report both in writing and/or orally.

#### **Review and Evaluation**

- The Committee will set objectives for the next committee at the end of its mandate
- Recommendations for changes to the Committee's terms of reference would be forwarded to the Board as necessary.



## **Policy Advisory Committee Terms of Reference**

### **Name and Type of Committee**

The Policy Advisory Committee is a standing committee of the Board of Trustees of Lethbridge School Division.

### **Purpose**

To advise on the development of Division policies, in consultation with those who will be impacted by them, for consideration by the Board.

### **Duties and Responsibilities**

The Committee shall have the responsibility to:

1. advise in the development and review of Division policies that define the legal and/or philosophical position of the Board with respect to an identified issue.
2. advise in the development and review of regulations – the mandatory requirements of the policy.
3. identify the need for the development of new policy.
4. review annually the Terms of Reference of the Committee.
5. consult with committee members' respective stakeholder groups as appropriate.

### **Composition and Appointments**

The Committee shall have one representative from each of the following groups:

- Administrators' Committee
- Alberta Teachers' Association – Local 41
- Canadian Union of Public Employees – Local 290
- Canadian Union of Public Employees – Local 2843
- Division School Council
- Superintendent of Schools
- Coordinator of Learning
- Board of Trustees (Committee Chair)

### **Meetings**

A schedule of meetings shall be developed annually. The committee will meet at least six times in a school year.

### **Resources/Remuneration**

Record of all meetings will be kept by the Coordinator of Learning who will also provide administrative support to the Committee.

The cost of substitutes and lunches for Committee members will be provided by the Board as required.

**Specific Annual Objectives for 2021-2022**

- Finish review of any policies which were last reviewed in the 2020-2021 school year
- See attached document for review schedule for the 2021-2022 school year
- 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

**Reports and Target Dates**

The Policy Advisory Committee will provide a summary of concerns received from interest groups and subsequent changes to the draft policy prior to second reading. A similar report will be presented prior to third reading if substantial changes have been made.

**Review and Evaluation Process**

The Committee will review the Terms of Reference at the first meeting in the school year.

**Approval Date**

The 2021-2022 Terms of Reference will be reviewed by the Policy Advisory Committee at the first meeting of the year.



## Poverty Intervention Committee Terms of Reference

### **Type of Committee**

This is a standing committee of the Board of Trustees whose authority is limited to Lethbridge School Division.

### **General Purpose**

- To provide an advisory role within the Division for supporting students living in poverty as well as providing foundational support of basic needs to ensure their students' readiness for learning.

### **Related Policies**

- 600.3 *Poverty Intervention*
- 504.11 *Healthy Nutritional Choices*

### **Key Duties and Responsibilities**

- Determine the Division's progress in maintaining and implementing strategies to address students' needs as they pertain to poverty
- Heighten staff awareness and promote action on issues related to poverty
- Annually assess the Division's implementation of poverty interventions
- Facilitate services and programs that address poverty
- Facilitate funding opportunities for poverty intervention
- Strengthen public relations that promote the Poverty Intervention Committee
- Share poverty interventions and best practices annually through facilitators' reports
- Support schools in developing and implementing poverty intervention practices
- Provide information for newsletters on the work of the Poverty Intervention Committee to raise the profile of the work of the Committee
- Maintain a "poverty" link on the Division's website

### **Composition and Appointments (for life of the committee)**

- Two Trustees – one of whom will be chair
- Director of Curriculum and Instruction
- Making Connections Program Coordinator
- Indigenous Education Coordinator
- 2 Division School Council Representatives
- 5 ATA Representatives:
  - 2 Administrators (1 Principal and 1 Assistant Principal, one from secondary and one from elementary)
  - 3 Teachers (one from elementary, one from middle, one from high)
- 1 Counselling Representative
- 1 CUPE 2843 Representative
- 1 CUPE 290 Representative



- 1 Community Member
- 1 Representative from Alberta Health Services

The Board will appoint the Trustee whereas CUPE and ATA will each appoint their representatives.

Specific representatives will serve no more than three consecutive years.

Guests will be invited to assist the Poverty Intervention Committee as needed.

### **Meetings**

- There will be 4 per year (October, December, March, May) with other meetings being called, as needed
- They will be organized by the Chair with assistance from the Director of Curriculum and Instruction
- Representatives will provide reports at each meeting on the status of poverty and poverty interventions from the perspective of their portfolio
- The Poverty Intervention Sub-Committee (Trustee, Director of Curriculum and Instruction, Making Connections Program Coordinator) will meet, as needed

### **Resources**

- Annual Board contribution
- Community grants and donations to support the work of the committee
- The Director of Curriculum and Instruction will administer the funds
- The budget will be reviewed at each meeting
- Support from the Director of Curriculum and Instruction's Administrative Assistant will be required

### **Specific annual objectives**

- Continue to support educational opportunities and achievement of students
- Continue to seek new avenues for financial support

### **Reports and Target Dates**

- Reports will be submitted to the Board by the Trustee following each Poverty Intervention Committee meeting as well as in an annual report

### **Review and Evaluation**

- Recommendations for changes to the Committee's terms of reference would be forwarded to the Board
- The Terms of Reference will be reviewed by the Poverty Intervention Committee annually in October
- Poverty Intervention Committee members and Poverty Facilitators will provide summaries and feedback annually in May

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Allison Purcell  
Board Chair

**RE: Shaping the Future Conference**

**Background**

Ever Active Schools is a national charity based in Alberta, that assists schools in supporting, creating and sustaining healthy, active school communities. Trustees are invited to Hope, Resiliency and Recovery in Education Systems led by Dr. Phil McRae being held Thursday, January 27, 2022 from 7 to 8:30 pm at the Fairmont Chateau Lake Louise during the 13<sup>th</sup> Annual Shaping the Future Conference. Details are attached.

**Recommendation**

It is recommended that the Board send up to two trustees to the whole Shaping the Future Conference.

Respectfully submitted,  
Allison Purcell

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**From:** Brian Torrance <brian@everactive.org>

**Sent:** Friday, November 12, 2021 12:43 PM

**To:** Allison Purcell <Allison.Purcell@lethsd.ab.ca>

**Cc:** Genny Steed <Genny.Steed@lethsd.ab.ca>; Andrea Andreachuk <Andrea.Andreachuk@lethsd.ab.ca>; Craig Whitehead <Craig.Whitehead@lethsd.ab.ca>; Tyler Demers <Tyler.Demers@lethsd.ab.ca>; Kristina Larkin <Kristina.Larkin@lethsd.ab.ca>

**Subject:** [External] An invitation to Hope, Resiliency and Recovery in Education Systems

Dear Chairperson Allison Purcell,

Congratulations on the most recent trustee elections and your seat within the school jurisdiction. We greatly value the role that trustees play in advancing health and wellbeing in school communities. We are writing today to introduce you to the work of Ever Active Schools and invite you to a conversation on Hope, Resiliency and Recovery in Education Systems led by Dr. Phil McRae, Executive Staff Officer of the Alberta Teachers Association.

COVID-19 has accelerated overall health concerns in our students, staff and education system. Social isolation, mental health, physical health are central concerns, and there is an urgent need to embed a foundation of health and wellbeing within our schools.

**Ever Active Schools:**

Ever Active Schools is a national charity based in Alberta, that assists schools in supporting, creating and sustaining healthy, active school communities. We contribute to the healthy development of children and youth by fostering a comprehensive school health approach. Ever Active Schools builds partnerships among health, community, schools and other provincial stakeholders to address relevant and pressing issues in school communities. Priority issues include mental health, physical activity, Indigenous student health and staff wellbeing. Ever Active Schools has a history of funding from three Ministries: Alberta Health, Alberta Education and Alberta Culture and Status of Women. We bridge the priorities of these ministries with others, catalyzing better health and learning outcomes for Alberta students and families.

For more information on Ever Active Schools please visit our website at [www.everactive.org](http://www.everactive.org) and we look forward to meeting your board.

## **An invitation to Hope, Resiliency and Recovery in Education Systems:**

As our province and schools moves to social, health and learning recovery, we are hosting a conversation for education leaders on understanding the true impacts of COVID-19 and setting a vision for the future. Led by Dr. Phil McRae with broad educational leadership representation, we will discuss a plan of educating-for-hope in a world in crisis. Together, will identify key strategies to steward the system out of this pandemic and into recovery. We hope that a trustee and or senior education leader within your school jurisdiction is able to attend.

The event will happen on **Thursday January 27<sup>th</sup>, 2022 from 7:00pm – 8:30pm at the Fairmont Chateau Lake Louise** during the 13<sup>th</sup> Annual Shaping the Future conference. Shaping the Future brings together educators, health professionals and researchers to explore aspects of Comprehensive School Health through a variety of interactive learning formats. Inspiring keynote speakers will speak to mental health, equity, diversity, inclusion, and Embedding Truth and Reconciliation into K to 12 education, while concurrent sessions will provide opportunities to apply learning content.

There is no registration fee to attend the Hope, Resiliency and Recovery session, however, transportation and accommodations are the responsibility of attendees. A block of hotel rooms has been held at the Fairmont Chateau Lake Louise.

To RSVP for this event please visit: <https://www.eventbrite.ca/e/hope-resiliency-and-recovery-in-education-systems-tickets-208844969927>

To book accommodations, or register for the full Shaping the Future conference visit our event website at: <https://everactive.org/events/stf/>

If you have any questions please do not hesitate to reach out.

Sincerely,



--

**Brian Torrance** | Executive Director

**Ever Active Schools** | [www.everactive.org](http://www.everactive.org)

**Supporting healthy school communities**

**Office:** 780.454.4745 | **Cell:** 780.298.2341

**Address:** 2nd Floor, Percy Page Centre, 11759 Groat Rd

Edmonton, Alberta T5M 3K6

Treaty 6 Territory: Amiskwaciwāskahikan



**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Allison Purcell  
Board Chair

**RE: Community Conversations**

**Background**

An opportunity for the Board to engage with our constituents on a regular basis. At least once per month the Board will offer a location, off Division property, to mix and mingle with the public, to answer questions, engage to hear the stories and to share information in an informal way. Open to all available trustees to attend, days/times would vary to be able to reach more constituents over the course of the year. The Board would try to vary the locations to meet a variety of people and recognize the needs and barriers within our community. There would be no formal agenda, on some months there may be topics of potential conversation but would be best left for open conversation.

Notification would be provided through regular channels of communication, social media, school emails, school councils, Division staff etc.

**Recommendation**

Recommendation that the Board approve at least once a month Community Conversations engagement opportunity with a budget of \$200 monthly.

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Allison Purcell  
Board Chair

**RE: ASBA Report**

**Background**

Board Chair, Allison Purcell will provide an oral report from Alberta School Boards Association.

**Recommendation**

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

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: Business and Operations Report**

**Background**

The December report of the Associate Superintendent, Business and Operations is attached.

**Recommendation**

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

Respectfully submitted,  
Christine Lee

# Business and Operations Report

December 2021

Prepared By:  
Christine Lee, Associate Superintendent,  
Business and Operations



# 01 Facility Services



Mike Mountain Horse before and after new LED Lighting in Learning Commons

At the end of November the \$4.2 million Energy Improvement and Infrastructure Upgrade Project was completed (except for deficiency review) by Johnson Controls. This project completed the replacement of aging condensing units, cooling towers, and heat pumps at some of the schools. All schools received lighting upgrades. Mike Mountain Horse, Nicholas Sheran, Park Meadows, and Dr. Probe Elementary Schools received upgrades. LCI received the most significant upgrades to aging infrastructure and lighting. The pictures on the page show some of the before and after of work that was undertaken from July to November 2021.

## INFRASTRUCTURE UPGRADE AND ENERGY IMPROVEMENT PROJECT



Fleetwood Bawden Condensing Unit Replacement before and after



Before and after classroom lighting upgrade at Dr. Probe Elementary





*Spirit  
of  
Giving*

# Finance

# 02

Big thank you to **TLD**, the supplier of technology to member school boards of the Southern Alberta Computer Consortium (SACC), for their generous donation of child sized face masks to SACC school boards. Lethbridge School Division received **16,800** face masks for our elementary schools.

In the spirit of Christmas, Education Centre staff donated over **\$1000** to the **Victoria Park Christmas Hamper Campaign** to ensure that "Fred Deer", the finance department Christmas Deer, would be displayed this year.



Congratulations to Mark DeBoer, who will be returning to his previous position with Vulcan County as the Director of Corporate Services. Recruitment is underway for a new Director of Finance.





# 03

## Occupational Health and Safety



The Division Workplace Health and Safety Committee met on December 6th. This month's safety moment was the discussion of resources and support for employee wellness. Employees may access many resources through the Alberta School Employee Benefit Plan (ASEBP), Employee Family Assistance Program (EFAP) and Homewood Health via the following link:  
<https://www.asebp.ca/my-benefits/employee-wellness>.

### FACILITY SAFETY INSPECTIONS HAVE STARTED

As seen in the picture to the left, facility safety inspections have started. Seen here is the safety inspection team of Tim Scott (contracted OHS Inspector) with Chris Chapman and Trish Syme. The team conducted a review at Dr. Robert Plaxton Elementary School with Head Caretaker Patrick Steed and Principal Erin Hurkett. Nine sites are reviewed in detail each year for safety concerns.

Other safety inspections occurred in November, including fire safety, elevator, and boiler inspections. Inspections indicated all was in good order.

Thank  
you!

The Division has been receiving lots of complements from outside contractors and visitors to our facilities that Lethbridge School Division has very clean facilities (even in those areas not seen by the public). A big thank you to all staff for creating a safe and clean environment for all!





# Technology 04



The technology department has been helping Santa create his list and check it twice. Some of the projects currently on the go include:

- Work with facility services on creating a Division E-Sport Hub to be located at LCI. This hub will facilitate E-Sport tournaments. Sponsorship is currently being requested to support the E-Sport hub and program.
  - A full review of Division wi-fi access. Wi-fi is being updated in some elementary schools and those schools where access "dead spots" have been located. This is part of the planned evergreening process.
- As the department plans for the next phase of evergreening, current supply chain issues have to be considered for timing of orders, inflationary costs due to product availability, and rising freight costs. The department is currently reviewing product options for an early order.
  - A review will be undertaken of the Senator Joyce Fairbairn enhancement of learning with laptops project. A survey will be sent out to parents, staff, and students in the new year to provide valuable information on the project and next steps.
  - In an effort to keep employees informed on cyber awareness, the department has purchased new cyber awareness tutorials that will enhance staff knowledge on cyber threats. These tutorials will be assigned to staff in the new year.

**A leader's job is not to do the work for others, it's to help others figure out how to do it themselves, to get things done, and to succeed beyond what they thought possible.**

-Simon Sinek

- In January, Mike Ribble will be presenting to parents on Digital Citizenship. ***The Digital Citizenship Handbook for School Leaders, Fostering Positive Interactions Online*** by Mike Ribble and Marty Park has been purchased for secondary school leaders. A comment by Jason Ohler in the forward of the book, "Based on the belief that digital citizenship requires a new kind of leadership that helps establish digital citizenship as a positive, reflective force in the lives of our children, the authors provide theoretical and practical guidance for navigating the future". Trustees will be provided a copy at the board meeting.





# 05

## Transportation



Southland continues work on the recruitment of new drivers at a time when many school boards are experiencing the impact of a province-wide school bus driver shortage. There are three drivers completing training in December with another four anticipated to be ready when by mid January. Southland's goal is to have staffing at full strength by end of January.

There will be times that routes may not have a driver and routes will run later than desired due in part to the requirement to stay home when sick, attend to family illness or other matters requiring a drivers attention, and vaccination and testing requirements.

Parents are strongly encouraged to download and register for the MyBusStop app to get real time updates on the school bus. Access to this App is very important given the current situation being experienced with driver shortages that will disrupt school bus operations and result in delays. Parents should check the App regularly for important bussing updates.

### Winter Weather Advisory

During the winter roads may also be congested and slippery resulting in possible traffic and bus delays. Parents/guardians whose children take a yellow school bus can view the status of their bus on the bus route monitoring app, MyBusStop.ca or visiting myschoolbusmonitor.com.

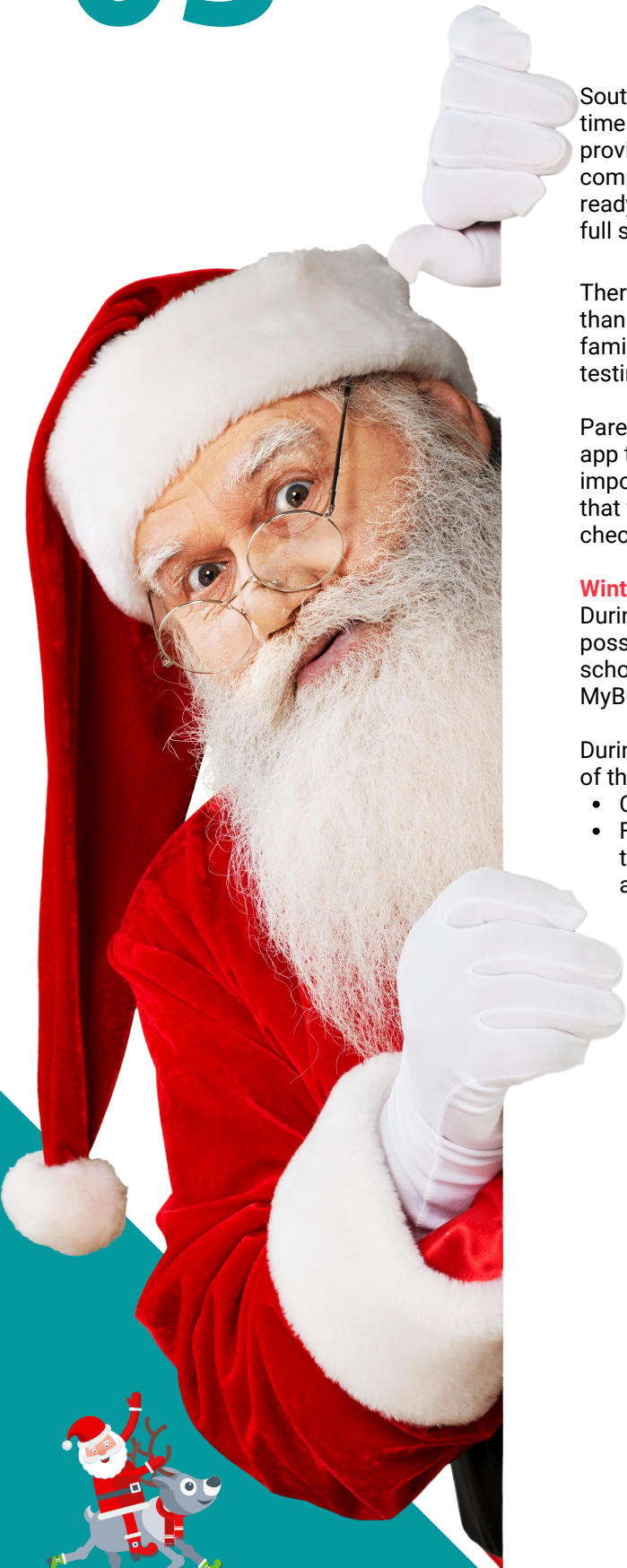
During the winter season Lethbridge School Division reminds parents/guardians of the following:

- Children should be well prepared for the weather.
- Families should ensure that they have back-up care arrangements if transportation is delayed. Children should have a warm place to stay before and after school (i.e. with a neighbor or a nearby relative).

## SCHOOL BUS HOLIDAY SPIRIT



W1 Agnes Davidson/Bawden bus showing some Christmas Spirit for the ride to school





# Other Matters 06



## Trustees participate in thinking routines as part of orientation program



Connecting relationships between the role of trustees, school, students, parents, and system



Asking good questions about financial information: The 3 "Whys". Why is the question important to the board, to our community, and to the Province.

### Important meetings/events:

- Urban School Insurance Consortium (USIC) Risk Management and Claims committee
- Trustee Orientation Sessions: Board's Fiduciary Role, Module 3, Nov 30, Board Engagement Role, Module 4, December 7th
- Joint meetings (weekly) with AB Infrastructure, AB Education, and OTA Architects re design of Garry Station Elementary
- Workplace Health and Safety Management Committee Meeting
- Division Workplace Health and Safety Committee Meeting
- OHS Facility Inspection at Dr. Robert Plaxton
- ATA Local 41 Working Conditions Meeting
- Lethbridge Sport Council. 2020 Alberta Games Legacy Grant Presentation
- Community Engagement Committee Meeting
- Facilities Committee Meeting
- Immanuel Christian Elementary and Dr. Robert Plaxton Elementary School Council Meetings
- Board Committee of the Whole
- School liaison visits
- Elementary, Middle and High School Administrator meetings
- Meetings related to labour relations matters

**Lethbridge School Division**  
**Enrolment and Capacity (September 30th)**  
**2019-2020 (Pre-COVID), 2020-2021(COVID), 2021-2022 School Years**

School Name	2019-2020 (Pre- COVID)			2020-2021 (COVID)			2021-2022			2022-2023 (capacity change only)		
	Capacity	Enrolment	% Utilization	Capacity	Enrolment	% Utilization	Capacity	Enrolment	% Utilization	Capacity	% Utilization	Notes re Capacity
Chinook High School	1375	1178	86%	1375	1165	85%	1375	1133	82%	1450	78%	3 Modular Classrooms Spring 2022
Coalbanks Elementary	611	566	93%	611	628	103%	611	606	99%	631	96%	1 Modular Classroom and 1 washroom unit spring of 2022
Dr. Gerald Probe Elementary School	668	639	96%	668	582	87%	668	502	75%	668	75%	
Dr. Plaxton Elementary School							585	403	69%	585	69%	Note 80 students Online 21/22
Ecole Agnes Davidson Elementary School	710	558	79%	710	545	77%	710	523	74%	710	74%	
Fleetwood Bawden Elementary School	503	366	73%	503	310	62%	503	331	66%	503	66%	
GS Lakie Middle School	770	449	58%	770	496	64%	770	508	66%	770	66%	
Galbraith Elementary	515	434	84%	515	377	73%	515	331	64%	515	64%	
General Stewart Elementary	186	128	69%	186	108	58%	186	104	56%	186	56%	
Private PK assigned to General Stewart in PowerSchool		52			62							
Gilbert Paterson Middle School	941	779	83%	941	762	81%	941	779	83%	941	83%	
Immanuel Christian Elementary School	310	312	101%	310	251	81%	310	242	78%	310	78%	
Immanuel Christian Secondary School	657	305	46%	657	290	44%	657	293	45%	657	45%	
Lakeview Elementary School	604	510	84%	604	480	79%	604	391	65%	604	65%	
Lethbridge Christian School	255	225	88%	346	201	58%	346	208	60%	346	60%	Expansion completed 2020-2021
Lethbridge Collegiate Institute	2191	896	41%	2191	953	43%	2151	1120	52%	2151	52%	Note 21 students online 21/22
Mike Mountain Horse School	771	611	79%	771	507	66%	771	582	75%	771	75%	
Nicholas Sheran Elementary School	727	539	74%	727	453	62%	727	372	51%	727	51%	
Park Meadows Elementary School	509	353	69%	509	325	64%	509	326	64%	509	64%	
Senator Buchanan Elementary School	369	309	84%	369	275	75%	369	284	77%	369	77%	
Senator Joyce Fairbairn Middle School	799	533	67%	799	594	74%	799	616	77%	799	77%	Note 37 students online 21/22
Victoria Park High School	359	259	72%	359	218	61%	359	230	64%	359	64%	
Westminster Elementary School	367	197	54%	367	179	49%	367	180	49%	367	49%	
Wilson Middle School	776	687	89%	776	653	84%	923	666	72%	923	72%	SW Wing renovated and back in use
Winston Churchill High School	1094	897	82%	1094	906	83%	1094	927	85%	1094	85%	
Educational Programs in Institutions		18			15			19				
<b>Total</b>	<b>16067</b>	<b>11800</b>	<b>73%</b>	<b>16158</b>	<b>11335</b>	<b>70%</b>	<b>16850</b>	<b>11676</b>	<b>69%</b>	<b>16945</b>	<b>69%</b>	

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Morag Asquith  
Associate Superintendent, Instructional Services

**Re: Instructional Services Report**

**Background**

The December 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**

**DECEMBER 2021/JANUARY 2022**

## **IMPORTANT DATES FOR DECEMBER AND JANUARY**

**Dual Credit Partners Meeting Zone 6 – December 6, 2021**

**Indigenous Education – Holiday Activity – December 15, 2021**

**Holiday Break for Students – December 20, 2021 to January 3, 2022 inclusive. Students return Tuesday, January 4, 2022**

**Dual Credit registration for Lethbridge College (Semester 2) January 6<sup>th</sup>**

**Anti-Racism/Anti-Oppression Administrators Committee Meeting- January 6<sup>th</sup>**

**Division Placement Committee Meeting- January 11**

**Kindergarten Registration- starting January 17<sup>th</sup> at your boundary school**

## **PARENT SUPPORT**

In the past three weeks we have answered and supported queries related to the following issues:

- Middle school digital conflict
- At-home/in-class requests
- Specialized programming for exceptionalities
- High school/dual credit programming
- COVID-19 concerns

## **Adolescent Survey Report Summary**

In 2016, Building Brains Together created a curriculum of playful activities that aimed to improve executive function skills in preschoolers. The curriculum of games was implemented into early education programs at Lethbridge School Division and Holy Spirit Catholic School Division. Children's executive function skills were assessed before and after participating in the program and it became clear that children who engaged in the curriculum experienced an increase in executive function and self-regulation scores, relative to developmental norms. Research shows that adolescence is a time of significant growth and brain development. Due to the success of the early childhood programs, Building Brains Together has received dozens of requests from both organizations and families to expand their programming to address strengthening executive function skills in teenagers.

The Adolescent Play Survey was designed as part of the initial information gathering in the early stages of curriculum development. The information gathered will be used to inform the design of activities suited to adolescents and teenagers that will target and enhance executive function development. The curriculum will be created using what youth themselves have shared about how they are engaging in play.

### Survey Questions

1. Demographics (age, gender, French or English)
2. Name three ways you like to play.
3. What makes an activity playful?
4. How do you like to play?
5. What stops or prevents you from playing?
6. Name one way you would like to see play incorporated into your classroom.

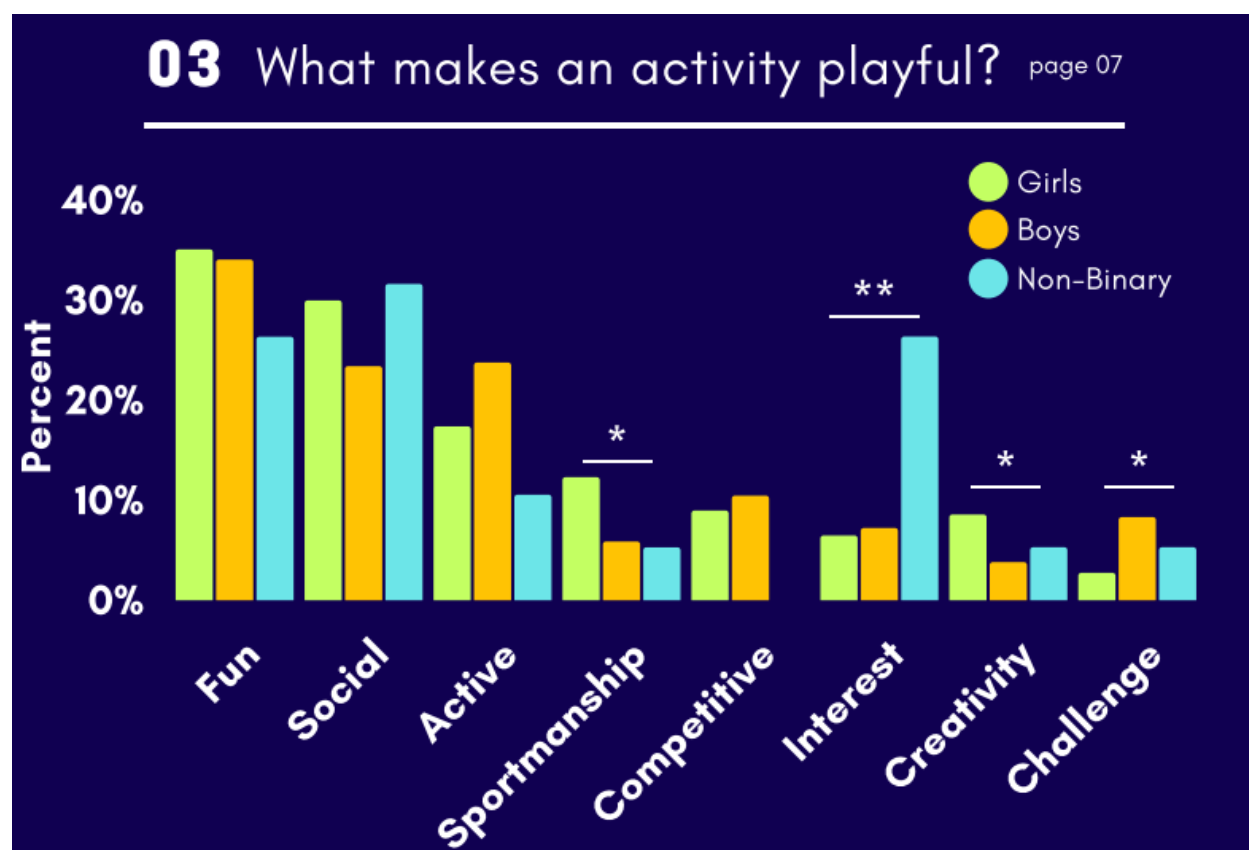
Total Responses for students ages 10-15:

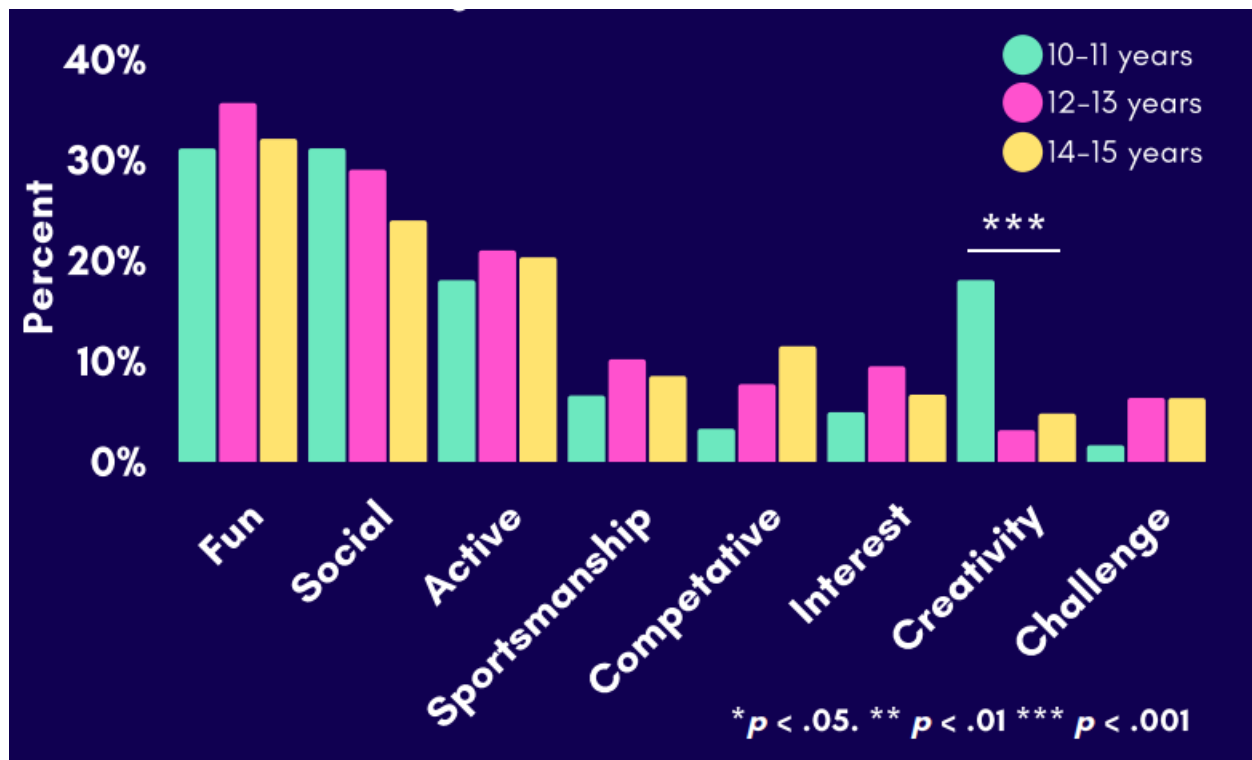
Lethbridge School Division - 290

Holy Spirit School Division – 328

### Highlights

- Most frequently reported play preference was outdoor play, followed by playing with peers or others.
- Lack of time, no one to play with, lack of fun and other things like COVID prevent children from playing.
- Students would like to be outside more while at school.
- Students indicated that they would like more brain breaks to re-gather themselves and would like teacher to involve themselves in activities.
- More interactive learning and having more interactions with other students were indicated in student responses.





### Fast Forward High School Completion Initiative 2020-2021 Summary Report

Fast Forward High School Completion Initiative is designed to primarily serve students who are: - struggling in a traditional setting, - at risk of non-completion or - who are returning to their education after an absence. Fast Forward strives to understand the most significant barriers to High School Completion and identify strategies to help overcoming these barriers so that students can experience success in their learning. The key to the success of this program lies in the relationship that develops between the student and the Student Support Advisor Teacher, Nikki Cale over the course of the student's time in the Fast Forward High School Completion Initiative.

The 2020-2021 academic year celebrates the twelfth year of operation for the Fast Forward High School Completion Initiative in Lethbridge School Division. In 2020-2021, service was provided to 84 students who earned a total of 1002 high school credits, 51 High School diplomas and 3 Equivalency diplomas. There were also 2 students who did upgrading for admission into post-secondary. It is anticipated that 10 of the current Fast Forward students will return to Fast Forward and continue working towards their high school diplomas in the next school year (2021-2022).

We would like to acknowledge the incredible support from staff at our high schools that nurture and teach most Fast Forward students and continue to be an essential component to the team that works together to help Fast Forward students succeed.

[illegible]

A. We have a maternity leave for one of our Grad Coaches and have posted for this position in the new year.

B. An Indigenous Education Professional Learning Series will be hosted throughout this year by our Indigenous Education Teaching Team. This will be attended by the Indigenous Education rep at each school. There will be four events- one September 20<sup>th</sup> (Residential School Theme with Writing on Stone visit), November 1<sup>st</sup> (Indigenous Education Teaching Strategies and Metis Culture), February 7<sup>th</sup> (Pemmican making and Traditional Games) and April 11<sup>th</sup> (Tipi Teaching).

Two surveys were sent to parents of students enrolled in the Spanish Bilingual Program at the Coalbanks Elementary School; one to the parents of Grade Five students and one to the parents of students taking the Spanish program in Grades Kindergarten to Grade Four. 106 parents completed the survey (24 Grade 5 and 84 parents K-4).

On a scale of 1-5 satisfaction with the program is 4.62. The feedback indicated parents appreciate the opportunity for their child to learn another language in this program, they appreciate the cultural connections to language and the children enjoy the program. Some parents indicated they wished there was more Spanish language instruction, however this is a Spanish Bilingual Program and not Spanish Immersion, currently the instructional time in Spanish meets the requirement for a Bilingual Program.

Some of the struggles identified by parents included parents themselves not being able to speak Spanish and therefore encountering challenges when wanting to assist with homework. Some parents also identified challenges frequently encountered with language programs related to staffing issues and continuity of programming. This struggle is a reality as it is significantly more difficult to find strong Spanish speakers with grade level experience in Lethbridge.

Grade 5 parents were asked to share their appetite for Spanish language instruction at the middle school level moving into the 2022/23 school year. Given the divide in feedback from the survey, Sharon Mezei (Principal, G. S. Lakie) and Morag Asquith will be hosting a meeting in January with Coalbanks Grade 5 parents of Spanish Bilingual programming to establish an expression of interest registration process.

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Mike Nightingale  
Associate Superintendent, Human Resources

**Re: Human Resources Report**

**Background**

The December 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**  
December 14, 2021



**Supporting Schools**

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

- Adding 3 teachers to the substitute list over the past 3 weeks.
- Onboarding 8 new staff members over the past 3 weeks.
- Extending 10 teacher contracts over the past 3 weeks.
- Facilitating the hiring of 5 teachers over the past 3 weeks.
- Facilitating the hiring of 14 support staff over the past 3 weeks.

**Other Highlights**

- Associate Superintendent Mike Nightingale attended a virtual TEBA meeting.
- Associate Superintendent Mike Nightingale attended Division and management OH&S meetings.
- Associate Superintendent Mike Nightingale, Director of Human Resources Rhonda Aos and Executive Assistant Katie Guccione attended a career fair for new teachers at the University of Lethbridge.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual CASSIX meetings.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended a working conditions committee meeting with ATA representatives.
- 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.

## Hiring Highlights

Although the most hiring occurs in the spring, the Human Resources department facilitates hiring year-round. The following statistics are from Workable (the Division's hiring software), detailing some key aspects of hiring related activity during the month of November.

- The Division received 243 applications in November.
- Hiring is a collaborative process in Lethbridge School Division. In the month of November at least 35 staff members were involved in various hiring process.
- Approximately 36% of candidates that applied for positions in the Division had their application moved forward for further consideration.

## 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**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**Re: Board Priorities Report**

**Background**

The Division Office Leadership Team is committed to keeping the Board informed regarding progress in Board priority areas. The priority areas as identified by the Board at their spring retreat are attached. The Education Centre Leadership Team is currently working on the development of strategies to address the priorities. An update on progress will be provided in the form of a report each month starting in the October Board meeting.

**Recommendation**

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

Respectfully submitted,

Cheryl Gilmore  
Superintendent



## **Division Domains and Priorities for 2021-2022**

### **Division Domain: Local and Societal Context**

Planning Considered: Pandemic Context, Population Diversity, Health and Wellness, Inclusive Education, Curriculum, Technology, Growth, Staff Demographics

### **Division Domain: Governance Outcomes**

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy and regulation provides clarity regarding roles and responsibilities of education in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities, and in accordance with all statutory, regulatory and disclosure requirements.
- Curriculum is clearly articulated and implemented in a relevant and meaningful manner.
- Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

### **Division Domain: Student Growth and Achievement Outcomes**

- Student achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students apply knowledge, understanding and skills in real-life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school community applies the resources needed to support Indigenous student achievement.
- Students are active, healthy and well.
- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.

### **Division Domain: Teaching and Learning Outcomes**

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals, enables optimum learning.
- Professional Learning programs prepare teachers and leaders to meet the standards of professional practice.
- Teachers and leaders use a range of data arising from their practices to inform cycles of evidence-based continuous learning.

**Division Domain: Learning Support Outcomes**

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfill their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- Infrastructure (technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

## **2021-2022 Division Priorities Report to the Board**

### **DOMAIN: GOVERNANCE**

#### **Engagement with Stakeholders**

- A “Re-entry Experience” survey for parents, students, and staff was put on the Division website on September 15<sup>th</sup>. A summary of the response can be found on the Board Engagement website. The survey outcomes will be used to inform Board and Central Office leadership response to the implementation of health measures that are discretionary.
- The Division engaged parents and community members in Draft Curriculum Feedback by hosting two evening sessions as well as posting a feedback loop on the Lethbridge School Division Engagement website. A summary of the feedback can be found on the Division Engagement website. The feedback from parents and community members was included in a brief that was used by Lethbridge School Division Board Chair in an Alberta School Board Association Board Chair curriculum session.
- Community Engagement Committee met on December 2<sup>nd</sup>. The Committee contributes to planning for the ICE Scholarship Breakfast and Town Hall.
- Division School Council Learning Session on December 6<sup>th</sup> focused on Literacy – Strategies for Parents in the Home (Division I and II students).

#### **Collaboration with other School Authorities, Municipalities, and Community Agencies**

- City of Lethbridge joint meetings with Alberta Infrastructure and Alberta Education re: west Lethbridge elementary school site development in Garry Station.
- Received correspondence from City of Lethbridge regarding contribution to upsizing new west Lethbridge Elementary school in Garry Station.
- The Tech Department met with Holy Spirit to discuss the collaboration of data in regards to bussing. The goal is to work together to create one pre-populated bussing form available for families. In order to have a pre-populated form, we will need to access each other's data.
- The Lethbridge School division working with Inside Education will be hosting an Energy Innovations full day workshop at Dr. Robert Plaxton on January 28. Each teacher who attends will receive a classroom Energy Tool kit valued at \$400 supplied by Inside education. [ENERGY INNOVATIONS | Tool Kit & Professional Development Program | Inside Education](#)
- Dual credit courses for high school students are being implemented this semester in partnership with Lethbridge College and the University of Lethbridge.
- Inclusive Education met with Immigrant Services on November 2 to discuss school entry for new arrivals still living in temporary accommodation, given increased challenges of finding affordable housing for families in Lethbridge.
- Human Resources attended the Talent Resources Committee through the Lethbridge Chamber of Commerce. This opportunity builds relationships and allows for collaboration on trends that are workforce and Human Resource related within Southern Alberta.
- Human Resources attended the Certified Human Resources Professional (CPHR) Chapter Chat allowing the Division to collaborate with Human Resources industry within Alberta.

**DOMAIN: STUDENT GROWTH AND ACHIEVEMENT**  
**PRIORITIES: ACHIEVEMENT AND INNOVATION**

**Literacy**

- The 16-week Boost intervention program for grades 2 and 3 students began on November 19 with the training of 6.5 FTE teachers. The 8 weeks of literacy intervention will run until the end of January. Bev Smith, Literacy/ESL Lead Teacher, ordered resources, created our literacy intervention framework, and provided Professional Learning to the teachers in the program.
- Bev Smith facilitated a workshop on the Sciences of Reading for 46 elementary teachers and principals at the end of November. It was so well received that we will be offering a repeat of the session in February.
- Literacy Residencies continue with Bev modeling best literacy practices in classrooms and then working alongside of the teacher to implement those practices.
- A teacher professional book club has begun. Teachers meet outside the school day to discuss and book, "Sometimes Reading is Hard" by University of Lethbridge Professor, Dr. Robin Bright.

**Numeracy**

- The Boost numeracy intervention program for grades 2 and 3 students will begin on January 31.
- Michaela Demers, Numeracy Lead Teacher, has been meeting with grades 2-9 teachers and administrators (individually, in small groups, or with whole teaching staffs) in helping them to interpret the results from the Mathematics Intervention/Programming Instrument (MIPI) to better inform their instruction. She highlights general trends from the data and suggests/showcases numeracy strategies to address students' weaknesses while utilizing strengths.
- Michaela continues to provide Professional Learning on the new "Building Fact Fluency" kits (addition and subtraction) that were purchased in the spring for all schools. She has arranged for elementary and middle schools to pilot the Multiplication and Division Building Fact Fluency Kits for possible purchase across our School Division.

**Implementation of Student Learning Competencies**

- The competencies promoted in the AB curriculum are: critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being. The division has been providing professional learning and support for how these competencies are incorporated into daily lessons and projects across all grades and subjects. These competencies are in the current and the draft curriculum. As such, building capacity in this area will weave into any curriculum roll out.

**Experiential Learning including secondary initiatives:**

Off-campus, dual credit, high school re-design, career exploration, and experiential learning at all levels

- Dual credit with Lethbridge College has commenced for second semester registration they are offering; Agricultural Finance, Psychology, Marketing, Geology, and Animation, Morag went to Lethbridge College for a share session regarding dual credit offerings and high school opportunities for learning at the College
- Dual credit course offered with the University of Lethbridge this semester is Liberal Education 1000
- First semester Off-Campus placements are up and running and work site visits are being supported by our Off Campus Team (Andrew Krul and Carey Rowntree)
- Career transitions planning for January EPIC event where high school students are exposed to trades and hands-on experience.

**Transition Strategies**

- As new measures are announced (mitigation measures such as masks and/or reporting processes), the Division keeps schools and parents informed.

**Innovation and Technology**

- The technology department is currently road mapping a new network configuration that blends Azure cloud services with locally hosted data. The idea would be to build a new two cluster local node where locally data would reside. The project is complex in regards to structure and security and IT consultant has been hired to help support the department in this restructure. Currently our locally storage is over 5 years old and equipment failure has started to impact services.
- All K-5 students will have access to a division supported digital portfolio tool. The division has purchased “All about me” from My Blueprint that will show the students’ cumulative efforts and provide valuable information about how each student learns.
- Human Resources is incorporating video interviews as part of recruitment and selection.

#### Early Learning

- Hanen Learning Language and Loving It training will be offered to early education program staff beginning in January. Hanen programs, developed in Canada, promote effective communication skills with young children. This training is a professional development foundation within Lethbridge School Division’s early childhood programs.
- Building Brains Together At- Home will be offering a 10- week session beginning on January 10. We will be holding an online parent information session on December 14 for families interested in registering.
- December 1 was the deadline to identify children meeting Alberta Education criteria for a moderate language delay or a severe delay in ECS programs.
- In our early education programs, we have 94 children accessing supports for a severe delay or moderate language delay and 80 children accessing supports for mild/moderate delays or ESL. In our kindergarten programs, we have 92 children accessing supports for a severe delay or moderate language delay.
- Alberta Education has communicated the Program Unit Funding (PUF) verification process dates for this school year. We will be provided a list of names on December 10, 2021 and will be required to submit all supporting documentation by January 14, 2022.
- Dates for EEP and K registration for 2022 have been determined and will be shared out the last week of December on the [www.lethsd.ab.ca](http://www.lethsd.ab.ca) website

#### Indigenous Education

- Melanie Morrow and Jenna Jewison continue to offer their 4-part Indigenous Education Professional Learning series- Indigenous Education Teaching Strategies and Metis Culture- November 1st. Across the division students painted nearly 500 poppies for Remembrance Day using the land as art materials. Students were taught about traditional Indigenous paint techniques and were challenged with creating their own “nature paint”. With this paint, students then painted poppies which were then turned into buttons. These poppies were donated to the Legion for their 2021 Poppy Campaign.
- “Think Outside” is a partnership between Helen Schuler Nature Centre and our Indigenous Education Team to create and deliver outside lessons to various middle schools across the division. These lessons are all hands on, and teach the importance of learning from the land, not just on the land, and incorporate Indigenous content.
- An Indigenous Education Professional Learning Series will be hosted throughout this year by our Indigenous Education Teaching Team. This will be attended by the Indigenous Education rep at each school. There are four events- one September 20<sup>th</sup> (Residential School Theme with Writing on Stone visit), November 1<sup>st</sup> (Indigenous Education Teaching Strategies and Metis Culture), February 7<sup>th</sup> (Pemmican making and Traditional Games) and April 11<sup>th</sup> (Tipi Teaching) and John Chief Calf is providing Friday afternoon learning sessions with Administrators.

- Grad Coach/ school admin visits scheduled the first week of November to support the shift to a more post-secondary exposure focus for our team.

#### Wellness

- Anti- Racism and Anti-Oppression (ARAO) Admin. Committee is scheduled to meet November 17th. There are lots of questions as we move through building a vision and mission for the group, the Committee is also creating/reviewing a policy.
- Kathy Mundell (Counselling Coordinator), DeeAnna Presley-Roberts (Making Connections/MHCB Coordinator) and Morag Asquith will be meeting with Mike Nightingale and Rhonda Aos (HR) regarding the development of a Wellness Strategic Plan.

#### Diversity

- Parent feedback from the draft of the Anti-Racism and Anti-Oppression policy was collated and will be shared with the ARAO Admin Committee.

#### International Programs

- Our International Program continues to grow. Most students have been double vaccinated prior to arrival. We will be welcoming approximately 90 International students over the course of the year. The cultural and diverse perspectives that these students bring to our school communities enhances our learning and opportunity to build relationships that broaden our students' worldview.

### DOMAIN: Teaching and Leading *PRIORITIES: ACHIEVEMENT AND INNOVATION*

#### Administrator Professional Learning

- Regular Administrators' Professional Learning throughout the year is being presented through Thinking Routines to ensure alignment across the Division.
- New Admin Mentorship Program meets six times during the school year (through Microsoft Teams) covering topics related to Division Priorities, Instructional Leadership and Facility Management. The meeting in December focused on Vision, Climate, and Inclusive Practices.
- October 28<sup>th</sup> Administrators PL with a focus on Anti-Oppression/Anti-Racism.

#### Division Professional Learning (Collaborative Communities, support staff PL, teacher PL, inquiry based professional learning)

- A number of staff from the Division will attend the Alberta Technology Leaders in Education conference that is held on Dec 9 and 10. The conference is hosting more than 120 individual sessions including keynote speakers and water cooler chats. It is a great learning opportunity for all that attend. Lethbridge School Division will present on the southern Alberta Ed tech help desk and VR in the classroom. Staff from the division will also moderate a number of sessions at the conference.
- The division has purchased new Cybersecurity training software, Mimecast that is fun and engaging. All staff in the division will be assigned 6 security awareness courses throughout the school year. We hope to roll courses out starting in late January and complete three this school year. We hope this additional training will help staff recognize and report malicious emails and overall help keep our network a safer place.
- Two SIVA sessions were held for EAs from Galbraith, Probe, and Lethbridge Christian, including EAs from their EEP programs.
- Bev Smith, ESL/Literacy Lead Teacher, has completed a Train-the-Trainer course on the Sheltered Instruction Observation (SIOP) model for teaching English language learners, and will hold the first of a series of workshops for LSTs and ESL teachers on December 8.
- Ann Muldoon will provide PL for new Learning Support Teachers on Universal Design for Learning on December 1.
- Human Resources provided: New Hire Orientations held on November 17 & 18.

- Human Resources is providing additional Division wide First Aid Training in November 27
- Trustee Orientation Sessions: Getting to Know You, All about Lethbridge School Division, Board Fiduciary Role (Board Business, Board Governance, Governance Relationships, Framework of Governance)

Teacher Induction Support for Quality Teaching and Leading [TIP]

- The Teacher Induction Program (TIP) has 24 new teachers supported by a mentor teacher. The TIP program meets eight times during the school year. August 19, we hosted the first TIP session through Microsoft Teams. This session focused on inclusive education, policy review, occupational health and safety, digital resources, Division priorities, professional learning and a presentation on resources available through our Division Curriculum Resource Center. October 5<sup>th</sup> was our second session focussing on parent/teacher interviews, assessment and reporting.

**DOMAIN: Learning Supports**  
**PRIORITIES: INCLUSION**

Building Staff Capacity to Meet the Needs of all Learners

- The first of a four-workshop series on the Sheltered Instruction Observation Protocol (SIOP) was offered to LSTs and Administrators as well as ESL teachers in Limited Formal Schooling and support roles in their schools on December 8.
- Ann offered a session on Introduction to Universal Design for Learning (UDL) for new LSTs and administrators in charge of learning support on December 1.
- On December 2, Ann also presented to new administrators on Inclusive Education direction, priorities, and responsibilities.

Collaborative Partnerships to Support Learning

- Intakes were completed with nine newcomer students this past month – five from the African continent, two from countries in Asia and two from Syria.
- Bev Smith, ESL Lead Teacher, was able to visit four classrooms this month.
- On December 2, Ann also presented to new administrators on Inclusive Education direction, priorities, and responsibilities.
- On November 25, Ann had an opportunity to take part in discussions with CASSIX colleagues and Alberta Education representatives around access to supports and services, ESL, and the timeline for the new standards for Inclusive Education. We learned that the Minister is going to be seeking more feedback from advocacy groups before the new standards are finalized.

Cross-Ministry Initiatives

- Bev met with the Local Immigration Partnership Language Working Group as well as the Community Partnership Committee.
- Bev and Jordan Hoffos, Student Support Worker, also attended the monthly Lethbridge Family Services – Immigrant Services Support Worker in Schools meeting. This provides a line of communication between Immigrant Services, SWIS workers and the Division.

Management of Growth and Support of Learning Spaces/ Provision of Programs

- Weekly meetings started in October working with Bridging Consultant on the design of the new Elementary School in Garry Station.
- Wrap up of \$4 million Infrastructure and Energy Improvement Project with Johnson Controls
- Planning work for Galbraith modernization needs assessment and visioning session
- As schools start to explore learning outside more schools are also looking at developing their outdoor learning spaces

Other



- The 2021-2022 Lethbridge School Division Re-entry Plan, Restriction Exemption Program for extra-curricular activities, and COVID notification protocols are updated and communicated when changes are made at the provincial level.

## **MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: **Donations and Support**

### **Background**

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

- Community Foundation of Lethbridge and Southwestern Alberta's Random Act of Kindness Day contest winner of \$500 was a **Grade 3** class at **École Agnes Davidson**.

### **Recommendation**

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

Respectfully submitted,  
Cheryl Gilmore

## MEMORANDUM

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: **Acknowledgements of Excellence / School Showcase**

### **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:

#### Dr. Robert Plaxton Showcase:

Dr. Plaxton Elementary has a lot to be proud of and we are happy to share our acknowledgements with the Board this month.

**Literacy:** As a new school, we are fortunate to have been able to purchase the Fountas & Pinnell Classroom resources for all our classrooms. These resources entail a diverse, global collection of shared reading and interactive read-alouds along with word study and writing materials. Our teachers have agreed to delve into and implement the word study resource as a staff for the first half of the year. We have dedicated school-based professional learning and embedded PLC time for teachers to learn the resource well and share the results they are achieving in their classrooms. We're excited to delve into the other resources as a staff in the near future!

**Technology:** Our school would also like to highlight our purposeful integration of technology within classrooms and the MakerSpace. Each classroom is resourced with 10 i-Pads where students engage in reflective practices, reading and listening applications, 3D printing programming among many other learning-centred tasks and activities. Our MakerSpace is a shared space resourced with learning tools such as a 3D printer, Rigimajig, Cricut machine, wood working tools (elementary appropriate), and Virtual Reality headsets. These tools provide opportunity for students to engage in STEM activities which require collaboration, creative thinking and problem-solving. Extremely high levels of engagement can be witnessed in this space!

**Fine Arts:** We wanted to embrace the Fine Arts at Dr. Plaxton and we were able to hire Mrs. Harmon to provide Movement, Music and Visual Arts lessons to students in all grades. This direction is proving to be so beneficial as students are exposed to several elements of the Arts. We are looking forward to a spring exhibition where all areas of the arts are showcased within our school.

**Environmental Stewardship:** We are embodying environmental stewardship at Dr. Plaxton, as the "bones" of our school are already green and provide an amazing opportunity to teach students about solar and alternative energy sources. We also partner with Terra Cycle and recycle the "difficult" to recycle items such as ink cartridges, candy wrappers, pens and markers along with art supplies. Nearly everything in our school can be recycled! We are also conscious of the amount of paper we utilize within classrooms and make efforts to utilize wipebooks, i-Pads, lap whiteboards, plastic desk surfaces, etc.

instead of paper. This in turn creates more collaboration and a focus on best teaching methods within classrooms!

**Senator Buchanan Showcase:**

Thank-you for allowing us to share what is happening in our school. First, we congratulate all of you on being successful in the election and thank all of you in advance for your service.

We have had a very busy start to the 2021-2022 school year at Senator Buchanan. We are a very caring, inclusive and diverse school community, supporting 292 students from Kindergarten through Grade 5.

This year, we are happy to say our startup was the easiest in four years. In January 2021, we completed our massive renovation. We were finally able to begin a school year not moving 4-6 learning spaces and we are very proud of the finished project.

We feel so supported by Executive Council seeing the needs in our building. We are thankful to have added one additional Kindergarten program and one additional Grade 1 class due to our high numbers in those lower grades in mid-September. We know the importance of the early years and are so grateful to have smaller class sizes in these grade levels.

We work hard to stay connected to our community in creative ways. We hosted our annual Welcome Back event, serving over 700 bowls on Kona Ice to our community, staggering each cohort. We tie this event to our AGM to encourage parent participation in our School Council. Our strength in community connection is evident throughout our building.

We also have a very active Grade 4/5 Leadership Council who represent our student perspective in our school. They help with many tasks within the building including having a voice in budget setting, purchasing and setting priorities for the school year. They are also very active in service learning and contribute to the community also spreading kindness and appreciation.

Our staff work collaborative in Grade Levelled Teams, meeting weekly for one hour to develop their further understandings in topics of their choice. They then engage in generative dialogue with administration and each other to further push curiosity and growth.

As a school, we are excited to have started our journey in the Circle of Courage as our primary Character Education program. We have revamped our school awards and assemblies to support students in this program. We have embarked in professional learning as a staff to push our understandings of the Medicine Wheel and how to support our students in their learning.

We are very proud of our universal breakfast, lunch and snack programs. We can serve our entire building now in approximately 15-30 minutes. We cannot express our gratitude for the community support and funding we receive for this important part of our school.

We are happy to share with you that we have received several grants already this year. We have received grants from RBC, President's Choice, The Emerald Foundation and The Legacy Foundation to support our various projects in the school. We are excited to use these funds soon to further improve our school. We are looking forward to 2022 and all that it brings to Buchanan!

**Senator Joyce Fairbairn Showcase:**

We would like to celebrate the re-opening of our new CTF/Arts spaces. A small renovation occurred that created the ability for Art, Foods, Shop and Computer-based options to work collaboratively by introducing removable walls and added doors between these spaces. We look forward to full utilizing this space to its full potential once we are able to mix classes beyond their class cohorts.

We would also like to celebrate the addition of a second fitness and activity space. Due to increase in student enrollment, there was a need to provide additional spaces for movement and activity for students to be able to utilize as part of their programming.

Senator Joyce Fairbairn Middle School athletics would like to begin by saying how excited we are to be back in business after a year and a half absence. We would like to thank the board for their guidance and direction during the Covid pandemic and hope we continue to trend towards a more “normal” athletic environment 😊 that will be safe and enjoyable for all involved. With that in mind we are so proud of our Falcons’ accomplishments during the fall start up. We have completed our Cross Country and Volleyball seasons with much to celebrate.

### **Cross Country**

Congratulations to our Falcons PEE WEE girl’s and Bantam boys’ cross-country teams (coached by **Mr. Wayne Filipenko** and **Mrs. Brittany Boudin**) who captured the **Lethbridge Schools Athletic Association (LSAA) PEE WEE Girls and BANTAM Boys City Championship Cross Country titles.**

#### **PEE WEE Girls Roster:**

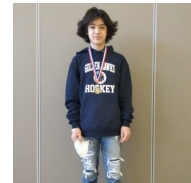
Jaycie Lepko, Isla Doherty, Teana MacLeod, Emery MacKenzie, Jada Ylioja, Loghan Cossette, Marina Hurd, Molly Harrison, Avaya Peter, Addie Parsons, Brooklyn Lynch, Maleeya Trydal, Molly Paradis

#### **BANTAM Boys Roster:**

Rylan Ng, Avery Jarina, Jacob Richardson, Tait Low, Braeden Gaskell, Emmett Leavitt, Tye Gerstenbuhler, Braiden Montgomery, Coen Viola Schooten, Quinn Adams Laurendeau, Tahmid Faizul, Harvey O’Brien, Parker Stengler

Congratulations to **Rylan Ng (Grade 8)** who went undefeated in the 2021 cross-country season. Rylan finished first in the **Bantam boy’s** division in the following events:

- Fairbairn XC meet
- LSAA XC City Championships
- South Zone XC Championships



### **Volleyball**

Congratulations to our Falcons Rep Girls Volleyball team (**Coached by Mr. Paul Bohnert, Mrs. Jocelin Wuchterl, and Janel Heath**) who are the **2021 LSAA City Champions**. The Girls represented Fairbairn with outstanding volleyball skill, determination and sportsmanship throughout their season, all of which culminated with a convincing win over St. Francis in the City Championship final held at Wilson on Nov 10<sup>th</sup>.



**Back Row:** Emma Asplund, Libby Ortman, Atley Ross, Maisy Valgardson, Elly Neufeld, Jenna Kambeitz, Laila Leavitt

**Front Row:** Mr. Bohnert, Charli Allison, Lindsay Pan, Madelyn Lawrence, Anika Perks, Sam Martin, Maya Hocklay, Mrs. Heath, Mrs. Wuchterl

Respectfully submitted, Cheryl Gilmore

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: **Town Hall**

**Background**

The Town Hall is scheduled for Tuesday, February 1<sup>st</sup>, 2022. The Superintendent reviewed the virtual structure and process that was used for the Town Hall in February 2021 at the regular Board meeting on November 23. The virtual structure has also been reviewed by the Community Engagement Committee.

Planning will move forward with structuring a virtual Town Hall website and process. The process engages parents, students, staff, and community representatives by having them respond to a question or topic.

The responses gathered from Town Hall are used as one of the sources of data the Board considers in their strategic planning process.

**Recommendation**

It is recommended that the Board decide on a question or topic for Town Hall.

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

Re: **COVID Highlights**

**Background**

Superintendent Cheryl Gilmore will highlight any changes to the COVID trends, the Re-Entry Plan, Restriction Exemption Program, and COVID notifications that may have occurred over the past month.

**Recommendation**

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

Respectfully submitted,  
Cheryl Gilmore

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

December	17	Last day of classes for students
January	3	Non-operational School Day
	4	Classes resume for students
	10	Division School Council 6:00 pm, Microsoft Teams
	12	Policy Advisory Committee 12:00 pm, Education Centre / Microsoft Teams
	17	Division Wellness Committee 1:00 pm, Education Centre / Microsoft Teams
	18	Board Orientation 5:30 pm, Education Centre
	25	Board Meeting 2:00 pm, Education Centre / Microsoft Teams



**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Allison Purcell, Trustee

**RE: ASCA Engagement Opportunity – November 27, 2021**

ASCA held a virtual School Council Engagement Opportunity on November 27, 2021. There were a couple of parents from Lethbridge School Division in attendance. Trustee Allison Purcell will provide a verbal report and offered the following links for those wanting more information:

Dr. Amy von HeyKing Curriculum Presentation

[School Curriculum: A Complicated Conversation \(albertaschoolcouncils.ca\)](https://albertaschoolcouncils.ca/school-curriculum-a-complicated-conversation)

Polling questions responses

[196413 \(albertaschoolcouncils.ca\)](https://albertaschoolcouncils.ca/polling-questions-responses-196413)

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Genny Steed, Trustee

**RE: Community Engagement Committee – December 2, 2021**

In attendance:

- Genny Steed, Committee Chair
- Christine Light, Trustee
- Cheryl Gilmore, Superintendent
- Jamie Walburger, DSC Rep.
- Shelly Roest, DSC Rep.
- Christine Lee, Associate Sup.

1. Committee terms of reference were reviewed with questions arising around some wording and content. A decision was accepted to table the discussion for further review at our January meeting.
2. Community Engagement Website and the survey offered in Sept. were reviewed with appreciation noted for the increased accessibility through prominent placement on the Division website. Questions arose regarding practice for receiving and evaluating survey feedback, with a particular concern for board involvement. What constitutes appropriate involvement from the board in this process?  
It was suggested that Trustees take opportunity at School Counsel meetings to explain what it means to sign up for updates to the public engagement website and invite parents to do so.
3. ICE scholarship event will take place Feb. 11, 2022 with keynote speaker Scott Armstrong, pending availability. We encourage board members to inform school counsels of the fundraising opportunity. A letter of request for donation is being sent to new and returning businesses. Are board members aware of additional individuals or businesses that could be contacted?
4. The Committee discussed the upcoming town hall, including feedback from past years, the purpose and outcome of town hall, possible discussion topics for 2022, communication for the entirety of the process, and methods for implementation of results. What is board input regarding format and discussion topic?
5. The committee will be discussing other areas of pursuit for public engagement. Does the board have any input?

Respectfully submitted,  
Genny Steed

## MEMORANDUM

December 14, 2021

To: Board of Trustees

From: Tyler Demers, Trustee

RE: **Facilities Committee – December 6, 2021**

### **Committee Members:**

Tyler Demers, Committee Chair

Christine Light, Trustee

Christine Lee, Associate Superintendent, Business and Operations

Daniel Heaton, Director of Facility Services

Chris Chapman, Coordinator, Maintenance



Garry Station Design concept engagement  
evening September 20th

### **1. Project Updates**

#### **a. Garry Station Elementary school design**

Daniel Heaton provided an update on the design work being completed and engagement sessions held. The P3 architectural consultants have been working on a variety of designs and we are down to 3 options that are being considered for further modifications based on feedback received. The new K-5 Elementary School in Garry Station is estimated to be completed for September 2025.

#### **b. Energy Improvement Projects**

Chris Chapman provided an update on the recent projects. Completed at LCI, MMH, Probe, Nicholas Sheran, Park Meadows and Fleetwood Bawden. Work that remains is primarily deficiencies found as systems are run. The project was approximately \$4.2 million.

#### **c. Galbraith Elementary visioning**

With planning funds from Alberta Education, consultants hired to review the facility for the possibilities for the modernization. Two days of visioning sessions are planned for January to get feedback from the school community. Costing will be provided for the modernization project by consultants that will support the Division's capital request to Alberta Education in the Three-Year Capital Plan.

#### **d. Chinook and Coalbanks Modularity**

Work with engineers and project consultants is being done to determine scope and costing of work required to install the 3 modular classrooms at Chinook and the washroom and classroom units approved for Coalbanks under the 2021-2022

Modular Classroom Program. Costing is anticipated to be sent to Alberta Education this month with work beginning in the summer for a December 2022 completion.

e. Victoria Park renovation project

Daniel Heaton has been working with the administration at Victoria Park to talk about design ideas for the school. The main purpose of the renovation project is to get ventilation and air conditioning into the school and provide more accessibility. This extent of work requires structural alterations to support mechanical and elevator structures; therefore, a review of space makes sense for the size and scope of the project. This project is the top priority to be funded through Capital Maintenance and Renewal (CMR) funding with possible supplemental costs through Infrastructure Maintenance and Renewal Funding (IMR). This is an extensive project that will take 3 years to complete and cost approximately \$4 million. Work on required structures to support an elevator and ventilation system is planned to begin this summer.

**2. 2022-2023 Modular Classroom Program**

Alberta Education has put requests for modular classrooms under the 2022-2023 program on hold at this time. Should submissions be requested, modular classrooms will be requested for Coalbanks Elementary based on current high capacity and further planned subdivision development.

Mike Mountain Horse  
after lighting upgrade



Respectfully submitted,  
Tyler Demers

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Christine Light, Trustee

**RE: Division School Council – December 6, 2021**

1. School Council Community Engagement Funding
  - The Director of Finance has put the \$500 into School accounts.
  - Requirements of the grants were reviewed.

The funding is intended to support school councils fulfilling their legislated responsibilities in the education system and enhancing parent involvement and engagement activities that:

    - Broaden the number of school events that include parents
    - Diversify the communication tools used to reach parents
    - Seek out the advice and ideas of other parents
  - All funds provided must be spent in the school year in which they are allocated. Expenditure reports will be given by each School Council Treasurer at the end of the year. Any unused funds must be returned to Alberta Education.
2. Division Committee Reports
  - Policy Committee (November 10)
  - Community Engagement Committee (December 1)
3. Town Hall: save the date for February 1, 2022

Next Meeting: January 10, 2022

Respectfully submitted,  
Christine Light

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Kristina Larkin, Trustee

**RE: Poverty Intervention Committee – December 7, 2021**

Trustee Kristina Larkin will provide an oral report.

**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Craig Whitehead, Trustee

**RE: Policy Advisory Committee – December 8, 2021**

Attending: Cheryl Gilmore, Rod Scott, Nathan Pearson, Maggie Taylor, Jamie Walburger, Kevin McBeath, Craig Whitehead

Policies to Review:

- 204.12 Board Meeting Minutes
  - No feedback from Stakeholders, goes to Dec. 14<sup>th</sup> Board meeting to be amended
- 401.4 Employee Absences Requiring Substitutes
  - No feedback from Stakeholders, goes to Dec. 14<sup>th</sup> Board meeting to be amended
- 405.5 Practicum Student
  - No feedback from Stakeholders, goes to Dec. 14<sup>th</sup> Board meeting to be amended
- 405.6 Employee Recognition and Appreciation
  - No feedback from Stakeholders, goes to Dec. 14<sup>th</sup> Board meeting to be amended
- 806.1 Enterprise Risk Management (*new policy*)
  - No feedback from Stakeholders, goes to Dec. 14<sup>th</sup> Board meeting for first reading
- 400.1 Welcoming, Caring, Respectful and Safe Work Environments
  - Policy first paragraph, added the word “inclusion”
  - Regulations number 2, added “hard copy, digital communication”
  - Regulations number 2, deleted “including behaviours such as cyber hate messaging and websites created in the employee’s home, in cyber cafes, or other settings”
  - Regulations number 3, deleted “all”
  - Regulations number 3, deleted “to the correct authority” and added “according to policy 402.8.1 Harassment, Discrimination, and Violence Prevention in the Workplace”
  - References, School Act updated to “Education Act”
  - References, Education Act Sections updated
  - References, Division Policies, 402.8.1 title updated from “Harassment and Discrimination” to “Harassment, Discrimination, and Violence Prevention in the Workplace”
- 401.3 Non-Union Employees
  - Regulations number 2, changed “his/her” to “their”
  - Regulations number 6, changed “his/her” to “their”
  - Regulations number 8, deleted “normally” and “annually”
  - Regulations number 9, added “unless otherwise authorized by their direct supervisor.”
  - References, School Act updated to “Education Act”
  - References, Education Act Sections updated

- 404.5 Secondments and Exchanges
  - References, School Act updated to “Education Act”
  - References, Education Act Sections updated
- 303.1 Administrative Appointments
  - Forwarded to next PAC meeting
- 301.3 Evaluation Process of the Superintendent
  - Forwarded to next PAC meeting

Next Meeting Date & Feedback Due: January 12, 2022

Respectfully submitted,  
Craig Whitehead



**MEMORANDUM**

December 14, 2021

To: Board of Trustees

From: Allison Purcell  
Board Chair

**RE: Economic Development Lethbridge (EDL)**

Economic Development Lethbridge has an Education Sector seat on the Board that was vacant. Allison Purcell has been appointed as the Education Sector representative.

For more information about the work of EDL visit the website [chooselethbridge.ca](https://chooselethbridge.ca)

Allison Purcell attended Orientation for the EDL Board, and the first meeting will be held on December 15, 2021.

Allison Purcell will provide verbal information on the importance of this opportunity and will provide regular updates to the Trustees.

Respectfully submitted,  
Allison Purcell



LEGISLATIVE ASSEMBLY  
ALBERTA

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**NATHAN NEUDORF**  
MLA Lethbridge East

**November 24, 2021**

TO: Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead, Lethbridge School Division, Board of Trustees.

Thank you, Ms. Purcell, for your letter on behalf of the Lethbridge School Division Board of Trustees. I appreciate your concern and realize how critical this issue is, as well as the stress and frustration it has caused for thousands of Lethbridge residents. I am in agreement with you on the importance of this - it's become the top issue for myself and my office during the past six to eight months. I have spoken with the Premier, the Health Minister (both previous and current,) the Ministry of Health staff, AHS and Alberta Health. I've left no stone unturned, in seeking to not only resolve this issue but also understand the full context and causes. Below I've explained my current understanding of the issue, as well as detailed the measures I'm taking to seek resolution.

This situation has proven to be nuanced and complicated for several reasons. First, AHS only deals directly with hospital staff, a category which family doctors do not fall under. Alberta Health is a separate governing body than Alberta Health Services (AHS) and is responsible for managing the contracts of general practitioners. Doctors are also private contractors, each one essentially representing their own business. This being the case, neither AHS nor Alberta Health can compel anyone to start or continue a business, all they can do is provide incentives for doctors to set up practices.

Alberta Health is working with the Chinook Primary Care Network (PCN), doctors in Lethbridge, AHS South Zone, the City of Lethbridge, and the Lethbridge Chamber of Commerce to support recruitment and retention of doctors in Lethbridge and has recently begun recruiting four new positions for family physicians in Lethbridge.

The Ministry of Health has also recently given the PCN approval to recruit a new Nurse Practitioner, which we hope will complement the services of local family physicians and help improve access. In addition, AHS is responsible for sponsoring assessments for physicians who are not currently eligible for full licensure, and they are currently offering to sponsor assessments for family practitioners who are willing to be based in Lethbridge.

As I've delved deeper into this issue, I've found the chief component is not whether doctors want to practice in Alberta - but whether they want to set up practice in Lethbridge specifically. Most doctors we're losing are moving to Calgary or Edmonton - with a few exceptions where they've left the Country altogether. Doctors are not leaving our province, but they are leaving our city - meaning it's not actually an Alberta problem but a problem that's very specific to Lethbridge. We've



LEGISLATIVE ASSEMBLY  
ALBERTA

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**NATHAN NEUDORF**  
MLA Lethbridge East

also had a few doctors retire. This is a completely normal occurrence; however, it's now become an issue due to the fact that they're not being replaced with new, younger physicians.

I believe one of the main reasons for this is the fact that Lethbridge has no post-secondary training for individuals seeking to pursue a career in medicine. After six plus years of schooling in Calgary or Edmonton, medical students will naturally have established connections in larger city centers and will be less likely to want to set up a practice in rural areas. However, if Lethbridge had a medical program, students could put roots down locally while obtaining their license. If that were the case, they may be that much more likely to set up practice in Lethbridge, or other rural areas.

Following that line of reasoning, I'm advocating for a pilot project in Lethbridge to provide a local medical program, which I believe would vastly improve both retention and recruitment of family physicians long-term.

In addition to this, I have been putting forward several more ideas for both short-term and long-term solutions:

- 1. Create a Covid Capacity Action Plan: Redirect Covid patients away from Health Clinics and the ER by creating a separate place to process and care for them, this would reduce overall spread and increase capacity to handle 'everyday' health needs.
- 2. Allow Doctors to open evening and weekend clinics: This could be done through a temporary AMA agreement, until the ratification of a new agreement could be fully reached.
- 3. Establish a new AMA agreement: Give family doctors the stability and peace of mind to open practices. (For further context on this – AMA just elected a new president as of October 1<sup>st</sup>. Because of this, negotiations will be temporarily delayed in order for the new president, Dr. Warren, to get up to speed and fully assume her role.)
- 4. Create dialogue between AHS and Family Doctors: AHS needs to hear the primary concerns of family physicians so we can fully utilize the doctors we *do* have in Lethbridge and enable them to function as freely and efficiently as possible.

The Ministry of Health is working on a further response to this issue, which we will hopefully see soon. Minister Copping has also coming to Lethbridge to engage with local physicians and I'm looking forward to a positive outcome from that interaction and collaboration.



LEGISLATIVE ASSEMBLY  
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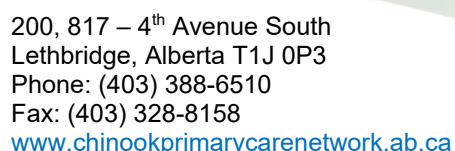
**NATHAN NEUDORF**  
MLA Lethbridge East

I will continue to do everything I can to attract physicians to Lethbridge, as well as come up with creative alternatives for both immediate and future solutions.

Sincerely,

A handwritten signature in blue ink, appearing to read "N. Neudorf".

Nathan Neudorf, MLA  
Lethbridge East Constituency



Allison Purcell, Board Chair  
Lethbridge School Division Board of Trustees  
433 – 15 Street South, Lethbridge, AB T1J 2Z4

Dear Allison,

Please know that I am acutely aware and share in your deep concern regarding the shortage of physicians in our city. Over the last year, several of our primary care clinics have been working tirelessly to recruit physicians and have not been successful. The Chinook PCN has been working with other community groups to find a solution to this issue. Accordingly, I, along with the Chinook PCN's Medical Director, Dr. Susan Byers, have been meeting with Alberta Health Services (AHS) South Zone Medical Affairs team to strategize ways to recruit and retain family physicians to the city of Lethbridge. We have also been meeting with representatives from Lethbridge Economic Development, the City of Lethbridge and the Chamber of Commerce regarding this issue.

One strategy currently underway is the recruitment of International Medical Graduates, who require costly sponsorship assessments which take several months. I am pleased to report that AHS is in the process of recruiting for several positions, however, because the assessments take considerable time, this is not a short-term solution. As part of the concerted effort to recruit and retain Canadian graduates, the aforementioned partners have also been strategizing on how best to market the community to Canadian physicians.

While the Chinook Primary Care Network does not directly employ physicians or provide clinical care, we continue to work directly with participating primary care physicians, AHS and other community partners to support system improvements and provide resources to increase access and enhance patient care directly in our participating clinics.

In summary, I recognize that the physician shortage is a crisis. The Chinook PCN, along with AHS and other community partners, are working together to address the issue. The Chinook PCN's Medical Director, Dr. Susan Byers, and I would be pleased to meet with you if you have additional questions or have ideas of how we, along with other community partners, could work together to care for our city's students.

Warm regards,

Andrea Schultz  
Chinook PCN Executive Director



ALBERTA  
EDUCATION

*Office of the Minister*

AR117274

DEC 02 2021

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

Dear Ms. Purcell: *Allison,*

Thank you for your November 17, 2021 letter on behalf of the Lethbridge School Division Board of Trustees regarding the critical medical and mental health supports required for school-aged children in Lethbridge.

Alberta Education is committed to supporting and enhancing the health and learning outcomes of all students. The *Education Act* recognizes the importance of an inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve success. It also sets specific obligations for school boards as they relate to students who may be in need of specialized supports and services. These responsibilities include collaborating with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students.

As you are aware, the new education funding model provides a Specialized Learning Support Grant. The grant includes three allocations: the Multi-disciplinary Supports Allocation, the Jurisdiction Composition Allocation and the Student Wellness Program. In the 2020/21 school year, the Specialized Learning Support Grant totalled \$556 million for the provision of a continuum of supports and services for students in an inclusive learning environment. Budget 2021 will provide an additional \$40 million for Learning Support funding. This envelope now includes over \$1.35 billion to support our most vulnerable students and recognizes that every child and student is unique and develops the foundational competencies differently.

School authorities are responsible for allocating their funding appropriately, while prioritizing the health, safety and learning of all students. Alberta Education expects school authorities and school leaders to be responsive as they are in the best position to make decisions based on local need.

As many of the issues you raise in your letter fall under the purview of Alberta Health, I have consulted with my colleague, the Honourable Jason Copping, Minister of Health, who has asked me to share the following information.

.../2

Alberta Health recognizes the importance of providing appropriate supports and services to meet children's health care needs, including supporting families and children in understanding lifelong health management and prevention habits that can help individuals to be as healthy as they can be. This is particularly true for children with chronic conditions and complex care needs.

Led by Alberta Health, our government is working hard to develop a more co-ordinated approach to providing a comprehensive and sustainable continuum of services and supports for children, youth and their families, including addiction and mental health services. Currently government invests in a number of child- and youth-focused addiction and mental health supports such as the Kids Help Phone, the Honouring Life Indigenous Youth Suicide Prevention Program and the implementation of community-based youth mental health hubs.

Alberta Health also funds the enhancement of the Alberta Health Services (AHS) Mental Health Capacity Building in Schools initiative, which promotes mental, emotional and social well-being of children and youth by bolstering their resiliency through skill development. These supports are in addition to the many addiction and mental health programs and services AHS provides to children, youth and families. I understand that the Mental Health Capacity Building in Schools Making Connections Program has five full-time staff that serve 20 schools in Lethbridge.

Alberta's government recognize that the COVID-19 pandemic is both a health and social crisis, and as such, we are addressing both the immediate and long-term physical and mental health effects the pandemic is having on Albertans. Alberta's addiction and mental health response involves multiple ministries and community partners to help people and communities meet their everyday emotional, psychological and social needs.

In 2020, the Government of Alberta allocated a one-time \$53.4 million investment to expand online, phone and in-person addiction and mental health recovery supports to make it easier for Albertans to access information, support and referrals from anywhere in the province during and after the COVID-19 pandemic. A key component of this investment was a \$25 million Mental Health and Addiction COVID-19 Community Funding Grant program to support programs and services that meet the social well-being, mental health and addiction recovery needs of Albertans affected by COVID-19.

Alberta Health provided \$2,426,180 in grant funding to programs and services that support children and youth in the South Zone, which includes Lethbridge. AHS is responsible for the delivery of publicly funded health care in the province, including mental health services. In Lethbridge, AHS provides a number of programs and services targeted at supporting mental health, including:

- Lethbridge Addiction and Mental Health - Child, Youth, and Families;
- Youth Addiction Counselling;
- Child and Adolescent Mental Health ;
- Infant and Preschool Mental Health Services;
- Addiction and Mental Health Community Services;
- Community Helpers Program;
- The Lethbridge Youth Residential Addiction Treatment Centre;
- Child and Youth Virtual Telepsychiatry Services;
- Addiction and Mental Health Diversion Services – Lethbridge;
- Lethbridge Addiction and Mental Health - Adult Services Transition Team; and
- Psychiatric Assessment Nurses in Chinook Regional Hospital emergency team



For general pediatrics, AHS does not track or have access to data on wait times for pediatricians (outpatient referrals), as this is a privately provided service outside of AHS facilities. AHS has no central triage or referral management system for privately provided services. General pediatricians in Lethbridge have been providing additional support for children's mental health, admitting patients to the pediatric ward while waiting for an in-person or telephone consult from the child psychiatrist; however, long-term sustainability of this model is a challenge. Within Chinook Regional Hospital (South Zone), there are pediatricians to provide on-call services, and one child psychiatrist.

As you mention, since the passing of Dr. Edwards, the pressure on pediatricians has increased, and AHS' South Zone is actively working to solve the capacity issues for emergency departments, child psychiatry and pediatricians. There are currently two vacancies for child psychiatrists in Lethbridge – one that has been vacant since April 2021, and the other since 2015. Recruitment is in progress for one of these vacancies. A national and provincial shortage of child psychiatrists is affecting the recruitment process.

I encourage you to reach out to your local health authority to discuss your concerns regarding access to medical professionals. The Provincial Family Resource Networks may be another resource to explore. These networks deliver high-quality prevention and early intervention services and supports for children aged 0 to 18. For information about services and supports available in the Lethbridge area, contact the Family Centre Society of Southern Alberta. Information about the society can be found at [famcentre.ca/family-resource-network](http://famcentre.ca/family-resource-network).

I hope this information is helpful. I appreciate you taking the time to let me know about the challenges your school board is facing, and I commend you on your advocacy on behalf of students and their families.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', with a stylized flourish at the end.

Adriana LaGrange  
Minister

cc: Honourable Jason Copping  
Minister of Health



**CORRESPONDENCE RECEIVED FROM:**

**Concerned Members and Supporters of Immanuel Christian School – December 7, 2021**

**Freedom from staff vaccine mandates and the implementation of the REP at Immanuel**

To whom it may concern, including Immanuel Christian School Councils and society board members, and particularly to District 51 representatives,

This petition is on behalf of concerned parents, teachers, education assistants, society members, and supporters of the Society for Christian Education of Immanuel Christian School. We stand against the decision of Lethbridge School District 51 mandating vaccines or regular testing for our staff and implementing the Restrictions Exemption Program (REP) within the entire school district. We feel that these are decisions that should not be forced on individual schools and that we, as a school, should have the right to decide whether or not we force vaccinations and implement the REP. As a smaller school within the district, it would be more than reasonable for us to follow and enforce the alternate guidelines given by the Alberta government to implement the 1/3 capacity restriction, and to continue with enforcing current health measures. Many schools similar to ours in size have been implementing these measures successfully rather than enforcing the REP.

We believe that forced vaccinations are causing more damage than good, particularly to children. Vaccinations have not shown to be 100% effective, especially against the most common variants of the time, and therefore the goal of achieving 100% vaccination within our schools does not eliminate all risk. It is not only the unvaccinated that are spreading the virus but also the vaccinated. Therefore constant, regular tests only for the unvaccinated is discriminatory. These tests are both expensive and unfair. As several recent studies have concluded, children are not a high-risk population for serious effects of Covid-19, therefore both forced vaccinations of staff and regular testing does not make sense within a low-risk population. We understand the use of vaccination and support all those who choose vaccination on their own, especially when working with a vulnerable population. Children are not at a high risk for serious effects from the virus.

Regular testing for our teachers, as well as testing in order to set foot in our children's schools, to volunteers in their classrooms, to go with them on field trips, to attend their concerts, to go to their sports events, etc. is expensive, unrealistic, and unfair. It is segregating us as a school and dividing us into the vaccinated vs. the unvaccinated. It is wearing on our children's mental health, as many of us have not even been allowed to set foot in our own children's classrooms for over a year and a half. These mandates and programs are doing nothing except creating an environment of bitterness, discrimination, and segregation within our school. And our children are being impacted the most. How are these decisions affecting our kids mentally? We have already personally seen the beginnings of rifts, as kids brag about being vaccinated, and children whose parents are unvaccinated are made to feel less important. This is being caused

by not allowing their parents to visit them in their classrooms and be active members in their children's lives at school, simply because of the personal decision that, for them, the vaccine isn't the right choice. Rewarding some children based on the personal decisions of their parents while shaming those who do not, is creating a culture of hate within friendships and parent relationships.

We, as concerned members and supporters of Immanuel Christian School, are appealing to Lethbridge School District 51 to remove the vaccination requirement/constant testing for all staff within our school and to remove the implementation of the REP within our school. We are asking that these not be blanket decisions covering every school within the district, but that individual schools be given the right to decide how to best act on current government orders and regulations. As our school is smaller than most within the district, we are asking to at least have the option to decide as a school whether to continue with the alternate guidelines set out by the government. We strongly believe that it would be better for our children to have parents be involved in their children's school regardless of vaccination status. Please allow us to find a path which can keep unity within our children and parent's friendships, while still maintaining a low-risk environment for our children to learn. Thank you.