

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

February 15, 2022

1:00 p.m.

Board Room / Microsoft Teams



- | | | |
|-----------|--|----------------|
| 1:00 p.m. | 1. Move to In-Camera Meeting | |
| 2:30 p.m. | 2. Approval of Agenda | |
| 2:32 p.m. | 3. Approval of Minutes | |
| | If there are no errors or omissions in the minutes of the Regular Meeting of January 25, 2022 it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| 2:35 p.m. | 4. Business Arising from the Minutes | |
| 2:40 p.m. | 5. Presentations | |
| | 5.1 HR Presentation – Processes for Hiring | Enclosure 5.1 |
| 3:00 p.m. | 6. Associate Superintendent Reports | |
| | 6.1 Business and Operations | Enclosure 6.1 |
| | 6.2 Instructional Services | Enclosure 6.2 |
| | 6.3 Human Resources | Enclosure 6.3 |
| 3:20 p.m. | 7. Superintendents Report | |
| | 7.1 Board Priorities Report | Enclosure 7.1 |
| | 7.2 Acknowledgements of Excellence | Enclosure 7.2 |
| | 7.3 COVID Highlights | Enclosure 7.3 |
| | 7.4 Calendar of Events | Enclosure 7.4 |
| 3:40 p.m. | 8. Action Items | |
| | 8.1 Policy Review: | |
| | <i>Policy 303.1 Administration Appointments</i> | |
| | <i>Policy 404.3.1 Leaves of Absences</i> | Enclosure 8.1 |
| | 8.2 Communications Plan | Enclosure 8.2 |
| 4:10 p.m. | 9. Division Highlights | |
| 4:15 p.m. | 10. Board Chair Report | |
| | 10.1 Community Conversations | Enclosure 10.1 |
| | 10.2 Town Hall | Enclosure 10.2 |

4:30 p.m. **11. Reports**

- | | | |
|------|---|----------------|
| 11.1 | Joint City / School Boards – Jan 26, 2022 | Enclosure 11.1 |
| 11.2 | ATA Local Council – Feb 2, 2022 | Enclosure 11.2 |
| 11.3 | Policy Advisory Committee – Feb 9, 2022 | Enclosure 11.3 |

5:00 p.m. **12. Public Forum**

Public Forum responses will be provided in the next Board meeting agenda.

5:15 p.m.

- | | | |
|--------|-----------------------|------------------|
| 12.1 | Public Forum Response | |
| 12.1.1 | John Greenshields | Enclosure 12.1.1 |
| 12.1.2 | Katelyn Greep | Enclosure 12.1.2 |
| 12.1.3 | Bonny Greenshields | Enclosure 12.1.3 |
| 12.1.4 | Kathryn McKee | Enclosure 12.1.4 |
| 12.1.5 | Chelsie Lindsay | Enclosure 12.1.5 |

5:35 p.m. **13. Correspondence Received**

- | | | |
|------|--|----------------|
| 13.1 | Aspen View Public Schools – Jan 25, 2022 | Enclosure 13.1 |
| 13.2 | Notice of Liability sent by the public – Feb 7, 2022 | Enclosure 13.2 |
| 13.3 | Alberta Minister of Education - Feb 8, 2022 | Enclosure 13.3 |

5:40 p.m. **14. Correspondence Sent**

- | | | |
|------|--|----------------|
| 14.1 | Alberta Minister of Education – Feb 10, 2022 | Enclosure 14.1 |
|------|--|----------------|

5:45 p.m. **Adjournment**

MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD JANUARY 25, 2022.

In Attendance:

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

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

The Chair called the meeting to order at 2:05 p.m.

1. Move to In-Camera

Trustee Craig Whitehead moved:

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

*Move to In-Camera
6880/22*

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

2. Approval of Agenda

Addition of 6.5 Division Pandemic Plan - Genny

Addition of 9.7 Division Wellness Committee – Andrea

Addition of 9.8 Community Engagement Committee - Genny

Trustee Craig Whitehead moved:

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

*Approval of Agenda
6881/22*

3. Approval of Minutes

Trustee Andrea Andreachuk moved:

“that the minutes of the regular meeting of December 14, 2021 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Approval of Minutes –
Regular Meeting
6882/22*

4. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from
the Minutes*

5. Presentations

5.1 Student Engagement and Restorative Practices

Jim Kerr, Student Engagement Consultant provided a presentation.

*Presentations
Student Engagement
and Restorative
Practices*

6. Action Items

6.1 Policy Review

Policies were reviewed by the Board.

Action Items

Policy Review

Trustee Tyler Demers moved a friendly amendment of physical rather than hard copy.

Trustee Craig Whitehead moved:

“to approve Policy 400.1 Welcoming, Caring, Respectful and Safe Work Environments, as amended.”

*Policy 400.1
Welcoming, Caring,
Respectful and Safe
Work Environments
6883/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“to approve Policy 401.3 Non-Union Employees, as amended.”

*Policy 401.3 Non-
Union Employees
6884/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“to approve Policy 404.5 Secondments and Exchanges, as amended.”

*Policy 404.5
Secondments and
Exchanges
6885/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“to approve Policy 806.1 Enterprise Risk Management, as presented for second reading.”

*Policy 806.1 Enterprise
Risk Management
6886/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“to approve Policy 806.1 Enterprise Risk Management, as presented for third and final reading.”

*Policy 806.1 Enterprise
Risk Management
6887/22*

CARRIED UNANIMOUSLY

6.2 First Quarter Financial Report

Directors of Finance Avice DeKolver and Mark DeBoer presented the First Quarter Financial Report to the Board.

*First Quarter Financial
Report
6888/22*

Trustee Kristina Larkin moved:

“to approve the First Quarter Financial Report, as presented.”

CARRIED UNANIMOUSLY

6.3 Board Meeting Time

Trustee Craig Whitehead presented statistics from across the province on School Board meeting times. Consideration for separate meetings for audit and budget presentations.

Options 2 to 6 p.m., 1 to 6 p.m., and 11 a.m. to 6 p.m. (lunch break).

Public Forum

Public Forum

Speakers: John Greenshields on the topic of masks, Katelyn Greep on the topic of masks, Bonny Greenshields on the topic of masks, Kathryn McKee on the topic of spectators, and Chelsie Lindsay on the topic of spectators.

The Public Forum portion of the meeting begins at the 0:43:30 mark of the Microsoft Teams recording, which can be found here: [PUBLIC FORUM](#)

Trustee Craig Whitehead moved:

“that starting in February, the Board starts our meetings at 1 p.m. and go to 6 p.m., with the opportunity to extend the meeting past 6 p.m., and that the Board continues to have the Public Forum at 5 p.m.” **CARRIED UNANIMOUSLY**

*Board Meeting Time
6889/22*

6.4 Community Engagement Committee Terms of Reference

The Community Engagement Committee reviewed the Terms of Reference at a recent meeting.

Trustee Genny Steed moved:

“to approve the Community Engagement Committee Terms of Reference, as amended.” **CARRIED UNANIMOUSLY**

*Community
Engagement
Committee Terms of
Reference
6890/22*

6.5 Division Pandemic Plan

Trustee Genny Steed recognizes that the Pandemic Plan is for any pandemic and wondered if it could be more generic as opposed to influenza based along with updated research.

Trustee Genny Steed moved:

“that the Board form an ad hoc committee comprised of 3 Trustees and Executive Council as deemed appropriate to review and update the governing document *Lethbridge School Division Pandemic Plan* including adjusting language and wordage specific to an influenza pandemic with the intent to submit an updated plan for Board approval at the March 2022 Board meeting.” **CARRIED UNANIMOUSLY**

*Division Pandemic
Plan
6891/22*

Board members on the committee will be Genny (Chair), Craig, and Christine.

Trustee Craig Whitehead moved:

“that the Board extend the meeting beyond 6 p.m.”

CARRIED UNANIMOUSLY

*Meeting extended
beyond 6 p.m.
6892/22*

Meeting reconvened at 6:06 p.m.

Division Highlights

7. Division Highlights

Andrea assisted in classrooms at General Stewart and attended the Dr. Probe Christmas event.

Kristina noted the Chinook student who sewed stockings at Christmas and attended the Dr. Plaxton School Council meeting. Craig attended Wilson's School Council and will go to Fleetwood tomorrow.

Christine connected with school administrators, offered cheers to staff for being creative, and attended the Mike Ribble presentation. Tyler gave a shout out to staff in the Division for keeping schools running and students engaged.

Genny highlighted the high school students in final exams.

Allison attended school council meetings and commended parents and staff for coming together to count masks and test kits. Allison shared appreciation for Division staff, students and community.

Information Items

8. Information Items

*Community
Conversations*

8.1 Board Chair Report

8.1.1 Community Conversations

The Board of Trustees shared the first meeting will be held on February 10, 2022 from 6:30 to 8:00 pm at The Collective, 1315 3 Avenue South.

*Regular Board
Meeting Highlights*

8.1.2 Regular Board Meeting Highlights

Trustees discussed how they share Board highlights at school council meetings.

*Associate
Superintendent
Reports
Business and
Operations*

8.2 Associate Superintendent Reports

8.2.1 Business and Operations

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

Instructional Services

8.2.2 Instructional Services

Associate Superintendent Morag Asquith provided a written Instructional Services report.

Human Resources

8.2.3 Human Resources

Associate Superintendent Mike Nightingale provided a written Human Resources report.

*Public Forum
responses*

8.3 Public Forum responses

Public Forum responses were included in the agenda.

*Superintendent Report
Board Priorities*

8.4 Superintendent Reports

8.4.1 Board Priorities Report

Board Priorities were included in the agenda. Teacher

Induction Program outline will be shared next month.

Donations and Support

8.4.2 Donations and Support

Westminster school received a donation from Cargill and Victoria Park School received a donation from Save-On-Foods.

Acknowledgements of Excellence

8.4.3 Acknowledgements of Excellence / School Showcase

Westminster, Park Meadows and Immanuel Christian Secondary schools were showcased.

Town Hall

8.4.4 Town Hall

The Board reviewed the Town Hall details and process.

COVID Highlights

8.4.5 COVID Highlights

The Board reviewed the current COVID context data.

Multicultural Calendar Current Activities

8.4.6 Multicultural Calendar Current Activities

The Division Multicultural calendar (created monthly) for January was included in the agenda.

I.C.E. Scholarship Event

8.4.7 Virtual I.C.E. Scholarship Event – February 11, 2022

The I.C.E. Scholarship event will be virtual again this year. Tickets and event details are available on the website.

Calendar of Events

8.4.8 Calendar of Events

Calendar of events were included in the agenda.

Additions:

January 31, 2022 - ASBA Trustee Orientation

February 10, 2022 - Community Conversations

Reports

9. Reports

ATA Local Council

9.1 ATA Local Council – January 5, 2022

Trustee Christine Light provided an oral report from the ATA Local Council meeting held January 5, 2022.

Division School Council

9.2 Division School Council – January 10, 2022

Trustee Christine Light provided an oral report from the Division School Council meeting held January 10, 2022.

Policy Advisory Committee

9.3 Policy Advisory Committee – January 12, 2022

Trustee Craig Whitehead provided a written report from the

Policy Advisory Committee meeting held January 12, 2022.

ATA Summit

9.4 ATA Summit – January 13, 2022

Trustee Allison Purcell provided a written report from the ATA Summit held January 13, 2022.

9.5 Economic Development Lethbridge – January 19, 2022

Trustee Allison Purcell provided a written report from the Economic Development Lethbridge meeting held January 19, 2022.

*Economic
Development
Lethbridge*

ASBA Zone 6

9.6 ASBA Zone 6 – January 19, 2022

Trustee Allison Purcell provided a written report from the ASBA Zone 6 meeting held January 19, 2022.

9.7 Division Wellness Committee – January 24, 2022

Trustee Andrea Andreachuk provided a written report from Division Wellness Committee meeting held January 24, 2022.

*Division Wellness
Committee*

9.8 Community Engagement Committee – January 13, 2022

Trustee Genny Steed provided a written report from the Community Engagement Committee meeting held January 13, 2022. Public Engagement website will change to Community.

*Community
Engagement
Committee*

Correspondence

10. Correspondence - none

Trustee Craig Whitehead moved:

“to adjourn to return to In-Camera at 8:45 p.m.”

*Adjourn to In-Camera
6893/22*

CARRIED UNANIMOUSLY

Allison Purcell,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

Re: Human Resources Presentation

Background

The Board was provided a presentation on Human Resources processes for hiring.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Mike Nightingale

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background

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


Recommendations

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

Respectfully submitted,
Christine Lee

Business and Operations Report

February 2022



i am
grateful



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

01

Facility Services



January and February are the months when significant capital project planning takes place. Some of this work includes:

- The Division's Three-Year Capital Plan is currently being prepared and will be presented in March.
- Working with design architects, Alberta Infrastructure, and Alberta Education on building design for the new K-12 Elementary School in Garry Station.
- Planning for summer Infrastructure, Maintenance and Renewal (IMR) projects will begin.



In the picture above, Director of Facility Services, Daniel Heaton, takes Victoria Park High School administration through a scale model of the school to discuss project phasing and possible alternatives for an upgrade to the school. This is a significant project that will be completed over a three to four year period. The project will include building infrastructure upgrades such as ventilation, accessibility, and increased building functionality. This project has been submitted for Capital Maintenance Renewal (CMR) Funding. School Divisions will receive confirmation of CMR funding from the Province with the provincial budget announcement this spring. The board will be presented with full project planning details in March.

I am grateful for:



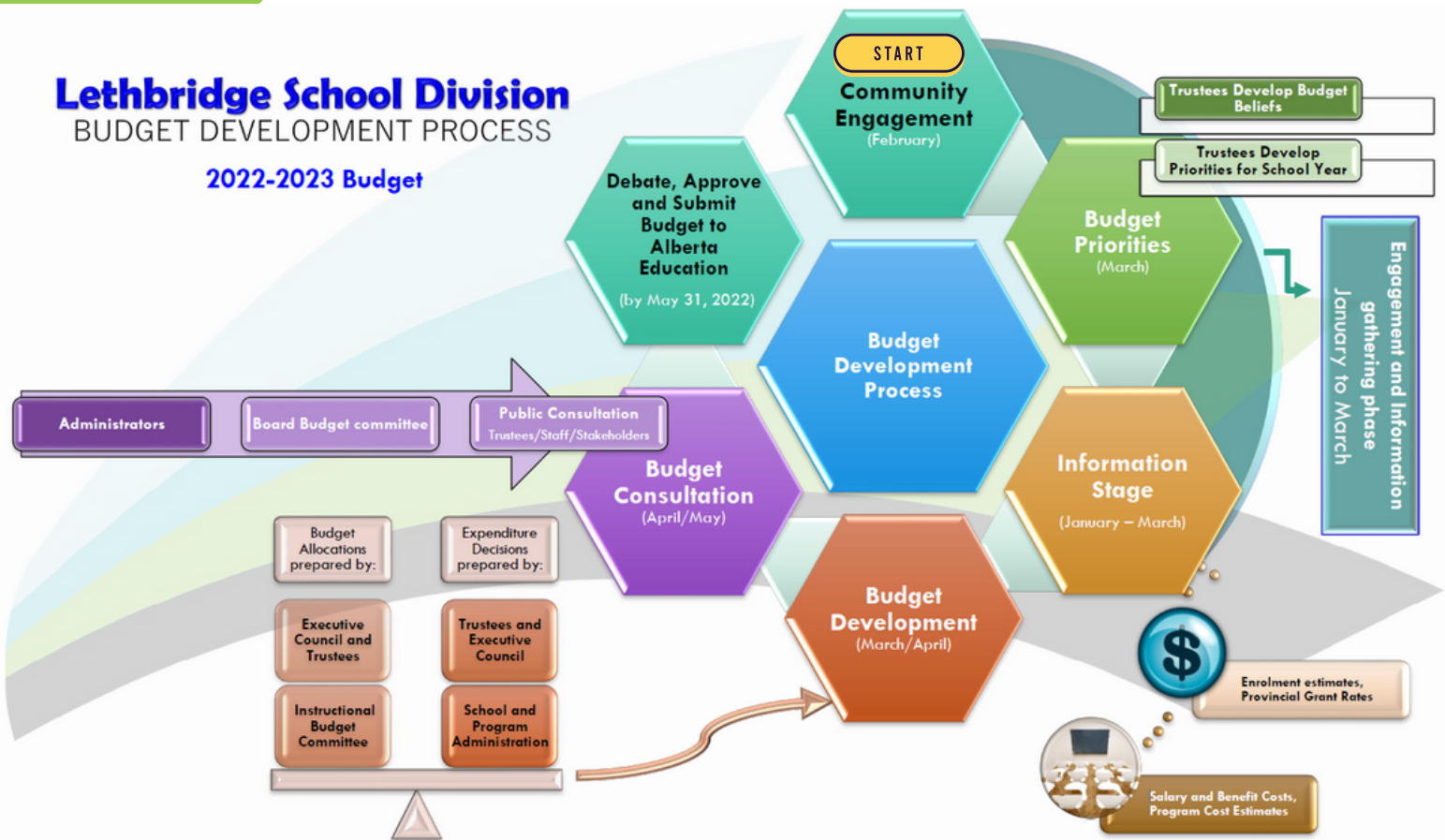
Our maintenance and caretaking teams care for the safety and cleanliness of our buildings

**DR. ROBERT PLAXTON
ELEMENTARY SCHOOL
RECEIVES LEED GOLD
CERTIFICATION**

LEED stands for Leadership in Energy and Environmental Design and is awarded by the Canadian Green Building Council. During the design and construction process, there are increasing requirements for each level of LEED certification to be achieved.

Lethbridge School Division BUDGET DEVELOPMENT PROCESS

2022-2023 Budget



Budget development for the 2022-2023 school year began on February 1st when the Division hosted the Town Hall meeting. This community engagement was the start of the budget development process as seen in the picture above. Information gathered from this meeting will inform the Board's strategic priorities and guide the development of the budget. The Board of Trustees will take the information from the Town Hall and develop strategic priorities and budget belief statements for the 2022-2023 school year. This information will be key to the allocation of funding that will be received by the Province. The Province of Alberta is scheduled to table the provincial budget on February 24th. School Divisions will be provided with provincial funding allocations after this date. Once the funding allocations are known, the Division, through the Instructional Budget Committee, will begin developing budget allocations based on the priorities.



03

Occupational Health and Safety


8 UNCOMMON Tips for Heart Health

We all know that eating a balanced diet, getting regular exercise, and avoiding cigarette smoke are obvious must-dos for keeping our hearts healthy, but here are some other smart (yet uncommon) ways to keep your heart beating strong!

AmericanMedicals
your trusted partner
Sources: northshore.org, health.com, shape.com


HAVE A LAUGH

A good laugh causes blood vessels to dilate by 22%. This will increase your blood flow and reduce blood pressure numbers.




GET A GOOD NIGHT'S SLEEP

7-8 hours of sleep is ideal. Too little sleep can put you at a 48% higher risk of developing heart disease. Sleeping too much can increase that chance up to a 38%.




JUST BREATHE

A simple deep, breath every hour can calm your nerves and ease your mind in just a few short seconds. Feel your body unwind, your stress melt away, and your blood pressure drop!




FIND A FURRY FRIEND

People who own pets - dogs in particular - have reported lower blood pressure and cholesterol levels, less stress and even some weight loss benefits.




SNUGGLE UP

Hugging, kissing, and snuggling not only helps to reduce stress and anxiety, it also increases oxytocin levels which can help to reduce blood pressure and the risk of heart disease.




GET UP AND STRETCH

No matter how much exercise you get afterward, those that sit in front of the TV - or computer - for 4+ hours straight are 80% more likely to die from heart disease, heart attack, stroke, or some other serious cardio issue!




SAY "I DO"

Marriage has shown a positive correlation with a healthy heart. For women, 10 years of continuous marriage has been correlated to a 13% decrease in cardiovascular risk.



AVOID THE JAM

It's not just the stress of a traffic jam that may be harmful to your heart health, studies show that for every 10 decibels of added roadway traffic noise, the risk of heart attack increases by 12%!



thank you

100,000 masks

Thank you to Quest Support Services for the donation of **100,000** medical masks to our schools. Seen in the picture below the staff of Quest Support Services delivering **50 cases** of masks.



Technology 04



The technology department has been busy with many projects which include:

- A full review of Division wi-fi access has been completed. 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. Over 200 wireless access points have been ordered in January.
- The technology department supported the virtual Town Hall on February 1st.
- 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 has placed an early order of 700 PC's for the elementary evergreening phase, well ahead of usual order times. There has been difficulty getting technology products. When orders are placed, there are no dates provided on availability.
- In an effort to keep employees informed on cyber awareness, the department has purchased new cyber awareness tutorials and has assigned them out to staff this month. These tutorials will enhance staff knowledge on cyber threats.
- Jesse Sadlowski, Director of Technology and Innovation has taken the lead on the Southern Alberta Computer Consortia (SACC) RFP process for procurement of technology. There are seven other school boards that will be part of the RFP process.
- Lethbridge School Division is working with Palliser SD and Battle River SD to host a three day Cyber Security workshop in April. This workshop will support knowledge sharing of best practices in cyber security to keep our electronic data and systems safe.



Want to build a school? The technology department is supporting a division wide MINECRAFT Build a School Challenge for students in K-9. Students will construct a school using the software program MINECRAFT.



I am grateful for:
The talents of our
technology team who
respond to the smallest or
largest of challenges with
patience and expertise!



05

Transportation



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).



I am grateful for:

The support provided to our parents to assist them with getting their child to and from school on the school bus or city transportation by our transportation department



Other Matters

06

ICE Scholarship Event

This virtual event with speaker Scott Armstrong. was held on February 11th. Thanks to our sponsors,

\$14,300

was raised to support the Innovation, Creativity and Entrepreneurship (ICE) scholarships that are awarded each year. For more information on the scholarships see the Division's website.

PINK SHIRT DAY 2022

Today our diversity is becoming more visible than ever as people continue to embrace their cultures, identities, and true selves in more open and direct ways; making the need to **Lift Each Other Up** and have greater acceptance, respect, and inclusion for everyone so important. This year we are asking you to join us in celebrating our diversity while raising funds to support inclusive anti-bullying programs for kids in our communities.

source: www.pinkshirtday.ca

Important meetings/events:

- Urban School Insurance Consortium (USIC) Risk Management and Claims committee
- Monthly insurance broker meeting with Marsh
- Joint meetings (weekly) with AB Infrastructure, AB Education, and OTA Architects re design of Garry Station Elementary
- COVID Navigation meetings and re-entry meetings
- Alberta Education capital planning meeting
- Victoria Park upgrade concept meeting
- Town Hall meeting
- City of Lethbridge meeting regarding city transportation
- School visits with Avice DeKelder to introduce her as new Director of Finance and meet school office staff
- ICE Virtual Scholarship Event
- Attwell Staff and Safety Meeting
- Immanuel Christian School Council Meeting
- Elementary, Middle, and High School Administrator meetings
- Education Centre Leadership team meeting
- Meetings related to labour relations matters



February 16th, 2022



I am grateful for:

The dedication and unwavering support of student learning by staff and administration of Lethbridge School Division

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background

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

Recommendations

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

Respectfully submitted,
Morag Asquith

ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

FEBRUARY 2022

FEBRUARY IS BLACK HISTORY MONTH

PINK SHIRT DAY IS FEBRUARY 16TH

IMPORTANT DATES FOR DECEMBER AND JANUARY

February 1st- Town Hall

February 2nd- SIOP (Sheltered Instruction Observation Protocol) #2 Training

March 7th- Health Champ Meeting #2

March 23rd- Indigenous Education Committee Meeting

PARENT SUPPORT

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

- At-home/in-class requests
- Specialized programming for exceptionalities
- High school/dual credit programming
- COVID-19 concerns
- Out of boundary registrations
- At-risk youth and crisis response

CELEBRATIONS AND CONGRATULATIONS

A special congratulations to DIS Director of Inclusive Education, Ann Muldoon as she has announced her retirement at the end of the 2022 school year.

SPANISH BILINGUAL PROGRAMMING- Grade 6

As many of you know, we have been working with parents of the Grade 5 Spanish Bilingual Program to determine level of interest in furthering their child's Spanish programming into middle school since October. This group was the first to participate in our original Spanish Bilingual programming where we began with only one kindergarten class. The following year grew to two classes and the program has continued to thrive since then.

We are excited to share that this coming school year, we will be extending our programming into middle school in the form of all-year Grade 6 Spanish Language (one class) at G.S. Lakie Middle School to those students who have indicated an interest in furthering their Spanish Language journey. We recognize that for some parents, other

programming formats may have been more desirable. With the level of interest expressed, offering one class of Spanish throughout the year is a sustainable approach which allows us to offer this programming during one of the two elective slots to accommodate the smaller class size (17) compared to the other Middle School average class size (30+). The students within this Spanish All-Year Language program will be partnered with another elective grouping for their core areas so that we are able to maintain staffing/student balance.

It is our intention to follow a similar survey process next year for future Grade 6 (current grade 4's) as we appreciate that the numbers from an expression of interest process may generate greater options for programming at G.S. Lakie Middle School for 23-24

Kindergarten Registration

Kindergarten registration has commenced, Early Education registration will began January 24- February 4th for returning students. Schools continue to take registrations for in boundary kindergarten students for the upcoming 2022-23 school year.

Feedback regarding all-day and half day Kindergarten

Kindergarten All Day- Half day feedback- January 30th, 2022

History:

2019- Survey Administered to the 5 pilot alternating full day kindergarten schools parents/teachers, 91 responses in total 13 were dissatisfied (preferred half day) and 78 parents were satisfied. The sentiments shared were echoed in the feedback principals shared recently indicated below.

All Day (Alternating M/W or T/Th) and scheduled Fridays

	Positives	Drawbacks	Neutral
Teachers	<ul style="list-style-type: none"> -Some teachers prefer all day alternating – builds endurance for the students in prep of grade 1, more able to have time for less structured time and play based learning. “Coming out of a pandemic and the limited opps for play this is increasingly more important” -some teachers like the feeling of being a part of the school community and on the same schedule”- allows for assemblies, special events support staff to be shared and 	<ul style="list-style-type: none"> -services are not available each day (early intervention- PUF) -breakfasts not available to the students each day -kids have opportunity to get out of routine- ie. sometimes kids don't see the K teacher for 4 days -routine based instruction is interrupted 	<ul style="list-style-type: none"> -some teachers feel there is not a difference between half day and all-day programming for students (French Immersion shared this- there were questions about French acquisition being impacted in half day moving to full day programming) -instructional time is the same for both options -accommodations can be made on either programming method for

	<ul style="list-style-type: none"> a part of the supervision model, itinerant staff are more able to connect on a full day model vs only mornings -teachers get to know the students for a full day and pace their learning accordingly -students have access to breakfast and lunch options twice a week -K students can do a field trip and have other learning occur on the same day -some teachers indicate they are more able to “flex” and read the ready level of the students- change the day around, more reflective of a typical school day -as teachers they get to see K’s play at recess and facilitate teachable moments -greater opportunity for play based, experiential learning 	<ul style="list-style-type: none"> -some students do not have the stamina to last all day initially 	<ul style="list-style-type: none"> students identified with exceptionalities -academic outcomes are able to be achieved equally in either scenario given the same # of instructional time -EAs may or may not be consistent neutral -Fridays are alternating and only in a.m.
Parents	<ul style="list-style-type: none"> -some like that siblings can all go to school together, ride the bus together -schedule is convenient and parents don’t have to worry about middle of the day interruptions from work -in half day K parents have to still pay a full childcare amount daily - gives parent opportunity to access part time work on the days their child accesses education 	<ul style="list-style-type: none"> -some parents like having their children home at this developmental level for half a day ie. naps, lunch time -some parents do not believe their child is able to last a whole day of learning -if a student is away ill they may only have one day for instruction within a week 	
Administrators	<ul style="list-style-type: none"> -some administrators believe that Kindergarten needs to be a part of the school community (assemblies, lunch time, recess, etc) all day allows for same bell times, shared staffing, supervision, bell times for transportation 	<ul style="list-style-type: none"> -isn’t every day for “routinizing behaviors” -regular access to breakfast programming - you don’t see the students everyday 	<ul style="list-style-type: none"> -some admin shared they survey parents yearly others prefer to keep what they have given that it is effective and has been adopted as a school model/ philosophy and facilitates programming predictability

	-like that many of the vulnerable families like all day because it is more affordable and supports single parenting situations more easily -Admin echo teacher sentiments re: pandemic recovery and play- play is more able to occur in a full day versus a half day routine-based program -communication to parents is more consistent for all students/parents as it reflects a typical school day (lunch times and drop ins are less able to be accommodated)	-communication with parents requires creativity, you do not have “drop ins” as you may in the half day model	-challenges lie when there are only enough students for 2 programs because you have to commit to one model
--	--	--	--

Half-day all week and scheduled Fridays

	Positives	Drawbacks	Neutral
Teachers	-the program feels more like “yours” than the schools (including supervision of nutrition breaks, start finish times, recesses), staff are more “yours” -early intervention programming has evidence-based practices where daily intervention can be more beneficial -students go home for lunch so teacher has a break to plan and prepare for the afternoon -if students are sick and miss a half day it is not as impactful on programming as all day alternating -children get into a routine/schedule - in a parent pick up model there is more opportunity to connect/communicate	-may not have the opportunity to access additional staff supports with a different schedule as smoothly -itinerants aren’t always only available in the a.m. or the p.m. -many kids as they build their endurance struggle more in the p.m. and a p.m. offering often has students who do not attend as frequently due to timing/endurance/naps -student miss some school based activities and belonging to a larger school (a part of building K understanding of the role of learning and seeing their sibs throughout the day) -some field trips may not occur depending upon hours of operation of locations a.m. classes versus p.m. classes- can impact flexibility	-all-day can also operate with flexibility i.e. in the first few months they may have alternating recess until they feel comfortable -PUF students who require every day intervention can be accommodated to attend different schedules and not adhere to one model up to 800 hours -EAs may or may not be consistent neutral -Fridays are occasional and half day (a.m.)

	<p>with parents in a traditional way</p> <ul style="list-style-type: none"> -nutritional breaks woven into instructional time 	<p>-students are limited with their participation in larger school activities and community if only attending a.m.</p>	
Parents	<ul style="list-style-type: none"> -this option fits some parents scheduling better -if you get a.m. this is the most preferred time vs p.m., some parents like that they are at an advantage to choose their program -kids miss eating together as a learning opportunity - other than snack time (other than breakfast program that is only for some students) -drop in opportunities are more available for those parents who wish -this allows for a daily routine for some parents 	<ul style="list-style-type: none"> -if you get p.m. option it could be hit and miss eventually for children who struggle with stamina/endurance throughout a day (50% of kids would get p.m. if an a.m. model was offered)- this creates disadvantage to those who register first (who are able to advocate more readily) -some parents are unable to find childcare to accommodate an a.m. /p.m. model and opt to not register their child- this presents a "have/have not" model as some students are then missing a learning experience prior to grade 1 -their child does not get to experience their first year of school with their siblings -Friday p.m. classes attend a.m. on Alternating Fridays (can present a challenge again creating a challenge for p.m. students) 	<p>-some parents choose to have their child attend part time for a while to accommodate their child's needs this is in either model</p>
Administrators	<ul style="list-style-type: none"> -are in support of teachers and their professional autonomy -honor that this model has been traditionally supported and traditional practices are supported in this model (ie. calendar time, carpet time) -potentially less behavioral challenge given the structured time 	<ul style="list-style-type: none"> -less social emotional teaching/learning time -not paralleling the regular 1-12 school day where there are opportunities to be flexible -Coming out of pandemic need to provide more social emotional learning time -Day long instruction accommodates discovery/ experiential learning/ centers versus a more prescriptive approach 	<p>-administrators have indicated that many parents would opt for half day if they got the a.m. but this cannot happen. P.m. half day is the last choice when also considering alternating days</p>

***Note Kindergarten is not mandatory although research indicates that students benefit from attending K programming in preparation for grade 1**

***Some families prior to offering all day/alternating indicated they were unable to access Kindergarten due to family and daycare commitments/barriers**

***Administrators work closely with their Kindergarten teachers and grade 1 teachers to review students progress in either of the models, we honor professional opinions and practices and attempt to balance parent need, vulnerable communities and teacher strengths**

***Some schools only have sufficient registrations to offer 1 or 2 programs. Typically these programs are taught by the same K teacher and therefore require a commitment to one model.**

Dual Credit

Lethbridge College has been tremendously supportive and are going to be providing dual credit programming to 21 students from LSD in the second semester. The courses our students are registered in are- Intro to Psychology, Principles of Animation, and Marketing Fundamentals for Media. Dual credit is a great opportunity for students to get high school credit and college credit simultaneously for the limited cost of textbooks and learning materials. For many of our dual credit students they will be able to use the credit obtained in this dual credit arrangement toward a college program which is a considerable cost savings.

Recently in meeting with Lethbridge College they will be launching an exploratory program (1 day experience for high school students). More information to come!

Anti-Racism/Anti-Oppression (ARAO) Administrators Committee

The vision and mission of the ARAO Administrators:

Vision:

- A community of reflective, engaged citizens continuously striving for a culture free of racism and oppression.

Mission:

- To embark upon a journey of individual responsibility, holding space for discomfort, while personally acknowledging our privilege and bringing self-awareness and discussion to important reflection and action.

In our last meeting we shared strategies and barriers to support and promote greater awareness of cultural holidays and sacred days. It is recognized that Jordan Hoffos (ESL Student Support) and Bev Smith (ESL Lead Teacher) share a lot of information with schools regarding important cultural dates and the importance/education around them.

The ARAO is striking a subcommittee to finalize an “Anti-Racism/Anti-Oppression” Policy and are hopeful to finalize it before the end of the year!

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

Re: Human Resources Report

Background

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

Recommendations

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

Respectfully submitted,
Mike Nightingale

Associate Superintendent, Human Resources
Report to the Board of Trustees
February 15, 2022



Supporting Schools

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

- Adding 10 teachers to the substitute list in the past three weeks.
- Adding 5 support staff to the substitute list in the past three weeks.
- Onboarding 25 new staff members in the past three weeks.
- Extending 7 teacher contracts in the past three weeks.
- Facilitating the hiring of 11 teachers in the past three weeks.
- Facilitating the hiring of 16 support staff in the past three weeks.

Other Highlights

- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual school administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended a virtual Education Center Leadership Team meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos participated in the Division town hall event.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual CASSIX and CASSIX-HR meetings.
- Associate Superintendent Mike Nightingale attended Fleetwood Bawden and LCI school council meetings.
- Associate Superintendent Mike Nightingale attended a virtual TEBA meeting.

Expressions of Gratitude

- The Board of Trustees and Education Centre Leadership Team recently launched a campaign to gather expressions of gratitude for our staff. The response from our school communities was incredible!
- The campaign was launched on February 7, 2022 and by February 9, the expressions of gratitude form had been filled out over 850 times. As a result, we have 1000's of expressions of gratitude to share with our staff.
- Given the volume of expressions, we will be sharing a portion of the expressions of gratitude every school day from February 4, 2022 to February 18, 2022 with our staff.
- Thank you to all those who shared an expression of gratitude!

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
- Summary of recent staff absence trends

% of all staff absent

Jan 10 - 15 averaged **10.37%** of all staff absent per day

Jan 17 - 21 - averaged **12.43%** of all staff absent per day

Jan 24 - 28 - averaged **12.96%** of all staff absent per day

Jan 31 - Feb 4 - averaged **12.35%** of all staff absent per day

Feb 7 – 9 – averaged **11.12%** of all staff absent per day

% of unfilled teaching absences

Jan 10 - 15 averaged **2.54%** of all teacher absences unfilled per day

Jan 17 - 21 - averaged **10.85%** of all teacher absences unfilled per day

Jan 24 - 28 - averaged **5.99%** of all teacher absences unfilled per day

Jan 31 - Feb 4 - averaged **3.22%** of all teacher absences unfilled per day

Feb 7 – 9 – averaged **1.87%** of all teacher absences unfilled per day

% of unfilled non-teaching absences

Jan 10 - 15 averaged **33.94%** of all non-teacher absences unfilled per day

Jan 17 - 21 - averaged **44.18%** of all non-teacher absences unfilled per day

Jan 24 - 28 - averaged **33.93%** of all non-teacher absences unfilled per day

Jan 31 - Feb 4 - averaged **38.44%** of all non-teacher absences unfilled per day

Feb 7 – 9 – averaged **35.05%** of all non-teacher absences unfilled per day



MEMORANDUM

February 15, 2022

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

- 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.
- Morag Asquith and Christine Light (Trustee) met with Jordan Schellenberg of Youth One to discuss opportunities for Youth One to continue to support Lethbridge School Division students.
- Student Leadership, Mentorship and Wellness Series is a collaborative program with all middle and high schools in the Lethbridge School Division as well as Zone 6 School Divisions. Our first broadcast was on December 14th with the topic: March 2020 to Today...It's been something: Using Christmas/Winter Break to Reset-Reload, Lead Yourself and Serve/Support Others. Session 2 will be hosted on February 15, with the topic: What happens when we are all together? What is the cost when we are not: an exploration of the value of all of us, an Anti-Bias/Anti-Racism conversation as leaders?

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.
- Dual credit courses for high school students are being implemented this semester in partnership with Lethbridge College and the University of Lethbridge.
- After meeting January 20th with parents of Grade 5 Spanish Bilingual programming and confirming interest in Spanish Language programming for our Grade 5 Spanish Bilingual students at Coalbanks Lethbridge School Division will be offering an all year, one block of Spanish language learning at G.S. Lakie Middle School in Grade 6 for the 2022-23 school year.
- Cheryl and Morag met with Career Transitions, Palliser School Division and Southland to discuss how best to continue to support Career Development and Education in our schools and in partnership with post-secondary and trades.
- Southwest Collaborative Support Services Leadership Team (Education, AHS, CFS, FSCD) meets again on February 11. We are in the planning stages of contracted services (physiotherapy, complex communication, audiology and teachers of the deaf and hard of hearing and visually impaired) for the 2022-23 school year.
- Ann Muldoon, Kathy Mundell and Morag Asquith met with the YMCA to explore opportunities to continue to engage and support students who may experience engagement challenges.
- Bev Smith attended a Lethbridge Immigration Partnership meeting on February 1.
- Rochelle attended two committee meetings in recent weeks - Building Brains Together and Lethbridge Early Years Advisory.
- Lethbridge School Division met with Palliser School Division and Aspen View Public School to coordinate a province wide panel; discussion focused on network security.

- We continue to have discussion with the faculty of Education at the U of L regarding offering a summer session course that will focus on creating 360 video content for the classroom that is K - 5 curriculum specific.
- Lethbridge School Division, with the support of SAPDC hosted another successful 3D printer workshop. We have hosted over six 3D printer workshops over the past 3 years.
- Joint School Boards and City Council meeting.
- Meeting with City of Lethbridge regarding advocacy related to change to CityLINK system to assist students and families for transit outside of school.
- Human Resources attended a Certified Human Resources Professional (CPHR) meeting allowing the Division to collaborate with Human Resources industry within Alberta.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT
PRIORITIES: ACHIEVEMENT AND INNOVATION

Literacy

- The 8-week literacy Boost intervention program for grades 2 and 3 students concluded on January 27. Year-end assessments will be completed in May with results being shared with Alberta Education.
- Both Literacy and Numeracy assessments for the Grade 1 Learning Loss program was completed in the last two weeks of January with our application submitted on February 7. We now wait for Alberta Education to let us know the amount of money our Division will receive so we can hire Boost teachers. Many of the resources we will use for this program have already been ordered.
- Literacy Residencies continue with Bev Smith modeling best literacy practices in classrooms and then working alongside of the teacher to implement those practices. In schools where more than one teacher is participating, the residencies are being modified for the well-being of students and staff. The lessons are recorded and then Bev meets with all teachers afterwards on TEAMS to review the lesson and provide Professional Learning.
- The new English Language Arts and Literature (ELAL) curriculum is to be implemented in September 2022. The grade levels for implementation have not yet been determined. Workshops to support teachers and administrators in this endeavour are being planned for May.

Numeracy

- The Boost numeracy intervention program for grades 2 and 3 students began on the afternoon of January 31 with teacher training occurring in the morning. The 8-week program will run until April 1. Michaela Demers, Numeracy Lead Teacher, ordered resources, created the numeracy intervention framework, and provided the Professional Learning to the teachers in the program.
- Michaela continues to provide support with identifying areas for student growth and sharing targeted strategies and routines for student success. She is also preparing PL for teachers and administrators on the draft Math curriculum.
- Thinking Routines continue to be an area of focus along with gathering more resources for teacher access on effective numeracy teaching practices and strategies and shared at Division Numeracy Committee meetings.
- The “pilot” of the new “Building Fact Fluency” kits (multiplication and division) has concluded with a strong recommendation that this resource be purchased Division-wide. A request, including the number of kits and total cost, will be coming to the Board in the near future.
- The new Math curriculum is to be implemented in September 2022. The grade levels for implementation have not yet been determined. Workshops to support teachers and administrators in this endeavour are being planned for May.

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. The College is very open to exploring options or interests for our high school students.
- Dual credit course offered with the University of Lethbridge this semester are Liberal Ed 2200, Management 1070, and Genetically Engineered Machines (IDST 3200).
- Second 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).
- Our Off Campus Department is partnering with our Counselling Department to explore a service that 5th on 5th is offering around resume writing and post-secondary exploration.
- Career transitions planning for January EPIC event where high school students are exposed to trades and hands-on experience.
- Morag is working with Andrew Krul (Work Experience Coordinator), Kathy Mundell (Counselling Coordinator) and Administrators on a Careers Development/Education Manual to create greater systemic alignment and clarity with R.A.P., CALM, Health, Work Experience, Dual Credit and Career Explorations.

Transition Strategies

- As new measures are announced such as the revised provincial guidelines for education released January 7, 2022 (mitigation measures such as masks and/or reporting processes), the Division keeps schools and parents informed.

Innovation and Technology

- New Microsoft XDR endpoint software has been deployed to all computers in the Division. The new software gives us a better insight to potential security variables that may be on our network. The new system detects, reports and removes any malicious software or activity.
- A new way for students to use iPads has been deployed in the Division. The new deployment allows students to login into Division iPads just like any other laptop or desktop computer. The advantage of logging into the iPad allows profiles and media taken on the iPad to stay with the student account and is transferable to different iPads.
- Human Resources is incorporating video interviews as part of recruitment.

Early Learning

- Kindergarten registration for the 2022-2023 school year opened in January.
- Early Education Program Expression of Interest for new children runs February 7-18. Families will be notified of placement outcomes by March 11.
- In partnership with Family Centre, all new families to the division in EEP or kindergarten will be invited to complete an Ages and Stages Questionnaire. This will provide information on development and assist in program planning.
- Session 3 of Hanen, Learning Language and Loving It training will be held on February 18. This training is a professional development foundation within Lethbridge School Division's early childhood programs.

- Alberta Education PUF Verification files were submitted January 14. Alberta Education has not yet communicated the results.

Indigenous Education

- 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 20th (Residential School Theme with Writing on Stone visit), November 1st (Indigenous Education Teaching Strategies and Metis Culture), February 7th (Pemmican making and Traditional Games) and April 11th (Tipi Teaching).
- Grad Coaches are working on an Indigenous Student Recruitment Presentation for post-secondaries on February 14th this involves an online speaker series with professionals from Bow Valley, Red Crow College, Lethbridge College, Mount Royal and SAIT.
- Shawnee BigBull, Teacher, Indigenous Education has returned from maternity leave, welcome back Shawnee!!

Wellness

- Anti- Racism and Anti-Oppression (ARAO) Admin. Committee met January 19th a sub-committee will be struck to work on an Anti-Racism/Anti-Oppression Policy, we will be sharing an update of the work from the ARAO #5 meeting with Administrators and continue to explore how we can support and enhance cultural awareness/events and celebrations in our system.
- The Wellness Committee met January 24th
- Human Resources presented at the Wellness Committee meeting on January 24, 2022 on Wellness Visioning work.
- We are excited to continue Wellness Visioning in our Division. It is a complex and multi-systemic process that requires feedback from Schools, Health Champs, Wellness Teams, HR, Nutrition, Students and Board. We look forward to continuing to grow as we build a greater understanding of our entire system, recognizing that wellness is a primary focus during the Pandemic.
- Human Resources, along with the Board of Trustees and the Leadership Team have a “Gratitude” campaign to gather expressions of gratitude for our staff. The response is incredible and will be shared with staff each day from February 4th - 18th
- Human Resources attended and provided input into the “Sick Leave Support” (SLS) pilot program with ASEBP on January 26, 2022.

Diversity

- We continue to meet regularly as an Administrative Committee to address anti-racism and anti-oppression in our system and update and facilitate professional learning related to this very important issue that we encounter.
- We are so fortunate to have welcomed 35 newcomers to our school division since the start of 2022 from Bangladesh, Somalia, Nigeria, Nepal, Eritrea, and ten other countries around the world.
- Erin Hurkett and Ann Muldoon are presenting on Culturally Responsive Education at the February 10 Admin PL session.
- Instructional Services is working with Red Crow College to facilitate practicum placements in LSD for students in the Spring we are excited to be able to facilitate these placements.

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.

- Regular Administrators' Professional Learning throughout the year is being presented through Thinking Routines to ensure alignment across the Division.
- February Admin PL - Erin Hurkett and Ann Muldoon are presenting on Culturally Responsive Education.
- 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 January focused on Instructional Leadership and Personnel Processes

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

- Lethbridge School Division employees have been assigned 6 courses in Mimecast that focus on basic user level cyber security training. We hope this additional training will help staff recognize and report malicious emails and overall help keep our network a safer place.
- The second in a series of workshops offered by Inclusive Education on the Sheltered Instruction Observation (SIOP) model for teaching English language learners was postponed until March 16 to ease the demand for subs.
- Human Resources provides New Hire Orientations twice per month in February.
- Trustee Orientation Sessions. The last session was held on January 18th focusing on the topic of "Board Strategic Role."
- Think Outside will be "revving their engines" for the Spring and providing sessions to our Division, Think Outside is a joint program that started in 2020 to promote learning outside, cross curricular learning and weaving Indigenous land-based learning together.

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. The last session was on January 14. It comprised of a "principal" panel of experienced leaders who responded to common questions and concerns of beginning teachers.

DOMAIN: Learning Supports
PRIORITIES: INCLUSION

Building Staff Capacity to Meet the Needs of all Learners

- Support projection templates for the 2022-23 school year have been shared with schools, and Ann is meeting with new school admin to support the process.
- Bev has been working in Limited Formal Schooling and Transition classrooms with teachers new to ESL programming.
- Division therapists, psychologists, Behaviour Support Team, and Student Support Worker-ESL continue to be very busy in schools supporting staff and students.

Collaborative Partnerships to Support Learning

- We have been working closely with Immigrant Services and welcomed 35 new students from outside Canada since the start of 2022. Information from intakes completed at the Education Centre is shared with receiving schools to support initial decisions around programming/placement.
- Ann continues to be involved in planning meetings with school staff, Division personnel, and community partners to plan collaboratively for student support (complex physical/medical needs) or transition (school to adult services, hospital to school).
- Division and school staff support the work of the AHS Child Development Clinic by providing impact statements for students who are being assessed for autism.

- Inclusive Education also works collaboratively with the FASD Clinic and has provided release time for teachers to attend debrief meetings. Collaboration in this process helps us build understanding about a student's strengths and needs and contributes to the support planning process.

Cross-Ministry Initiatives

- Discussions around shared contracted supports (e.g., physiotherapy, teachers of the deaf/hard of hearing and visually impaired, Complex Communication Team) for the 2022-23 school year have begun with Southwest Collaborative Support Services (SWCSS). The leadership team (Education, AHS, CFS, FSCD) meet again on February 11.

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 to be held in the spring.
- Planning session with Victoria Park administration staff on upgrades to the school.
- 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

February 15, 2022

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:

Fleetwood-Bawden Showcase:

The 2021-2022 school year at Fleetwood Bawden has been wonderfully successful thus far thanks to the dedicated individuals that make up our community. Our students, of course, are the heart of our community. They have been hard working, focused, and resilient learners that bring their energy and smiles to our school every day. We are so thankful for the families, our Fleetwood families, that ready their children for learning, contribute to safety by keeping sick children at home, and by communicating needs (and celebrations!) with our staff. And, of course, many thanks are extended to our hard-working staff that continue to focus on their students' learning and growth despite the hardships and changes that come their way each day. We are most definitely a fortunate community to have the support of one another.

Fleetwood Bawden is very appreciative of the partnership formed this year with The Breakfast Club of Canada. Their support has allowed us to continue to provide a universal breakfast program to all of our students, five days a week. Covid 19 has brought challenges to many of our families. Knowing that their children can begin their day with a healthy, balanced breakfast each day can bring ease to a very difficult circumstance. Fleetwood has seen an increase in those accessing these supports and we cannot begin to express how happy we are to know that our breakfast program is truly being seen as *universal*. We have also held a universal "Pancake Breakfast For All!" day and have more planned for the near future!

Finally, this year we are celebrating our 50th anniversary! Covid-19 has put a damper on the celebrations that we can safely have, however, we will be taking part in a theatre residency (in coordination with Evergreen Theatre and funded by an Artists and Education Grant and our school council) that will be part of our 50th anniversary celebration. We look forward to honing our acting skills in April and sharing our hard work with our community!

Coalbanks Showcase:

Anticipation of returning to school after the winter break was once again met with COVID challenges! With students having an extended break, teachers prepared lessons for at-home learning, which were never delivered as students returned to in-person learning the following week! It is with deep thanks and gratitude that we highlight the amazing teachers and all staff at Coalbanks. They continually put the health and safety of students first as they are faced with increasing challenges and restrictions in this wave of COVID. They truly are champions of flexibility and adaptability! Learning at Coalbanks has been engaging, robust and fun despite the magnitude of change!

This year, Coalbanks is embracing a culture of thinking as we have started to explore Thinking Routines in our professional learning time. Two Thinking Routines were introduced: See, Think, Wonder and Zooming In. There was excitement as teachers realized the ease in which the routines could be implemented across the curriculum and with minimal planning and assessment. However, the power and essence of visible thinking was the true buy-in for implementation at the classroom level. Teachers could quickly implement an engaging routine and simply lean into student conversation as evidence of learning and deep questioning. We are looking forward to continuing to explore new routines! On the horizon, we have the Sentence, Phrase Word routine, and the CSI – Colour, Symbol, Image routine ready to roll out. Coalbanks continues to uphold division priorities in literacy and numeracy. We are always happy to host our Division experts and have welcomed both Bev Smith and Micheala Demers into our school to support teacher learning. Micheala met with teachers to dig into the Math Fluency Kits and Bev was here to do a literacy residency in 3 classrooms. The staff at Coalbanks has been using the data provided from Fountas and Pinnell and from MIPI to help drive grade level planning and instruction.

Lastly, we want to sincerely thank our Spanish Team for their assistance in planning for the continuation of Spanish learning at the Grade 6 level at GS Lakie! Viva el Español!

In closing, we also need to thank everyone at the Ed Centre for their continued support, guidance and direction during these difficult times. With great leadership comes great results in each of our schools.

Lakeview Showcase:

Oki! This school year Lakeview welcomed more than 200 new students, including an Early Education Program. Our diverse student population speaks more than 20 languages and 16% are English language learners. A highlight for us has been learning Blackfoot words from some of our Grade 3 students. It is heartwarming to hear our community greeting each other in Blackfoot throughout the day. As well, we are proud of our breakfast program that supports more than 65 students daily, made possible with a grant from the Alberta School Nutrition Program and a weekly bread donation from Cobs. We are also fortunate to have the support of the Mindful Munchies program that ensures students who need it always have a healthy lunch. Outdoor learning opportunities are intentionally embedded in our school through collaborative planning and school wide practices. Every student has a sit spot to encourage observation, discovery, imagination, creativity, collection and documentation. Teacher resources we're using to guide outdoor learning include *The Coyote's Guide to Connecting with Nature* and *The*

Walking Curriculum. New to our school this year is an outdoor classroom, an inspiring space with stumps and benches sitting next to a large shade-bearing tree. This space has also become a wonderful gathering place for students and their families before school and at the end of the day helping to grow a sense of community. It has recently been “yarn-bombed” by our enthusiastic finger-knitters, a collaborative project with Allison Lux from AHS. We are continually improving the outdoor experience for all students and are looking forward to implementing new projects in the spring that focus on experiential learning and place-based learning.

As part of our plan to nurture a culture of thinking at Lakeview, significant changes are being made to our learning commons. The physical space has been reorganized to cultivate collaborative learning and provide opportunities to empower students. A new studio space has been added to foster student creativity and innovation, model and practice thinking routines, experiment with new technology, and engage in inquiry-based learning. Soon, students will be participating in on-demand book exchanges and will be able to check out their own books. Further, we are excited about the addition of a “play commons”, a classroom that has been transformed for all learners to focus on the elements of play-based learning and to preserve play in the school day. We are looking forward to increased student engagement and improved student wellbeing.

We are especially proud of our staff and students who have worked so hard this year to create a joyful school culture. We're grateful for the support of our community partnerships including Big Sisters and an active School Council. Finally, we are thankful for the support and encouragement from the Education Centre.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

February 15, 2022

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

February	17	Community Engagement Committee 6:00 pm, Education Centre / Microsoft Teams
	21	Family Day holiday
	22-23	No School
	24-25	Teachers' Convention, No School for students
March	1	Working Conditions Committee 4:00 pm, Education Centre / Microsoft Teams
	2	Policy Advisory Committee 12:00 pm, Education Centre / Microsoft Teams
	3-4	Board Strategic Planning
	7	Facilities Committee 11:30 am, Education Centre / Microsoft Teams
	7	Division School Council 6:00 pm, Microsoft Teams
	15	Poverty Intervention Committee 1:00 pm, Microsoft Teams
	15	Board Committee of the Whole 4:30 pm, Education Centre / Microsoft Teams
	22	Board Meeting 2:00 pm, Education Centre / Microsoft Teams

MEMORANDUM

February 15, 2022

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>
303.1	Administration Appointments	Amended
404.3.1	Leaves of Absence	Amended

Respectfully submitted,
Cheryl Gilmore

303.1 Administration Appointments

Policy

The Board recognizes the importance of having skilled administrators who meet the Alberta Leadership Quality Standard to direct the business of the Division.

The Board, therefore, directs that procedures be developed for the identification, selection and appointment of individuals to administrative positions within the school Division. Normally, the selection of administrators will be through open competition.

Regulations

1. This policy shall apply to the following administration positions: Associate Superintendent, Director, Co-ordinator, Supervisor, Consultant, Principal, Assistant Principal, Vice Principal, and Administrative Assistant.
2. The Superintendent shall notify the Board of all administrative vacancies and appointments.
3. Responsibility and authority for the selection and appointment of the Associate Superintendent(s) shall rest jointly with the Board and the Superintendent of Schools.
 - 3.1 An ad hoc committee of two to three trustees and the Superintendent shall be responsible for reviewing applications, screening, and interviewing candidates and making a selection. The Board will be notified of the selection prior to public announcement.
 - 3.2 Notwithstanding the above, the Superintendent is authorized to appoint an "Acting Associate Superintendent" to fill short term (not to exceed one year) vacancies.
4. The process of developing the profiles of school-based administrators shall include consultation with representatives of the School Council, staff, students and community, where appropriate.
5. Responsibility and authority for the appointment of principals shall rest with the Superintendent. Trustees shall be notified of principal appointments prior to a public announcement.
 - 5.1 A selection committee consisting of the Superintendent, Associate Superintendent Human Resources, and one trustee shall be responsible for reviewing applications, screening, interviewing, and selecting candidates. The Associate Superintendent Instructional Services may also be a member of the committee.
 - 5.2 Principals shall be appointed to the Division and subject to transfer.
 - 5.3 Designations shall be term specific in accordance with applicable collective agreements and/or legislation.

Deleted: capable

Deleted: Superintendent,

Deleted: Administrative Assistant and
Department Head

Deleted: advise

Deleted: <#>Responsibility and authority for the selection, recommendation to the Minister of Education and appointment of the Superintendent shall rest with the Board.¶ Appointment shall be by Board resolution.¶

Deleted: <#>Appointment shall be by Board resolution.¶

Deleted: <#>recommendation to the Board.

Formatted: Indent: Left: 4.86 cm, No bullets or numbering

Deleted: advised

Deleted: , and the Board shall receive the information at its next scheduled meeting

Deleted: Associate Superintendent Instructional Services

Deleted: and

Deleted:

Deleted: .

Deleted: <#>The Board shall be advised of initial appointments and renewal of principal designations.¶

Formatted: List Paragraph, Indent: Left: 3.59 cm, Hanging: 0.98 cm, Space Before: 5.35 pt, Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 3.6 cm + Indent at: 4.87 cm, Tab stops: 4.57 cm, Left + 4.57 cm, Left

303.1 Administration Appointments...

- 5.4 Notwithstanding the above, the Superintendent is authorized to appoint an "acting principal" to fill short term (not more than one year) vacancies.
6. Responsibility and authority for the selection and appointment of persons to other administration positions within the Division shall rest with the Superintendent.
7. The terms and conditions of each administrative appointment shall be stated clearly in writing and be in accordance with applicable collective agreement and/or legislation.

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

References

Alberta Education Act: Sections 197, 199, 201, 202, 203, 204, 222
Division Policies: 401.1 Staff Hiring, 301.1 Superintendent of Schools Roles and Responsibilities, 301.3 Evaluation Process for Superintendent of Schools
Other: Leadership Quality Standard, Superintendent Quality Standard, ATA Collective Agreement

Formatted: Indent: Left: 3.5 cm, Hanging: 1 cm, Tab stops: 3.5 cm, Left + Not at 6.14 cm

Deleted: .1

Deleted: <#>The selection of individuals to fill school-based administrative positions shall include consultation with representatives of the School Council, staff, students and community, where appropriate, who will work closely with the administrator.¶

Deleted: School

Deleted: 19, 61, 92, 93, 96, 113, 116,

Formatted: Not Highlight

Deleted: 117

Deleted:

Deleted: ¶

¶
¶
¶
¶
¶

404.3.1 Leaves of Absence

Policy

The Board directs that procedures be developed for granting leaves of absence in accordance with provincial statutes and legislation, employee collective agreements, employment contracts and Board policy.

Regulations

Where this policy and its regulations differ from the provisions of the collective agreements or employment contracts, the terms of the collective agreements or the employment contracts shall take precedence.

Lethbridge School Division is not required to grant leaves beyond those prescribed in the Employment Standards Code, collective agreements or employment contracts. The decision to grant employee requested leaves outside of the Employment Standards Code, collective agreements or employment contracts is at the discretion of the Superintendent or designate.

Short-Term Leaves of Absence:

A short-term leave of absence shall be any leave that is up to 20 consecutive working days or less.

1. A leave of absence for personal reasons may be granted to an employee
 - 1.1. in accordance with the appropriate collective agreement or the individual contract in the case of a non-union employee; or
 - 1.2. upon application of the employee and approval of the Superintendent or designate.
2. Applications for a short-term leave of absence for personal reasons
 - 2.1. shall be made to the Associate Superintendent, Human Resources or the Director of Human Resources;
 - 2.2. requires the acknowledgement of the principal or the direct supervisor, in order that the leave may be considered for approval; and
 - 2.3. when exceeding the collective agreement, or employment contract provisions, the employee may be required to provide a letter with additional supporting information.
3. Decisions regarding the granting of leaves shall be made by the Associate Superintendent, Human Resources or Director of Human Resources after considering the reasons for the request, the acknowledgement of the principal or supervisor, the availability of a suitable replacement, the provisions made to continue the educational program for the students and

Deleted:

Deleted: short term

Deleted: Manager

Deleted: ,

Deleted: that exceed

Deleted: shall

Deleted: be accompanied by a

Deleted: providing

Deleted: Manager

Deleted: ,

Deleted: and

- other relevant factors. The employee shall be notified, whether the leave is granted or rejected, as soon after the decision is made as is practical.
4. If a leave is granted, it shall be with loss of full pay and may impact Board contributions to benefits.
 - 4.1. In the case of a teacher, 1/200 of the annual salary shall be deducted for each day of the leave.
 - 4.2. The employees shall be made aware if the leave of absence granted under this policy will affect their pensionable service.
 5. In order that the educational program of the students continues with a minimum of disruption, it is understood that an employee receiving approval for short term leave shall provide the substitute with appropriate plans, instructions and materials for the duration of the leave.
 6. Short-term leaves of absence under this policy will not normally be granted more than once during any three-year period.
 7. The practice of using personal leaves of absence to extend vacation is not encouraged.
 8. A leave of absence may be granted to staff for consulting activities and service to other agencies in accordance with Policy 405.14 Employee Consulting Activities & Services to Other Agencies.
 9. A leave of absence may be granted for up to two days per year with full pay for an employee to represent Canada in an international competition or event.

Deleted: , in writing

Deleted: Under normal circumstances, days of leave of absence for the purposes of consulting activities and services to other agencies will not exceed ten working days in any one school year.

Leaves of Absence for political activity:

10. A leave of absence may be granted to staff for participation in political activities at a loss of full or partial pay and possible loss of benefits as follows:
 - 10.1. Re: Civic Government (Local):
 - 10.1.1. For electioneering – leave of absence without pay for the number of consecutive days that may be considered necessary.
 - 10.1.2. For carrying out duties – if elected, a leave of absence may be granted with loss of pay at the substitute rate for carrying out necessary duties during school hours.
 - 10.2. Re: Provincial Government:
 - 10.2.1. For electioneering – leave of absence without pay for the number of consecutive days that may be considered necessary.
 - 10.2.2. For M.L.A. duties – leave of absence without pay for the duration of the elected term.
 - 10.3. Re: Member of Parliament:
 - 10.3.1. For electioneering – leave of absence without pay for the number of consecutive days that may be considered

Deleted: will

Formatted: Indent: Left: 4.75 cm, Hanging: 1.5 cm, Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 4.27 cm + Indent at: 5.16 cm

Deleted: Notwithstanding the above, the employee may negotiate special arrangements for employment during those periods when the Legislative Assembly is not in session.
404.3.1 Leaves of Absence, cont'd

necessary.

10.3.2. For M.P. Duties – leave of absence without pay for the duration of the elected term.

10.4. To facilitate continued and effective operation of the school system, an employee entering political service which may entail considerable absence from the school system should notify the Superintendent in advance so that arrangements may be made for suitable replacement or substitute service.

Long-Term Leaves of Absence:

A long-term leave of absence shall be any leave that is for a duration of greater than twenty consecutive work days.

Deleted: long term

Deleted: one month

11. Application for a long-term leave of absence for personal reasons

11.1. shall be made to the Associate Superintendent, Human Resources, or Director of Human Resources;

Deleted: Manager

11.2. requires the acknowledgement of the principal or the direct supervisor; and

Deleted: ,

11.3. shall specify reasons for requesting the leave.

12. An employee who has worked in the Division for a minimum of four years may apply for a long-term leave of absence for personal reasons without pay and without Board contributions to benefits for a duration of up to one full school year. The length of the leave may be extended to a second year at the sole discretion of the Superintendent or designate.

12.1. Applications for such a leave shall be presented to the Associate Superintendent, Human Resources or Director of Human Resources a minimum of 8 weeks prior to the leave.

12.2. The employee shall notify the Associate Superintendent, Human Resources, or Director of Human Resources whether they intend to return to assume a position with the Division, with as much notice as possible, no later than April 1, or 60 days prior to returning, whichever is earlier.

Deleted: he/she

Deleted: s

Deleted: as per the provisions outlined in the applicable collective agreement.

13. Teachers are granted a long-term leave for a complete school year from the Division rather than from a specific school or position.

14. An administrator granted a long-term personal leave will typically be required to resign their administrative designation and will be provided a teaching position upon their return.

Deleted: leave will be considered for, but not guaranteed to return to a similar administrative position if the administrator returns to work prior to the end of the term of appointment.

15. No experience increment shall be granted for salary purposes during the leave of absence.

Deleted: <#>A long-term professional learning leave with pay may be granted to a teacher according to the provisions of the ATA Collective Agreement.¶

16. Long-term leaves of absence under this policy will not normally be granted more than once during any six-year period.

Deleted: six year

17. Long-term leaves of absence may not be taken within the same six-year cycle as a secondment or an exchange is taken.



LETHBRIDGE SCHOOL DIVISION

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

References

- Alberta Education Act: 219, 220
- Other Statutes: Alberta Labour Relations Code, Employment Standards Code
- Division Policies: 402.4.1 Employee Co-Curricular Grants, 405.14 Employee Consulting Activities & Services to Other Agencies
- Other: Employee Collective Agreements

Formatted: Right: -0.22 cm

Deleted: School

Deleted: 111

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Communications Plan

Background

Communications Officer, Garrett Simmons, will review the Communications Plan with the Board of Trustees.

Recommendation

It is recommended the Board approve the Communications Plan as presented.

Respectfully submitted,
Cheryl Gilmore



Communications **PLAN**

2021/2022 Update

Learners are innovative thinkers
who are successful,
confident, respectful and caring



Lethbridge
SCHOOL DIVISION

WHAT IS OUR CURRENT SITUATION?

Lethbridge School Division will be moving into the sixth year with a Communications Plan. The goal is to create a plan that guides senior administration, the Board of Trustees and all staff in the process of communicating and engaging stakeholders.



Principles Underlying Communication

1. A communications plan is a living, breathing document, subject to change and alteration as needs arise.
2. With the evolving world of technology, and the way our students, staff and stakeholders gather, view and share information, it requires the division to have a complete understanding of how we can best communicate with stakeholders.
3. A plan provides a framework to help our district better communicate its messages, both to internal and external audiences.
4. Working with staff, the Board of Trustees and stakeholders leads to effective and efficient forms of communication.
5. It is the responsibility of all in the district to help foster a culture of open and honest communication to ensure successes and achievements are shared.
6. Effective community engagement informs Board priorities, enhances the breadth of experience for students and provides opportunity for students, staff and the Board to contribute to the community.

Our organization

- Lethbridge School Division has been educating students in Lethbridge since 1886, and has grown to include over 11,000 students and over 1,200 staff.
- Based in a growing city of over 101,000 people, the division includes a wide range of elementary, middle schools and high schools, along with number of outreach schools.

OUR TARGET AUDIENCES

- This plan will seek to engage those both directly involved in the education system (internal audiences) and those outside the system (external audiences) who have a vested interest in the education system on some level.
- Internal audiences include Education Centre staff, trustees, teachers, support staff, union representatives, School Councils and students.
- External audiences include parents and families of students, the media, municipal, provincial and federal governments, industry and business and those in the community served by Lethbridge School Division

COMMUNICATION METHODS IN OUR TOOLBELT

- Our district brand (our name, logo and messaging). The modernization of our division logo is complete.
- Communication methods for schools developed to standardize how we promote events and deal with media.
- Our district website, web portal and social media channels.
- The board newsletter, school administrator email/text lists, SchoolMessenger, Trustee reports to school councils.
- News stories and videos in print, radio and television media.
- Coverage of board of trustees meetings.
- Surveys, town hall meetings to engage the public.



GENERAL OBJECTIVES

- The Division strives to increase communication at all levels, ranging from internal communication among employees to external communication with parents, media, corporate and community sponsors and taxpayers.
 - Guided by this plan, the Division will use a variety of communication tools, and build capacity among staff on how to best use these tools.
 - Interactive communication processes will be implemented to boost reciprocal, two-way communication, which is key to gathering public feedback.
 - Increase public and staff awareness of Division activities, initiatives, programs and achievements of our schools, staff and students.
 - Maximize enrolment in our schools, and position the Division as the number one choice locally for education.
-



WHY DO WE NEED A PLAN?

- A communications plan sets best practices for communication, and outlines the most effective ways to get our message out and receive feedback.
- Recognizing ongoing changes in the way people communicate, through social media in particular, we need to ensure our messages are timely, consistent and accurate.
- The District needs to stress all employees have a role to play in communication, on some level, to develop positive working relationships with stakeholders.



GOAL 1

Effective internal communications

Proposed actions

- ENSURE STAFF ARE WELL INFORMED ABOUT DIVISION PROGRAMS/INITIATIVES AND BOARD PRIORITIES

- Deliver up-to-date information to staff concerning Division priorities, the budget and Board decisions which might impact them.
- Develop information packages for staff on key issues the Division is dealing with, complete with background information, and information on major projects.
- Continue the production of the monthly staff newsletter, The Division Dispatch, along with monthly emails with highlights of each Board of Trustees meeting.

Proposed actions

- CONTINUE TO BUILD UPON KNOWLEDGE STAFF POSSESS ABOUT BEST PRACTICES AND WHAT OTHERS ARE DOING THROUGHOUT THE DIVISION

- Create a list of key contacts for each school (athletic directors, technology experts) who can lend support to teachers in other schools.
- Create effective lines of communication where staff can direct questions to Division leaders and other staff members.
- Support networking of school leaders to provide opportunities to support an organizational approach for collaboration and sharing of best practices.
- Encourage each school to send a monthly list of events to Division office for the creation of a Division-wide event calendar.
- Widely share the Division branding guide, to ensure consistent use of the Division logos, fonts and colour schemes



Proposed actions

- IMPROVE COMMUNICATION WITH TRUSTEES, SCHOOL COUNCILS AND STUDENTS

- Provide informative and timely information for students online.
- Have the communications officer put together briefing notes for Trustees on hot-button issues impacting the Division, or issues currently in the news.
 - Continue to distribute media releases, Board highlights and Division newsletters to School Councils.
- Continue promoting the Division app, and school-specific apps, which has created another form of communication for school events and emergent situations.

GOAL 2

Accurate, timely information for external audiences

Proposed actions

- BOOST COVERAGE
OF DIVISION EVENTS,
ACHIEVEMENTS,
PROGRAMS
AND STORIES
OF INTEREST
IN THE LOCAL MEDIA

- Develop detailed background information for media kits to distribute to news outlets for reporters covering issues which impact the Division.
- Distribute a monthly calendar of major events going on at local schools.
- Establish a Media Centre tab on the Division website to highlight press releases and host information the media can easily access on past Board decisions.
 - Continue to host media calls for events to promote school dance/drama/art events.

Proposed actions

- INCREASE EFFORTS
TO COMMUNICATE
WITH PARENTS
AND FAMILIES
OF DIVISION STUDENTS

- Continue with the development and usage of the Public Engagement website. Promote the site as a one-stop-shop for all of the Division's engagement projects.
- Ensure each school has up to date Facebook, Instagram and Twitter accounts, to push timely information out to members of their school communities.
- Continue to facilitate effective communication between school councils and their parent communities, through the School Council Sign-Up forms on each website.
- Continue to effectively utilize SchoolMessenger to communicate with parents in emergency situations, along with our Division app and websites.
- Continue to provide livestreams of the Board of Trustees meeting, Division School Council and online access to engagement sessions such as Town Hall.

- DEVELOP TIMELY,
ORIGINAL CONTENT
FOR THE 51 WEBSITE,
UPDATED DAILY
AND PROMOTED
WITH SOCIAL MEDIA

Proposed actions

- Encourage staff and student submissions of writing and photography to post on the Division website.
- Develop a weekly photo gallery of the most interesting events throughout the Division.
 - Build on the video component of the website, and continue to promote and showcase Division events via video.



GOAL 3

Build communication capacity for all Division employees

Proposed actions

- HELP EMPLOYEES
BECOME BETTER
AT COMMUNICATING
DIVISION PRIORITIES
AND SUCCESSES

- Increase the number of spokespeople able to speak on a number of topics, and provide that list to the local media.
- Train employees and develop resources to assist Division staff in dealing with the media, and information requests from the general public.
- Continue to inform all employees about the role of the Division communications officer and the appropriate communication channels staff are required to follow.



GOAL 4

Increase quantity/quality of community engagement

Proposed actions

- CONTINUE MOMENTUM GENERATED THROUGH THE COMMUNITY ENGAGEMENT COMMITTEE

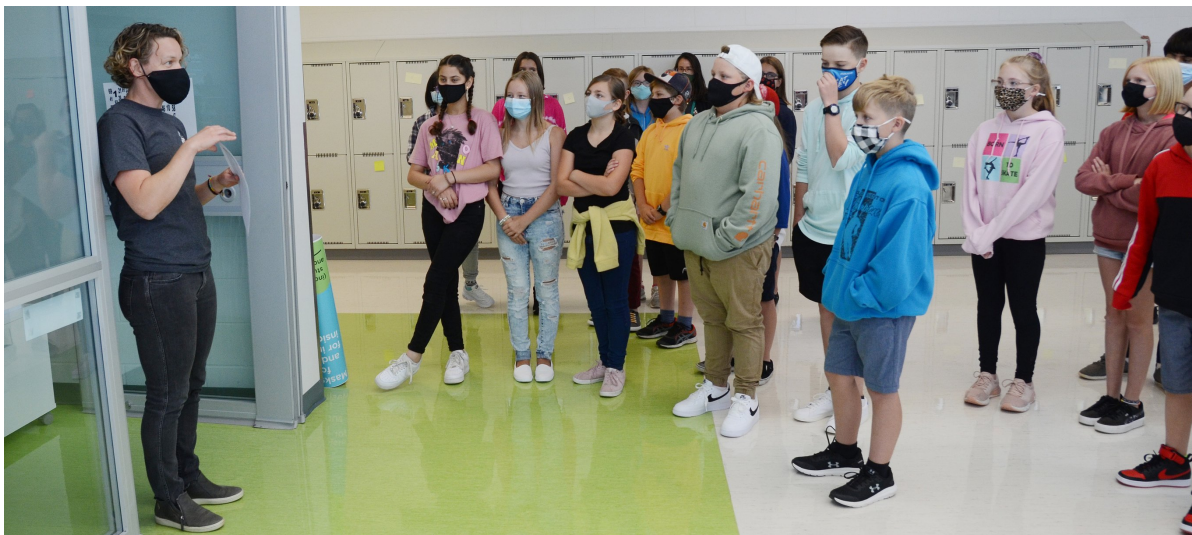
- Build upon the success of the Canada 150 ICE Awards Scholarship Breakfast. Continue to bring in top-notch guest speakers for the annual February event, and, with the help of the committee, promote the breakfast throughout the community.
- Solicit other ideas from the committee, in terms of how the Division can better connect with parents and host other events to collect community feedback and distribute information about the Division.



- COLLECT INPUT AND PROVIDE OPPORTUNITIES FOR THE PUBLIC TO PROCESS FEEDBACK WE RECEIVE

Proposed actions

- Provide fillable forms, surveys and discussions boards on the Division and the Public Engagement website.
- Use online surveys to solicit the opinions of parents in regards to issues impacting the Division.
- Provide a summary of feedback received, whether from polls, surveys or open houses, and detail how the information will be used.
- Continue to demonstrate the practices listed above when planning for and reporting on the results from the Division's annual Town Hall.



GOAL 5

Develop outside-the-box methods of communication

Proposed actions

- BE INNOVATIVE
IN OUR APPROACHES
TO COMMUNICATE
WITH THE PUBLIC
THROUGH CONSISTENT
AND DYNAMIC
INTERACTION

- Ensure locations of community-engagement events are convenient for target audience.
- Use multiple media sources more often. Produce short videos to promote and cover events, reveal important information (such as new school designs) and conduct interviews with Trustees to promote Division initiatives and provide more information about important Board decisions.



GOAL 6

Constantly review and update our social media and digital citizenship

- ENSURE
CONSISTENT
MESSAGING
IS DELIVERED
VIA SOCIAL MEDIA

Proposed actions

- Communicate to staff a set of guidelines for what is appropriate to post on Division and school Facebook, Instagram and Twitter accounts.
- Ensure the use of social media complies with the Division's ethical and professional principles at all times.

- CONTINUE
TO CLEARLY DEFINE
RESPONSIBLE USE
OF DIVISION
TECHNOLOGY
FOR ALL STAFF

Proposed actions

- Regularly update the Division's Use of Technology policy, taking into account the ever-evolving world of social media.
- Outline staff responsibilities involving identifying and reporting potential threats via social media.



GOAL 7

Streamline school-to-parent communication

Proposed actions

- ATTEMPT TO SIMPLIFY
SCHOOL-TO-PARENT
COMMUNICATION
METHODS AND PROVIDE
SCHOOLS
WITH MORE OPTIONS
FOR MASS
COMMUNICATION
METHODS

- Expand the SchoolMessenger text feature for use by all schools.
- Ensure all Division staff understand the full capabilities of PowerSchool, and the options available to them via the Parent Portal and Student Portal.
 - Develop a comprehensive package for parents, which details the communication methods their schools could be using in that particular school year.
- Continue promoting the Division app, which is capable of sending a wide variety of notifications to parents, ranging from emergency alerts to daily information updates.



Are we improving?

Simply having a plan is only part of the equation for improvement. Part of the process is also determining if those plans are making an impact. We must also devise a set of benchmarks to determine if the communication plan is indeed making a difference, and if our stated goals are being achieved.

How will we measure success?

- Schools are making use of the Communications Officer to help promote their schools and their events.
- Staff members are satisfied with the level of communication between senior managers and schools.
- Survey results indicate parents are satisfied with their level of engagement with the schools.
- Our message is getting out to the local media.
- Track newspaper, radio and television coverage to see whether or not Division news releases and stories are being used. Monitor media attendance of important Division and individual school events.
- The general public is paying attention to Division and school social-media accounts.
- Track the traffic on our Division and school websites, ensure existing social-media accounts are being used and track increases in followers and likes.
- Routinely monitor school websites and newsletters to ensure information is getting out on a timely basis, and that schools are using communication tools.
- Track participation in online and in-person community-engagement opportunities.



Communications

PLAN

2021/2022 Summary



GOAL 1

Effective internal communications

- ENSURE STAFF ARE WELL INFORMED ABOUT DIVISION PROGRAMS/INITIATIVES AND BOARD PRIORITIES
- CONTINUE TO BUILD UPON KNOWLEDGE STAFF POSSESS ABOUT BEST PRACTICES AND WHAT OTHERS ARE DOING THROUGHOUT THE DIVISION

GOAL 2

Accurate, timely information for external audiences

- BOOST COVERAGE OF DIVISION EVENTS, ACHIEVEMENTS, PROGRAMS AND STORIES OF INTEREST IN THE LOCAL MEDIA
- INCREASE EFFORTS TO COMMUNICATE WITH PARENTS AND FAMILIES OF DIVISION STUDENTS

GOAL 3

Build communication capacity for all Division employees

- HELP EMPLOYEES BECOME BETTER AT COMMUNICATING DIVISION PRIORITIES AND SUCCESSES

GOAL 4

Increase quantity/quality of community engagement

- CONTINUE MOMENTUM GENERATED THROUGH THE COMMUNITY ENGAGEMENT COMMITTEE
- COLLECT INPUT AND PROVIDE OPPORTUNITIES FOR THE PUBLIC TO PROCESS FEEDBACK WE RECEIVE

GOAL 5

Develop outside-the-box methods of communication

- BE INNOVATIVE IN OUR APPROACHES TO COMMUNICATE WITH THE PUBLIC THROUGH CONSISTENT AND DYNAMIC INTERACTION

GOAL 6

Constantly review and update our social media and digital citizenship

- ENSURE CONSISTENT MESSAGING IS DELIVERED VIA SOCIAL MEDIA

GOAL 7

Streamline school-to-parent communication

- ATTEMPT TO SIMPLIFY SCHOOL-TO-PARENT COMMUNICATION METHODS AND PROVIDE SCHOOLS WITH MORE OPTIONS FOR MASS COMMUNICATION METHODS

GENERAL OBJECTIVES

The Division strives to increase communication at all levels, ranging from internal communication among employees to external communication with parents, media, corporate and community sponsors and taxpayers.

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Community Conversations

Background

Trustees hosted their first Community Conversations meeting at The Collective on Thursday, February 10, 2022. Trustees are given the opportunity to speak to the success of the event.

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: **Town Hall**

Background

The Division Town Hall was held Tuesday, February 1, 2022. Board Chair Allison Purcell will speak to highlights of the event.

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Christine Light, Trustee

RE: Joint City of Lethbridge / School Boards – January 26, 2022

In attendance:

City Councillor—City of Lethbridge: Ryan Parker; Jennifer Schmidt-Rempel

Holy Spirit Catholic School Division: Roisin Gibb, Trustee; Ken Sampson, Superintendent; Lisa Palmarin, Secretary Treasurer

Lethbridge School Division: Christine Light, Trustee; Allison Purcell, Trustee; Cheryl Gilmore, Superintendent; Christine Lee, Associate Superintendent

City of Lethbridge: Blaine Hyggen, Mayor; Michael Fox, Director of Community Services; Timothy Sanderson, Transit Manager; Blair Richter, Parks General Manager; Chris Witkowski, Parks Planning Manager; Sandra Dufresne, Intergovernmental and Advocacy Advisor; Wendy Smith, City Clerk's Office; David Sarsfield, City Clerk's Office

1. Bouquets for Garry Station
2. Updates to Playground Surfaces
 - City is responsible for initial build of the playground; School Boards and/or School Councils are responsible for life cycling and any upgrades. City will occasionally manage these upgrades. The city builds 2-3 playgrounds per year at a cost of approximately \$22/square foot.
3. Readiness of Land for New School Builds
 - HSSD continues to wait for a funding announcement for a new west side elementary school
4. School Division Feedback for CityLink Transit System
 - School divisions provided feedback to the barriers of stakeholders accessing transit and the affects lack of accessibility has on community engagement, school attendance, anxiety. It was iterated feedback is not based on students receiving busing that live 2.4km or more from their school, but those who access transit for out-of-school activities and programming. School boards were encouraged to provide feedback at the Civic Works Standing Policy Committee meeting on February 3. Any accessibility issues or gaps would be passed on to the city. There is no hard deadline to provide feedback.
 - School boards were asked if their provincial funding for busing could be directed towards funding of the marginalized population utilizing CityLink. Both boards stated their funding is limited.

- Both school boards requested that no action be taken regarding removing students from the subscription list from Access-A-Ride until there is a conversation between the School Divisions and the City. Transit stated they have to balance the use by all users.
- 5. City Bus Transportation
 - The city is looking at revising the fare structure, including those offered to the youth and seniors. The proposal is likely to go before City Council in May, 2022 with consultation opportunities prior. The School Divisions will be included in the discussion.
- 6. Joint Advocacy for Access to Physicians and Mental Health Supports
 - School Divisions expressed desire to assist with advocacy for services. City Council has designated this as a priority. Any submissions on this can be made to the Cultural and Social Standing Policy Committee.
 - Presentation on Brain Story will be made on February 10, at the Community Safety Standing Policy Committee
 - Federal funding is being provided to establish an Indigenous Hub

Next Meeting Dates:
April 27, 2022
October 12, 2022

Respectfully submitted,
Christine Light

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Andrea Andreachuk, Trustee

RE: ATA Local Council – February 2, 2022

On behalf of the Board of Trustees, I attended the ATA Meeting on February 2nd. I was welcomed warmly and brought greetings from the Board and sincere thankfulness to all of the staff for everything they have been doing for their students and for one another during this time and always. I know that there are times when they have needed to teach for each other and/or take additional children into classes and they meet the students with such care! We were also warmly thanked for the Macarons by Lisa Jensen. I noted how happy we were to support a local company that worked so hard for us to make us the wonderful Macarons to share with staff and we were so happy that they liked them! I also shared Board Highlights and asked if there was anything we could be doing for staff right now. They said to please continue to advocate for safety of students and staff and to please continue to advocate around the curriculum.

PL Applications have been extended through to the end of February to make more availability of subs since they have been in high demand.

Colby Kunzli of the Substitute Teacher Committee noted that Substitute Teacher Appreciation Week is March 14 to 18th. The ATA will honour subs during this week with Starbucks Cards.

SWATCA is online February 24th and 25th. Jann Arden will be the closing speaker!

Vice-President Christine Perreux noted that the U of L is in need of PSII placements. There will be strike vote at the U of L Feb. 2nd and 3rd.

March 8th - First ever Alberta Teachers Gender and Sexuality Alliance online at 4:30.

Shelly David of the DEHR Committee noted that the DEHR Committee had curated resources for use in classrooms to help celebrate Black History Month!

Craig Findlay of LPEO noted that a School Board Meet and Greet is being planned for April.

President Derek Resler shared the Election timeline of events for the Local. New Teacher Induction Ceremony will be held March 16th.

The Poverty Intervention Committee is interested in hearing more about the challenges, concerns and initiatives surrounding poverty in our Elementary Schools.

Katherine Pritchard, the District Representative shared that the ATA is very concerned with the Minister of Education's desire to de-professionalise the ATA by removing the discipline process we have held since 1935. Read the special edition of the ATA News to learn more.

The Curriculum implementation advisory group was announced. It doesn't contain any ATA representation.

There is concern over resources needed to implement the curriculum and questions regarding how many grade levels will be involved.

Respectfully Submitted,
Andrea Andreachuk

MEMORANDUM

February 15, 2022

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: Policy Advisory Committee – February 9, 2022

Attending: Craig Whitehead, Cheryl Gilmore, Trish Syme, Kelsi Cook, Rod Scott, Maggie Taylor,
Nathan Pearson

Regrets: Kevin McBeath, Alison Alma-North

1. Policies to Review:

- **303.1 Administrative Appointments**

- Feedback due February 9th – No feedback provided, goes to February 15th Board Meeting for amendment.

- Changes made to policy:**

- Policy description paragraph, changed “capable” to “skilled” and added “who meet the Alberta Leadership Quality Standard”

- Regulation #1, removed “Superintendent”

- Regulation #1, added “Vice Principal”

- Regulation #1, Note: Administrative Assistant and Department Head cannot be removed, as they are in the Collective Agreement.

- Regulation #2, changed “advise” to “notify”

- Regulation #3 and #3.1, removed from the policy because it explains the process of hiring the Superintendent, which is no longer part of this policy. There is already a process for that policy.

- Regulation #4 is changed to Regulation #3

- Regulation #4.1 is change to Regulation #3.1 and removed

- Regulation #4.2 is changed to Regulation #3.1, added “two to”, removed

- “recommendation to the Board” and changed to “selection”, and added “The Board will be notified of the selection prior to the public announcement”

- Regulation #4.3 is changed to Regulation #3.2

- Regulation #7 is changed to Regulation #4, removed “selection” and added “process of developing the profiles of”

- Regulation #5, removed “advised” changed to “notified”, removed “and the Board shall receive the information at its next scheduled meeting”

- Regulation #5.1, removed “Associate Superintendent, Instructional Services”, added “and selecting”, added “Associate Superintendent, Instructional Services may also be a member of the committee”

- Regulation #5.3, added “in accordance with applicable collective agreement and/or legislation”

- Regulation #5.4, removed
- Regulation #5.4.1 has been changed to Regulation #5.4
- Regulation #7, added “and be in accordance with applicable collective agreement and/or legislation”
- References, “School Act” changed to “Education Act”, and updated Sections, added to Division Policies “301.1. Superintendent of Schools Roles and Responsibilities” and “301.3 Evaluation Process for Superintendent of Schools”, added “Other” with “Leadership Quality Standard”, “Superintendent Quality Standard”, and “ATA Collective Agreement”
- **404.3.1 Leaves of Absence**
 - Feedback due February 9th – No feedback provided, goes to February 15th Board Meeting for amendment.
 - **Changes made to policy:**
 - Regulations, added paragraph “Lethbridge School Division is not required to grant leaves beyond those prescribed in the Employment Standards Code, collective agreements or employment contracts. The decision to grant employee requested leaves outside of the Employment Standards Code, collective agreements or employment contracts is at the discretion of the Superintendent or designate.
 - Regulation #2.1, removed “Manager” changed to “Director of”
 - Regulation #2.3, removed “that” added “when exceeding the”, removed “shall” added “the employee may”, removed “accompanied by” added “required to provide”, removed “providing” changed to “with”
 - Regulation #3, removed “Manager” changed to “Director of”, removed “in writing”. Added “and other relevant factors”
 - Regulation #8, removed “Under normal circumstances, days of the of absence for the purposes of consulting activities and services to other agencies will not exceed ten working days in any one year.”
 - Regulation #10, added “and possible loss of benefits”
 - Regulation #10.1.2 changed “will” to “may”
 - Regulation #10.2.2, removed “Notwithstanding the above, the employee may negotiate special arrangements for employment during those periods when the Legislative Assembly is not in session.”
 - Long-term Leaves of Absence, removed “one month” changed to “twenty consecutive work days”
 - Regulation #11.1, removed “Manager” changed to “Director of”
 - Regulation #12, added “long-term”, added “at the sole discretion of the Superintendent or designate”
 - Regulation #12.1, added “or Director of Human Resources”
 - Regulation #12.2, added “or Director of Human Resources” changed “he/she” to “they”, changed “intends” to “intend”, removed “as per the provisions outlined in the applicable collective agreement” added “with as much notice as possible, no later than April 1, or 60 days prior to returning, whichever is earlier.”
 - Regulation #14, removed “leave will be considered for, but not guaranteed to return

to a similar administrative position if the administrator returns to work prior to the end of the term of appointment” added “long-term personal leave will typically be required to resign their administrative designation and will be provided a teaching position upon their return.”

- Regulation #15, removed, does not belong in this policy
- References, changed “School Act” or “Education Act”, updated Sections

Next Meeting Date: March 2, 2022

Respectfully submitted,
Craig Whitehead

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



January 31, 2022

John Greenshields

Dear John:

Thank-you for sharing your perspective regarding the wearing of masks in our schools. We do recognize and value your perspective. It appeared that you felt frustrated about being heard at the close of your presentation when I conveyed that the Board would be discussing your presentation and responding at a later time. Perhaps you may have been better prepared for my communication if I had let you know before you started that the Board does not respond at the meeting. I am sorry for that, and will change this practice. Board members did listen and hear your perspective and discussed a response.

We concur that your son is doing his best to contribute to keeping the school a safe place by following protocols and understand that when this is not the case with other students you feel that his right to a space where everyone is following the same protocol is taken away.

We are following the provincial mask requirement protocols in our school division. The provincial mask requirements that apply everywhere in Alberta provides for an "Exception for a medical condition" ([COVID-19: Mask requirements | Alberta.ca](https://www.alberta.ca/COVID-19-Mask-requirements-Alberta-ca)). The *Alberta Return to School* document guiding protocols in school divisions also details "exceptions to the mask requirements" on page 7 ([COVID-19 Guidance for Schools \(K-12\) and School Buses \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/COVID-19-Guidance-for-Schools-(K-12)-and-School-Buses-lethsd.ab.ca)).

The school division and our schools are required to follow the provincial order that allows for exceptions to the mask requirements. I know that this does not alleviate your concern, and we are sorry for that. We encourage you to work with the school administration and discuss whether other measures, such as distancing of your son and individuals who fall within an exception, can address some of your concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Allison Purcell".

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent

Lethbridge School Division Board of Trustees

Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



January 31, 2022

Katelyn Greep

Dear Katelyn:

Thank-you for sharing your perspective regarding the wearing of masks in our schools. We do recognize and value your perspective.

Thank-you for communicating your perspective regarding the use of masks as a mitigation measure in the revised re-entry plan. All perspectives are valued and considered as we navigate the challenge of COVID-19 and variants. It is recognized that there are a breadth of perspectives, and not all parents, members of the public, or even individuals in the field of medicine agree on best practice. Some parents, such as yourself, have let us know that you do not agree with the mask protocols, and other parents have communicated that they support strong mask requirements.

The division revisions to the wearing of masks are based on finding balance with perspectives and giving serious consideration to the recommendations in the provincial guiding document updated on January 7, 2022. As a public school jurisdiction, we have been guided by the expertise of Alberta Health from the outset of the pandemic. We are not researchers or doctors, but trust that the recommendations that are coming from Alberta Health as outlined in the guiding documents for education are grounded in research and in the best interest of our students. The guiding document strongly recommended masks for all students in Kindergarten to grade 12. Our plan provides for removal of masks for eating, drinking, when outdoors, and when participating in physical activity. The provincial guiding document can be found at this link: [COVID-19 Guidance for Schools \(K-12\) and School Buses \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/COVID-19-Guidance-for-Schools-(K-12)-and-School-Buses)

The division is committed to reviewing changes on an ongoing basis and being responsive to the COVID context as it presents in our city and schools.

Sincerely,

A handwritten signature in black ink, appearing to read 'Allison Purcell', written in a cursive style.

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent

Lethbridge School Division Board of Trustees

Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



January 31, 2022

Bonny Greenshields

Dear Bonny:

Thank-you for sharing your perspective regarding the wearing of masks in our schools. We do recognize and value your perspective.

Your presentation was very thoughtful and conveyed a perspective through the lens of citizenship and social consciousness. We agree that schools are important places for developing attributes of good citizenship and developing a community mindset. We know that our schools work hard to develop attributes of good citizens and we are sorry that your experience with mask protocols makes you feel otherwise. We know that it is important to you that your son is safe and exemplifies behaviors of a good citizen by following the rules on the school that keep students safe. The provincial mask requirements is more complex than following a health order that is without exception.

We are following the provincial mask requirement protocols in our school division. The provincial mask requirements that apply everywhere in Alberta provides for an "Exception for a medical condition" ([COVID-19: Mask requirements | Alberta.ca](https://www.alberta.ca/COVID-19-Mask-requirements-%5BAlberta.ca%5D)). The *Alberta Return to School* document guiding protocols in school divisions also details "exceptions to the mask requirements" on page 7 ([COVID-19 Guidance for Schools \(K-12\) and School Buses \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/COVID-19-Guidance-for-Schools-(K-12)-and-School-Buses)).

The school division and our schools are required to follow the provincial order that allows for exceptions to the mask requirements. I know that this does not alleviate your concern, and we are sorry for that. We encourage you to work with the school administration and discuss whether other measures, such as distancing of your son and individuals who fall within an exception, can address some of your concern. In saying this, we recognize that it does not address your points made regarding expectations for developing citizenship by all individuals adhering to the protocol without exception.

Sincerely,

A handwritten signature in black ink, appearing to read "Allison Purcell", written in a cursive style.

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent

Lethbridge School Division Board of Trustees

Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



January 31, 2022

Kathryn McKee

Dear Kathryn:

Thank-you for communicating your perspective regarding spectators at school events.

I appreciate the frustration you feel when not able to engage as a spectator that supports and celebrates your children and the other youth on a team or in an event.

The secondary principals have been making difficult decisions based on the priority of keeping their schools operational (have to consider number of staff illnesses including administration who run the events), safe for students and staff, and keeping students engaged in activity (continue with inter-school competition). They are all individuals who would like nothing better than to have risk levels gone and the state of schools back to normal. They are incredibly stretched at this time and are giving due consideration and attention to extra-curricular activity. I am always hopeful that the school community recognizes the challenge faced by school leaders and are supportive of the effort they put into voluntary activity.

You are correct that school divisions have varied in their application of the recommendations provided in the provincial guiding document. The decision to put a hold on spectators as recommended in the provincial guiding document for education at school events was common among all but two school divisions in Zone 6 (southern Alberta). It is recognized that extra-curricular activities are important for the mental, physical and emotional health of students. School administrators and central office administrators place this as a priority and central consideration every time we meet to discuss level of restrictions.

As a parent of a secondary level student, you would have received communication from the superintendent, Dr. Gilmore, on Thursday January 27 informing parents that secondary administrators decided to move to allowing two spectators for each participant under Lethbridge School Division Restriction Exemption Program. We are all very hopeful that conditions are such that operational demands can be met at the school level and this can be maintained and expanded as trends and conditions improve. The secondary school administrators will continue to meet with central office administration on a regular basis to discuss extra-curricular protocols and mitigation measures.

Sincerely,

A handwritten signature in dark ink, appearing to read "Allison Purcell", written in a cursive style.

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent

Lethbridge School Division Board of Trustees

Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



January 31, 2022

Chelsie Lindsay

Dear Chelsie:

Thank-you for communicating your perspective regarding spectators at school events. I appreciate the frustration you feel when your children are not able to engage as spectators at extra-curricular events. We agree that school activities that include students as spectators build school spirit, creates connections among our youth, and makes everyone feel that they are an active participant in school activity.

The secondary principals have been making difficult decisions based on the priority of keeping their schools operational (have to consider number of staff illnesses including administration who run the events), safe for students and staff, and keeping students engaged in activity (continue with inter-school competition). They are all individuals who would like nothing better than to have risk levels gone and the state of schools back to normal. They are incredibly stretched at this time and are giving due consideration and attention to extra-curricular activity. I am always hopeful that the school community recognizes the challenge faced by school leaders and are supportive of the effort they put into voluntary activity.

As a parent of a secondary level student, you would have received communication from the superintendent, Dr. Gilmore, on Thursday January 27 informing parents that secondary administrators decided to move to allowing two spectators for each participant under Lethbridge School Division Restriction Exemption Program. We recognize that this does not address your concern about providing opportunity for students to engage as spectators at events, but it is a move forward with admitting spectators. We are all very hopeful that conditions are such that operational demands can be met at the school level and this can be maintained and expanded as trends and conditions improve. The secondary school administrators will continue to meet with central office administration on a regular basis to discuss extra-curricular protocols and mitigation measures.

Sincerely,

A handwritten signature in black ink, appearing to read "Allison Purcell", written in a cursive style.

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent

Lethbridge School Division Board of Trustees

Allison Purcell, Christine Light, Andrea Andreachuk, Tyler Demers, Kristina Larkin, Genny Steed, Craig Whitehead



January 25, 2022

Hon. Adriana LaGrange
Minister of Education
228 Legislature Building
10800 97 Avenue
Edmonton, AB T5K 2B6

Dear Hon. Minister LaGrange,

The Board of Trustees of Aspen View Public Schools, as per a motion passed unanimously at our meeting held January 20, 2022, recommends that implementation of the draft K-6 curriculum be delayed until the 2023-24 school year. In light of yet another disjointed school year due to the ongoing COVID-19 pandemic, and continued uncertainty regarding the draft curriculum's contents, we feel strongly that the responsible thing to do for both students and educators is to postpone its implementation.

The COVID-19 pandemic has resulted in learning disruptions affecting students and staff. Despite the best efforts of students, their families and educators to overcome these disruptions, evidence indicates that achievement of fundamental K-6 learning outcomes and concepts is lagging. Implementing a new curriculum at this time, when students' understanding of prerequisite knowledge is questionable at best, further jeopardizes their opportunities for success.

For two full years, educators have gone above and beyond to deliver quality learning while transitioning between learning platforms; overcoming learning disruptions and student absenteeism; and juggling the same personal and family concerns regarding COVID-19 that have challenged every Albertan throughout the pandemic. Educators are exhausted, and understandably so. Under these unusual circumstances, we feel it is unreasonable to ask any of them to spend their summer preparing to implement new curriculum; curriculum, we would add, for which teacher resources have not yet been identified.

The ongoing concerns regarding the content of the draft K-6 curriculum are well documented. We acknowledge some positive steps announced on December 13, 2021, such as pausing implementation of the Social Studies curriculum; however, serious concerns remain about forging ahead with new curriculum in other subjects. We appreciate that representatives from the Alberta School Boards Association, the College of Alberta School Superintendents and others are able to have input into curriculum rollout through the Curriculum Implementation Advisory Group; however, the mandate of this group does not address the more significant questions regarding curriculum content.

We concur that the current K-6 curriculum is out of date and that a new curriculum is long overdue. Unfortunately, both the draft curriculum and the process that led to its development were fraught with issues that have eroded public confidence. Your December 13, 2021 announcement was a positive step towards addressing some of these issues. We believe that by postponing implementation of the new curriculum, and using the 2022-23 school year to address concerns and engage with Albertans in meaningful ways, we can work together to ensure that Alberta students have the right curriculum, with the right resources, delivered at the right time.

Sincerely,

A handwritten signature in cursive script that reads "Candyce Nikipelo".

Candyce Nikipelo, Chair
Board of Trustees
Aspen View Public Schools

cc. All Alberta school board chairs

Lethbridge, January 25, 2022

Att: Allison Purcell

Notice of Liability re: Covid-19 mandates

As a Lethbridge School District #51 School Board member, you have a fiduciary responsibility to ensure our children are provided with the best, safest and healthiest learning environment possible.

There is no question that it is a position of great responsibility and trust that should not be taken lightly. Hundreds of students and parents put their trust in you, and that trust should be treated with the utmost respect. In order to do so, we would hope that you have done your due diligence and have looked at the science before enforcing school-wide mandates. Doing so involves more than just listening to the mainstream media, the "opinion" of public health officials, and blindly following their recommendations.

Almost two years into this pandemic, it is becoming increasingly clear that the measures put forth by the authorities have failed to contain the spread of the virus. Cases are as high as they have ever been. Double and triple vaccinated individuals are as likely to acquire and spread the virus as the unvaccinated (1). Thousands of deaths and severe adverse events from these experimental injections have been documented (2).

Lockdowns have caused an enormous amount of psychological harm, including mental health issues and suicides (3). They also have ruined the livelihood of countless small businesses, workers and their families, the effects of which will be felt for the rest of our and our children's lives, and possibly for generations to come.

Masks have never been proven effective (4). To the contrary, they have been shown to increase susceptibility to disease by decreasing the amount of oxygen and increasing the amount of carbon dioxide breathed by the wearer (5,6,7). Moreover, the Covid virus is transmitted through aerosol particles that are so tiny they easily make their way right through masks and spaces around poorly fitted masks (8).

The psychological effects on our children from not being able to see their peers' and teachers' faces have been studied, and it has been shown that it impairs their psychological development and will have lifelong consequences (9). Studies also show that masking of children interferes with concentration and learning, causes developmental delays and causes a massive spike in speech delays (9,10).

Masks are not legislated in Canada. It is not law and cannot be made law because it is in violation of a citizen's right to breathe freely. To be very clear, there are no provisions in any orders of any health minister, doctor, or provincial legislation, that can, nor pretend that any measures can, override Charter or other pre-Charter Constitutional Rights and Freedoms.

All Statutes, by-laws, Orders and Acts must be consistent with the Constitution... **or they are of no force or effect.**

Section 52(1) of the Constitution Act, 1982: The Constitution of Canada is the supreme law of Canada, and any law that is inconsistent with the provisions of the Constitution is, to the extent of the inconsistency, of no force or effect.

If the Federal Government had invoked the Federal Emergencies Act, which it has not, even that Emergencies Act states:

AND WHEREAS the Governor in Council, in taking such special **temporary** measures, **would be subject to the Canadian Charter of Rights and Freedoms and the Canadian Bill of Rights** and must have regard to the International Covenant on Civil and Political Rights, particularly with respect to those **fundamental rights that are not to be limited or abridged** even in a national emergency.

We are writing to advise you that if you persist in interfering with the guaranteed rights and freedoms of citizens and students by supporting or enforcing the mask mandates and experimental injections, and/or using intimidation to do so, it will constitute, *inter alia*, bad faith, and will be met with a human rights complaint, civil litigation (including but not restricted to vicarious liability), and/or potential criminal charges against you personally. You will be held 'personally' liable for damages and/or any injury suffered as a result of your actions. **You are personally not protected under any Act or Statute that is in violation of the Canadian Rule of Law, Constitution and Charter of Rights and Freedoms.**

Allison, you have been duly warned. It is highly recommended that you cease and desist and immediately retract your unlawful policy in writing and inform the public as well as parents and students within this District School Board forthwith. Please find attached several Notices of Liability to that effect. These represent only a small sample of the parents we were able to contact under short notice. Many more share the opinions included herewith.

STAND UP FOR OUR KIDS!

LIFT ALL MANDATES!

- 1) [COVID-19 Alberta statistics | alberta.ca](https://www.alberta.ca/covid-19-statistics.aspx)
- 2) [VAERS Summary for COVID-19 Vaccines through 12/31/2021 – VAERS Analysis](#)
- 3) [COVID-19 lockdowns caused more deaths instead of reducing them, study finds - Washington Times](#)
- 4) [Do masks actually work? The best studies suggest they don't \(msn.com\)](#)
- 5) [ALERT: Meta-Analysis of 65 Studies Reveals Face Masks Induce \(greenmedinfo.com\)](#)
- 6) [Healthy People Should Not Wear Face Masks | GreenMedInfo | Blog Entry](#)
- 7) [Face Masks Harm Children and Some Have Even Died - But California \(greenmedinfo.com\)](#)
- 8) [Masks Don't Work: A Review of Science Relevant to COVID-19 Social Policy | River Cities' Reader \(rcreader.com\)](#)
- 9) [New Study Finds COVID Masks Harm Children's Physical & Mental Health | Principia Scientific Intl. \(principia-scientific.com\)](#)
- 10) [Facemasks Caused A Massive 364% Spike In Children With Speech Delays - GreatGameIndia](#)

Individuals who submitted Notices of Liability	
Last Name	First Name
Bell	Margaret
Besseling	Linda
Briscoe	Dini
Budd	M R Hart
Budd	Robert
Clewes	Gerry
Clewes	Donna
Danish	Marilyn
DeGroot	Craig
Devine	Lindsay
Doyle	Heather
Florence	Denver
Frenzel	JoAnn
Frenzel	Tianna
Friesen	Sonya
Gaulin	Mathieu
Gaulin	Pierre
Gibson	Linda
Giguere	D.
Grant	Harvey
Grant	Susan
Heidebrecht	Kathy
Hill	JoAnn
Hill	Stuart
Hoffner	Brenda
Illerbrun	Debra
Jangula	Chris
Jeffrey	Sandra
Lamb	Kevin
Landry	Michelle
Lartiga	Viviana
Lovett	Jordan
McNeil	Alayna
McNeil	Joan
Medve	Rita
Nelson	Shannon
Nicholson	Karalee
Oosterkamp	Heidi
Orzechowska	Karolina
Oseen	Hilda
Peterson	B. Jan
Ross	Lynn
Sawatsky	Joni
Steffenson	Betty Jane
Straughan	Tannis
Strong	Amie
Thompson	A
Watson	Robert
Watts	Ethel
Weing	Bob
Weing	Judy
Wihnan	Shanoah
Worthington	Julie



Office of the Minister

February 8, 2022

Dear Colleagues:

Under the very challenging circumstances during the pandemic, I am so grateful to parents, students, teachers, and education partners for their flexibility. We have used additional layers of protections in schools including masking, cohorting, enhanced cleaning and sanitization, and for those that choose to, vaccination, to ensure our schools remained safe. As announced by Premier today, we are taking steps to begin relaxing COVID-19 protocols, including in our schools.

When it comes to our children, there are many important factors to consider when they attend school, including seeing the facial expressions of teachers and classmates, having the ability to be animated and joyful, and considering the mental health impacts that come along with public health measures such as masking. I have been encouraged to see a downward trend in the number of Alberta schools shifted to at home learning over the last few weeks. At the peak of the fifth wave there were 29 schools that were shifted to at home learning, and today only 7 of the over 2,500+ schools in our province remain learning at home. Effective Monday, February 14, 2022 the masking requirements in CMOH 22-2021 will be removed and as such there will be no masking requirements for any students in schools or on school buses. At this time, masking will still be required for adults including teachers, administrators and other school staff including school bus drivers.

As I shared in November, I must reiterate that every child in Alberta is entitled to have access to an education program as per Section 3(1) of the *Education Act*; this provision also existed in Section 8 of the previous *School Act*. To be clear, as of February 14, 2022 school boards will not be empowered by provincial health order or recommendations from the CMOH to require ECS - grade 12 students to be masked to attend school in person or to ride a school bus. At this time, prevention measures including cohorting, as well as enhanced cleaning and sanitization, will remain in school environments.

As Minister of Education, I take very seriously the responsibility of providing access to education for all students in our province. School authorities cannot deny their students access to in person education due to their personal decision to wear or not to wear a mask in schools. Individual family choices need to be respected and students should not be stigmatized for their choice related to masking going forward, similarly to their personal vaccination status.

Thank you to everyone for your continued support in keeping students safe and learning throughout the pandemic.

Adriana LaGrange
Minister of Education

Lethbridge School Division

Board of Trustees

433 -15 Street South
Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387
www.lethsd.ab.ca



February 10, 2022

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

Dear Minister LaGrange,

Re: Request for Retraction or Further Communication

First, I would like to thank-you for meeting with Trustees across the province the evening of February 8, 2022, following the Premier's announcement and roll out of timelines for "Easing Measures" to mitigate COVID-19.

At the Board Chair/ Minister meeting, Trustees inquired as to what action you will take to address the letter that was sent by you and the Minister of Health to Board Chairs across the province on October 5, 2021. I have attached the letter for your reference ("Encouraging mandatory proof-of-vaccination policies for adults in schools"). School boards across the province, including Lethbridge School Division, gave serious consideration to the very emphatic and convincing letter. Like many other jurisdictions, Lethbridge School Division put Vaccination Procedures in place grounded and supported by a recommendation sent by two Ministers.

There has been complete lack of communication or clarity regarding your position as the Minister of Education regarding "proof-of-vaccination policies for adults in schools." This is *distinctly* different from REP. Lack of clarity has placed school divisions in a difficult position. We do not make assumptions that are not substantiated. We request that you address this issue quickly and with clarity. Lethbridge School Division would like a response as to whether you, as Minister of Education, continue to support this recommendation or whether you withdraw or change support for this recommendation. We are informing our public and staff that we are awaiting your response so we can be confident that the Ministry is no longer compelling school divisions to keep policies in place regarding proof-of-vaccination.

I look forward to a timely response; we are hoping to hear back prior to our regular Board meeting scheduled Tuesday, February 15, 2022.

Respectfully

A handwritten signature in black ink, appearing to read "Allision Purcell".

Allision Purcell
Board Chair, Lethbridge School Division

cc Nathan Neudorf
Minister of Health
Board of Trustees



ALBERTA
EDUCATION

*Office of the Minister
MLA, Red Deer-North*

Encouraging mandatory proof-of-vaccination policies for adults in schools

**To: Board Chairs of Public, Separate, Francophone and Charter School Authorities
Independent school authorities
Private ECS operators**

Today, Alberta's government announced new measures to further protect students, staff and communities—strengthening what is already in place as we face the challenges of this fourth wave of COVID-19.

It's also clear that the best way to look after each other and to stop the spread of COVID-19 is for every eligible Albertan to get vaccinated. That's why today's announcement included a renewed call to all school authorities as employers, and operators of school facilities, to develop policies that require proof of vaccination or a negative COVID-19 test for any adult who enters a school. This would include teachers, staff and parents, but would exclude students. A school authority cannot deny their students access to education due to immunization status.

Many employers and facility owners already require their employees to submit proof of vaccination or a negative PCR test. On September 30, the Premier announced a new requirement for the Alberta Public Service to submit proof of vaccination or provide a negative PCR or rapid testing result at their own cost. The Premier also encouraged all public employers, and specifically school authorities, to introduce similar policies.

Today we're reaching out to you directly to ask that you consider this request. Taking the steps necessary to have these measures in place as soon as possible will help all of us look out for our fellow Albertans and protect our province's health care system.

Vaccines are among our best weapons to combat this pandemic, and the best way to protect children is to ensure the adults around them are vaccinated. During this critical time we must do all we can to reinforce that message—and to encourage as many Albertans as possible to get vaccinated.

Thank you for your hard work and continued efforts to keep students and staff safe.

Sincerely,

Adriana LaGrange
Minister of Education

Jason Copping
Minister of Health