

# Lethbridge School Division

## Board of Trustees Regular Meeting Agenda

April 26, 2022

1:00 p.m.

Board Room / Microsoft Teams



- |           |  |               |
|-----------|--|---------------|
| 1:00 p.m. | <b>1. Move to In-Camera</b>  |               |
| 2:30 p.m. | <b>2. Approval of Agenda</b>   |               |
| 2:35 p.m. | <b>3. Approval of Minutes</b>  |               |
|           | If there are no errors or omissions in the minutes of the Regular Meeting of March 22, 2022 it is recommended that the minutes be approved by the Board and signed by the Chair. |               |
| 2:40 p.m. | <b>4. Business Arising from the Minutes</b>  |               |
| 2:45 p.m. | <b>5. Associate Superintendent Reports</b>   |               |
|           | 5.1 Business and Operations  | Enclosure 5.1 |
|           | 5.2 Human Resources  | Enclosure 5.2 |
| 3:00 p.m. | <b>6. Superintendent Reports</b>   |               |
|           | 6.1 Board Priorities Report  | Enclosure 6.1 |
|           | 6.2 Donations and Support  | Enclosure 6.2 |
|           | 6.3 Acknowledgements of Excellence   | Enclosure 6.3 |
|           | 6.4 Education Week   | Enclosure 6.4 |
|           | 6.5 School Transitions   | Enclosure 6.5 |
|           | 6.6 Calendar of Events   | Enclosure 6.6 |
| 3:30 p.m. | <b>7. Presentations</b>  |               |
| 3:45 p.m. | <b>8. Action Items</b>   |               |
|           | 8.1 Second Quarter Financial Report  | Enclosure 8.1 |
|           | 8.2 Indigenous Education Committee TOR   | Enclosure 8.2 |
|           | 8.3 Bill 15  | Enclosure 8.3 |
|           | 8.4 Full-Time (950 hours) Kindergarten   | Enclosure 8.4 |
|           | 8.5 Transportation and Bell Times  | Enclosure 8.5 |
|           | 8.6 Board Meeting Structure and Organization   | Enclosure 8.6 |
| 4:25 p.m. | <b>9. Division Highlights</b>  |               |
| 4:30 p.m. | <b>10. Board Chair Report</b>  |               |

- 10.1 Community Conversations Enclosure 10.1
- 10.2 Virtually Installed: Lethbridge Schools Students Art Enclosure 10.2
- 10.3 ASCA Conference and AGM – April 22-24 Enclosure 10.3

4:45 p.m. **11. Reports**

- 11.1 Indigenous Education Committee–Mar 23, 2022 Enclosure 11.1
- 11.2 Community Engagement Committee–Mar 24, 2022 Enclosure 11.2
- 11.3 Division School Council–Apr 4, 2022 Enclosure 11.3
- 11.4 Policy Advisory Committee–Apr 6, 2022 Enclosure 11.4
- 11.5 Civic Works Standing Policy Committee, City  
of Lethbridge–Apr 7, 2022 Enclosure 11.5
- 11.6 Economic Development Lethbridge–Apr 20, 2022 Enclosure 11.6

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

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

5:15 p.m. **13. Correspondence Sent**

- 13.1 Alberta Education Minister – March 23, 2022 Enclosure 13.1
- 13.2 Alberta Education Minister – March 30, 2022 Enclosure 13.2

5:20 p.m. **14. Correspondence Received**

- 14.1 PSBAA Annual Spring Assembly – March 30, 2022 Enclosure 14.1
- 14.2 PSBAA – April 1, 2022 Enclosure 14.2
- 14.3 Alberta Education Deputy Minister – April 14, 2022 Enclosure 14.3

5:25 p.m. **Adjournment**

## MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD MARCH 22, 2022.

### In Attendance:

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

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

The Chair called the meeting to order at 1:06 p.m.

1. Move to In-Camera

Trustee Christine Light moved:

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

*Move to In-Camera  
6902/22*

The Chair reconvened the meeting at 2:35 p.m.

2. Approval of Agenda

Move item number 11.2 to 8.8 under Action Items

Addition of 8.9 Fuel Costs

Trustee Christine Light moved:

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

*Approval of Agenda  
6903/22*

3. Approval of Minutes

Trustee Kristina Larkin moved:

“that the minutes of the regular meeting of February 15, 2022 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Approval of Minutes –  
Regular Meeting  
6904/22*

4. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from  
the Minutes*

5. Associate Superintendent Reports

5.1 Business and Operations

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

Trustees shared perspectives and parental concerns regarding new bell times (before/after school care program fees and extra-curricular access). The Division has been able to avoid transportation fees to date.

*Associate  
Superintendent  
Reports  
Business and  
Operations*

- |  |  |
|--|--|
| <p>5.2 <u>Instructional Services</u><br/>Associate Superintendent Morag Asquith provided a written Instructional Services report.</p>  | <p><i>Instructional Services</i></p>                     |
| <p>5.3 <u>Human Resources</u><br/>Associate Superintendent Mike Nightingale provided a written Human Resources report.</p>   | <p><i>Human Resources</i></p>                            |
| <p>6. <u>Superintendents Report</u></p>  | <p><i>Superintendents<br/>Report</i></p>                 |
| <p>6.1 <u>Board Priorities Report</u><br/>Board Priorities were included in the agenda.</p>  | <p><i>Board Priorities</i></p>                           |
| <p>6.2 <u>Acknowledgements of Excellence</u><br/>Immanuel Christian Elementary, École Agnes Davidson and Lethbridge Christian schools were showcased.</p>  | <p><i>Acknowledgements of<br/>Excellence</i></p>         |
| <p>6.3 <u>COVID Highlights</u><br/>The Board reviewed the current COVID context data. Communications Officer Garrett Simmons will update the Division website.</p>   | <p><i>COVID Highlights</i></p>                           |
| <p>6.4 <u>Calendar of Events</u><br/>Calendar of events were included in the agenda.<br/>Additions:<br/>Community Conversations on April 13, 2022 – 8:30 to 10 am @ YMCA (children can play while parents meet).<br/>April 28 – Registered Apprenticeship Program evening<br/>March 23 – Indigenous Education / ARAO Meetings<br/>March 23 – ASBA Zone 6</p> | <p><i>Calendar of Events</i></p>                         |
| <p>7. <u>Presentations</u></p>   | <p><i>Presentations</i></p>                              |
| <p>7.1 <u>Edwin Parr Nominee</u><br/>The Division Edwin Parr Nominee is Ashley Zrim, Grade 1 teacher at Senator Buchanan Elementary School. Ashley, Principal Lenée Veres-Fyfe and Vice-Principal Bob White attended the meeting.</p>  | <p><i>Edwin Parr Nominee</i></p>                         |
| <p>7.2 <u>Provincial Champions</u><br/>LCI and Chinook students won provincial championships in wrestling and curling. Students and coaches were invited to the meeting for recognition.</p>   | <p><i>Provincial Champions</i></p>                       |
| <p>7.3 <u>Intervention for Literacy and Numeracy (BOOST) /Curriculum</u><br/>Karen Rancier (Director of Curriculum and Instruction), Bev</p>   | <p><i>Intervention for<br/>Literacy and Numeracy</i></p> |

Smith (Literacy Lead Teacher), Michaela Demers (Numeracy Lead Teacher) and BOOST teacher Julian Hazell, provided an update for the Board of Trustees.

*(BOOST) / Curriculum Update*

## 8. Action items

*Action Items  
Policy Review*

### 8.1 Policy Review

The Board reviewed the following policies:

Trustee Craig Whitehead moved:

“to approve Policy 400.1.1 Sexual Orientation, Gender Identity and Gender Expression, as amended.”

**CARRIED UNANIMOUSLY**

*Policy 400.1.1 Sexual Orientation, Gender Identity and Gender Expression  
6905/22*

Trustee Craig Whitehead moved:

“to approve Policy 402.8.3 Employee Assistance and Wellness Programs, as amended.”

**CARRIED UNANIMOUSLY**

*Policy 402.8.3 Employee Assistance and Wellness Programs  
6906/22*

Trustee Craig Whitehead moved:

“to approve Policy 404.6 Cocurricular and Extra-Curricular Honoraria, as amended.”

**CARRIED UNANIMOUSLY**

*Policy 404.6 Cocurricular Grants and Honoraria  
6907/22*

### **Meeting extension**

Trustee Christine Light moved:

“to extend the meeting beyond 6 p.m.”

**CARRIED UNANIMOUSLY**

*Meeting Extension  
6908/22*

### 8.2 Board Budget Belief Statements

The Board Budget Belief Statements were reviewed at Strategic Planning.

Trustee Christine Light moved:

“to approve the Board Budget Belief Statements for 2022-2023, as presented.”

**CARRIED UNANIMOUSLY**

*Board Budget Belief Statements  
6909/22*

### 8.3 2023-2025 Capital Plan

Associate Superintendent Christine Lee reviewed the 2023-2025 Capital Plan.

Trustee Christine Light moved:

“to approve the 2023-2025 Capital Plan, as presented.”

**CARRIED UNANIMOUSLY**

*2023-2025 Capital Plan  
6910/22*

### 8.4 Victoria Park Upgrade Project

Victoria Park Update Project was reviewed by the Board.

Trustee Tyler Demers moved:

“that the Board approves that administration may proceed with the Victoria Park Upgrade project on a phased-in approach provided the project is approved for Capital Maintenance and Renewal (CMR) funding from the Alberta Government. The Board further authorizes administration to supplement the project with Infrastructure Maintenance and Renewal (IMR) Funding as required based on available funding.”

**CARRIED UNANIMOUSLY**

*Victoria Park Upgrade  
Project  
6911/22*

8.5 Full day all week Kindergarten

The Board discussed advocating for full day all week Kindergarten through ASBA Fall General Meeting.

Trustee Andrea Andreachuk moved:

“that the Board form a committee to work on writing a resolution to bring back to the Board and if they agree, to present at the ASBA Fall General Meeting for provincial government funding support full day all week Kindergarten.”

**CARRIED UNANIMOUSLY**

Committee members will be Andrea, Craig, and Genny.

*Full day all week  
Kindergarten advocacy  
6912/22*

8.6 Curriculum Advocacy

The Board discussed advocating for curriculum postponement.

Trustee Kristina Larkin moved:

“It is recommended that the Board write a letter to Minister LaGrange with a cc to all Board Chairs expressing dissatisfaction with the timelines and roll out of the curriculum.”

**CARRIED UNANIMOUSLY**

Kristina, Morag and Cheryl will work toward an advocacy letter which will be shared with Board members prior to sending.

*Curriculum Delay  
Advocacy  
6913/22*

8.7 Welcome Back Event

Executive Council shared traditions around welcoming staff back at the start of each school year. Trustees agreed on a come-and-go pancake breakfast with a Board message shared via video.

*Welcome Back Event*

8.8 Public School Boards' Association of Alberta

Trustee Craig Whitehead expressed interest in having trustees attend the PSBAA Spring General Assembly in June 2-4, 2022.

Trustee Craig Whitehead moved:

PSBAA  
6914/22

“that we send as many Trustees as would like to go to the PSBAA Spring General Assembly from June 2-4, 2022, with the intent of looking at further membership in the fall. This will come out of personal professional development funds.”

**CARRIED UNANIMOUSLY**

8.9 Letter to Minister LaGrange re Fuel Prices

A letter was shared with the Board for consideration of advocating for assistance with rising fuel costs.

Trustee Craig Whitehead moved:

Fuel Costs  
6915/22

“that the Board Chair write a letter on behalf of Lethbridge School Division to Minister LaGrange requesting that Alberta Education reimplement the fuel price contingency fund to support school divisions with the fluctuating costs of fuel.”

**CARRIED UNANIMOUSLY**

9. Public Forum - none

Public Forum

10. Division Highlights

Division Highlights

Tyler Demers attended G.S. Lakie's Unite performance.

Kristina Larkin was connected to students to discuss racism and oppression.

Andrea Andreachuk attended Westminster's virtual pink shirt day, a speech competition, saw Bobbie Fox recognition, 100 days of school, Churchill's Shrek, saw Unite, Indigenous Education presentation, and General Stewart's St. Patrick's Day celebration.

Genny Steed highlighted the LCI interactions with students and parents, school council meeting and dance show Awakening.

Craig Whitehead noted that he had technical difficulties while on vacation and shared appreciation for our education system.

Christine Light attended LCI's dance program Awakening, school council meetings, Community Conversations, and took puppies to Churchill's wellness room.

Allison Purcell attended the curling provincials, wrestling provincials were shared, Lakeview school council meeting, Nicholas Sheran school council, Indigenous Education presentation, and Community Conversations.

11. Board Chair Report

Board Chair Report  
Community  
Conversations

11.1 Community Conversations

The next event will be held Wednesday, April 13, 2022 from

8:30 to 10:00 am at the YMCA with a play area for children.  
Trustees shared their perspectives from the March event.  
Thank you to Boys and Girls Club of Lethbridge Youth Centre  
for the space and snacks.

11.2 Structure of Board Meetings

Board members discussed the possibility of having members of the public attend Board meetings in-person starting in April 2022. Teams will remain available.

*Structure of Board Meetings*

11.3 ASBA Spring General Meeting

Board Chair Allison Purcell spoke to the ASBA Spring General Meeting held June 6-7, 2022.

*ASBA Spring General Meeting*

11.4 Board Funding Support to School Councils

The Board discussed current funding support to school councils. The \$250 is flexible for School Council use for parent engagement.

*Board Funding Support to School Councils*

12. Reports

12.1 Policy Advisory Committee

Trustee Craig Whitehead provided a written report from the Policy Advisory Committee meeting held March 2, 2022.

*Reports  
Policy Advisory*

12.2 Division School Council

Trustee Christine Light provided an oral report from the Division School Council meeting held March 7, 2022.

*Division School Council*

12.3 Facilities Committee

Trustee Tyler Demers provided a written report from the Facilities Committee meeting held March 7, 2022.

*Facilities*

12.4 Poverty Intervention Committee

Trustee Kristina Larkin provided a written report from the Poverty Intervention Committee meeting held March 15, 2022.

*Poverty Intervention*

13. Correspondence Received

13.1 Education Minister – Feb 15 2022

13.2 Education Minister – Mar 4 2022

13.3 Infrastructure Minister – Mar 10 2022

*Correspondence  
Received*

14. Correspondence Sent

14.1 Melcor Developments – Mar 17 2022

*Correspondence Sent*

Trustee Christine Light moved:  
“to adjourn to return to In-Camera at 7:21 p.m.”

*Adjourn to In-Camera*  
6916/22

**CARRIED UNANIMOUSLY**

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Allison Purcell,  
Chair

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Christine Lee,  
Associate Superintendent  
Business and Operations

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: Business and Operations Report**

**Background**

The April 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

April 2022

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

# 01 Facility Services



Planning for the new West Lethbridge Elementary School in Garry Station is progressing very well. The Division has been working with architects on schematic design and the project has now moved into design development. As this project is included with four other school projects in the province as part of a P3 (Public, Private, Partnership) bid and build methodology for construction, a lot of work is required up front by all parties in a short period of time.

"Coming Soon" flyers have been sent out to homes in and around the school site to let them know that work on the site will begin shortly. It is expected that the site will be fully graded and serviced by the fall.



While we all look forward to making our summer vacation plans, the facilities department is busy planning summer projects for our schools.

Plans are underway for a renovation to Victoria Park High School. On March 8th, Trustees were provided a presentation from Victoria Park Administration on the educational program and supports provided to students and "why" the renovation is important to student learning. Daniel Heaton, Director of Facility Services, presented a scale model of the school and how these renovations could be phased in over three years based on available funding. The Division has received approval for the project in March from the Board of Trustees and from Alberta Education. Alberta Education has provided just over \$1 million in Capital Maintenance and Renewal (CMR) funding that will go towards the first phase of the project. The first phase of the project will begin to address the priority of ventilation and accessibility within the school.



## ELEMENTARY SCHOOL

### COMING SOON!

IN ADVANCE OF THE PLANNED OPENING OF THE NEW K-5 GARRY STATION ELEMENTARY SCHOOL IN SEPTEMBER 2025, THERE ARE SOME SITE WORKS THAT NEED TO BE COMPLETED IN THE NEIGHBOURHOOD BEFORE THE ACTUAL SCHOOL BUILDING CONSTRUCTION BEGINS IN 2023.

THESE SITE WORKS AT THE SCHOOL SITE, SUCH AS NEW UTILITIES, ROAD REALIGNMENT AND WIDENING AND THE LEVELING OF THE BUILDING LOCATION AND PLAYING FIELDS, WILL BEGIN THIS SPRING AND WILL BE COMPLETED IN LATE 2022.

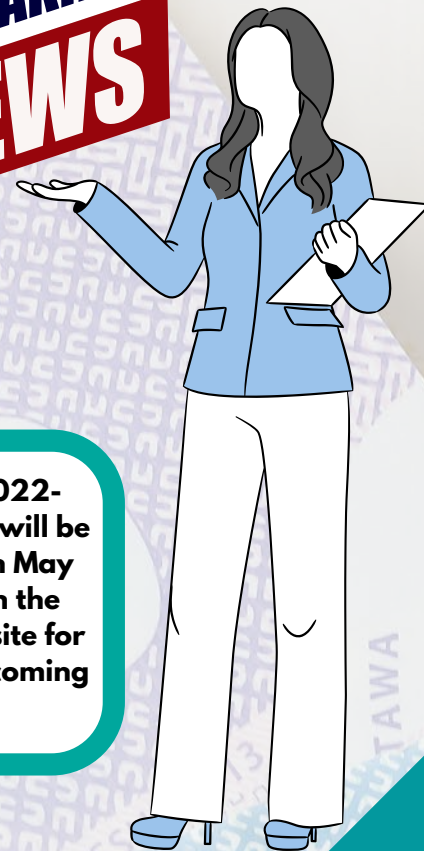


If you have any questions or need more information, please contact Daniel Heaton, Director of Facility Services Lethbridge School Division at [daniel.heaton@ethsd.ab.ca](mailto:daniel.heaton@ethsd.ab.ca)



# Finance 02

The finance department is piloting an electronic VISA purchasing card approval process with the Education Centre. This new process will streamline approvals and processing. It is also good for the environment as all documentation will be electronically uploaded. Once processes have been tested they will be implemented throughout the school division.



## Budget Development

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. Information gathered from this meeting has informed the Board's strategic priorities and will guide the development of the budget. The Board of Trustees have taken the information from the Town Hall and developed 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. School Divisions have been provided provincial funding allocations at the end of March. Details on the new wellbeing and new curriculum support funding have not yet been received. The Division, through the Instructional Budget Committee, has been developing budget allocations based on the priorities. The Instructional Budget Committee has met on March 8th, 22nd, 29th, and April 6th to allocate funding for schools and instructional programs based on priorities. The Administrator's Committee met on April 12th to review the work of the Instructional Budget Committee and provide feedback. Schools were provided budget allocations in *MyBudgetFile* and will now assign expenditures to the budget allocations. Trustees met on March 29th to learn about provincial funding, preliminary decisions of the Instructional Budget Committee, and how board priorities are being addressed through the process of developing the 2022-2023 budget.

The draft 2022-2023 budget will be presented on May 17th. Watch the Division website for more details coming soon!



# 03

## Occupational Health and Safety



COVID Restrictions have been lifted, however enhanced cleaning and sanitization protocols continue to keep our students and staff safe. Thank you to all staff who make safety a top priority in our facilities.

**DID  
YOU  
KNOW?**

To date this school year:

**446**

total student accidents/incidents

**45%**

of student accidents/incidents occurred outdoors (playground, sports field, school grounds)

**44%**

of outdoor student incidents/injuries occur on the playground



Healthy Workplaces

# Healthy Minds at Work

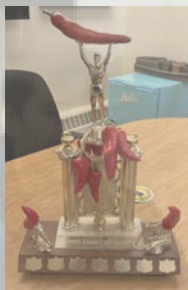
- You have a healthy WORK-LIFE BALANCE
- Your JOB DEMANDS are reasonable
- You are SAFE at work
- Your employer supports GROWTH AND DEVELOPMENT
- Your work is CHALLENGING
- You feel VALUED AND RESPECTED

Workplace support is key to maintaining positive mental health

**CCOHS.ca**  
Canadian Centre for Occupational Health and Safety



# Technology 04



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

- Moving all staff to multi-factor authentication by the end of June.
- Working with Senator Joyce Fairbairn to pilot new copier software that will track spending on copying by staff member to create usage awareness.
- The team will be participating in the Career Transitions fair, EPIC. The team will be telling students about careers as a technology professional. The team will be using VR technology to support this presentation.
- 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. The RFP has been issued and will be reviewed and awarded in May.
- The team has started implementing a new service ticket system. The new system "Fresh Service" will provide more data for the technology department to improve service levels and will be easier for staff at schools to use when they require support with a technology matter.
- Lethbridge School Division hosted a round table in April that includes school boards in Zone 6 and ATLE. The round table will have participants discussing tools for the prevention of cyber attacks.
- The team will be working with ATLE on a Privacy Impact Assessment (PIA) project to assess the privacy impacts of a variety of software used in schools.
- The Technology Department Team entered the Annual Victoria Park Chili Cook off and took home the coveted Chili Pepper trophy for best Chili. After several years the Education Centre team, lead by Chef Sadlowski, finally won.

DID  
YOU  
KNOW?

## Managed Hardware



Devices	Number
Desktop Computers	2800+
Laptops	3200+
iPads	2000+
Wireless Access Points	600+
Projectors	800+
Printers and Copiers	200+
Servers	120 Virtual 60 Physical
Desktop phones	600+

**Other physical equipment managed by the department;** Digital Signage, Displays, Security Cameras, School PA Systems, School Building Management Systems, Division Cell Phones and Uninterrupted Power Supplies, etc.

# 05 Transportation

Southland Transportation, Holy Spirit Catholic School Division, and Lethbridge School Division, reviewed possible transportation routes and developed new bell times for the 2022-2023 school year. These bell times were created with the goal to correct routing and timing issues experienced in the 2021-2022 school year. For more information about the creation of bell times please see the School Division's website: [School hours and bell time changes - 2022/2023 | Lethbridge School Division \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/school-hours-and-bell-time-changes-2022-2023)



## Some common questions related to the change in bell times for the 2022-2023 school year:

1

### Why can't Elementary Schools have an earlier bell time?

For the 2022-2023 school year it was necessary to change all the bell times for elementary schools to start later than in 2021-2022. The reason for the change was to correct the late arrival of buses that occurred in 2021-2022 because there was not enough time between school runs to allow for on time arrival at many schools. To run the transportation system within the funding provided by Alberta Education, it is necessary to have as many school buses provide service to two schools (back to back runs). This means there needs to be time to drop students off at one school then go back to the start of the next run to pick up students and drop off at the second school. After looking at several scenarios, the best alternative to provide appropriate transportation service in 2022-2023 was to flip the bell times for many schools back to start times similar to the 2020-2021 school year. This meant that elementary schools would once again start later than secondary schools.

2

### Is the transportation services provider, Southland Transportation, dictating the bell times?

No. Southland Transportation works with Lethbridge School Division and Holy Spirit Catholic School Division to schedule bell times that work with the complex nature of the transportation system in Lethbridge and to make sure that the bell times reflect the appropriate number of instructional minutes per week. Southland Transportation takes the requirements for instructional minutes from the divisions and our parameters on the earliest and latest start times and works on possibilities for how the bussing can be arranged to meet those requirements. The other consideration is affordability. Southland structures route scheduling to work within the budget parameters and funding constraints of the school divisions. Without the careful consideration of this factor, transportation costs would be unaffordable.

3

### Why were parents not consulted on the change in bell times for the 2022-2023 school year?

After reviewing several scenarios for how the transportation system could be mapped out for the 2022-2023 school year to improve on time pick up and departure of school buses within the required instructional minutes as well as budget constraints, it was clear that there is no flexibility in the scheduling of bell times. There are a variety of perspectives from parents on preferred bell times based on family and employment circumstances. Due to the complex nature of the transportation system, a consultation on bell times would not achieve the desired result. Consultation usually means that the input provided can be acted upon. Unfortunately due to the complex nature of the transportation system, feedback from the consultations would not provide the desired results for many participants through a consultation process.

# Other Matters

# 06

## THANK YOU

Thank you to all the administrative professionals in our school division who keep our office and business functions running smoothly.

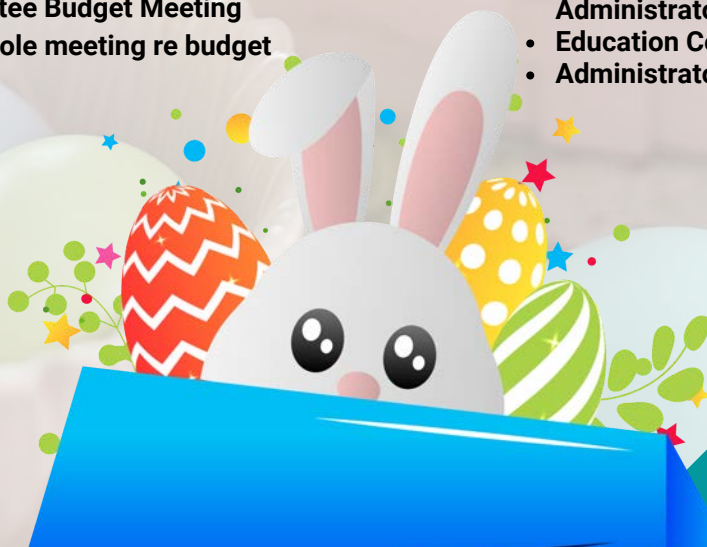


## APRIL



### Important meetings/events for April:

- 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
- Meetings with Melcor re Garry Station school site development
- Victoria Park Upgrade consultants planning meeting
- AB Education and stakeholder budget information meetings
- Instructional Budget Committee Meetings
- Administrators' Committee Budget Meeting
- Board Committee of Whole meeting re budget
- Garry Station mechanical systems meeting
- Westminster and Plaxton School Council Meetings
- Speakers Club, Ms. Fletcher's class, Westminster
- TEAM Lethbridge, City of Lethbridge, envisioning meeting
- Immanuel Christian Elementary School Easter Chapel
- Lakeview and Dr. Plaxton Elementary Schools generative dialogue
- Elementary, Middle, and High School Administrator meetings
- Education Centre Leadership team meeting
- Administrators' Committee Meeting



**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Mike Nightingale  
Associate Superintendent, Human Resources

**Re: Human Resources Report**

**Background**

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

**Recommendations**

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

Respectfully submitted,  
Mike Nightingale

### Supporting Schools

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

- Adding 3 teachers to the substitute list in the past four weeks.
- Adding 14 support staff to the substitute list in the past four weeks.
- Onboarding 16 new staff members in the past four weeks.
- Extending 44 teacher contracts in the past four weeks.
- Facilitating the hiring of 8 teachers in the past four weeks.
- Facilitating the hiring of 6 support staff in the past four weeks.

### Other Highlights

- Associate Superintendent Mike Nightingale participated in instructional budget committee meetings, to help determine priorities for the 2022-23 budget.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual school administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended an Education Center Leadership Team meeting.
- Associate Superintendent Mike Nightingale, Director of Human Resources Rhonda Aos, Human Resources Coordinator Stacey Wichers and Administrative Professional Jolayne Prus attended a virtual career fair for graduating teachers from the University of Lethbridge.
- Welcome to our new receptionist / HR administrative assistant Madalynn Guzowski!



## 2022-23 Staffing Update

The 2022 – 23 staffing process for the division is underway. Although, we are waiting for student enrollment and more budget details, we are preparing for next year's staffing process.

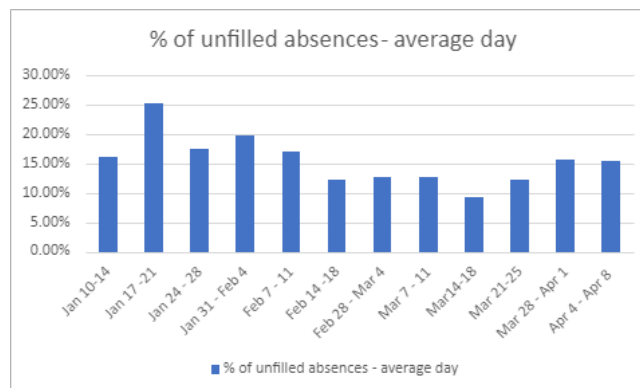
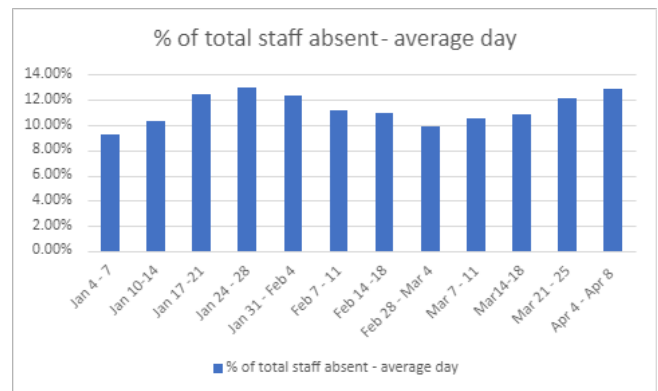
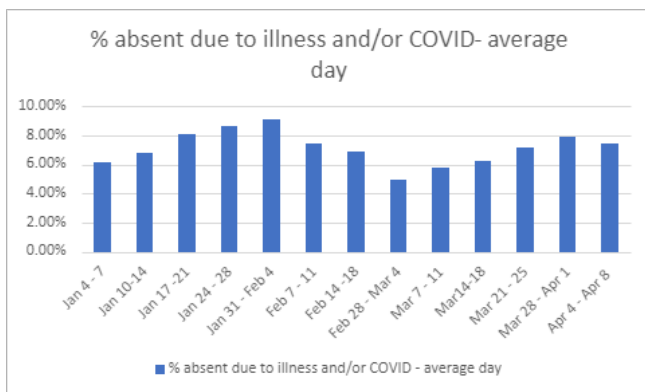


- The hiring process has been completed for 3 Principal positions.
- The hiring process is in progress for vacant Vice Principal positions.
- School based administrators have identified staffing priorities for the 2022-23 school year through the instructional budget committee.
- School based administrators have received their preliminary 2022-23 budgets and are working on staffing allocations.

## COVID-19

The Human Resources department will continue to work closely with schools and staff as we navigate the challenges created by COVID-19. The department has been providing, and will continue to provide significant support in relation to:

- Leave Management
- Hiring
- Accommodations
- Substitute and casual replacement
- Data collection
- Providing staff with Employee Family Assistance Program resources



**MEMORANDUM**

April 26, 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.
- 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. The most recent session held March 15 explored the Eight Pillars of Wellness: physical, emotional, spiritual, social, occupational, financial, intellectual, and environmental.
- Town Hall
- Community Conversations
- Three Year Capital Plan- 2022-2023 to 2024-2025 Video posted to Community Engagement website for feedback.

**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.
- Career “Exploration Days” hosted by Lethbridge College are being offered to students in grades 10-11. Opportunities include days that explore the following: Agriculture, Architecture and Design, Carpentry, Criminal Justice, Engineering Technology, Environmental Sciences, Media, Natural Resource Enforcement, Virtual Reality
- Cheryl attended an asset mapping for career exploration session hosted by Lethbridge College. South zone school divisions, Lethbridge College, and representatives from the business sector explored strategies for engaging students and parents in career exploration opportunities.
- 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.
- The Executive Team attended the Southwest Collaborative Support Services (SWCSS) Leadership Team meeting on April 1 and received an update on the work of SWCSS in providing support services in schools.
- On Wednesday, April 6, Ann and Bev met with Immigrant Services to discuss newcomer student documentation and support from Settlement Workers in Schools. Immigrant Services is no longer expecting an influx of Afghan refugees to Lethbridge.
- Meeting with City of Lethbridge regarding advocacy related to change to CityLink system to assist students and families for transit outside of school.
- Lethbridge Tech Department will hosted a provincial round table discussion focusing on network security on April 5, 2022.
- The Technology Department met with WCB Alberta regarding creating emissive VR content for educational purposes. Leadership from WCB Alberta learned that we have been creating VR content and wanted to learn more about what the process was.
- Cheryl Gilmore, Christine Lee, & Craig Whitehead attended the Team Lethbridge, City of Lethbridge Envisioning Workshop on April 11, 2022.

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

**Literacy**

- Bev, Michaela, and Karen continue to make plans to support teachers with PL around literacy, numeracy, as well as sessions specific to building capacity for curriculum implementation.
- New curricula implementation sessions will occur for kindergarten and grades 1, 2, and 3 teachers and administrators on May 10 and 11.
- Bev met with the SAPDC Literacy Advisory Committee to discuss plans for new curriculum implementation.
- Grade 1 Literacy PL was provided to our team of Boost teachers on April 4 for programming to start on April 5.
- “The Science(s) of Reading” workshop was presented for a second time to 40+ teachers and administrators.
- The initial meeting was held with representatives from middle schools to create a writing continuum that progresses on from the Lethbridge School Division Narrative Writing Continuum.
- Bev worked with the Central Alberta Regional Consortium and two other provincial leaders in literacy to plan for literacy leaders around the province to share ideas and build capacity with classroom teachers for the new English Language Arts and Literature (ELAL) curriculum.

**Numeracy**

- Numeracy residencies with a focus on the Building Fact Fluency resource, thinking classrooms, and the Foundational Skills Interview continue to be areas of focus for Michaela.
- The Building Fact Fluency Toolkit for Multiplication and Division have arrived, and Michaela is in the process of distributing them to schools.
- Grade 1 Boost numeracy prep (I.e., purchasing resources, creating PL) is a priority.
- Michaela attended the SAPDC Numeracy Advisory Committee meetings (including a full working day for the new math curriculum).
- Michaela facilitated professional learning for teachers (A Guide for Effective Mathematics Instructional Practices) on the morning of April 12.

**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 recently released curricula. 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 courses 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 5<sup>th</sup> on 5<sup>th</sup> is offering around resume writing and post-secondary exploration.

- The Technology Department will be presenting “Technology Professional” at Career Transitions EPIC event. EPIC is a great event that exposes students to several carriers.
- 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**

- Schools have been transitioning to contexts that do not have the COVID mitigation restrictions that were in place for over two years. As schools reimagine what the school context looks like without restrictions, they are considering good practice and learning from structures that were put in place during restrictions as well as support for student, parent, and community engagement in activity and the school community.

#### **Innovation and Technology**

- The school division received a shipment of 900 new computers that will be installed in elementary schools this summer. The new machines were purchased under our evergreening fund. Currently, we are creating a new image and testing software on the machines to make sure they can be easily deployed.
- The Technology Team has completed the installation of over 400 new access points in the division. We are already receiving positive reviews from schools that the new access points are faster and covering more areas.
- Nevin Morrison and other teachers from the Lethbridge School Division and Holy Spirit School Division are hosting a local Robotics Competition called BridgeBoBattle. Teams from Winston Churchill High School, Chinook High School and Catholic Central are expected to compete. Entries must be ready for the end of May. A local competition was created due to several factors but mainly since First Robotics is not hosting an event in Calgary this year.

#### **Early Learning**

- Families requesting EEP placement for the 2022-2023 school year will be notified of their placement outcome in April.
- Hanen, Learning Language and Loving It session 6 was offered on April 8. Twelve early learning staff participated in this online professional learning.
- Alberta Education has shared results of the PUF verification. All files submitted for Lethbridge School Division have been approved. This year Alberta Education held harmless any code 48 files submitted, as this is a year of transition with the new code.
- Rochelle attended the Lethbridge Plays Steering Committee Meeting and Parents as Teachers Board of Directors Meeting in April as well as the Parents as Teachers’ 25<sup>th</sup> Anniversary Celebration on March 19.

#### **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 20 (Residential School Theme with Writing on Stone visit), November 1 (Indigenous Education Teaching Strategies and Metis Culture), February 7 (Pemmican making and Traditional Games) and April 11 (Tipi Teaching).
- Grad Coaches held an Indigenous Student Recruitment Day at Chinook - it was attended by over 100 students!!
- Our three Teachers – Indigenous Education attended The Gathering PL in Edmonton March 14-16 we look forward to hearing what they have learned.

- Morag Asquith and Melissa Purcell (Alberta Teachers Association) developed and presented a learning session for the Board on Truth and Reconciliation and where we are at in the Division with regard to supporting our learners of Indigenous ancestry and Indigenous Education work.

#### **Wellness**

- Anti- Racism and Anti-Oppression (ARAO) Administrators' Committee reviewed the sub-committee Anti-Racism/Anti-Oppression Policy draft March 23 followed by a review by the Administrators' Committee March 24. It went to the Policy Advisory Committee April 6.
- 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.
- Morag met with Health Champions to review the K-6 Physical Education and Wellness curriculum, several recommendations from this review will be shared with Alberta Education.
- Wellness Grant final reports will be due in May, and new Wellness Grants for the 22-23 school year are now shared. A follow up from the Health Champ meeting is for school teams to reflect upon and share what they are doing inside and outside the classroom to promote physical activity, social emotional connection with self and others and healthy eating choices.

#### **Diversity**

- We continue to meet regularly as an Administrator 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.
- A group of Administrators connected with Karen Rancier and Kathy Mundell to touch bases and reflect upon the status of "where we are at" with regard to moving Positive Spaces work forward in our Division.
- Since March 22 we have welcomed six new families with a total of 12 new students. The families have come from Syria, Afghanistan, Democratic Republic of Congo and Ukraine.
- 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 70 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. Deadline for September 2022 start is May 15, 2022.

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

#### **Administrator Professional Learning**

- Regular Administrators' Professional Learning throughout the year is being presented through Thinking Routines to ensure alignment across the Division.
- New Admin Mentorship Program meets six times during the school year (through Microsoft Teams) covering topics related to Division Priorities, Instructional Leadership and Facility Management. The meeting in January focused on Instructional Leadership and Personnel Processes.
- April 14 New Admin Mentorship Program session focused on how to create meaningful professional learning opportunities, instruction, division priorities, and school culture.

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

- “Think Outside” is starting up again. It is a joint program that started in 2020 to promote learning outside, cross curricular learning and weaving Indigenous land-based learning together.
- On April 25, Advanced Education Support (AES) and other student support groups have an opportunity to access two sessions by presenter Sue Huff. The morning session focuses on emotional de-escalation and the afternoon presentation is about eating disorders. Thank you to Rebecca Adamson, Inclusive Education Coordinator, for organizing this PL opportunity.
- On April 27, Bev Smith is hosting the third session in our series on Sheltered Instruction Observation Protocol (SIOP) model to support English Language Learners.
- Nine caretakers have enrolled in the SAIT 5<sup>th</sup> Class Power Engineer Course. These caretakers will be taking this course online from March to September.
- Caretakers and Maintenance staff attended first aid certification in late February and early March.
- CUPE 290 Leadership training was offered by Human Resources.
- The Technology Team with the support of SAPDC, hosted an Advanced 3D Printer Workshop on April 8, 2022. The workshop focused on advanced design techniques for creating objects for your 3D printer. The Tech Team will also be hosting additional beginner 3d Printer Workshops in the fall for all ATA members.

**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.
- April 8<sup>th</sup> was the last session for this years’ TIP group. We focussed on reflection of first year as a beginner teacher, and best practices.

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

**Building Staff Capacity to Meet the Needs of all Learners**

- During the week of April 11, Ann and Rochelle were involved in staffing meetings with elementary schools, along with Rhonda and Stacey, to provide information on support staff allocations. Middle and high school meetings will take place after the Easter break.
- At our Learning Support Teacher meetings on March 29 and 30, we reviewed new referral forms for schools to access therapy supports and discussed the articulation process that supports student transitions from elementary to middle and middle to high school.
- The Behaviour Team continues to work with EAs in schools to build capacity to support complex behaviours.
- Our new Student Support Worker-ESL started on March 28 and is already busy with student intakes, interpreter requests, and providing resources to families.
- We are currently hiring for the ESL Lead Teacher position given Bev’s upcoming retirement. This support is crucial to continuing the work of helping teachers support English language learners in the classroom in terms of building language proficiency and accessing curriculum.

**Collaborative Partnerships to Support Learning**

- As the school year draws to a close, this is a busy time for collaborative planning with school staff, Division personnel, and community partners to ensure smooth transitions for students with complex needs.
- 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. We appreciate the opportunity to be involved in the process and to attend debrief meetings with medical professionals and parents.

- 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**

- The leadership and executive teams (Education, AHS, CFS, FSCD) for Southwest Collaborative Support Services (SWCSS) met on April 1. Morag and Ann attended.

**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 May 10 and 11.
- Planning session with Victoria Park administration staff on upgrades to the school. Presentation to Board of Trustees on March 8.
- As schools start to explore learning outside more schools are also looking at developing their outdoor learning spaces.
- 2022- 2023 to 2024-2025 Three-Year Capital Plan has been developed. The plan includes eight modernizations with Galbraith Elementary School being the #1 priority in the capital plan. A new elementary school in the south end of West Lethbridge is still being requested to address future enrolment growth in west Lethbridge.
- Letter of confirmation from Alberta Education that the new elementary school in west Lethbridge in the community of Garry Station will receive \$250,000 of funding support towards a playground.

**Other**

- Work continues with the development of the 2022-2023 operating budget. The Instructional Budget Committee met four times to discuss budget allocations for the instructional budget during March and April. Administrators were provided budget allocations on April 12<sup>th</sup> to develop school site and program area budgets. Trustees met on March 29<sup>th</sup> to discuss the progress of budget development and will meet again on May 9<sup>th</sup>. The draft budget will be presented on May 17<sup>th</sup>. The Board is scheduled to review and approve the budget for the 2022-2023 school year on May 25<sup>th</sup>.

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**Re: Donations and Support**

**Background:**

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

- Wholesale Club donated \$500 toward Making Connections Weekends and More (WAM) bags.

**Recommendation:**

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

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

April 26, 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:

Wilson Showcase:

Live Different – we invited an organization into our building to share and learn about values. Leadership students at Wilson Middle School continue to excel. In the past 4 months, they have organized a schoolwide food drive for the food bank. They have created theme days where students dress up and get excited about their school and they continue to spread cheer and positivity through out the building. The students in the WMS bands were so excited to have their first band concert in 22 months! In December and March, we had two successful concerts where two beginner bands, the grade 6s and grade 7s, were able to share their new talents, and the grade 8 band students got to share their growth as musicians.

School council decided they wanted to engage families and support their mental health and well being. On March 17, we hosted a Community Engagement Evening where we invited businesses in the community that support mental health and well being. This gave our families an opportunity to register their children into sports, learn how to get financial support and learn about mental health supports.

Our Numeracy committee had the opportunity to work with Richelle Marynowski come regarding meeting students' numeracy needs. As a group the committee continues to use the data from the MIPI to better understand the learning needs of our students and come up with grade level plans to address those needs. Having a dedicated numeracy block has helped to prioritize meeting student needs.

The literacy teachers at WMS have formed three subcommittees, including: book buzz committee, Wilson writes committee, and special literacy events committee. Using these three committees, teachers have met to not only talk about instructional practices, but to also provide ongoing supports, strategies, challenges, and events for the students here at WMS throughout the year (for example, Rocky Mountain book club challenge and our recent "Dear \_\_\_\_\_" writing piece).

**Mike Mountain Horse Showcase:**

It has been an amazing year at Mike Mountain Horse, but the last few months have been especially exciting! Each month, MMH recognizes students through The Seven Sacred Teachings which includes learning about and demonstrating respect, courage, honesty, love, humility, wisdom, and truth. For the past two years we have held these recognition celebrations via Teams, which has provided us opportunities to celebrate student achievements. But for the first time this year, we held our very first in-person student recognition assembly on March 25! What an exciting day it was, gathering all our students together twice . . . celebrating with kindergarten to grade 2 students followed by grades 3 – 5, to build community and celebrate the students who successfully demonstrated the attributes of Humility! We are planning our next in-person celebration for April 29<sup>th</sup>! Students in grade five had the pleasure of attending the G.S. Lakie Dance program and were the first group of students to attend a live performance. This trip was quickly followed by a Grade 4 field trip to the Helen Schuler Nature Centre. On March 30, Grade three students were excited to share their Learning About Lethbridge projects with families and friends! This is an amazing authentic experience where students learn about services currently offered in the city and services that they feel should be built. Students meet architects, engineers and city planners and they create a blueprint followed by a model of their idea! We saw zoos, golf courses, butterfly zoos and trampoline parks. The next day, Grade four students held their boardgame café and taught families and friend how to play the games they created and designed. Another authentic learning experience enables students to develop and create all of the parts of a playable game. Students create every piece of the game from instructions to game board pieces, boxes to spinners, developing their writing skills, measurement skills, communication skills and strategy development! We are so grateful to have families return to our school to celebrate and support student learning. Extra -curricular basketball was offered to grade five students and grade 2 and 3 students are now participating in choir. Planning is in high gear for upcoming sports days, field trips and grade one and two project-based learning showcases.

**Recommendation:**

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

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Education Week, May 2 to 6, 2022**

**Background:**

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

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

The theme, *Learning is a Journey*, celebrates the legacy of public education and work contributing to an inspired future including the following:

- Optimal learning conditions for every child
- Creative and innovative learning programs
- Students who enjoy learning and who achieve their learning goals
- Parents and communities that are involved and supportive of learning
- Opportunities for staff to continue developing their skills as professionals

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

**Recommendation:**

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

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: School Transitions**

**Background:**

Schools have been transitioning to contexts that do not have the COVID mitigation restrictions that were in place for over two years. As schools reimagine what the school context looks like without restrictions they are considering good practice and learning from structures that were put in place during restrictions as well as support for student, parent, and community engagement in activity and the school community. Cheryl will review how schools are progressing with the transition.

**Recommendation:**

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

Respectfully submitted,  
Cheryl Gilmore

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

April	27	Joint City of Lethbridge and Lethbridge School Boards 9:00 am, City of Lethbridge
	28	Registered Apprenticeship Program Information Evening 7:00 pm, Southland Trailer Corp/Plant 2 and Southland (4400 9 Ave N)
May	2	Division Wellness Committee 12:45 pm, Education Centre
	2	Division School Council 6:30 pm, Education Centre / Microsoft Teams
	4	Policy Advisory Committee 12:00 pm, Education Centre
	9	Board Committee of the Whole 4:45 pm, Education Centre / Microsoft Teams
	10	Working Conditions Committee 4:00 pm, Moxies
	17	Public Budget Presentation 5:30 pm, Education Centre / Microsoft Teams
	18	Indigenous Education Committee 8:30 am, Education Centre
	18	ASBA Zone 6 General Meeting and ASBA Edwin Parr Ceremony Taber
	19	Community Conversations - 4 to 5:30 pm, Gunnery Point Picnic Shelter
	23	Victoria Day Holiday
	24	Board Meeting 1:00 pm, Education Centre
	25	Board Budget Debate 3:30 pm, Education Centre
June	2-4	PSBAA SGM
	6-7	ASBA SGM

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**RE: Second Quarter Financial Report**

**Background**

The 2021-2022 Second Quarter Financial Report for the Division is provided for review. Director of Finance, Avice DeKolver will be in attendance to respond to any questions Trustees may have.

**Recommendation**

It is recommended that the Board approve the 2021-2022 Second Quarter Financial Report as presented.

Respectfully submitted,  
Christine Lee

## ***Lethbridge School Division***

# Second Quarter Report

February 28th

# 2022

This document is Management's Discussion and Analysis of the Second Quarter for the period September 1, 2021 to February 28, 2022. *This financial information contained herein has not been audited.*

Report to the  
Board of Trustees  
April 26, 2022



*Lethbridge School Division  
433 – 15<sup>th</sup> Street South  
Lethbridge, AB T1J 2Z4  
Phone: 403-380-5300  
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**Lethbridge School Division**  
*Management Discussion and Analysis Report*  
*September 1, 2021 to February 28<sup>th</sup>, 2022*

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## **Lethbridge School Division**

Management Discussion and Analysis Report  
Second Quarter Report

### **Executive Summary**

**Lethbridge School Division** has a total budget of \$134.0 million (including use of reserves) and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

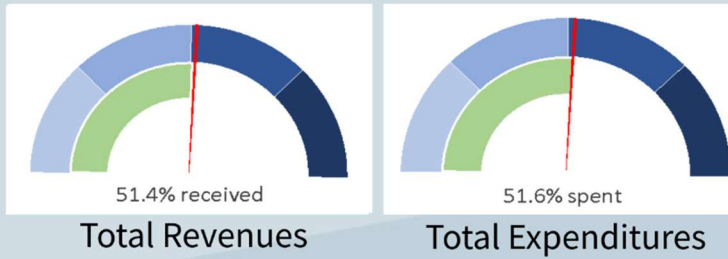
The School Division was established in 1886 and has proudly served our community for over 135 years. **Lethbridge School Division** serves over 11,670 students from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty-four (24) schools and four (4) institutional programs.

The Division has experienced an overall enrolment increase in 2021-2022 of 421 students (3.74 %) over 2020-2021 enrollment. This increase is only a partial recovery on student enrolment as a result of the COVID19 pandemic; whereas, the overall projected enrolment is still less than the student enrolment that the Division had in 2019-2020 of 11,753.

**Lethbridge School Division** believes in fiscal accountability and transparency through regular financial monitoring and reporting. Under *Policy 801.1 System Budgeting*, the Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designated Division or school-based administrator. The executive summary presents highlights of the school division's financial operations for the period September 1, 2021 until February 28th, 2022 to provide fiscal accountability within the established guidelines.



**Pink Shirt Day recognized throughout the Division on February 16, 2022**



## Overview:

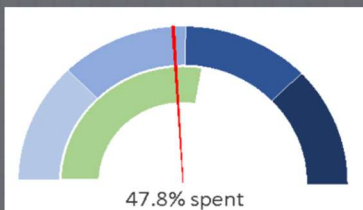
The following is an overview of the quarterly reporting on the operations of Lethbridge School Division. This report is for the 2nd quarter of the year (up to February, 2022).

The graphs/charts compare the year-to-date amounts to the budget for the period. The budget included in this report is the Division's 2021/2022 operating budget (updated fall budget - may differ from legally adopted budget as included in the financial statements)

The blue half-circle represents the total budget for the year (divided into four quarters). The green section below represents the projected forecast of the budget. The red line indicates the total year-to-date amount recorded.

## DEPARTMENTS

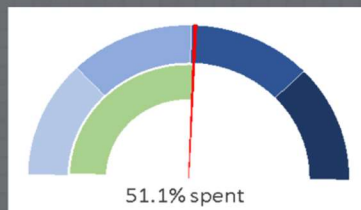
### Instruction - Pre K



Budget: \$ 2,992,295  
Forecast: \$ 1,639,692  
Year-to-date: \$ 1,430,436 (47.8%)



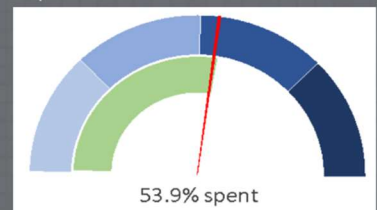
### Instruction - K to Grade 12



Budget: \$ 102,751,434  
Forecast: \$ 52,890,575  
Year-to-date: \$ 52,491,215 (51.1%)



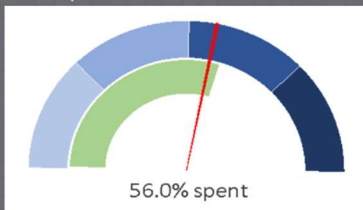
### Operation & Maintenance



Budget: \$ 17,460,660  
Forecast: \$ 9,631,021  
Year-to-date: \$ 9,417,474 (53.9%)



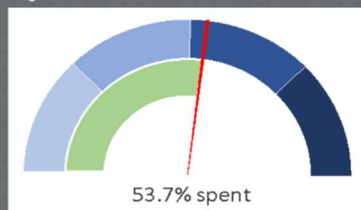
### Transportation



Budget: \$ 2,950,797  
Forecast: \$ 1,746,277  
Year-to-date: \$ 1,652,250 (56.0%)



### System Administration



Budget: \$ 4,181,196  
Forecast: \$ 2,243,395  
Year-to-date: \$ 2,244,356 (53.7%)



### External Services (International Program)

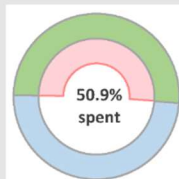


Budget: \$ 300,000  
Forecast: \$ 150,000  
Year-to-date: \$ 131,469 (43.8%)



## Salaries, Benefits & Professional Development

For all the Departments

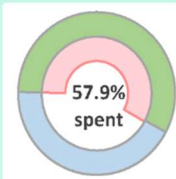


Budget: \$ 103,963,160  
Forecast: \$ 27,004,374  
Year-to-date: \$ 26,522,628 (50.9%)



## Contracted Services

Audit/legal, Consulting, Utilities, Transportation, Maintenance, Safety/Wellness

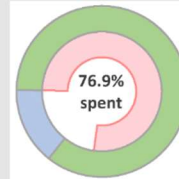


Budget: \$ 7,760,394  
Forecast: \$ 4,468,492  
Year-to-date: \$ 4,495,395 (57.9%)



## Other Services

Insurance, International Programs, Memberships, Printing/Rentals, Advertising

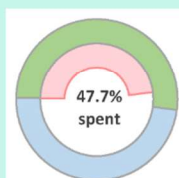


Budget: \$ 2,577,465  
Forecast: \$ 2,201,088  
Year-to-date: \$ 1,981,900 (76.9%)



## Supplies

General supplies, Technology, Maintenance, Small Equipment

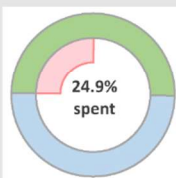


Budget: \$ 5,773,600  
Forecast: \$ 2,994,466  
Year-to-date: \$ 2,756,791 (47.7%)



## Other Expenditures

Contingency, Travel, Car Allowances, Renovations

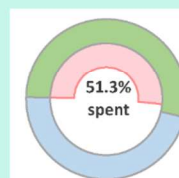


Budget: \$ 712,906  
Forecast: \$ 356,453  
Year-to-date: \$ 177,289 (24.9%)



## Transfers, SGF, & Capital/IMR

Bank Charges, SGF Expenses, Amortization, IMR expenditures, Modular/Capital



Budget: \$ 9,848,857  
Forecast: \$ 5,261,584  
Year-to-date: \$ 5,051,283 (51.3%)



## TYPES OF EXPENSES

For details on the above information and other financial reporting, please see the February 28, 2022 Quarterly Report.



Within budgeted costs



Revenues cover costs increases



Monitoring cost increases (within budget)



Above budgeted costs

### **Operations Overview**

As shown in the “Finance at a Glance” report, [Lethbridge School Division](#) is operating financially as anticipated based on the approved budget and the forecasted budget for February 28<sup>th</sup>, 2022.



As shown in this report, all of the departments have kept their total expenditures within their forecasts. In relation to the types of expenses, all of the major types are also within their forecasts. The following is a brief analysis on the types of expenses:

- **Salaries, Benefits & Professional Development** are slightly less than the forecasted budget. This reduction is somewhat due to the timing of staff being hired and related to the benefit costs being slightly less than projected. Reductions in benefits is typically a result of the timing of benefit contributions (some contributions start in January and can reach the contribution limits during the year).
- **Contracted Services** are less than the forecasted budget. This is mostly due to that contracted services relating to utilities and other contracted services being less than forecasted.
- **Other Services** are less than the forecasted budget. This is mostly related to rentals costs and insurance costs being less than projected.
- **Supplies** are less than the forecasted budget. This is mostly due to some of the general school supplies are still to be purchased.
- **Other Expenditures** are less than the forecasted budget. This is due to a large portion is for the contingency accounts. These contingency accounts are typically only used if unexpected expenditures are incurred; otherwise, any unspent contingency funds are carried forward to the following budget year.
- **Transfers, SGF & Capital** are less than the forecasted budget. This mostly relates to School Generated Funds (SGF) expenditures are still to be incurred. These costs reductions are somewhat offset by the Infrastructure, Maintenance and Renewal (IMR) operating expenditures being slightly more than the forecasted amount (based on the timing of these IMR projects).

## **Financial Position**

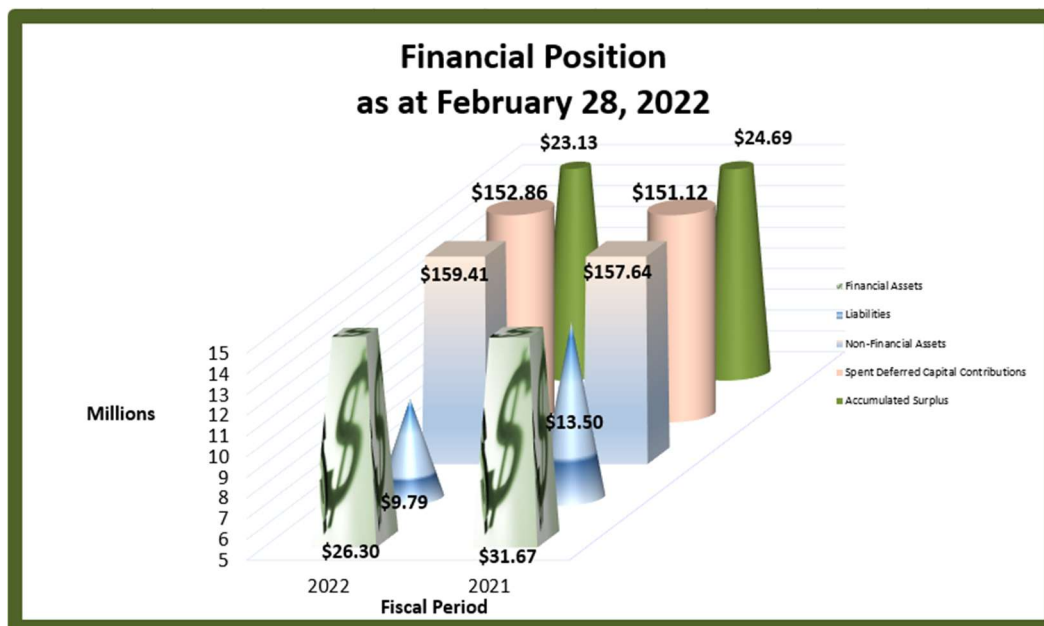
As at February 28, 2022, [Lethbridge School Division](#) has total financial assets of \$26.37 million and liabilities of \$9.79 million for net financial assets of \$16.58 million. A net financial asset position indicates that the Division has sufficient assets to cover its financial obligations.

The Division had net financial assets of \$16.58 million. Of this \$16.58 million, \$9.22 million is in operating reserves which have been restricted for future use with the majority related to instructional programming and school generated activities. Net financial assets also relate to \$691,488 of unrestricted reserves, \$7.19 million of capital reserves, and \$320,000 of endowment funds.

There is \$159.41 million of non-financial assets (tangible capital assets, inventory of supplies, and prepaid expenses) which are represented mostly by supported capital assets of \$152.86 million, the Division's investment in capital assets of \$5.71 million, prepaid expenses, and other non-financial assets.

The Statement of Financial Position has specifically excluded the deferred contributions related to the unamortized portion of supported capital assets (referred to as Spent Deferred Capital Contributions), which will be amortized into revenues in subsequent years to offset the amortization cost of supported capital assets. Supported Capital Assets are those assets that have been funded by the Province of Alberta and other external sources.

Together the Net Financial Assets, Non-Financial Assets, and Spent Deferred Capital Contributions (SDCC) equal the total Accumulated Surplus of \$23.13 million. The chart below compares the financial position of February 28<sup>th</sup> with the prior year.



**Lethbridge School Division**  
**STATEMENT OF FINANCIAL POSITION**  
As at February 28, 2022

	February 28, 2022	February 28, 2021
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents	\$11,786,422	\$28,662,069
Accounts receivable (net after allowances)	\$4,551,425	\$2,931,398
Portfolio investments	\$10,032,313	\$74,300
Other financial assets	\$0	\$0
<b>Total financial assets</b>	<b>\$26,370,160</b>	<b>\$31,667,767</b>
<b>LIABILITIES</b>		
Bank indebtedness	\$0	\$0
Accounts payable and accrued liabilities	\$7,040,363	\$8,625,115
Deferred contributions	\$2,518,638	\$4,631,202
Employee future benefit liabilities	\$228,277	\$247,302
Other liabilities	\$0	\$0
Long term debt		
Supported: Debentures and other supported debt	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0
Capital leases	\$0	\$0
Mortgages	\$0	\$0
<b>Total liabilities</b>	<b>\$9,787,278</b>	<b>\$13,503,619</b>
<b>Net Financial Assets (Net Debt)</b>	<b>\$16,582,882</b>	<b>\$18,164,148</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets	\$158,565,113	\$156,886,864
Inventory of supplies	\$378,730	\$265,873
Prepaid expenses	\$461,272	\$489,383
<b>Total non-financial assets</b>	<b>\$159,405,115</b>	<b>\$157,642,120</b>
<b>Net assets before spent deferred contributions</b>	<b>\$175,987,998</b>	<b>\$175,806,268</b>
Spent deferred capital contribution (SDCC)	\$152,859,898	\$151,121,170
<b>Net assets</b>	<b>\$23,128,100</b>	<b>\$24,685,098</b>
<b>NET ASSETS (ACCUMULATED SURPLUS)</b>		
Unrestricted surplus	\$691,488	\$972,113
Operating reserves	\$9,219,292	\$11,230,783
<b>Accumulated Surplus from Operations</b>	<b>\$9,910,780</b>	<b>\$12,202,896</b>
Investment in capital assets	\$5,705,213	\$5,765,695
Capital reserves	\$7,192,233	\$6,396,633
Endowments	\$319,874	\$319,874
<b>Total Accumulated Surplus (Deficit)</b>	<b>\$23,128,100</b>	<b>\$24,685,098</b>

The statement above compares the Financial Position of the 2<sup>nd</sup> quarter of 2021/2022 to the 2<sup>nd</sup> quarter of the prior year for comparative purposes.

**Lethbridge School Division**  
**Notes to the Statement of Financial Position**  
*As at February 28th, 2022*

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**FINANCIAL ASSETS:**

Financial assets consist of assets that are readily converted to cash.

**Cash and Cash Equivalents**

Cash at February 28<sup>th</sup>, 2022 includes deferred contributions, endowment funds, and Accumulated Surplus from Operations.

**Accounts Receivable**

Accounts receivable at February 28<sup>th</sup>, 2022 includes GST rebates receivable, capital contributions from the Province, and other miscellaneous funds owing to the Division.

**Portfolio Investments**

Portfolio investments represent GIC's and term deposits that have a maturity of greater than three-months. To maximize the Division's investment income, the Division moved funds from Cash into Term deposit accounts that provide a higher rate of return.

**Total Financial Assets as of February 28, 2022 are \$26.37 million.**

**Westminster staff prepare  
holiday meal kits for  
families**



**FINANCIAL LIABILITIES:**

**Accounts Payable**

Accounts payable at February 28, 2022 mostly includes payments for construction invoices/holdbacks, and employee benefits such as remittances to the Canada Revenue Agency, Local Authorities Pension Plan, and to the Alberta School Employee Benefit Plan.

Accounts Payable also includes unearned revenues, including prepaid international fees for the following schools year and externally restricted School Generated Funds, such as specific school activity fees. These unearned revenues are classified within accounts payable as these types of transactions require that goods and/or services are to be provided in the future by the Division to the groups/individuals that directly paid these fees

### **Deferred Contributions**

Included the Deferred Operating Contributions and the Unspent Deferred Capital Contributions (UDCC).

Deferred Operating Contributions is mainly unspent Infrastructure, Maintenance and Renewal (IMR) grant funding and other grant funding requiring eligible expenditures. Contributions are allocated to revenue as funds are expended.

Unspent Deferred Capital Contributions (UDCC) relates to capital grant contributions received that has not been expended on the related capital projects. This typically occurs with modular and capital planning grants that a large portion is received at the beginning of the project. Large capital construction projects typically receive progress-based grant contributions based on costs already expended on the capital project.

### **Employee Future Benefits**

Consists of benefits earned but not utilized that relate to banked time that will or may be utilized in a future period.

**Total Financial Liabilities as of February 28, 2022 are \$9.79 million.**

### **NET FINANCIAL ASSETS (DEBT):**

Net financial assets, which is the funds available (owing) after discharging the Division's financial obligations, is a **net asset position of \$16.58 million.**

The Statement of Financial Position has specifically excluded the deferred contributions related to the unamortized portion of supported capital assets (referred to as Spent Deferred Capital Contributions).

**Total Net Assets as of February 28, 2022 are \$16.58 million.**



**WCHS presents Shrek the Musical**

**NON-FINANCIAL ASSETS:**

Non-financial assets are tangible assets that are used in the operations of the Division and are not readily converted to cash.

**Tangible Capital Assets**

Tangible capital assets include land, buildings, equipment and vehicles used in the operations of the Division. These assets are amortized over their estimated useful lives to arrive at a net value of \$158.57 million as of February 28, 2022.

Capital activity during the period included final construction costs and equipment associated with the construction of the Dr. Robert Plaxton Elementary School (Southeast Lethbridge) and capital modernizations that are through Infrastructure, Maintenance and Renewal (IMR) grant funding. Since the beginning of the school year, a total of \$1.4 million has been capitalized on these projects, the majority of the capital additions relates to the IMR expenditures.

**Dr. Robert Plaxton Elementary School****Opened for the 2021-2022 School Year****Inventory of Supplies**

Inventory of supplies represent the warehouse and caretaking supplies and materials on hand to be used in a subsequent fiscal period.

**Prepaid Expenses**

Prepaid expenses represent insurance, licenses, and materials that are for a subsequent fiscal period.

**Total Non-Financial Assets as of February 28, 2022 are \$159.41 million.**

**SPENT DEFERRED CAPITAL CONTRIBUTIONS (UDCC)**

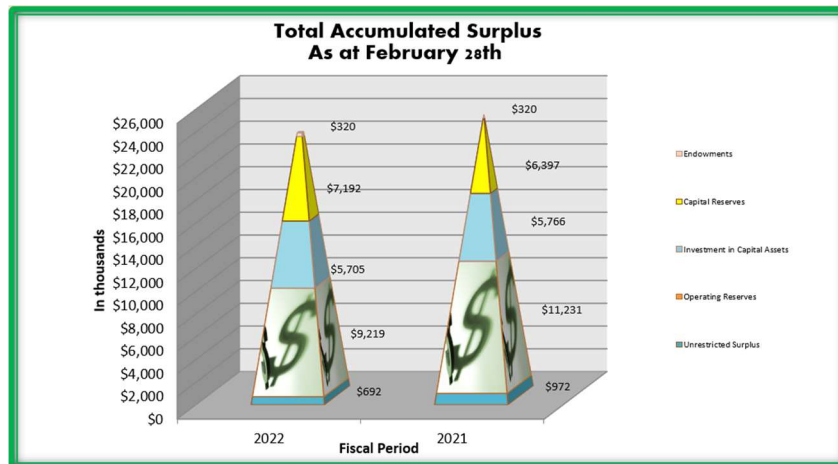
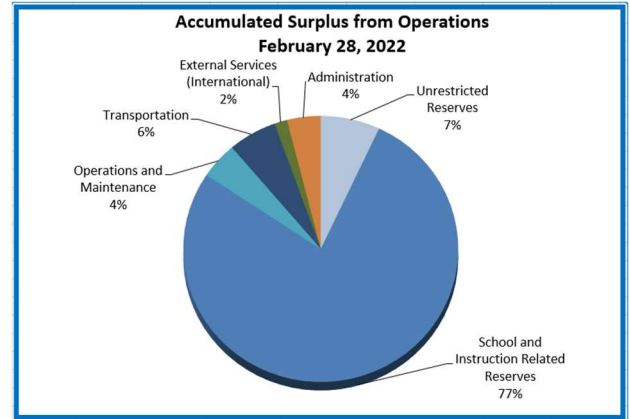
Spent Deferred Capital Contributions (SDCC) relates to deferred contributions related to the unamortized portion of supported capital assets (referred to as SDCC), which will be amortized into revenues in subsequent years to offset the amortization cost of supported capital assets. Supported Capital Assets are those assets that have been funded by the Province of Alberta and other external sources.

**Total SDCC as of February 28, 2022 are \$152.86 million.**

### **ACCUMULATED SURPLUS:**

Accumulated surplus is represented by accumulated surplus from operations which is made up of unrestricted reserves and operating reserves. Also included in accumulated surplus are capital funds which include investment in capital assets and capital reserves. Funds held by the Division, where the principal must be maintained permanently, called endowments, are also included in accumulated surplus.

The restricted operating reserves consist of 77% related to school and instruction reserves which includes reserves held at school sites for future operating expenditures, reserves to be spent over the next three years for curriculum and system improvement, funds to support inclusive learning, funds to provide for the planning, programming and resources required for new school facilities, and unspent funds related to school generated activities.



Unrestricted surplus are funds that are not designated for a specific purpose and operating reserves are funds that have been designated for a specific program of the Division.

Investment in capital assets represents the net book value of capital assets that have been paid from Division revenues (board funded capital) and are not supported by the Province or external contributions.

Capital reserves are funds that have been set aside for future replacement of Division assets that are not supported by the Province or external contributions. The Division contributes the budgeted amount of amortization on unsupported assets into the capital reserve fund, as per the approved budget, to fund future asset replacement.

**The total accumulated surplus for the Division which consists of both operating and capital funds is \$23.13 million. The total of net financial assets, non-financial assets, and the spent deferred capital contributions (SDCC) equal the total accumulated surplus at February 28, 2022.**

## Operations

### Budget Update as of September 30<sup>th</sup>

The revised budget for the 2021-2022 school year reflects changes to the Division budget as of September 30<sup>th</sup>, 2021, based on the additional information received since the preliminary budget.

The Division originally planned on a projected student enrolment of 11,634 students; whereas, the budget was updated for the actual enrolment of 11,670 students, including increases in the middle and high school enrolment. The Division adjusted the effective Weighted Moving Average (WMA) to account for the updated student enrolment, resulting in a \$2.16 million reduction in Provincial Funding (deferred and applied against the applicable WMA funding adjustment); whereas, this was an increase in the WMA liability from the Preliminary Budget of \$348,800 as there was reductions with the refugees and moderate language delay levels for grant funding.



The Division also received \$439,500 of Learning Disruption Grant (BOOST Program – for literacy and numeracy programs) and \$540,800 of Facility Lease grant funding (flow-through funding for facility leases) in the Operating Budget. Overall revenue, including use of reserves, in the revised budget increased by \$1.52 million over preliminary budget projections developed in May 2021.

In budget 2021-2022, \$3.52 million of one-time reserves will be utilized for division and school-based priorities. The use of reserves was increased from the preliminary budget with additional reserves being utilized for transportation and a large commitment carry-forward for classroom furniture & woodworking/automotive shop upgrades which were delayed due to supply chain issues.

Subsequent to the adoption of the “September 30<sup>th</sup> budget”, the following have been updated for reporting purposes:

<b>Budget Adjustments:</b>	<b>Revenues</b>	<b>Expenses</b>
Approved Budget - "September 30th Budget"	130,511,269	132,962,758
Transfers to Reserves	-	-
Total "September 30th "Expenses and Transfers	130,511,269	132,962,758
 <i>Updates from Approved "September 30th Budget":</i>		
Projected SGF Adjustment	(2,326,376)	(2,326,376)
<b>Updated Operating Budget</b>	<b>128,184,893</b>	<b>130,636,382</b>
Transfers from Reserves/Capital	3,516,233	1,064,744
	<u>131,701,126</u>	<u>131,701,126</u>

*The Budget Adjustments is a reconciliation from the approved September 30<sup>th</sup> budget to the Updated 2021/2022 Operating Budget.*

**Lethbridge School Division**  
**STATEMENT OF OPERATIONS**  
For the period ended February 28, 2022

	Budget Information		Forecast	Actual Results	Variances		Projection	
	Preliminary Budget 2021-2022 (May 2021)	Updated "September 30th" operating budget 2021-2022 (Sept 30th 2021)	Forecasted To February 28, 2022	Actual Quarter Ended February 28, 2022	% Expended Revised Budget	% Expended Forecast to February 28th	August 31st Projection	Change from Updated Budget
<b>REVENUES</b>								
Government of Alberta	\$123,368,309	\$123,811,393	\$62,176,112	\$63,378,136	51.19%	101.93%	\$124,024,581	\$213,188
Federal and Other Government	\$388,944	\$428,944	\$234,472	\$40,000	9.33%	17.06%	\$428,944	\$0
Fees	\$2,499,931	\$1,553,783	\$918,758	\$985,252	63.41%	107.24%	\$1,553,783	\$0
Sales and services	\$822,417	\$711,963	\$517,043	\$405,373	56.94%	78.40%	\$711,963	\$0
Investment income	\$193,000	\$193,000	\$96,500	\$74,914	38.82%	77.63%	\$193,000	\$0
Donations and Other Contributions	\$2,568,000	\$1,451,106	\$909,781	\$959,937	66.15%	105.51%	\$1,451,106	\$0
Other Revenues	\$34,704	\$34,704	\$17,352	\$39,292	113.22%	226.44%	\$34,704	\$0
<b>Total Revenues</b>	<b>\$129,875,305</b>	<b>\$128,184,893</b>	<b>\$64,870,018</b>	<b>\$65,882,904</b>	<b>51.40%</b>	<b>101.56%</b>	<b>\$128,398,081</b>	<b>\$213,188</b>
<b>EXPENSES</b>								
Instruction - Pre Kindergarten	\$2,992,295	\$2,992,295	\$1,639,692	\$1,430,436	47.80%	87.24%	\$2,992,295	\$0
Instruction - Kindergarten to Grades 12	\$104,791,753	\$102,751,434	\$52,890,575	\$52,491,215	51.09%	99.24%	\$102,667,758	(\$83,676)
Operations and Maintenance	\$16,519,534	\$17,460,660	\$9,631,021	\$9,417,474	53.94%	97.78%	\$17,460,660	\$0
Transportation	\$2,763,518	\$2,950,797	\$1,746,277	\$1,652,250	55.99%	94.62%	\$2,950,797	\$0
Administration	\$4,181,195	\$4,181,196	\$2,243,395	\$2,244,356	53.68%	100.04%	\$4,181,196	\$0
External services [International Services]	\$300,000	\$300,000	\$150,000	\$131,469	43.82%	87.65%	\$300,000	\$0
<b>Total Expenses</b>	<b>\$131,548,295</b>	<b>\$130,636,382</b>	<b>\$68,300,960</b>	<b>\$67,367,200</b>	<b>51.57%</b>	<b>98.63%</b>	<b>\$130,552,706</b>	<b>(\$83,676)</b>
<b>Operating surplus (deficit)</b>	<b>(\$1,672,990)</b>	<b>(\$2,451,489)</b>	<b>(\$3,430,942)</b>	<b>(\$1,484,296)</b>			<b>(\$2,154,625)</b>	<b>\$296,864</b>
Accumulated Surplus from Operations beginning of Year	\$9,842,673	\$11,368,665	\$11,368,665	\$11,368,665			\$11,368,665	
Transfers to/from capital reserves, endowments, & capital	(\$963,441)	(\$1,064,744)	(\$1,064,744)	(\$1,064,744)			(\$1,064,744)	
<b>Accumulated Operating Surplus (AOS) at end of period</b>	<b>\$7,206,242</b>	<b>\$7,852,432</b>	<b>\$6,872,979</b>	<b>\$8,819,625</b>			<b>\$8,149,296</b>	
School Generated Funds included in Accumulated Operating Surplus	(\$2,364,504)	(\$2,364,504)	(\$2,364,504)	(\$2,785,219)			(\$2,785,219)	
<b>Adjusted Accumulated Operating Surplus (Adjusted ASO) at end of period</b>	<b>\$4,841,738</b>	<b>\$5,487,928</b>	<b>\$4,508,475</b>	<b>\$6,034,406</b>			<b>\$5,364,077</b>	
<b>Adjusted AOS as a % of budgeted expenditures (excluding SGF accounts)</b>	3.68%	4.20%	3.45%	4.62%			4.11%	

### **About The Statement**

The above statement includes four main areas:

- The first area highlighted in **GREEN** is budget Information. The first budget information is the preliminary budget that was approved by the Board of Trustees in May 2021. The second column of budget information is the budget that has been revised after September 30<sup>th</sup> enrolment counts and is used as the new operating budget for the fiscal year.
- The second area highlighted in **LIGHT GREEN** is the forecast. The majority of the revenues and expenditures are expected to be consistent throughout the year; therefore, 25% of the budget is forecasted for each quarter. There are some specific transactions that are done at specific times during the year; whereas, the following are some of the significant transactions that impact the forecast:
  - Contributions to the ATA professional development fund and to the Christian Societies (for maintenance costs). These are paid in the 1st quarter.
  - Insurance premiums, leases and international program revenues/expenses are typically paid/received in the 1st quarter.
  - Educational Assistants and other 10-month support staff are forecasted based on the number of hours in each period.
- The third area highlighted in **BLUE** is the actual results for the period.
- The fourth area highlighted in **TAN** is the variance area. This area provides information on the percent received/expended as compared to the September 30<sup>th</sup> operating budget and the percent received/ expended as compared to the updated forecast information.
- The fifth area highlighted in **PURPLE** is the projection. This information is the projected revenues and expenditures to August 31<sup>st</sup>, 2022. The projection will be the expected yearend results based on the current financial information and will likely change each quarter on best estimates. Rationale will be provided when the August 31<sup>st</sup> projection has changed from the updated budget (if required).

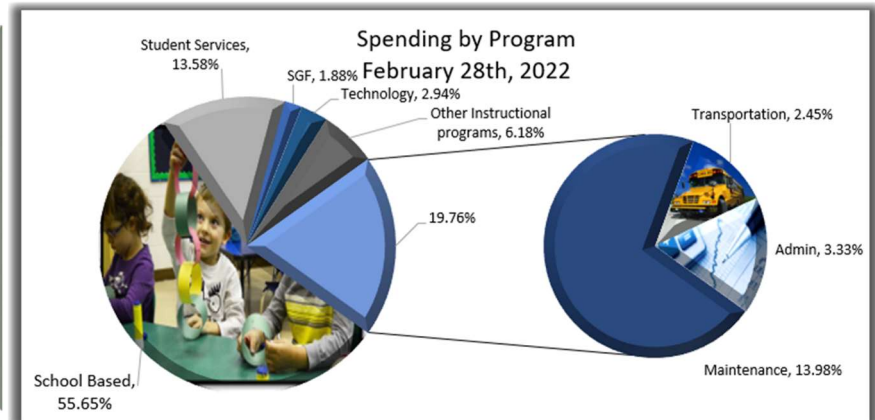
### **OPERATION RESULTS:**

For the six (6) months ended February 28, 2022, \$65.88 million of revenues have been recorded which is 51.4% of budget. Based on the forecasted timing of revenues received/recognized, it was forecasted that a total of \$64.87 million would have been received in the reporting period; whereas, the actuals were higher than forecasted, specifically in the funding received from Alberta Education. The increase in Alberta Education funding is due to that the forecast are based on 25% per quarter; whereas, the actual funding received can vary between the different types of grants. Overall, the revenues recorded are consistent with the forecasted budget as it accounts for 101.56% of the forecast.

Expenditures are \$67.37 million as of February 28, 2022, which is 51.6% of the budget. Based on the forecasted timing of expenditures being paid/recognized, it was forecasted that a total of \$68.30 million would have been incurred in the reporting period; whereas, the actuals were less than forecasted. Overall, the expenditures recorded are consistent with the forecasted budget as it accounts for 98.6% of the forecast. This is also an indicator that the budgets are being carefully monitored throughout the division to ensure that the departments are not incurring cost overruns.

**Lethbridge School Division  
Schedule of Program Operations**  
For the period ended February 28, 2022

	Instruction (Pre K)	Instruction (K to Grade 12)	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL Budget	% Expended of Budget
<b>UPDATED BUDGET 2021-2022 (September 30th)</b>	\$2,992,295	\$102,751,434	\$17,460,660	\$2,950,797	\$4,181,196	\$300,000	\$130,636,382		
<b>FORECAST - February 28th</b>	\$1,639,692	\$52,890,575	\$9,631,021	\$1,746,277	\$2,243,395	\$150,000	\$68,300,960		
<b>EXPENSES</b>									
Certificated salaries and benefits	\$239,176	\$37,701,230	\$0	\$0	\$394,266	\$40,804	\$38,375,476	\$79,430,344	48.31%
Non-certificated salaries and benefits	\$1,177,970	\$9,680,786	\$2,540,652	\$45,390	\$1,129,315	\$19,046	\$14,593,159	\$24,671,550	59.15%
<b>SUB - TOTAL</b>	\$1,417,146	\$47,382,016	\$2,540,652	\$45,390	\$1,523,581	\$59,850	\$62,968,635	\$104,101,894	50.88%
Services, contracts and supplies	\$13,290	\$4,679,113	\$4,511,982	\$1,600,499	\$653,131	\$71,819	\$11,529,634	\$20,840,963	55.32%
Amortization of capital assets	\$0	\$390,420	\$2,364,840	\$6,361	\$67,644	\$0	\$2,829,265	\$5,658,525	50.00%
Interest and charges	\$0	\$39,666	\$0	\$0	\$0	\$0	\$39,666	\$35,000	113.33%
Losses on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	100.00%
<b>TOTAL EXPENSES</b>	\$1,430,436	\$52,491,215	\$9,417,474	\$1,652,250	\$2,244,356	\$131,469	\$67,367,200	\$130,636,382	51.57%
<b>Total unexpended funds period to date</b>	\$1,561,859	\$50,260,219	\$8,043,186	\$1,298,547	\$1,936,840	\$168,531	\$63,269,182	\$130,636,382	48.43%
<b>% Expended of Budget</b>	47.80%	51.09%	53.94%	55.99%	53.68%	43.82%	51.67%		
<b>% Expended of Forecast</b>	87.24%	99.24%	97.78%	94.62%	100.04%	87.65%	98.63%		
<b>AUGUST 31ST - PROJECTION</b>	\$2,992,295	\$102,667,758	\$17,460,660	\$2,950,797	\$4,181,196	\$300,000	\$130,552,706		



*Lethbridge School Division*  
**Notes to the Statement of Operations**  
For the six (6) months ended February 28th, 2022

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**REVENUES:**

Revenues are reported by type for the Division. For further information on types of revenues please see the Appendices for charts on these functional areas.

**Government of Alberta**

Government of Alberta (Alberta Education) funding represents over 92% of the Division's total operating funding. Student enrolment is one of the largest factors in determining the funding. Based on the forecasts for the 2<sup>nd</sup> quarter, the Division has received 51.2% of the total budget (or 101.9% of the forecasted funding).

The increase is due to the timing of receiving the provincial grant funding, including the operating grants (which are to be deferred for reduction in students).

**Federal and Other Government**

Represents amounts billed for tuition for students living on the Kainai reserve and funding from providing transportation services to another school division. The First Nations tuition funding is anticipated at the third quarter based on the time of billing.

**Fees**

Reflects fees that are collected for optional programming fees, school generated activity fees, Preschool Fees and tuition for foreign students. Most school fees and tuition fees are collected at the beginning of the school year. Note that the School Generated Funds (SGF) fees and other revenues were adjusted within the 2021-2022 operating budget based on the limited SGF activities that would occur during the COVID-19 pandemic. The Division has received 63.4% of the total budget (or 107.2% of the forecasted funding).

**Sales and Services**

Sales and services are mainly from school generated activities. Also includes funds received for staff that are seconded to the University of Lethbridge.

**G.S. Lakie Middle  
School's  
Performing Arts  
Showcase**



### **Investment Income**

Interest earned on operating revenue which is performing better than forecasted.

### **Donations and Other Contributions**

Donations and other contributions are revenues that have been received for school generated activities fundraising/donations and donations for the Ready Set Go programs. The Division has received 66.2% of the total budget (or 105.5% of the forecasted funding).

### **Rental of Facilities**

Rental of facility space for external programs and operations such as the Southern Alberta Professional Development Consortia and the Boys and Girls Club of Lethbridge.

### **Other Revenues**

Other revenues include rentals, gains on disposal of tangible capital assets, and other revenues. There are rental of facility space for external programs and operations such as the Southern Alberta Professional Development Consortia and the Boys and Girls Club of Lethbridge.

**Overall, revenues are comparable to the operating budget as at February 28, 2022 as 101.6% of the forecast has been received (51.4% of the operating budget).**

### **EXPENDITURES:**

Expenditures are reported as a total for each functional area within the Division. For further information on types of expenditures and spending in these functional areas please see the *Schedule of Program Operations* and Appendices for charts on these functional areas.

#### **Instruction – Pre-Kindergarten**

Instruction – Pre K, represents expenditures from early education, which includes the early education program and the program unit funding (PUF) for early learners requiring specialized supports. Pre K expenditures are at 47.8% of the total budget (or 87.2% of forecasted costs). The expenditures are comparable to the forecast.

#### **Instruction- Kindergarten to Grade 12**

Instruction K to Grade 12, represent expenditures from kindergarten to grade twelve, school generated activities and supporting programs such as Inclusive Education, Technology, Instructional support, counselling, First Nations Metis and Inuit programming, and Institutional programs. Instructional expenditures are at 51.1% of the total budget (or 99.2% of forecasted costs). See the *Statement of Instructional (Grade 1-12) Program Expenditures* for details of the major programs within this functional area.

### **Operations and Maintenance**

Operations and maintenance expenditures represent spending on operating and maintaining the Division's schools and facilities. These expenditures include maintenance and caretaking personnel, utilities, contracted maintenance, and Infrastructure Maintenance and Renewal (IMR) projects. Maintenance expenditures are at 53.9% of the total budget (or 97.8% of forecasted costs). Some maintenance projects take place during the Easter break and in the summer which will be accounted for in future quarters.

### **Transportation**

Transportation expenditures represent mainly the cost of contracted bussing to bus students who reside more than 2.4 km away from their resident school. These costs include the operation of buses provided by Southland Transportation Ltd. Costs include the provision of specialized bussing needs for students with disabilities. Transportation expenditures are at 56.0% of the total budget (or 94.6% of forecasted costs).

### **System Administration**

System administration expenditures represent the cost of the Board of Trustees, Finance, Human Resources, System Instructional Support, and the Office of the Superintendent. Administration expenditures are at 53.7% of the total budget (or 100% of forecasted costs).

### **External Services**

An external service represents costs that are outside regular provincially mandated instruction and operations. The International Services program provides programming to students who attend the Division schools from other countries and pay a tuition fee to attend our schools. Costs include costs of homestay providers, student insurance, student recruitment and administration of the program. External (international) expenditures are at 43.8% of the total budget (or 87.7% of forecasted costs).

**Overall, expenditures are less to the operating budget as at February 28, 2022 as 98.63% of the forecast has been received (51.57% of the operating budget).**

**Lethbridge School Division**  
**Schedule of Instructional (Kindergarten to Grade 12) Program Expenditures**  
For the period ended February 28, 2022

PROGRAM	Budget	Forecast	Actual Results	Variances		Projection	
	Updated Budget	Forecasted To	Actual Quarter Ended	% Expended	% Expended	August 31st	
	2021-2022 (Sept 30th 2021)	February 28th	February 28th	Updated Budget	Forecast to February 28th	Projection	Change from Updated Budget
School Based Instruction	\$68,226,086	\$34,200,161	\$33,328,317	48.85%	97.45%	\$68,104,222	(\$121,864)
Inclusive Learning Supports	\$10,453,676	\$5,954,301	\$5,739,174	54.90%	96.39%	\$10,278,676	(\$175,000)
Shared Instructional Services	\$11,357,332	\$5,848,469	\$7,074,936	62.29%	120.97%	\$11,357,332	\$0
School Generated Funds Activities	\$2,567,827	\$1,621,069	\$1,265,733	49.29%	78.08%	\$2,567,827	\$0
Technology	\$2,112,736	\$1,164,034	\$1,336,564	63.26%	114.82%	\$2,112,736	\$0
Institutional Programs	\$978,774	\$489,387	\$349,172	35.67%	71.35%	\$978,774	\$0
Division of Instructional Services	\$684,324	\$342,162	\$320,598	46.85%	93.70%	\$684,324	\$0
FNMI Programming	\$550,000	\$275,000	\$246,642	44.84%	89.69%	\$550,000	\$0
Counselling Program	\$2,557,603	\$1,278,802	\$1,284,142	50.21%	100.42%	\$2,557,603	\$0
Other Instructional Programs	\$3,263,075	\$1,717,190	\$1,545,937	47.38%	90.03%	\$3,476,263	\$213,188
<b>Total Instructional (Kindergarten to Grade 12) Program Expenditures</b>	<b>\$102,751,434</b>	<b>\$52,890,575</b>	<b>\$52,491,215</b>	<b>51.09%</b>	<b>99.24%</b>	<b>\$102,667,758</b>	<b>(\$83,676)</b>

**Other Instructional Programs:**

Community Outreach School  
Downtown LA  
High School Off Campus  
Distance Learning Program  
Poverty Committee  
Making Connections  
BOOST Program

**Institutional Programs:**

Harbor House School  
CAMP (Lethbridge Regional Hospital School)  
Pitawani School  
Stafford Ridge School (AADAC)

**Inclusive Learning Supports:**

Inclusive Education  
English as a Second Language

**Lethbridge School Division**  
**Notes to the Schedule of Instructional (Kindergarten to Grade 12)**  
**Program Expenditures**  
*For the six (6) months ended February 28th, 2022*

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This statement provides further information about expenditures in programs that are within the Instruction (Kindergarten to Grades 12) functional area that is shown on the *Statement of Operations* and the *Schedule of Program Operations*.

**School Based Instruction**

These expenditures represent expenditures at school sites. School Based Instruction expenditures are at 48.9% of the total budget (compared to 50.1% forecasted). See the *Statement School Based Instruction Expenditures* for details of the each of the schools.

**Inclusive Learning Supports**

Inclusive Learning Supports includes expenditures for Inclusive Education and English as a Second Language. Inclusive Education provides all students with the most appropriate learning environment and opportunities for them to achieve their potential. Inclusion is about ensuring each student receives a quality education no matter their ability, disability, language, cultural background, gender or age. The forecasted budget is increased from the standard 50% as the educational assistants are paid over 10 months; therefore, a high portion is forecasted over the period based on scheduled hours worked. Inclusive Learning Supports expenditures are at 54.9% of the total budget (compared to 57.0% forecasted). The expenditures are less than forecast mostly relates to the timing of when educational assistant staff are hired (if required based on student needs). The forecast has also been adjusted by \$175,000 as projections show that this program will be underspent.

**Shared Instructional Services**

Shared Instructional Services includes programs and expenditures that provide support to schools within the Division. Expenditures include administrative allowances, the provision for sick leave, elementary counseling, staff professional development and the employer share of teacher retirement fund costs that are supported by the Province. The forecasted budget is increased from the standard 50% as the ATA Professional Development fund is contributed in the 1<sup>st</sup> quarter. Shared Instructional Services expenditures are at 62.3% of the total budget (compared to 50.6% forecasted). The expenditures are greater than forecast mostly due to the timing and high usage of substitutes and replacements due to COVID-19.



**Division westside  
elementary schools  
Connect Through  
Kindness**

### **School Generated Funds Activities**

School Generated Funds (SGF) activities includes activities at the school level for students that are not of a curricular nature, such as clubs, international travel, groups, athletics, and the arts. These activities are normally funded through user fees, fundraising, and donations. Note that the School Generated Funds (SGF) expenditures were adjusted within the 2021-2022 operating budget based on the limited SGF activities that would occur during the COVID-19 pandemic. SGF activity expenditures are at 49.3% of the total budget (compared to 63.1% forecasted); whereas, there are many costs that are still to be incurred during the school year for these related SGF activities.

### **Technology**

The Technology program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school division for the implementation of information and communication technology. Technology expenditures are at 63.3% of the total budget (compared to 55.1% forecasted). The increase in the expenditure relative the forecast is due to the timing of purchasing equipment.

### **Institutional Programs**

Institutional Programs include Harbor House School, CAMP (Lethbridge Regional Hospital School), Pitawani School, and Stafford Ridge School (AADAC). Institutional Programs expenditures are at 35.7% of the total budget (compared to 50.0% forecasted).

### **Division of Instructional Services**

The Division of Instructional Services (DIS) which provides curriculum and instructional support to schools and instructional programs. DIS expenditures are at 46.9% of the total budget (compared to 50.0% forecasted).

### **First Nations Métis and Inuit (FNMI) Program**

The FNMI program provides ongoing support for aboriginal students in their efforts to obtain an education and provides opportunities for aboriginal students to study and experience their own and other aboriginal cultures and lifestyles. FNMI expenditures are at 44.8% of the total budget (compared to 50.0% forecasted).



“Rock you Mocs”  
cultural pride  
event



### **Counselling Program**

A comprehensive guidance and counselling program promotes the holistic development of students. The three-fold focus of counselling includes educational planning, personal and social development, and career preparation. Counsellors work with parents, teachers and community agencies to help students acquire the knowledge, skills, attitudes, and habits that enable students to reach their potential. Counselling Program expenditures are at 50.2% of the total budget (compared to 50.0% forecasted).

### **Other Instructional Program**

These are the other instructional programs and initiatives that support early learning to grade 12 instruction other than those programs specifically listed above. These include Community Outreach School, Downtown LA, High School Off campus, Distant Learning Program, Poverty Committee, Making Connections, and the BOOST program. Other Instructional Program expenditures are at 47.4% of the total budget (or 50% of forecasted costs).

**Overall, instructional (kindergarten to grade 12) program expenditures are slightly higher (51.09%) of the forecasted figures at February 28, 2022.**



**Lethbridge School Division**  
**Schedule of School Based Instruction Expenditures**  
For the period ended February 28, 2022

SCHOOL	Budget	Forecast	Actual Results	Variances		Projection	
	Updated Budget	Forecasted To	Actual Year Ended	% Expended	% Expended	August 31st	
	2021-2022 (Sept 30th 2021)	February 28th	February 28th	Updated Budget	Forecast to February 28th	Projection	Change from Updated Budget
<b>High Schools:</b>							
Lethbridge Collegiate Institute	\$5,551,364	\$2,780,228	\$2,814,064	50.69%	101.22%	\$5,551,364	\$0
Winston Churchill High School	\$5,294,558	\$2,655,688	\$2,561,209	48.37%	96.44%	\$5,294,558	\$0
Chinook High School	\$6,584,285	\$3,294,506	\$2,915,538	44.28%	88.50%	\$6,534,637	(\$49,648)
Victoria Park High School	\$2,011,299	\$1,008,831	\$992,808	49.36%	98.41%	\$2,011,299	\$0
Immanuel Christian Secondary School	\$1,896,912	\$951,774	\$945,725	49.86%	99.36%	\$1,896,912	\$0
<b>Middle Schools:</b>							
GS Lakie Middle School	\$2,982,809	\$1,496,177	\$1,470,292	49.29%	98.27%	\$2,982,809	\$0
Wilson Middle School	\$3,938,099	\$1,970,868	\$1,931,359	49.04%	98.00%	\$3,938,099	\$0
Gilbert Paterson	\$4,341,327	\$2,176,345	\$2,165,464	49.88%	99.50%	\$4,341,327	\$0
Senator Joyce Fairbairn Middle School	\$3,571,703	\$1,792,897	\$1,791,268	50.15%	99.91%	\$3,571,703	\$0
<b>Elementary Schools:</b>							
Senator Buchanan	\$1,962,722	\$984,316	\$988,028	50.34%	100.38%	\$1,962,722	\$0
Immanuel Christian Elementary School	\$1,493,972	\$748,350	\$720,797	48.25%	96.32%	\$1,493,972	\$0
Ecole Agnes Davidson	\$3,158,643	\$1,583,867	\$1,553,217	49.17%	98.06%	\$3,158,643	\$0
Fleetwood-Bawden	\$1,989,572	\$998,877	\$960,906	48.30%	96.20%	\$1,989,572	\$0
Galbraith	\$2,202,922	\$1,106,461	\$1,074,079	48.76%	97.07%	\$2,202,922	\$0
Lakeview	\$2,210,536	\$1,109,563	\$1,094,300	49.50%	98.62%	\$2,210,536	\$0
General Stewart	\$757,694	\$380,851	\$368,913	48.69%	96.87%	\$757,694	\$0
Westminster	\$1,305,275	\$654,229	\$636,603	48.77%	97.31%	\$1,305,275	\$0
Lethbridge Christian School	\$1,363,358	\$683,042	\$682,636	50.07%	99.94%	\$1,363,358	\$0
Coalbanks Elementary School	\$3,321,187	\$1,664,025	\$1,608,433	48.43%	96.66%	\$3,321,187	\$0
Ecole Nicholas Sheran	\$2,295,942	\$1,152,721	\$1,120,064	48.78%	97.17%	\$2,295,942	\$0
Park Meadows	\$2,032,325	\$1,018,194	\$1,005,870	49.49%	98.79%	\$2,032,325	\$0
Dr. Robert Plaxton	\$2,336,006	\$1,170,276	\$1,161,259	49.71%	99.23%	\$2,276,006	(\$60,000)
Mike Mountain Horse	\$2,865,379	\$1,434,962	\$1,400,867	48.89%	97.62%	\$2,853,163	(\$12,216)
Dr. Probe Elementary School	\$2,758,197	\$1,383,113	\$1,364,617	49.47%	98.66%	\$2,758,197	\$0
<b>Total School Based Instruction Expenditures</b>	<b>\$68,226,086</b>	<b>\$34,200,161</b>	<b>\$33,328,316</b>	<b>48.85%</b>	<b>97.45%</b>	<b>\$68,104,222</b>	<b>(\$121,864)</b>

**Lethbridge School Division**  
**Schedule of School Generated Funds (SGF)**  
For the period ended February 28, 2022

SCHOOL	SGF Balances	Actual Results		SGF Balances	Change in SGF
	August 31st	Revenues up to February 28th	Expenses up to February 28th	February 28th	Increase (Decrease)
<b>UPDATED BUDGET 2021-2022 (September 30th)</b>	N/A	\$2,567,827	(\$2,567,827)	N/A	N/A
<b>FORECAST - February 28th</b>	N/A	\$1,621,069	(\$1,621,069)	N/A	N/A
<b>High Schools:</b>					
Lethbridge Collegiate Institute	\$109,579	\$254,434	(\$185,426)	\$178,587	\$69,008
Winston Churchill High School	\$260,142	\$198,112	(\$118,519)	\$339,735	\$79,593
Chinook High School	\$200,905	\$228,307	(\$243,730)	\$185,482	(\$15,423)
Victoria Park High School	\$379,257	\$29,311	(\$60,347)	\$348,221	(\$31,036)
Immanuel Christian Secondary School	\$63,658	\$70,063	(\$60,380)	\$73,341	\$9,683
<b>Middle Schools:</b>					
GS Lakie Middle School	\$208,843	\$188,852	(\$63,137)	\$334,558	\$125,715
Wilson Middle School	\$147,071	\$156,361	(\$86,393)	\$217,039	\$69,968
Gilbert Paterson	\$164,117	\$111,886	(\$85,117)	\$190,886	\$26,769
Senator Joyce Fairbairn Middle School	\$150,456	\$95,436	(\$151,352)	\$94,540	(\$55,916)
<b>Elementary Schools:</b>					
Senator Buchanan	\$23,576	\$21,408	(\$12,333)	\$32,651	\$9,075
Immanuel Christian Elementary School	\$14,286	\$12,003	(\$5,612)	\$20,677	\$6,391
Ecole Agnes Davidson	\$107,219	\$40,937	(\$8,633)	\$139,523	\$32,304
Fleetwood-Bawden	\$39,589	\$84,452	(\$14,398)	\$109,643	\$70,054
Galbraith	\$77,751	\$32,049	(\$31,454)	\$78,346	\$595
Lakeview	\$46,033	\$21,769	(\$19,090)	\$48,712	\$2,679
General Stewart	\$2,695	\$1,750	(\$548)	\$3,897	\$1,202
Westminster	\$83,349	\$12,166	(\$30,381)	\$65,134	(\$18,215)
Lethbridge Christian School	\$28,387	\$15,636	(\$11,014)	\$33,009	\$4,622
Coalbanks Elementary School	\$21,951	\$14,709	(\$8,199)	\$28,461	\$6,510
Nicholas Sheran	\$39,900	\$15,283	(\$12,961)	\$42,222	\$2,322
Park Meadows	\$32,217	\$18,991	(\$5,377)	\$45,831	\$13,614
Dr. Robert Plaxton	\$0	\$18,320	(\$1,421)	\$16,899	\$16,899
Mike Mountain Horse	\$28,018	\$5,188	(\$6,257)	\$26,949	(\$1,069)
Dr. Probe Elementary School	\$135,505	\$39,025	(\$43,654)	\$130,876	(\$4,629)
<b>School Generated Funds</b>	<b>\$2,364,504</b>	<b>\$1,686,448</b>	<b>(\$1,265,733)</b>	<b>\$2,785,219</b>	<b>\$420,715</b>
Total SGF investment accounts (GICs)	\$0	\$0		\$0	\$0
<b>Total School Generated Funds</b>	<b>\$2,364,504</b>	<b>\$1,686,448</b>	<b>(\$1,265,733)</b>	<b>\$2,785,219</b>	<b>\$420,715</b>
% Expended of Budget		65.68%	49.29%		
% Expended of projected		104.03%	78.08%		

**PROJECTED OPERATIONS:**

The projected operations are the expected yearend results based on the current financial information (will likely change each quarter on best estimates). The following are projected changes to the yearend results:

**Lethbridge School Division**  
**SCHEDULE OF PROJECTED OPERATIONS**  
For the period ended February 28, 2022

	Budget Information	Projection	
	Updated "September 30th" operating budget 2021-2022 (Sept 30th 2021)	August 31st Projection	Change from Updated Budget
<b>REVENUES</b>			
Government of Alberta	\$123,811,393	\$124,024,581	\$213,188
Federal and Other Government	\$428,944	\$428,944	\$0
Fees	\$1,553,783	\$1,553,783	\$0
Sales and services	\$711,963	\$711,963	\$0
Investment income	\$193,000	\$193,000	\$0
Donations and Other Contributions	\$1,451,106	\$1,451,106	\$0
Other Revenues	\$34,704	\$34,704	\$0
<b>Total Revenues</b>	<b>\$128,184,893</b>	<b>\$128,398,081</b>	<b>\$213,188</b>
<b>EXPENSES</b>			
Instruction - Pre Kindergarten	\$2,992,295	\$2,992,295	\$0
Instruction - Kindergarten to Grades 12	\$102,751,434	\$102,667,758	(\$83,676)
Operations and Maintenance	\$17,460,660	\$17,460,660	\$0
Transportation	\$2,950,797	\$2,950,797	\$0
Administration	\$4,181,196	\$4,181,196	\$0
External services [International Services]	\$300,000	\$300,000	\$0
<b>Total Expenses</b>	<b>\$130,636,382</b>	<b>\$130,552,706</b>	<b>(\$83,676)</b>
<b>Operating surplus (deficit)</b>	<b>(\$2,451,489)</b>	<b>(\$2,154,625)</b>	<b>\$296,864</b>

\*More details available on Schedule of Instructional (Kindergarten to Grades 12) Program Expenditures and Schedule of School Based Instructional Expenditures

**Projected Revenues:**

- **Government of Alberta** - In April 2022, the Division received \$213,188 for the Grade One Learning Disruption Grant (BOOST Program). This was not known at the time of the updated 2021-2022 budget from September 30<sup>th</sup>, 2021 and has been updated to reflect this increase in funding.

## Projected Expenditures:

- **Instruction – Kindergarten to Grade 12** – decrease in projections of \$121,864 due to the following factors (as shown in the Schedule of Instructional (Grades 1-12) Program Expenditures):
  - **School Based Instruction** has a projected reduction of \$121,864 for many of the school contingency accounts that have not been utilized to date (or the school has not used the funding in other areas of their budgets). These contingency account are budgeted by each specific school. The projected cost reductions are based on similar utilization of the contingency accounts for the remaining portion of the year.
  - **Inclusive Learning Supports** has a projected savings of \$175,000 at year-end based on costs up to February 2022.
  - **Other Instructional Programs** has a projected increase of \$213,188 as a result of receiving the Grade One Learning Disruption Grant (BOOST Program) in April 2022. This was not known at the time of the updated 2021-2022 budget from September 30<sup>th</sup>, 2021 and has been updated to reflect the increase in expenses.

At this time there are no projected savings from average costs of teachers as the budgeted average teaching costs were adjusted in the September 30<sup>th</sup> Operating Budget to align with actual staffing levels and related costs. This will continue to be reviewed throughout the year.



Ecole Agnes Davidson wins Random Act of Kindness draw through Community Foundation

## *Lethbridge School Division*

### **Appendices**

*For the six (6) months ended February 28th, 2022*

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The Appendices include charts and graphs for the revenues and expenditures at February 28<sup>th</sup>, 2022. These charts/graphs compare the total operating budget, the forecast for the reporting period, and the year-to-date (YTD) amount.

#### **Revenues:**

- **Summary of Revenues**  
Compares the types of revenues

#### **Expenditures:**

- **Summary of Expenditures**  
Compares the types of expenditures
- **Instruction – Pre K**  
Reviews the total Pre-Kindergarten instructional expenditures, including the breakdown by the types of expenditures.
- **Instruction – K to Grade 12**  
Reviews the total Kindergarten to Grade 12 instructional expenditures, including the breakdown by the types of expenditures.
- **Operations and Maintenance**  
Reviews the total Operations and Maintenance expenditures, including the breakdown by the types of expenditures.
- **Transportation**  
Reviews the total Transportation expenditures, including the breakdown by the types of expenditures.
- **System Administration**  
Reviews the total System Administration expenditures, including the breakdown by the types of expenditures.
- **External Services**  
Reviews the total External Services (international program) expenditures, including the breakdown by the types of expenditures.

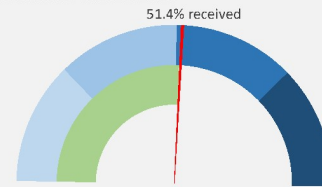


# Lethbridge School Division Summary of Revenues Quarterly Reporting - February 28th, 2022

Financial Data as at March 28, 2022

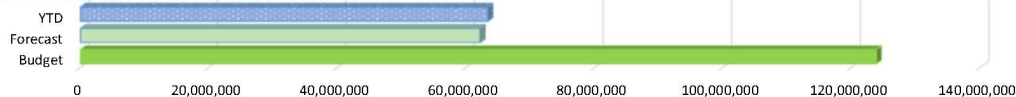
	Budget	Forecast	YTD	Variance	YTD %
Government of Alberta	123,811,393	62,176,112	63,378,136	(1,202,024)	51.2%
Federal & First Nations	388,944	194,472	0	194,472	0.0%
Other School Authorities	40,000	40,000	40,000	0	100.0%
Fees	1,553,783	918,758	985,252	(66,494)	63.4%
Other Sales & Services	711,963	517,043	405,373	111,670	56.9%
Investment Income	193,000	96,500	74,914	21,586	38.8%
Gifts & Donations	408,000	251,268	376,621	(125,353)	92.3%
Rental of Facilities	34,704	17,352	25,702	(8,350)	74.1%
Fundraising	1,043,106	658,513	583,316	75,197	55.9%
Gain on Disposal	0	0	13,590	(13,590)	N/A
	128,184,893	64,870,017	65,882,904	(1,012,887)	51.4%

Total Revenue Tachometer:

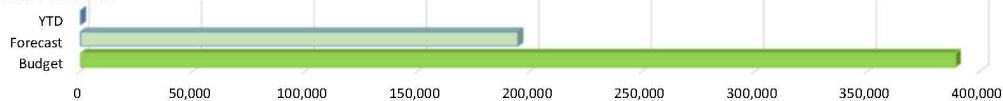


Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

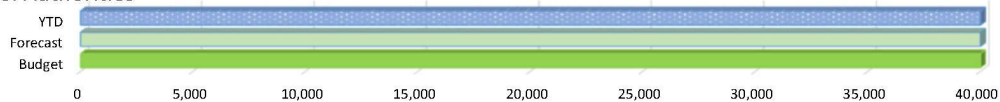
## Government of Alberta



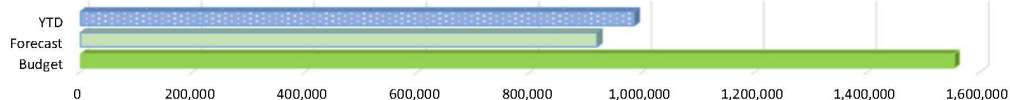
## Federal & First Nations



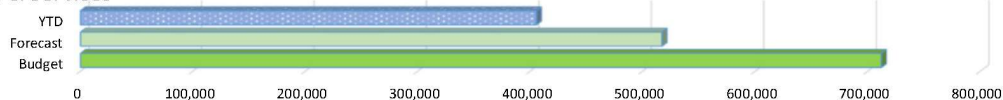
## Other School Authorities



## Fees



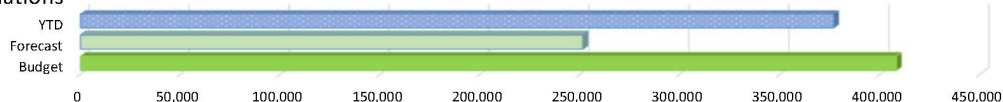
## Other Sales & Services



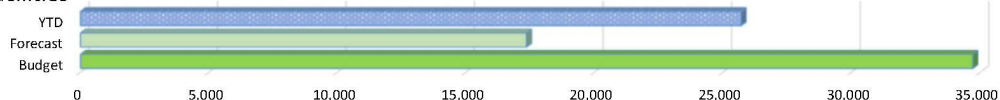
## Investment Income



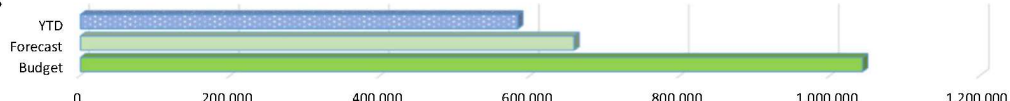
## Gifts & Donations



## Rental of Facilities



## Fundraising



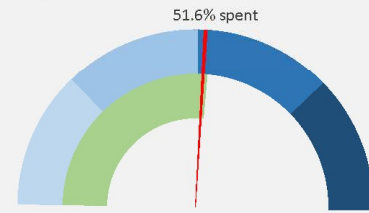


# Lethbridge School Division Summary of Expenses Quarterly Reporting - February 28th, 2022

Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	83,341,429	42,350,487	42,363,104	(12,617)	50.8%
Benefits	20,097,502	10,406,274	10,372,804	33,470	51.6%
Professional Development	524,229	262,114	168,821	93,293	32.2%
Contracted Services	7,760,394	4,468,492	4,495,395	(26,902)	57.9%
Other Services	2,577,465	2,201,088	1,981,900	219,188	76.9%
Supplies	5,773,600	2,994,466	2,756,603	237,864	47.7%
Other Expenditures	712,906	356,453	177,289	179,164	24.9%
Capital, Transfer & Projects	9,848,857	5,261,584	5,051,283	210,301	51.3%
	130,636,382	68,300,960	67,367,200	933,760	51.6%
		52.3%			

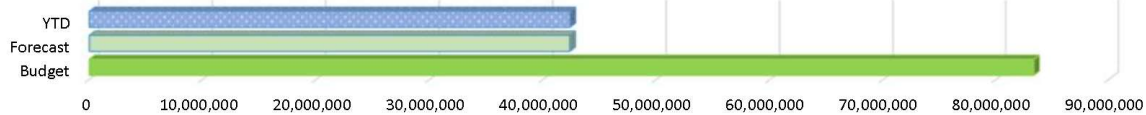
## Total Expense Tachometer:



Year-to-date (YTD)  
compared to budget  
and forecast, including  
% of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

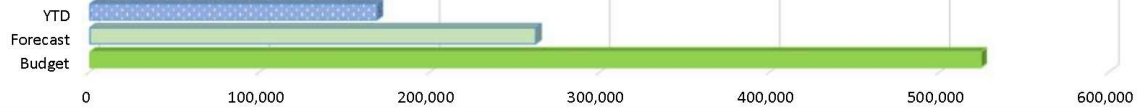
### Salaries



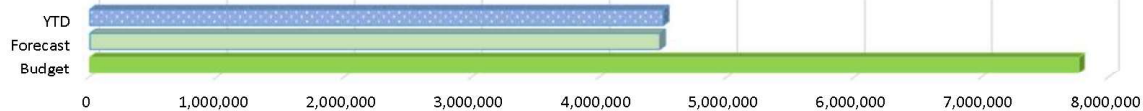
### Benefits



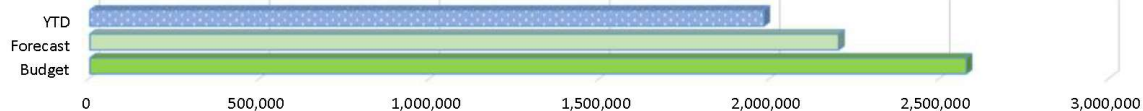
### Professional Development



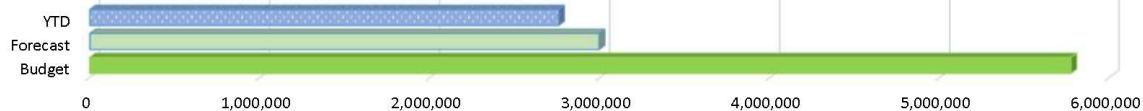
### Contracted Services



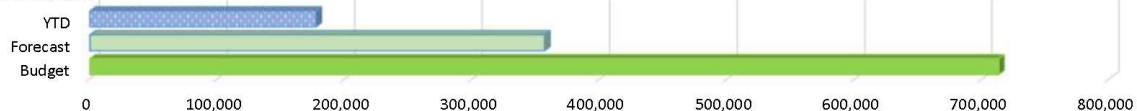
### Other Services



### Supplies



### Other Expenditures

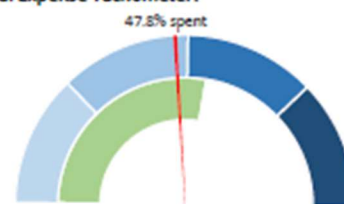


# Instruction - Pre K Summary Quarterly Reporting - February 28th, 2022

Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	2,290,330	1,244,495	1,113,546	130,949	48.6%
Benefits	610,733	349,581	298,766	50,816	48.9%
Professional Development	20,000	10,000	2,122	7,878	10.6%
Contracted Services	30,000	15,000	10,450	4,550	34.8%
Other Services	0	0	0	0	0.0%
Supplies	24,032	12,016	2,840	9,176	11.8%
Other Expenditures	17,199	8,600	2,713	5,887	15.8%
Capital, Transfer & Projects	0	0	0	0	0.0%
	2,992,295	1,639,692	1,430,436	209,256	47.8%

Total Expense Tachometer:



Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

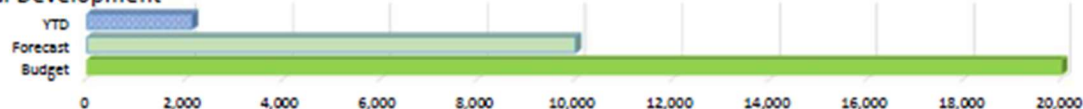
## Salaries



## Benefits



## Professional Development



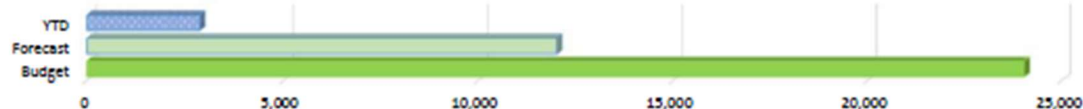
## Contracted Services



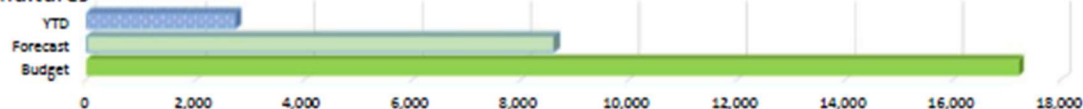
## Other Services



## Supplies



## Other Expenditures



# Instruction - K to Grade 12

## Summary

### Quarterly Reporting - February 28th, 2022

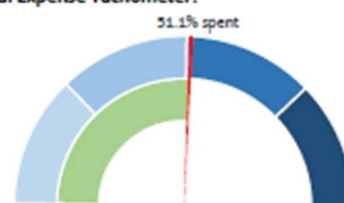
Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	74,425,410	37,793,147	37,920,084	(126,937)	51.0%
Benefits	17,801,651	9,214,134	9,262,868	(48,734)	52.0%
Professional Development	434,894	217,447	162,806	54,640	37.4%
Contracted Services	1,200,260	676,797	564,410	112,386	47.0%
Other Services	509,158	354,197	289,882	64,316	56.9%
Supplies	4,937,972	2,576,652	2,485,112	91,540	50.3%
Other Expenditures	478,093	239,046	144,521	94,525	30.2%
Capital, Transfer & Projects	2,963,997	1,819,154	1,661,530	157,624	56.1%
	102,751,434	52,890,575	52,491,215	399,360	51.1%

51.5%

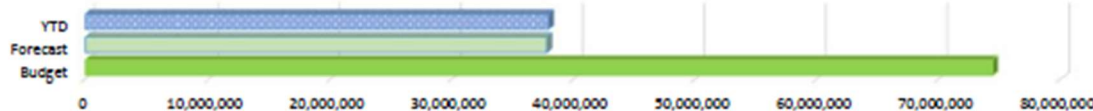
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

Total Expense Tachometer:

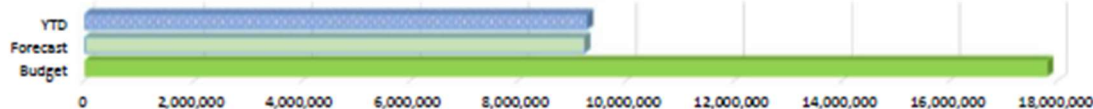


Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

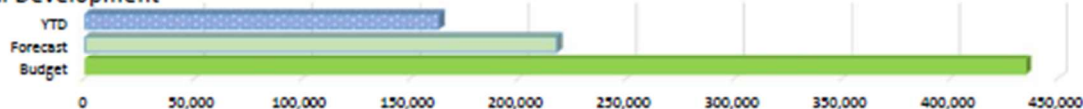
#### Salaries



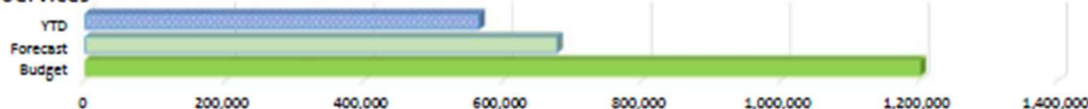
#### Benefits



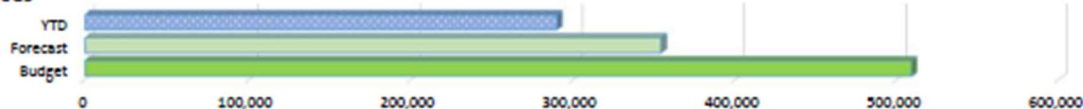
#### Professional Development



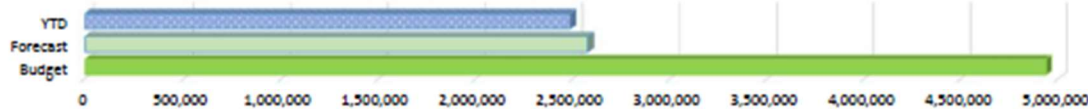
#### Contracted Services



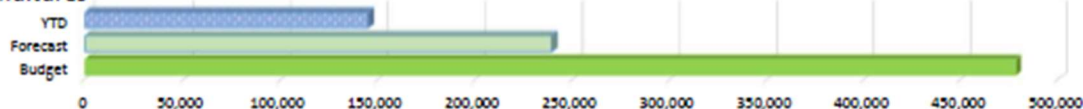
#### Other Services



#### Supplies



#### Other Expenditures





## Operations & Maintenance Summary Quarterly Reporting - February 28th, 2022

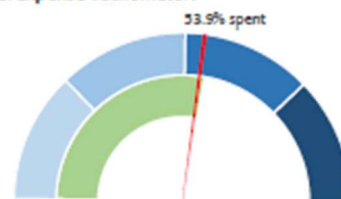
Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	4,041,646	2,020,823	1,991,437	29,386	49.3%
Benefits	1,105,223	552,611	547,595	5,017	49.5%
Professional Development	15,832	7,916	0	7,916	0.0%
Contracted Services	3,362,483	1,906,242	2,050,187	(143,945)	61.0%
Other Services	1,579,581	1,465,481	1,305,334	160,147	82.6%
Supplies	634,674	317,337	240,813	76,524	37.9%
Other Expenditures	9,240	4,620	1,620	3,000	17.5%
Capital, Transfer & Projects	6,711,981	3,355,991	3,280,489	75,502	48.9%
	17,460,660	9,631,021	9,417,474	213,547	53.9%

55.2%

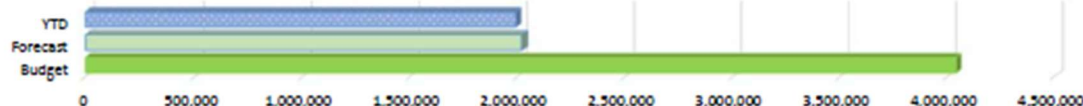
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

Total Expense Tachometer:



Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

### Salaries



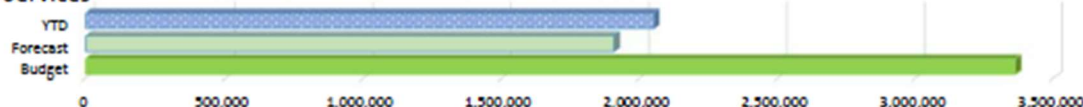
### Benefits



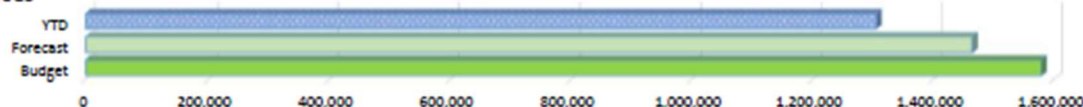
### Professional Development



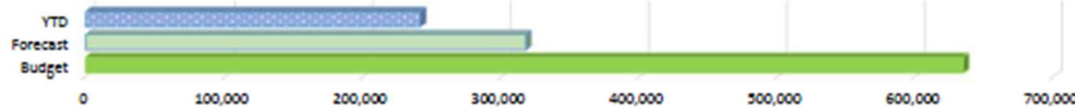
### Contracted Services



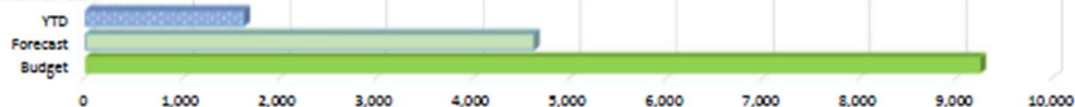
### Other Services



### Supplies



### Other Expenditures



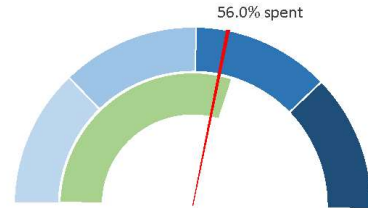
## Transportation Summary

### Quarterly Reporting - February 28th, 2022

Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	94,309	47,154	35,848	11,306	38.0%
Benefits	27,578	13,789	9,097	4,691	33.0%
Professional Development	10,000	5,000	445	4,555	4.5%
Contracted Services	2,754,311	1,648,034	1,577,144	70,890	57.3%
Other Services	0	0	0	0	0.0%
Supplies	10,000	5,000	1,438	3,562	14.4%
Other Expenditures	2,000	1,000	0	1,000	0.0%
Capital, Transfer & Projects	52,600	26,300	28,277	(1,977)	53.8%
	2,950,797	1,746,277	1,652,250	94,027	56.0%
					59.2%

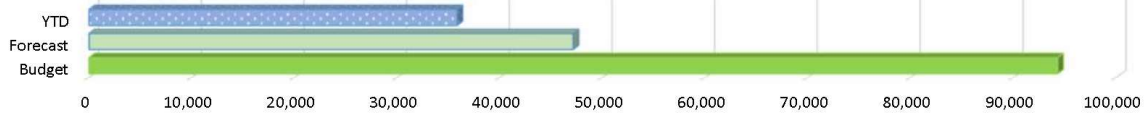
#### Total Expense Tachometer:



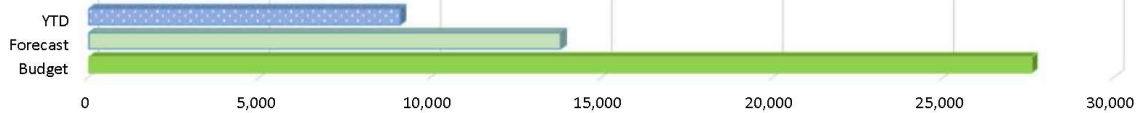
Year-to-date (YTD)  
compared to budget  
and forecast, including  
% of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

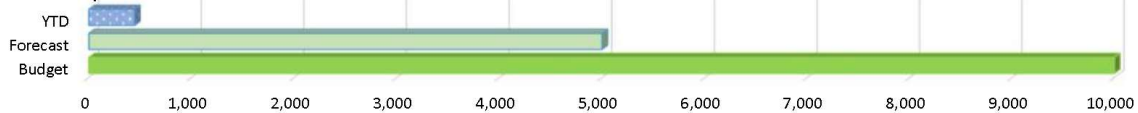
#### Salaries



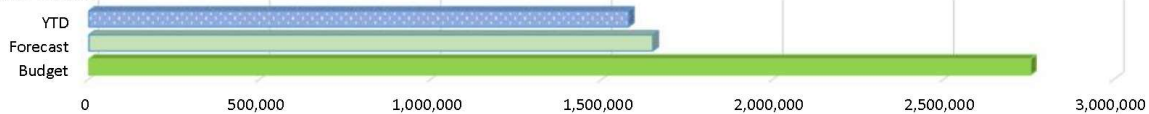
#### Benefits



#### Professional Development



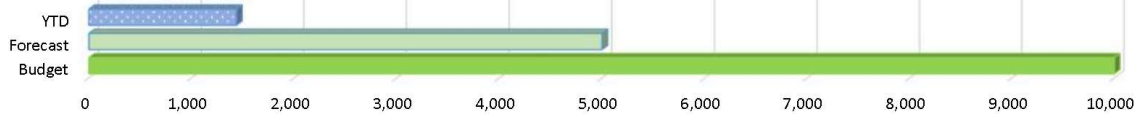
#### Contracted Services



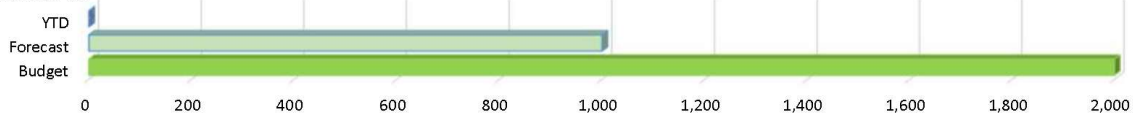
#### Other Services



#### Supplies



#### Other Expenditures



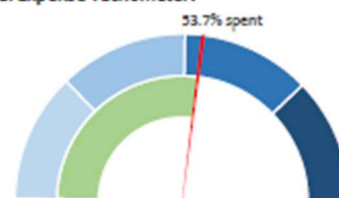


# System Administration Summary Quarterly Reporting - February 28th, 2022

Financial Data as at March 28, 2022

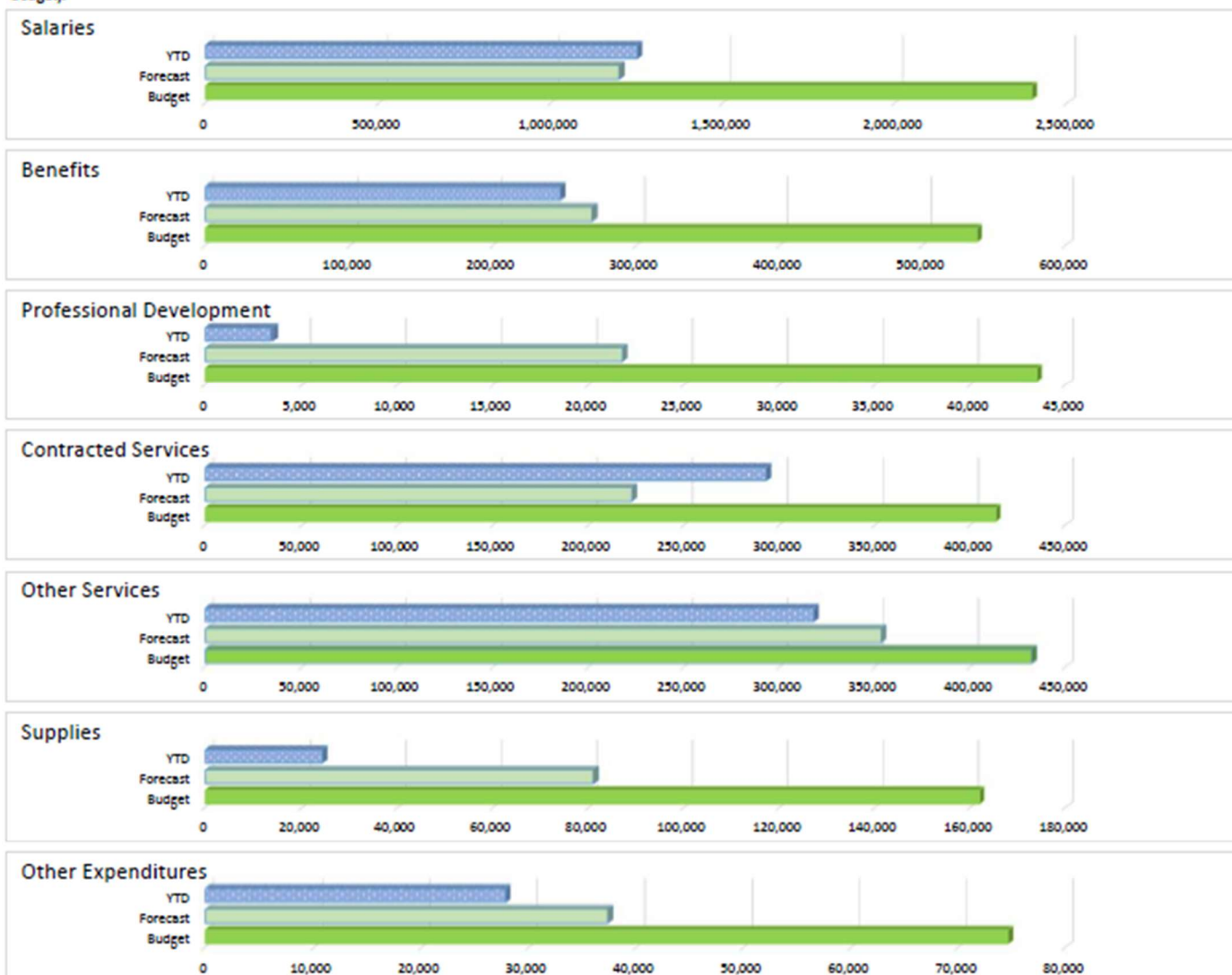
	Budget	Forecast	YTD	Variance	YTD %
Salaries	2,397,207	1,198,604	1,250,820	(52,216)	52.2%
Benefits	538,078	269,039	246,626	22,414	45.8%
Professional Development	43,503	21,752	3,448	18,304	7.9%
Contracted Services	413,340	222,420	292,838	(70,418)	70.8%
Other Services	432,226	353,160	317,700	35,460	73.5%
Supplies	161,922	80,961	24,132	56,829	14.9%
Other Expenditures	74,640	37,320	27,806	9,514	37.3%
Capital, Transfer & Projects	120,279	60,140	80,986	(20,847)	67.3%
	4,181,196	2,243,395	2,244,356	(961)	53.7%

Total Expense Tachometer:



Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).



## External Services Summary

Quarterly Reporting - February 28th, 2022

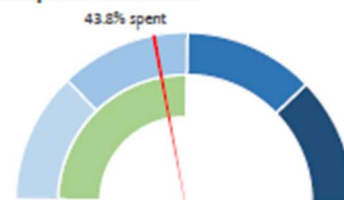
Financial Data as at March 28, 2022

	Budget	Forecast	YTD	Variance	YTD %
Salaries	92,527	46,264	51,368	(5,105)	55.5%
Benefits	14,239	7,119	7,853	(733)	55.2%
Professional Development	0	0	0	0	0.0%
Contracted Services	0	0	366	(366)	N/A
Other Services	56,500	28,250	68,985	(40,735)	122.1%
Supplies	5,000	2,500	2,267	233	45.3%
Other Expenditures	131,734	65,867	630	65,237	0.5%
Capital, Transfer & Projects	0	0	0	0	0.0%
	300,000	150,000	131,469	18,531	43.8%

50.0%

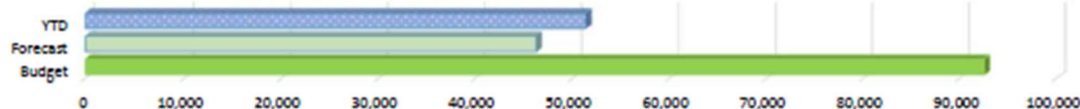
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 50% of the approved budget).

Total Expense Tachometer:

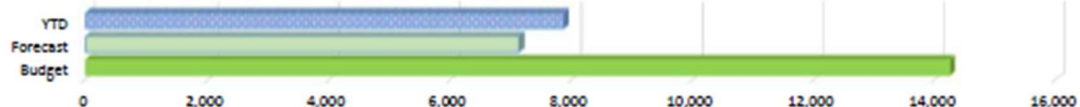


Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

### Salaries



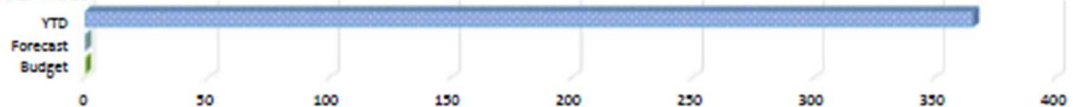
### Benefits



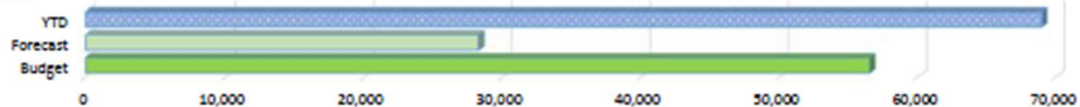
### Professional Development



### Contracted Services



### Other Services



### Supplies



### Other Expenditures



**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Light  
Board Vice-Chair

**RE: Indigenous Education Committee Terms of Reference**

**Background**

The Indigenous Education Committee Terms of Reference have been revised and are attached for Board approval.

**Recommendation**

It is recommended that the Board approve the Indigenous Education Committee Terms of Reference, as presented.

Respectfully submitted,  
Christine Light



## **Indigenous Education Committee TERMS OF REFERENCE**

### **TYPE OF COMMITTEE**

- This is a standing committee of the Board of Trustees.

### **GENERAL PURPOSE**

- To improve educational opportunities and achievement of all students (children and youth).
- To directly improve learning outcomes for all students who self-identify as having Indigenous ancestry
- To understand and support Indigenous Ways of Knowing
- To support the capacity of teachers and our Indigenous Education Department to feel comfortable and skilled in delivering and appreciating Indigenous content as per Alberta Education curriculum recommendations

### **KEY DUTIES AND RESPONSIBILITIES**

- Annually assess the Division's work through data analysis, anecdotal reporting and observations
- Continue to build deeper connections within the surrounding Lethbridge community that support Blackfoot people as well as other Indigenous cultures in Canada
- Explore further opportunities to raise funds to support programming and building of a sustainable and supportive program
- Generate professional development opportunities that can be integrated into the Indigenous strategic plan for all staff in Lethbridge School Division
- Participate in provincial sharing of best practices that support the Indigenous strategic plan
- Continue to communicate with stakeholders
- Communicate, explore, and share interventions that are effective and impact learning and building a deeper understanding of Indigenous Culture and Language within the education setting

This committee's authority would be limited to Lethbridge School Division and would be advisory in capacity

## **COMPOSITION AND APPOINTMENTS (FOR LIFE OF THE COMMITTEE)**

- 2 Trustees – one of whom will be chair
- Education Centre staff member assigned lead responsibilities
- 2 Administrative reps (elementary and secondary)
- 2 parents/students
- Coordinator of Indigenous Education
- 3 Teachers – elementary, middle and high school
- 1 Counselling representative
- Graduation Coach- Indigenous Education
- Community members/Elders
- Guests will be invited to assist the Committee as needed

## **MEETINGS**

- There will be 3-4 per year (October, February, May)
- They will be organized by the Chair with assistance of the Education Centre lead person

## **REPORTS AND TARGET DATES**

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

## **REVIEW AND EVALUATION**

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

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Craig Whitehead  
Trustee

**RE: Bill 15**

**Background**

The proposed Bill 15 removes the ATA's ability to discipline teachers professionally. The creation of a new disciplinary committee, without ATA representation, effectively changes the ATA from a professional organization to a union. Under current legislation, the ATA has exercised the ability to discipline their members for over 80 years. The current model is congruent with the medical, dental, and legal professional disciplinary committees. This Bill will change the dynamics of how Alberta School Divisions interact and work with the ATA.

**Recommendation**

It is recommended that the Board discuss whatever advocacy action should be taken regarding Bill 15.

Respectfully submitted,  
Craig Whitehead

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Andrea Andreachuk  
Trustee

**RE: Full-Time (950 hours) Kindergarten**

**Background**

At the March Board Meeting a committee was formed to write a resolution (attached) to present (if approved and supported) at the ASBA Fall General Meeting calling for provincial government funding support for Full-Time (950 hours) Kindergarten for all Alberta Kindergarten students.

We have been hearing about the benefits of full-day all week Kindergarten for many Kindergarten children. The extra time given to these young students, to practice important language and social skills, to develop early literacy and numeracy skills through play and to develop a love of life-long learning is invaluable and this is reflected in their later literacy and numeracy skill development.

**Recommendation**

It is recommended that the Board review the proposed resolution (attached). If the resolution is passed, it is recommended that it be sent out to all Zone 6 Boards on April 27<sup>th</sup>, as well as to the Zone 6 Director, Brad Toone.

Also, if passed, that it be added to the May 18<sup>th</sup> Zone 6 Agenda for the Boards to vote for the draft resolution to go forward to the 2022 ASBA Fall General Meeting.

Respectfully submitted,  
Andrea Andreachuk

**Position Statement - Fully Funded Full-Time (950 hours) Kindergarten for all Alberta Kindergarten Students**  
**Sponsored by Lethbridge School Division**  
**Proposed Resolution**

BE IT RESOLVED THAT Alberta Education fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta to ensure they develop the important language, social, motor, literacy and numeracy skills that create a foundation of success for their future learning.

**Background**

Lethbridge School Division piloted full-day, full-time kindergarten, in conjunction with the University of Lethbridge, at two of our Elementary schools for the 2018/19 and 2019/20 school years.

Full-day kindergarten presented fewer transitions for students, for example, school to daycare to home, verses school to home. Feedback from teachers of the full-day, full-time kindergarten program, indicated that their students were better prepared for grade one. Teachers shared that there was more time to do a greater variety of activities and support greater independence. Students had more opportunities for social development and learning. Access to supports like speech and language services, physical therapy, occupational therapy and school family liaison services in a full-time setting helped the children to develop skills more readily.

The extra time given to these young students to practice important language and social skills, develop early literacy and numeracy skills through play, and develop a love of life-long learning was invaluable, and this was reflected in their later literacy and numeracy skill development.

Dr. Jose da Costa, Professor in the Faculty of Education at the University of Alberta, studied Edmonton kindergarten children who attended full-time kindergarten and noted that “(Some) children came into the kindergarten program at a huge disadvantage. By the end of the school year, the children who had been receiving full-day programming had narrowed the gap to the point that there were no differences between them and the other kids.”

Not only disadvantaged kids benefit from full-day kindergarten says da Costa. “In every instance I can think of that includes professional teachers and developmentally appropriate curriculum, the full-day students outperform the half-day students.”

There is a growing demand for full-day kindergarten programs, which benefit children educationally, socially, and nutritionally, but also provide more consistency for working parents.

Christine Elegante, a K-3 literacy specialist, advocates that full-day kindergarten provides a schedule congruent to that of working parents and older siblings, and helps children build a strong foundation of literacy and numeracy skills. Research demonstrates the many

educational, social, and nutritional benefits of full-time, all-day kindergarten. Current research also shows that if students are not on track by the end of first grade, it is very difficult to catch them up, as opposed to the previous notion of third grade performance levels. Elegante has said, "Students need access to full-day Kindergarten because it doesn't matter if you're in a high socioeconomic area, you can still come into kindergarten without those prerequisite skills."

We would like to avoid a situation where parents are compelled to choose between daycare or kindergarten, based on lifestyle, circumstance, affordability or as a matter of convenience. Fully funded, full-time kindergarten affords parents the opportunity to make this important choice for the success of their children.

We ask that Alberta Education fund full-time, full-day (950 hours) kindergarten, taught by certified teachers, for all eligible kindergarten students of Alberta to ensure they have the best start on their educational journey. When children start out on their best foot, their educational successes down the road are greater, and the investment made in their futures, more than pays off.

#### References:

<https://www.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2014/In%20the%20News/Pages/Who%20is%20offering%20full-day%20kindergarten%20in%20Canada.aspx>

<https://www.deseret.com/utah/2022/3/30/22997595/should-full-day-kindergarten-option-utah-schools-education-legislature>

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Genny Steed  
Trustee

**RE: Transportation and Bell Times**

**Background**

We continue to hear concern about bell times and bussing from members of the community. We are looking for assurance of reliable, safe, and consistent transportation and education opportunities for our students.

The Board would benefit from additional information from Division staff to assist our understanding of contributing factors and the complexity of these processes.

**Recommendation**

It is requested that our Board meet with Holy Spirit Catholic School Division Board to see if they are experiencing similar concerns and feedback from constituents.

Respectfully submitted,  
Genny Steed

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Genny Steed  
Trustee

**RE: Board Meeting Structure and Organization**

**Background**

We receive valuable information in the form of presentations during our Board meetings. The duration of presentations is significant and, while the information is important for the Board to receive and understand, it does not always pertain directly to governance decision making and could be delivered in a Committee of the Whole setting.

**Recommendation**

It is recommended that the Board and Division consider the idea of shifting comprehensive presentations to Committee of the Whole settings.

Respectfully submitted,  
Genny Steed

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Allison Purcell  
Board Chair

Re: **Community Conversations**

**Background**

Community Conversations are time for parents, staff, students and the community to come together to have discussion with trustees. It is a time that has no formal agenda, they are held monthly, and the locations are in a variety of locations/times across the city.

Community Conversations are a great time for trustees to hear from parents, staff, students and community about great ideas, share successes, bring forward issues and concerns.

The Community Conversation for April was at YMCA during the daytime.

The Community Conversation for May is on May 19 from 4 - 5:30 pm at Gunnery Point Shelter – East end of Henderson Lake.

**Recommendation**

It is recommended that the Board share feedback from the April Community Conversation. It is further recommended that the Board decide who will organize the June Community Conversation.

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Allison Purcell  
Board Chair

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

**Background**

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

In 2020, due to Covid, "Art's Alive and Well in the Schools" moved online and was well received in that format. For that reason (and the continuation of Covid restrictions) in 2021 it was decided to move the exhibition online permanently. It was our pleasure to hold our re-branded 44th annual exhibition under a new name: **"Virtually Installed: Lethbridge Schools. Students. Art"**.

Now in 2022, as we are emerging from the pandemic, we are considering how to move forward. Will it be only online? Will we incorporate an in-person exhibition with the SAAG again? For the 45<sup>th</sup> annual art exhibit, we are planning both! The online exhibit will begin on May 2, 2022 on the Lethbridge School Division website, AND we will be showcasing the artwork of Grades 9 – 12 from all Lethbridge Schools at the Southern Alberta Art Gallery! The in-person showing will be held from May 14 – June 19, 2022. We are excited to have both shows running simultaneously...more visibility, more art, more opportunity for our city to show off the incredible talents of our students!

**Recommendation**

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

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Allison Purcell  
Board Chair

**Re: Alberta School Councils Association (ASCA) Conference and AGM – April 22-24, 2022**

**Background**

The ASCA Conference and AGM will be held April 22 to 24, 2022.

**Recommendation**

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

Respectfully submitted,  
Allison Purcell

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

**RE: Indigenous Education Committee – March 23, 2022**

Attendees: Christine Light, Morag Asquith, Andrea Andreachuk, Juliet Toledo, Lenée Fyfe, Catherine Thorson, Phil Williams, Alison Stewart, Dante North Peigan, Shawnee BigBull

1. Trustee Membership:
  - Discussion of addition of second trustee to committee to ensure continuity. Andrea Andreachuk welcomed to the committee.
2. Indigenous Education Survey Feedback
  - Themes included Approach, Curriculum, Engagement, Professional Learning, Ideas for the Future
3. Siksikaitsitapi Flag Raising Ceremony:
  - Board support was expressed to the committee for a flag raising at Division Office. Estimated timeline will be the second or third week of September. Morag will lead the formation of a planning subcommittee.
4. Indigenous education Teacher Update
  - The Padlet Website is launched and features the consolidation of Indigenous Education content that the Indigenous Education Teachers have been creating.
  - The Moose Hide Campaign: a movement to bring awareness and bring an end to violence against women and children, and a call to men/warriors to fulfill the role of protector. Every person in the Division will be given a moosehide square to wear on May 12. The campaign includes elements of ceremony, fasting, and art.
  - Think Outside
  - Grade 8 transition days
  - Indigenous Education graduation is scheduled for June 2
5. Anti-Racism/Anti-Oppression Work
  - Many groups currently working on this area, which ties into Board priority of Inclusion.
  - A policy has been drafted with the Anti-Racism/Anti-Oppression group and will go to the committee and administrators shortly. Policy draft given to committee for the purpose of feedback.
6. Assurance Plan
  - To be released in May 2022

Next meeting: June 8, 2022

Respectfully submitted,  
Christine Light

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Genny Steed, Trustee

**RE: Community Engagement Committee – March 24, 2022**

Trustee Genny Steed will provide a verbal report.

Respectfully submitted,  
Genny Steed

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

**RE: Division School Council – April 4, 2022**

1. 16 participants attending this month's meeting.
2. ASCA AGM April 15, 2022; ASCA resolutions
  - P222-01 Diploma Exam Weighting Change.
  - P22-02 Policy Review for Operations and Maintenance Funding
  - P22-03 Restoration of Funding for Alberta School Council Association (ASCA)
  - A22-01 Revise Advocacy Policy 12-2
3. Clarification of monetary support for School Councils from Lethbridge School Division
4. Engagement Fund Discussion
5. Transportation and bell time discussion
6. Technology in classrooms
  - Discussion as to how or when technology is used in Classrooms. As parents we are trying to limit the technology at home, however Covid has allowed technology to creep in and what are parents seeing in their school?

Detailed reports of the conversations can be found within the meeting minutes found at the link below:

<https://lethsd.ab.ca/download/386462>

Next Meeting: May 2, 2022

Respectfully submitted,  
Christine Light

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Craig Whitehead, Trustee

**RE: Policy Advisory Committee – April 6, 2022**

Policies reviewed:

- **Anti-racism and Anti-oppression (new policy) – feedback due May 4<sup>th</sup>**
  - numbered policy “103.1”
  - Regulation #1, added “families, and community members” and “within the school division system”
  - References, added Alberta Education Act section “
  - References, added Division Policy “402.8.1 Harassment, Discrimination, and Violence Prevention in the Workplace”
- **501.7 Non-Resident Students** (Did not review policy, deferred to next meeting)
- **602.5 Knowledge and Employability Courses – feedback due May 4<sup>th</sup>**
  - Policy paragraph, added “The Board recognizes the importance of the”, changed “K and E” to “K & E” throughout policy, added “These courses provide students with opportunities to experience success, develop citizenship skills, enhance academic and occupational competencies, and transition into employment and/or continuing training opportunities”
  - Regulation #1, added “as outlined in the *Alberta Guide to Education*”, replaced “offered in middle and high schools” with “shall be accessible to students in grades 8 to 12”
  - Regulation #2, replaced “The Division may allocate funding to K and E courses beyond that available through provincial grants” with “Students taking K & E courses at the high school level may qualify for a “Certificate of Achievement” in accordance with requirements outlined in the *Alberta Guide to Education* or they may continue their studies to qualify for an Alberta High School Diploma”
  - Added Regulation #3 “Parents will be informed of the purpose and pathways in the K & E program so that fully informed decisions are made in the best interest of the students”
  - References, updated Education Act section and added “Other: *Alberta Guide to Education*”
- **604.3 Locally Developed Courses – feedback due May 4<sup>th</sup>**
  - Policy paragraph, added “The Board supports the creation of” and “for the purpose of meeting student needs beyond courses in the *Alberta Programs of Study*. These courses may reflect community and regional needs”

- Regulation #1.1, added “Locally developed courses must adhere to all applicable provincial and division education standards and guidelines”
- Regulation #1.2, added “If approved by the Board, high school courses are subject to further approval by Alberta Education”
- Regulation #1.3, added “the approval term”
- References, updated Education Act section
  
- **606.1 Alternative Programs – feedback due May 4<sup>th</sup>**
  - Policy paragraph, added “The Board recognizes the value of parental choice in offering” and “in accordance with the Education Act”
  - References, updated Education Act section
  
- **606.3 Outreach Program – feedback due May 4<sup>th</sup>**
  - Policy paragraph, added “The Board recognizes the importance of” and replaced “ for instruction in program areas appropriate to the individual needs of the student” with “that provide an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs”
  - Added Regulation #1, “To initiate a new outreach program, the school board must make a written request to Alberta Education Field Services office in the region. The request must contain a copy of the minutes of the board meeting approving the motion to proceed with a new outreach program and the proposed location of the program.
  - Regulation #3, replaced “distance learning” with “education”, replaced “anger management training and study skills” with “emotional regulation and learning skills, and access to community and governmental resources”
  - Regulation #4, replaced “Students who take part in outreach programs are registered with Lethbridge Alternative Schools and Programs” with The outreach program will have a written policy that addresses student eligibility, attendance requirements and performance expectations”
  - Regulation #6, replaced “as Outreach Program students” with appropriately in the student information system”
  - Regulation #7.1 deleted “For students eligible for Alberta Education funding, a portion of the basic fee is refundable when the course materials are returned and the coursework is completed”
  - Regulation # 7.2 changed to #8 “For students no eligible for Alberta Education funding, an additional fee per credit earned will be assessed”
  - Regulation #9, replaced “will” with “shall”
  - Regulation #12, replaced “his or her” with “their”
  - Regulation #13 deleted “The Division may allocate funding to outreach programs beyond that available through provincial and other grants. Such additional allocations shall be by Board resolution”
  - References, updated Education Act section
  - References, Other, replaced “Policy Regulation and Forms Manual: Outreach Program Policy, Funding for School Authorities Programs” with Alberta Education Outreach

Programs Handbook, Funding Manual for School Authorities”

- **606.4 Institutional Schools** (Did not review policy, deferred to next meeting)

Next meeting date: May 4, 2022

Respectfully submitted,  
Craig Whitehead

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

**RE: Civic Works Standing Policy Committee – City of Lethbridge - April 7, 2022**

Trustee Christine Light presented to the Civic Works Standing Policy Committee on April 7, 2022. The purpose of the presentation was to represent the impact of decisions made regarding transportation that effect youth in our community, to respond to statements made at the previous Civic Works meeting and ensure the position and advocacy of Lethbridge School Division is accurately represented, and to communicate that Board advocacy is for the vulnerable and marginalized children, youth, and families who struggle to access services.

Christine Light will give an oral report of the meeting.

Respectfully submitted,  
Christine Light

**MEMORANDUM**

April 26, 2022

To: Board of Trustees

From: Allison Purcell, Trustee

**RE: Economic Development Lethbridge – April 20, 2022**

Board Chair, Allison Purcell will provide an oral report from the Economic Development Lethbridge meeting held April 20, 2022.

**Recommendation**

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

Respectfully submitted,  
Allison Purcell

# 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](http://www.lethsd.ab.ca)



March 23, 2022

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

Dear Minister LaGrange;

On behalf of Lethbridge School Division Board of Trustees, I am reaching out to you to give consideration to financially supporting the significant increase in fuel prices having a serious impact on transportation. Although Budget 2022 provided a 5.4% increase in the transportation grant, which assists with transportation costs related to increased ridership and general contracted bussing increases, it does not provide for the significant increase in fuel costs that school boards are experiencing in the current economic climate. As you are aware, there has been a significant increase in the cost of fuel from the beginning of the school year and in the last few weeks with the price of retail diesel fuel at just over \$2.00/L as of March 15, 2022.

Lethbridge School Division and Holy Spirit Catholic Separate School Division work collaboratively in Lethbridge to provide busing and have contracted Southland Transportation for the provision of school bus services. Most of our school buses run on propane with a few buses on diesel fuel. The increase in the wholesale cost of fuel is directly reflected in the billings to both school boards. Since the inception of our contract with Southland Transportation in August 2020, the wholesale price of fuel charged to the divisions has increased by 106% for propane and 69% for diesel fuel. These increases and future increases are not sustainable.

Lethbridge School Division would like to request that Alberta Education reimplement the fuel price contingency fund that was removed in 2014, as it insulated all school divisions from the fluctuating cost of fuel. If Alberta Education could provide additional funding to offset the cost of fuel it would help Lethbridge School Division and other school divisions in the province with their bussing operations. We understand that the Student Transportation Association of Alberta has also sent a letter to request that the fuel price contingency funds be reinstated, and our school division supports this recommendation.

The current fuel price increases have resulted in the division relying on one-time reserves to sustain the minimum required standards to effectively bus our students to and from school. These one-time reserves would have been available for other educational priorities if they were not required to cover the increase in fuel costs. The school division cannot continue to sustain these increases given the current level of operational funding provided. We know that school divisions across the province face the same challenge

and would be grateful for additional funding to address fuel price increases. We share the common goal of continuing quality transportation service as well as providing a condition that does not consume reserve funding for busing. There are considerable needs in the schools in the post-covid restriction context requiring funding support that will directly impact student learning and well-being.

Thank you very much for your consideration of our request.

Sincerely,



Allison Purcell  
Board Chair

cc: Rick Grebenstein, Alberta Education  
David Shaw, President, Student Transportation Association of Alberta  
Trustees, Lethbridge School Division  
Cheryl Gilmore, Superintendent, Lethbridge School Division  
Christine Lee, Associate Superintendent, Business and Operations

**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

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[www.lethsd.ab.ca](http://www.lethsd.ab.ca)



March 30, 2022

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

Dear Minister LaGrange,

Re: Requirements for Assessment and Reporting for Learning Loss Funding  
*Alberta K-6 Curriculum Implementation*

Lethbridge School Division Board of Trustees has two areas of concern we would like to express and ask that you give consideration to with respect to what is best for students.

- 1) Requirements for Assessment and Reporting for Learning Loss Funding  
First, we would like to convey that we are grateful for the funding allocated in this school year to implement intervention strategies that will address the learning loss of students in grades 1-3 due to interruption of schooling during the Pandemic. We are concerned, however, with the unnecessary time and stress the assessment and reporting requirements to qualify for funding caused. Our school system has been vigilant with the implementation of research-based assessment of literacy for five years. We use Fountas and Pinnell assessment to inform literacy instruction. It is thorough, covers all strands of literacy, and takes time to administer. The time invested in administering this assessment is viewed as worthwhile because it informs instruction, intervention and measures growth over time. The LeNS & CC3 assessments forwarded by the province are narrowly focused on phonics and limited in their application to inform comprehensive intervention and leveled literacy best practice in classrooms. Additionally, the system that was established provincially to enter data was excessively arduous. It was especially difficult to gather and enter data according to provincial requirements when it was during a time when substitute teachers were not readily available. Alberta has skilled teachers and school systems that have implemented assessment practices to accomplish the dual purpose of informing instruction and measuring growth. It did not make practical sense to have school divisions jump through hoops with assessment and reporting. We are hopeful that should the province target funding to the continued need for literacy and numeracy intervention, that trust is placed in the expertise of teachers and administration to use the funding wisely, implement intervention, measure and report growth based on data and the timelines that are already part of the school system's practice.
- 2) The Board of Lethbridge School Division has sent previous correspondence as well as a briefing expressing concern with the DRAFT K-6 curriculum. While we are thankful that implementation in the fall of 2022 has been limited to K-3 ELAL and Math, as well as K-6 Physical Education and Wellness, the holdback of some curriculum for the fall of 2023 does not diminish our concern for

the implementation of a curriculum that is not supported provincially by teachers and has been subject to extensive critique. We can't help but speculate as to why a Minister would announce moving forward with any of the curriculum when it is not available until weeks following the announcement and a list of resources has not been shared. The expectation that school systems will have time to carefully review the curriculum and resources and properly prepare teachers for implementation is unrealistic. We recognize that there is determination on the part of government to move forward with this curriculum despite opposition but want to be on record and clear that pulling back implementation of some subjects and grades does not "fix" the problem with the curriculum itself, it only gives the appearance of consideration for implementation timelines. We were hopeful that feedback from school boards, parents, and educators would be taken seriously and reviewed with a critical mind intent on serving students in a manner that prepares them for the contemporary world they know, and the future world they will build.

Regards,



Allison Purcell, Board Chair

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



Date: March 30, 2022

Via email: [allison.purcell@lethsd.ab.ca](mailto:allison.purcell@lethsd.ab.ca)

Allison Purcell, Board Chair  
Lethbridge School Division  
433 15 Street S  
Lethbridge, AB  
T1J 2Z4

Dear Allison,

**Re: Public School Boards' Association of Alberta: Spring General Assembly 2022**

On behalf of the Members of the Public School Boards' Association of Alberta, I am very pleased to extend to you, your Board and Senior Administration, an invitation to join us as we celebrate Public Education at our Spring General Assembly in June 2022! This year's theme is "Wellness".

The Spring General Assembly is being held in Red Deer (Cambridge Hotel and Conference Centre) and begins with dinner Wednesday, June 2<sup>nd</sup> and continues until Saturday, June 4<sup>th</sup>. The final event will be a dinner, featuring a prominent Albertan and followed by our Special Recognition Awards. The program of the Spring General Assembly includes exciting keynote speakers and sessions. The event program will follow.

Please complete your registration at the link below by Friday, **May 20, 2022.**

<https://public-schools.ab.ca/event/psbaa-spring-general-assembly-2022/>

I look forward to seeing you there!

Sincerely,

Dennis MacNeil  
President, Public School Boards' Association of Alberta

Troy Tait, Executive Director and CEO, Public School Boards' Association of Alberta

DIVERSITY IS A LESSON PLAN FOR LIFE.®

PHONE: 780.479.8080 ADDRESS: #12, 10227 - 118 STREET, EDMONTON AB T5K 2V4 WEB: PUBLIC-SCHOOLS.AB.CA



Date: April 1, 2022

*via Email: [allison.purcell@lethsd.ab.ca](mailto:allison.purcell@lethsd.ab.ca)*

Allison Purcell, Board Chair  
Lethbridge School Division  
433 15 Street S  
Lethbridge, AB T1J 2Z4

Dear Allison,

The Public School Boards' Association of Alberta (PSBAA) consist of boards that represent the three demographics in our province (rural, urban, and metro). We have a healthy respect for and understanding of the different challenges unique to each of those demographics. While those challenges are very real and concerning, we know that there are united efforts in place to advocate on those fronts allowing us to focus on the important advocacy needed to support the public schools of Alberta.

We understand we are all members of the Alberta School Boards Association.

We have always supported and respected the work that ASBA champions on matters common to the three systems they represent. While we can support the reference to them being the authority on common matters, we – nor they – would not ever presume to be the authority on matters that are specific to any of the competing interests within the association. ASBA would be the first to agree on this. This is not a criticism of ASBA, it is simply a fact, and we respect the position they are in.


PSBAA holds that the authority on the nuances that are specific to public education, just as separate education is the Alberta Catholic School Trustees' Association (ACSTA) and the authority of francophone education is Fédération des conseils scolaires francophone de l'Alberta (FCSFA).

Additionally, the legislative changes that have us all, including charter and private schools, being referred to as “public” is disappointing to us. It muddies the waters and impacts our efforts to advocate for public schools. This is not a small matter. There is far more to being a public school than the source of funding. We are the only ones that accept all students, regardless of culture, ability, aptitude, or faith. We have no method to exclude, nor do we want one. That means something! With “public” being used to refer to all the systems, we must work harder and work together to communicate the difference to the communities we serve. Our communities deserve this clarity.

PSBAA is proud to represent member school boards, and to advocate on behalf of the interests and concerns of public school boards. In this election year, it is more important than ever that electors understand the vital role of public schools in our communities, and that the voice of those local schools

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is represented by their locally elected trustees. As other systems bring a united voice to advocate for their students, our students deserve that impactful voice as well.

In fall 2020 we set out on a journey of exploration, to ask our members what they think is the value of being a PSBAA member. What are their top reasons for being a PSBAA member, and what would they like to see us improve? We were encouraged by their feedback. Our members said the top reasons to be a member of the PSBAA are: to promote and defend public schools and public school education, advocacy and government relations, networking, having a consolidated voice and professional development. What concerns our membership is the narrative that we are all public, the expansion of privatization and that not all public school boards are members of the Association. They would like PSBAA to have the same united voice as the other provincial school board associations. It would strengthen our collective voice to government as well as in our communities.

We are writing to ask you and your board to consider a conversation about the benefits of membership in PSBAA.

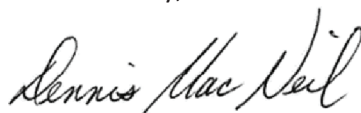
We would appreciate the opportunity to meet with you – to discuss more about why we need your voice at the table, and how we hope to work together with you to promote public school education in Alberta. I would respectfully suggest that there is great strength in considering all public school divisions in the province as a community working in support of one another. A conversation does not mean a commitment to join. Please, let's chat, there is so much more to share!

In addition to the excellent professional learning that the association offers, our consultants that are available are top quality, and we are also embarking on new benefits and services that will be available to members only that you might want to take advantage of.

Within the next two weeks, I will reach out to you by phone to discuss the possibility of arranging a meeting with us to discuss the possibility of your Board joining us.

Thank you in advance for your consideration. I wish you and your board all the best as you serve Alberta public school students, their families, and your community.

Most sincerely,



Dennis MacNeil,  
President

Troy Tait, Executive Director and CEO, Public School Boards' Association of Alberta



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## Cheryl Gilmore

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**From:** EDC Deputy Minister <EducationDeputyMinister@gov.ab.ca>  
**Sent:** Thursday, April 14, 2022 4:44 PM  
**Subject:** [External] Education access for Ukrainian families and their children / L'accès à l'éducation pour les familles ukrainiennes et leurs enfants

*Le texte français suit le texte anglais. / French text follows English text.*

**To: Superintendents of Public, Separate, Francophone and Charter School Authorities  
Independent (Private) School Authorities**

**Subject: Education access for Ukrainian families and their children**

Dear colleagues:

As Minister LaGrange shared, the Government of Alberta is working to ensure access to educational programming for Ukrainian children and families arriving in Alberta.

Recognizing the extraordinary situation in Ukraine, we request that you allow all students arriving from Ukraine to access full educational programming in your school, even if all supporting documentation is not available or is limited at the time of registration.

In the event someone wishes to register a student who arrived in Alberta as an unaccompanied minor from the Ukraine, the individual who is claiming custody or guardianship should either provide evidence they have applied for temporary guardianship or should submit:

- an Alberta Court Temporary Guardianship Order;
- an Immigration, Refugee and Citizenship Canada Custodianship Declaration; or
- a letter from a Ukrainian parent granting guardianship to a Canadian custodian. A letter of this nature may be temporarily accepted, however, it is expected that the Canadian custodian will be able to provide evidence they have applied for temporary guardianship within a reasonable amount of time.

I am also requesting that you register all Ukrainian students in PASI as code ETC 600 (displaced students) and identify their Country of Citizenship as Ukraine. Students should be registered as Citizenship Status 5 (temporary resident) if they have proper documentation, or as Citizenship Status 9 (which will act as a temporary placeholder) if they do not have proper documentation at the time of registration.

As Ukrainian students are welcomed into our schools for this year (2021/22), school authorities may be eligible for funding for incremental and extraordinary costs incurred to provide educational services to displaced students. School authorities accommodating a significant number of displaced Ukrainian students for the remainder of this school year are requested to contact Daimen Tan, Director, School Finance, at [daimen.tan@gov.ab.ca](mailto:daimen.tan@gov.ab.ca) or 780-422-0865 (toll-free by first dialling 310-0000).

For the 2022/23 school year there will be an application-based process for additional funding to support impacted students and school authorities. Further details on the application process will be forthcoming as we assess the impacts to schools.

As newcomers may be learning English as an additional language, please be prepared to provide students with English language instruction and programming supports. Alberta Education established the Alberta Kindergarten to Grade 12 English as a Second Language (ESL) Proficiency Benchmarks that schools can use with students learning English as an additional language. More information on ELL programming and assessment may be found on the [Supporting English Language Learners](#) website.

Schools play an important role in supporting the mental health and well-being of all students. Given the circumstances under which these families are arriving in our province, I ask that you be prepared to provide these students with mental health supports through existing school authority resources. [Trauma-informed practices](#) create a safe, caring and welcoming learning environment for all students. Supports and services that may support the mental health needs of students and families can be found on pages 10-12 of the [2021/22 School Year Plan](#).

If you have questions regarding educational programming, please contact Nathan Freed, Director, Field Services, at [nathan.freed@gov.ab.ca](mailto:nathan.freed@gov.ab.ca) or 780-422-0795. For questions related to funding, please contact Daimen Tan, Director, School Finance, at [daimen.tan@gov.ab.ca](mailto:daimen.tan@gov.ab.ca) or 780-422-0865 (toll-free by first dialling 310-0000).

Thank you for your ongoing support and for keeping the best interests of students at the heart of our decision-making.

Regards,

Andre Tremblay  
Deputy Minister of Education

cc: Board Chairs of Public, Separate, Francophone and Charter School Authorities  
Secretary-Treasurers of Public, Separate, Francophone and Charter School Authorities  
Presidents of Stakeholder Associations  
Executive Directors of Stakeholder Associations  
ACFA (Association canadienne-française de l'Alberta)  
ACSTA (Alberta Catholic School Trustees' Association)  
AISCA (Association of Independent Schools & Colleges in Alberta)  
ASBA (Alberta School Boards Association)  
ASBOA (Association of School Business Officials of Alberta)  
CASS (College of Alberta School Superintendents)  
CCSSA (Council of Catholic Superintendents of Alberta)  
FCSFA (Fédération des conseils scolaires francophones de l'Alberta)  
PSBAA (Public School Boards' Association of Alberta)  
TAAPCS (The Association of Alberta Public Charter Schools)

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**Objet : L'accès à l'éducation pour les familles ukrainiennes et leurs enfants**

**À l'intention de : Directions générales des autorités scolaires des écoles publiques,  
séparées, francophones et à charte  
Autorités scolaires indépendantes (privées)**

Chers et chères collègues :