

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

May 24, 2022

1:00 p.m.

Board Room / Microsoft Teams



- | | | |
|-----------|--|---------------|
| 1:00 p.m. | 1. Move to In-Camera | |
| 2:30 p.m. | 2. Approval of Agenda | |
| 2:35 p.m. | 3. Approval of Minutes | |
| | If there are no errors or omissions in the minutes of the Regular Meeting of April 26, 2022 it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| 2:40 p.m. | 4. Business Arising from the Minutes | |
| 2:45 p.m. | 5. Associate Superintendent Reports | |
| | 5.1 Business and Operations | Enclosure 5.1 |
| | 5.2 Human Resources | Enclosure 5.2 |
| 3:00 p.m. | 6. Superintendent Reports | |
| | 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 E-Learning Update | Enclosure 6.4 |
| | 6.5 Curriculum Update | Enclosure 6.5 |
| | 6.6 School Graduations | Enclosure 6.6 |
| | 6.7 School Liaisons for 2022-2023 | Enclosure 6.7 |
| | 6.8 Calendar of Events | Enclosure 6.8 |
| 3:30 p.m. | 7. Presentations | |
| | 7.1 "Think Outside" – Morag / Jenna / Jessica | Enclosure 7.1 |
| | 7.2 Edwin Parr video | Enclosure 7.2 |
| 4:00 p.m. | 8. Action Items | |
| | 8.1 International Trip approval – Chinook | Enclosure 8.1 |
| | 8.2 Policy Review: | |
| | <i>Policy 502.1 Student Code of Conduct, Appendix A</i> | |
| | <i>Policy 103.1 Anti-Racism and Anti-Oppression</i> | |
| | <i>Policy 602.5 Knowledge and Employability</i> | |
| | <i>Policy 604.3 Locally Developed Courses</i> | |

Policy 606.1 Alternative Programs

Policy 606.3 Outreach Programs

Enclosure 8.2

- | | | |
|-----|---|---------------|
| 8.3 | Authorization of Locally Developed Courses-Middle | Enclosure 8.3 |
| 8.4 | Authorization of Locally Developed Courses-High | Enclosure 8.4 |
| 8.5 | Assurance Plan Approval | Enclosure 8.5 |
| 8.6 | Policy 204.6 Organizational Meetings | Enclosure 8.6 |
| 8.7 | Policy 204.2 Regular Board Meeting | Enclosure 8.7 |
| 8.8 | Ad Hoc Committee re: policies | Enclosure 8.8 |
| 8.9 | Bill 15 | Enclosure 8.9 |

4:30 p.m. **9. Division Highlights**

4:35 p.m. **10. Board Chair Report**

- | | | |
|------|--|----------------|
| 10.1 | Community Conversations | Enclosure 10.1 |
| 10.2 | Board Funding Support to School Councils | Enclosure 10.2 |
| 10.3 | CSBA Conference | Enclosure 10.3 |
| 10.4 | Post-COVID Community Building | Enclosure 10.4 |

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

- | | | |
|------|---|----------------|
| 11.1 | Joint City and School Boards – April 27, 2022 | Enclosure 11.1 |
| 11.2 | Division School Council – May 2, 2022 | Enclosure 11.2 |
| 11.3 | Policy Advisory– May 4, 2022 | Enclosure 11.3 |
| 11.4 | Community Engagement – May 12, 2022 | Enclosure 11.4 |
| 11.5 | Poverty Intervention – May 17, 2022 | Enclosure 11.5 |

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

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

5:15 p.m. **12. Correspondence Sent**

- | | | |
|------|---|----------------|
| 12.1 | Civic Works Standing Policy – Apr 25 2022 | Enclosure 12.1 |
|------|---|----------------|

5:20 p.m. **13. Correspondence Received**

- | | | |
|------|--|----------------|
| 13.1 | Alberta Education Minister – May 9, 2022 | Enclosure 13.1 |
| 13.2 | Alberta Education Minister – May 9, 2022 | Enclosure 13.2 |

5:30 p.m. **Adjournment**

MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD APRIL 26, 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;
LeeAnne Tedder (Recorder)
Regrets: Morag Asquith

The Board Meeting was live streamed via Microsoft Teams.

The Chair called the meeting to order at 1:03 p.m.

1. Move to In-Camera

Trustee Christine Light moved:

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

*Move to In-Camera
6917/22*

The Chair reconvened the meeting at 2:37 p.m.

Remembrance of former Trustee Jan Foster who passed away recently.

2. Approval of Agenda

Additions:

8.7 Policy 204.2 Regular Board Meetings, 204.6 Organizational
Meetings and a policy following ASBA orientation – Craig Whitehead

5.3 Curriculum – Allison Purcell

Trustee Craig Whitehead moved:

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

*Approval of Agenda
6918/22*

3. Approval of Minutes

Trustee Christine Light moved:

“that the minutes of the regular meeting of March 22, 2022 be
approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Approval of Minutes –
Regular Meeting
6919/22*

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.

*Associate
Superintendent
Reports
Business and
Operations*

5.2 Human Resources

Human Resources

Associate Superintendent Mike Nightingale provided a written Human Resources report.

- 5.3 Curriculum
Superintendent Cheryl Gilmore provided an update on the new curriculum. *Curriculum*
6. Superintendents Report *Superintendents Report*
- 6.1 Board Priorities Report
Board Priorities were included in the agenda. *Board Priorities*
- 6.2 Donations and Support
Wholesale Club donation to Making Connections. *Donations and Support*
- 6.3 Acknowledgements of Excellence
Wilson Middle and Mike Mountain Horse schools were showcased. *Acknowledgements of Excellence*
- 6.4 Education Week
Education Week is May 2 to 6, 2022. *Education Week*
- 6.5 School Transitions
School transition as they reimagine best practices. *School Transitions*
- 6.6 Calendar of Events
Calendar of events were included in the agenda.
July 6-8, 2022 Canadian School Boards Association in Saskatoon
May 12, 2022 Community Engagement Committee
May 17, 2022 Poverty Intervention Committee
May 3, 2022 Spirit of 51 Committee *Calendar of Events*
7. Presentations - none *Presentations*
8. Action items *Action Items*
- 8.1 Second Quarter Financial Report
Avice DeKolver, Director of Finance, reviewed the report.

Trustee Kristina Larkin moved:
“to approve the 2021-2022 Second Quarter Financial Report,
as presented.” **CARRIED UNANIMOUSLY** *2021-2022 Second Quarter Financial Report 6920/22*
- 8.2 Indigenous Education Committee Terms of Reference
The Indigenous Education Committee Terms of Reference

were reviewed.

Trustee Christine Light moved:
“to approve the Indigenous Education Committee Terms of Reference, as amended.” **CARRIED UNANIMOUSLY**

*Indigenous Education
Committee Terms of
Reference
6921/22*

8.3 Bill 15

Board and Executive members discussed Bill 15 implications. Trustee Craig Whitehead asked that we think about this concern. Discuss this at ASBA Zone 6 upcoming meeting. More information and conversation for the May Board meeting. No motion at this time.

Bill 15

8.4 Full-Time (950 hours) Kindergarten

The Board discussed advocacy for full-time (950 hours) Kindergarten. Alberta Commission on Learning (inactive) has been calling for this since 2003.

Andrea, Craig and Genny will review the document and send it to Trustees for approval to be sent to ASBA by the end of the day tomorrow. Trustees were in consensus supporting that process.

Trustee Andrea Andreachuk moved:
“that the Board approve the proposed resolution with amended paragraphs and that it be sent out to all Zone 6 Boards on April 27, 2022 as well as to Zone 6 Director, Brad Toone. Further to this, the Board have this topic added to the May 18, 2022 Zone 6 ASBA agenda for the Boards to vote for the draft resolution to go forward to the 2022 ASBA Fall General Meeting.” **CARRIED UNANIMOUSLY**

*Full-time Kindergarten
topic to ASBA FGM
6922/22*

Public Forum – an email from Marlaina Ditrich was sent to Trustees.

Public Forum

8.5 Transportation and Bell Times

The Board discussed transportation and bell times.

Trustee Genny Steed moved:
“that the Board invite Holy Spirit Catholic School Division Board to have a conversation about bell times with regards to feedback from constituents.” **CARRIED**
In Favor: Genny Steed, Craig Whitehead, Andrea Andreachuk, Allison Purcell

*Transportation and
Bell Times
6923/22*

Opposed: Tyler Demers, Christine Light, Kristina Larkin

8.6 Board Meeting Structure and Organization

The Board discussed meeting structure and organization.
No motion on this topic.

*Board Meeting
Structure and
Organization*

8.7 Policy Review

Trustees were given information about changes suggested to
Policy 204.2 and 204.6.

Trustee Craig Whitehead moved:

“to make an amendment to Policy 204.6 Organizational
meetings. I would propose changing regulation 1 of the policy
to read as follows: *The Organizational Meeting shall be held in
conjunction with the regular meeting of the Board in August.*”

Trustee Craig Whitehead moved:

“to make an amendment to Policy 204.2 Regular Board
Meetings. I would propose changing regulation 3 of the policy
to read as follows:

*The Regular Board meeting shall be open to the public and
shall normally be held once a month, except for July, when
there will be no regular meeting, on Tuesday afternoons and
beginning at 1:00 pm.*”

Trustee Tyler Demers moved:

“to table this motion to the next Board meeting.”

*Policy Review
6924/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“to create an ad-hoc committee consisting of the Board Chair,
policy chair and one additional trustee plus the
Superintendent for the purpose of hiring an outside
consultant to help us with the development and revision of
our policies.”

Friendly Amendment:

“that we have an ad-hoc committee, consisting of the Board
Chair, Policy Chair and one additional trustee, plus the
Superintendent, to hire an outside consultant to help us
understand and teach us the different models of policies and
procedures.”

Trustee Genny Steed moved:
“to table this motion this motion.”

*Policy ad-hoc
committee
6925/22*

CARRIED UNANIMOUSLY

Associate Superintendent Christine Lee left the meeting at 5:49 p.m.

Trustee Christine Light moved:
“to extend the meeting beyond 6:00 pm.”
UNANIMOUSLY

CARRIED

*Extend the meeting
6926/22*

Break from 6:20 to 6:27 pm.

9. Division Highlights

Division Highlights

Andrea Andreachuk thanked Macs & Custard for delivery of treats for the Education Centre staff, attended WCHS council meeting, Indigenous Education Committee, Probe council and green shirt day, Healthy Living, Spirit of 51 meeting, Westminster student speeches, ATA Meet & Greet, and General Stewart.

Kristina Larkin attended Dr. Plaxton school-wide Mars robotics adventure.

Genny Steed was at LCI for the grade 8 student visit, volleyball students signed on with Olds College, visited Senator Buchanan.

Christine Light attended the ATA Meet & Greet, spoke to the Civic Works Committee at City Hall, attended the Indigenous Education Committee meeting, and continued the puppy tour.

Craig Whitehead attended Team Lethbridge with Cheryl and Christine, MMH and Fleetwood visits, ATA Meet & Greet, Board Development, Policy Committee and a granddaughter who has been offered basketball scholarships.

Allison Purcell attended several school councils, NS will host a parent evening with a local speaker about mental health and wellness, participated in the ASCA Conference and AGM, ATA Meet & Greet, ASBA Zone work.

10. Board Chair Report

*Board Chair Report
Community
Conversations*

10.1 Community Conversations

The next event will be held Thursday, May 19, 2022 from 4 to 5:30 pm at Gunnery Point Shelter, Henderson Lake. Dates for 2022/23 will be organized and shared. Genny Steed will organize the June event.

10.2 Virtually Installed: Lethbridge Schools. Students. Art.

*Virtually Installed:
Lethbridge Schools.
Students. Art*

Virtually Installed: Lethbridge Schools. Students. Art will run

from May 14 to June 19, 2022 in-person at the Southern Alberta Art Gallery in addition to the virtual online student art exhibit. Appreciation to Kathy Knelsen in coordinating this. Christine Light will represent the Board at the opening event.

10.3 ASCA Conference and AGM – April 22 to 24, 2022

*ASCA Conference and
AGM*

Board Chair, Allison Purcell provided an update from the ASCA Conference and Annual General Meeting.

11. Reports

*Reports
Indigenous Education*

11.1 Indigenous Education Committee – March 23, 2022

Trustee Christine Light provided a written report from the Indigenous Education Committee meeting held March 23, 2022.

11.2 Community Engagement Committee – March 24, 2022

*Community
Engagement
Committee*

Trustee Genny Steed provided an oral report from the Community Engagement Committee meeting held March 24, 2022.

11.3 Division School Council

Division School Council

Trustee Christine Light provided a written report from the Division School Council meeting held April 4, 2022.

11.4 Policy Advisory Committee

*Policy Advisory
Committee*

Trustee Craig Whitehead provided a written report from the Policy Advisory Committee meeting held April 6, 2022.

11.5 City Civic Works Standing Policy Committee – April 7, 2022

*Civic Works Standing
Policy Committee*

Trustee Christine Light provided a written report from the City of Lethbridge Civic Works Standing Policy Committee meeting held April 7, 2022.

11.6 Economic Development Lethbridge – April 20, 2022

*Economic
Development
Lethbridge*

Board Chair, Allison Purcell was unable to attend and will provide highlights via email.

12. Correspondence Received

*Correspondence
Received*

12.1 Education Minister – Mar 23 2022

12.2 Education Minister – Mar 30 2022

13. Correspondence Sent

Correspondence Sent

13.1 PSBAA Annual Spring Assembly – Mar 30 2022

13.2 PSBAA – Apr 1 2022

13.3 Alberta Education Deputy Minister – Apr 14 2022

Trustee Craig Whitehead moved:

“to adjourn to return to In-Camera at 7:06 p.m.”

*Adjourn to In-Camera
6927/22*

CARRIED UNANIMOUSLY

Allison Purcell,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background

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

Recommendations

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

Respectfully submitted,
Christine Lee

Business and Operations Report

May 2022

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

01 Facility Services



Galbraith Elementary Visioning Workshop

On May 11th and 12th, a visioning workshop was held for the modernization of Galbraith Elementary School. The modernization of the Division's oldest school built in 1912 is the #1 priority in Lethbridge School Division's Capital Plan. Alberta Education provided planning funds to the Division which provided the engagement opportunity for the school community. The sessions were led by Group2 Architecture and included electrical, mechanical, structural, and cost consultants. A Heritage Architect also joined the session due to the unique heritage value of the original 1912 building.

The session was attended by representatives from Alberta Education and Alberta Infrastructure, trustees from the facilities committee, senior administration, school administration, teachers, caretaking, and parents.

Participants discussed what they currently loved about the school and consultants commented on the buildings current condition and historical value. The workshop had participants "think big" and consider what the school could be to provide great learning opportunities for students. The session was divided into two teams that worked to place the required components of a school on the school map, rearranging spaces, and possibly building on to the space.

Teams provided feedback on their options and looked at the spaces based on the lens of Achievement, Inclusion, and Innovation which are the division's assurance plan priorities. This feedback will be invaluable in the official planning and design of the modernization when approved by Alberta Education.

A comprehensive report will be prepared by Group2 to provide to the school division and will be submitted to Alberta Education to support the Division's request for the modernization of the school.



Summer

Welcome to our new summer students in the maintenance department:

Sam Chambers-Dumont and Ella Arnell

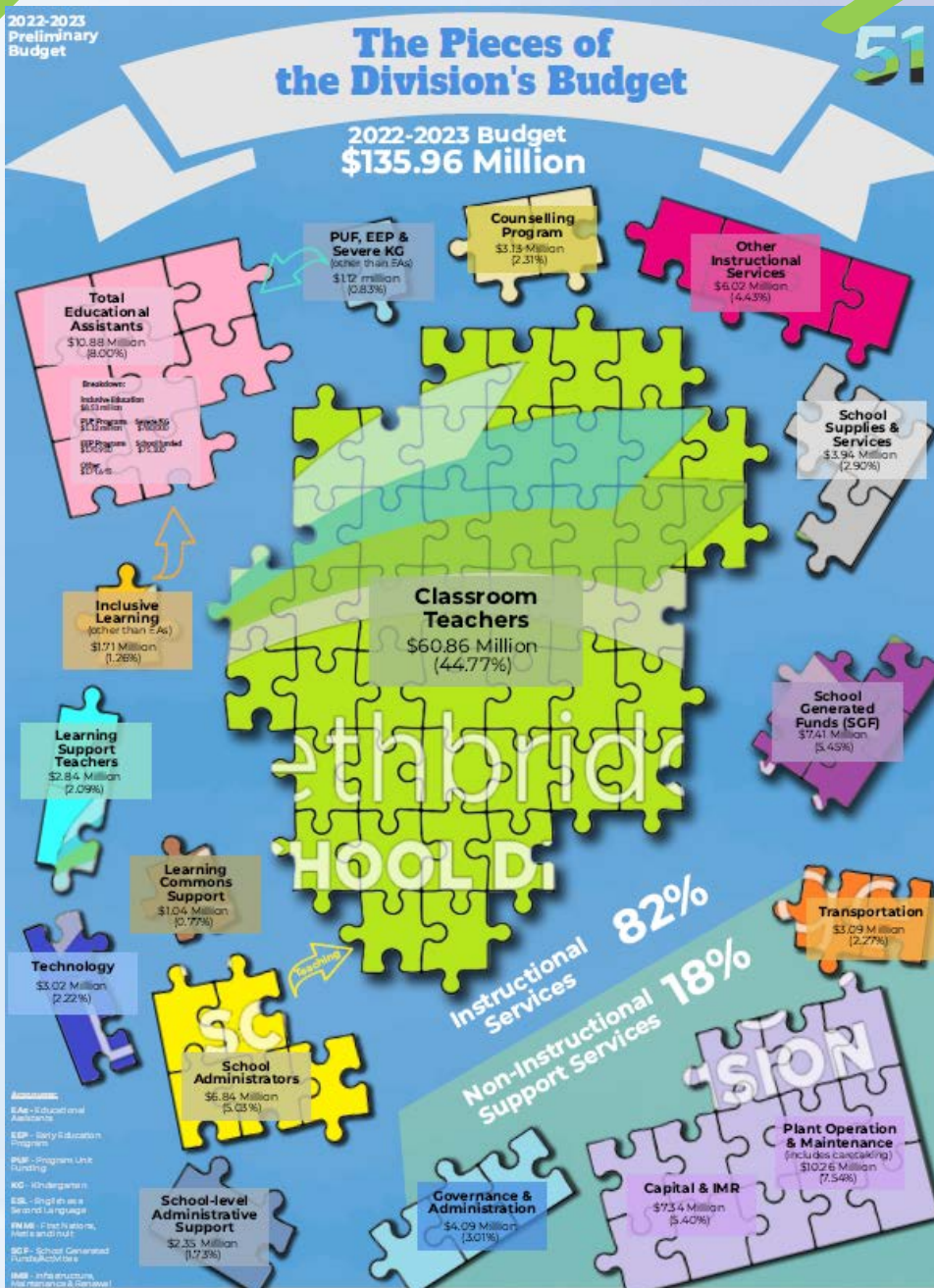
Ella and Sam will be out and about taking care of our grounds throughout the summer.



Finance 02



The draft 2022-2023 budget will be reviewed for approval by the Board of Trustees on May 25th at 3:30 p.m. in the Board Room.



After a long wait, many schools in the division received new desks, tables and chairs to replace some furniture that was 20+ years old. The furniture was ordered last Summer, but took until January to arrive. Furniture was stored until the maintenance department could have the old furniture removed and new furniture placed during school breaks. Seen below, students at Immanuel Christian Elementary School enjoying the new tables and chairs. Big thank you to the purchasing department for their work in coordinating the furniture purchases and the maintenance department for coordinating the storage and delivery of the furniture. Some of the old furniture that may have some useful life is stored at the Attwell Building, the remaining furniture is broken down and taken to recycling.



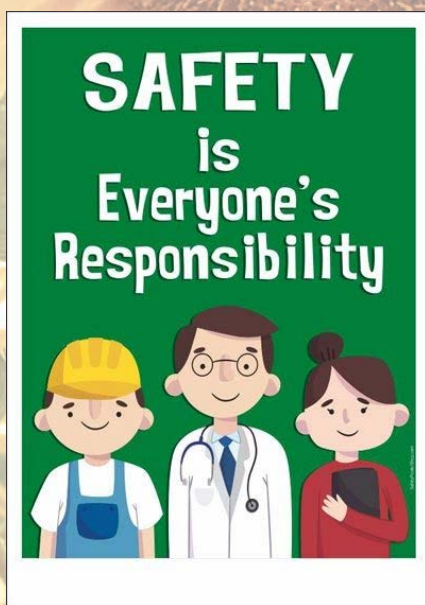
The 2022-2023 preliminary budget was presented to trustees and the public on May 17th, 2022. Detailed information can be found on the Division's website.

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.



The Division OHS Management Committee met to review safety matters and the workplan ahead of the June 6th Division Workplace Health and Safety Committee.

As a part of the review of Lethbridge School Division's safety program, a survey was sent to all staff. Survey results will be provided at the next Division Workplace Health and Safety Committee on June 6th.

Awareness

Keep Your Cool

Safety tips for working outdoors in the sun and extreme heat

When you work outdoors in summer, you must take steps to protect yourself from heat-related illness and the sun's harmful ultraviolet radiation (UV).

DRINK UP
Thirsty or not, drink plenty of water – a cup every 15 to 20 minutes. Avoid caffeine or alcohol which can dehydrate you.

ACCLIMATIZE
It takes time to adjust to working in heat. Work with your supervisor to gradually increase your work load and heat exposure.

COVER UP AND PROTECT
Wear light, loose-fitting clothing, UV rated sunglasses, and a wide-brim hat. Apply sunscreen with a Sun Protection Factor (SPF) of at least 30 and UVA / UVB protection. Re-apply every 2 hours and after sweating.

SHIELD FROM SUN
Set up shade structures or use umbrellas, buildings, or trees to shield you from the rays of the sun. You can get sunburn on a cloudy day.

TIME IT RIGHT
Avoid the sun and strenuous tasks between 11:00 a.m. and 4:00 p.m. when the sun's rays are strongest.

COOL OFF
Take breaks to rest and cool off in the shade or in air-conditioned buildings or vehicles. Don't over-exert yourself.

CCOHS 1-800-668-4284 www.ccohs.ca
Canadian Centre for Occupational Health and Safety

DID
YOU
KNOW?

Technology Department

a critical hidden service making an impact

Some Quick Numbers:

- 13 people in the Tech Department.
- Over 3600 tech tickets received each school year.
- Over 1200 calls to our IT help desk each School year.
- On Average, 3862 personal devices connect to our guest Wi-Fi
- We manage over 16,000 user accounts.
- We store 840 TB of user data and information
- We support and work with over 30 unique vendors that supply software to our schools.



In a ATLE survey that had data from 26 Alberta School Divisions, Lethbridge School Division has **ONE** tech employee for every 907 Students, compared to the survey average of **ONE** tech employee for every 791 students.

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

- Meeting with Head Caretakers in June to discuss summer evergreening. Dates will be set at schools when computers can be rebuilt and replaced. This summer the tech department will be replacing 900 PC's in elementary schools and rebuilding 4000 laptops and desktops throughout the Division.
- The department is half way through replacing local servers at elementary schools. They are taking the opportunity to train members of the team on the process who have not previously had the opportunity.
- A new cyber response plan has been created that articulates the process in the event of a data breach or cyber-attack. The plan consists of a variety of responses to different types of breaches that could occur on our network.
- The USIC IT Committee continues to meet. Each USIC board received a cyber risk audit through the insurance broker, Marsh. The Division is pleased with the results of the audit. Recommendations that were highlighted to strengthen IT security will be implemented in the following weeks and will better secure our network.
- ED-4769 has started at the U of L, a course that was co-designed with a partnership between the University of Lethbridge and the Division. The course focuses on creating 360 VR content for K-5 schools. We have selected several elementary teachers within the division to help support the class. We have 20 students enrolled in the course and the tech department will be working with the students helping them create the content and provide access to 360 VR equipment from our division.

Congratulations!

Newly established E-Sport team at LCI, the Samurais, have been taking the True North E-sport league by storm. The technology department and the facilities department created a space for Lethbridge School Division students to play E-sports at LCI. To learn more, watch the video on the Division website.



**OPEN
HOUSE**

An E-Sport Open House will be on June 3rd at LCI from 1pm to 5pm in the new E-Sport arena. Staff, students, parents, trustees, and the community are invited to drop by and learn about this new endeavor.

05 Transportation

Bus Driver Appreciation BBQ

Southland Transportation held a BBQ for their drivers to celebrate bus driver appreciation. Lethbridge School Division and Holy Spirit Catholic School Division supported appreciation by providing the cake and supporting the small tokens of appreciation for the drivers.



Thank you to our school bus drivers...

You are sometimes the first smiling adult a child sees in the morning and the last before they get home. You always brave the weather to get our kids safely where they need to be while being a shining example as you do it. You make a difference to each student you connect with each day!



*Couldn't
have done it
without you!*



Other Matters 06



Fleetwood Bawden Elementary School Open House

Students and parents excited to be in the school



Important meetings/events for May:

- Urban School Insurance Consortium (USIC) Risk Management and Claims committee
- Monthly insurance broker meeting with Marsh
- Joint meetings with AB Infrastructure, AB Education, and OTA Architects re design of Garry Station Elementary
- Meetings with Melcor re Garry Station school site development
- CAPSLE Virtual Conference
- Southland Transportation Driver Appreciation BBQ
- Education Centre Staff Meeting
- TEBA Meetings
- Board Committee of Whole meeting re the draft budget
- Public presentation of the 2022-2023 draft budget
- Board Meeting to approve 2022-2023 Budget
- Galbraith Elementary Modernization Visioning Sessions
- ATA Working Conditions Meeting
- Community Engagement Committee Meeting
- Fleetwood Bawden open house
- OHS Management Committee Meeting
- Leadership Team Enterprise Risk Management Meeting
- Edwin Parr Teacher Awards Banquet
- Dr. Robert Plaxton Spring Event
- GS Lakie Student Play
- Immanuel Christian Elementary School Council
- Lethbridge Christian School Council
- Lethbridge Christian and Immanuel Christian Secondary Generative Dialogue
- Elementary, Middle, and High School Administrator meetings
- Administrators' Committee Meeting

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

Re: Human Resources Report

Background

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

Recommendations

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

Respectfully submitted,
Mike Nightingale

Associate Superintendent, Human Resources
Report to the Board of Trustees
May 26, 2022



Supporting Schools

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

- Adding 4 teachers to the substitute list in the past four weeks.
- Adding 10 support staff to the substitute list in the past four weeks.
- Onboarding 19 new staff members in the past four weeks.
- Extending 9 teacher contracts in the past four weeks.
- Facilitating the hiring of 18 teachers (this includes summer school hiring) in the past four weeks.
- Facilitating the hiring of 10 support staff in the past four weeks.

Other Highlights

- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended virtual school administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended an Education Centre Leadership Team meeting.
- Associate Superintendent Mike Nightingale attended the Edwin Parr banquet.
- Associate Superintendent Mike Nightingale attended 2 online TEBA meetings regarding a proposed memorandum of agreement with teachers.



2022-23 Staffing Update

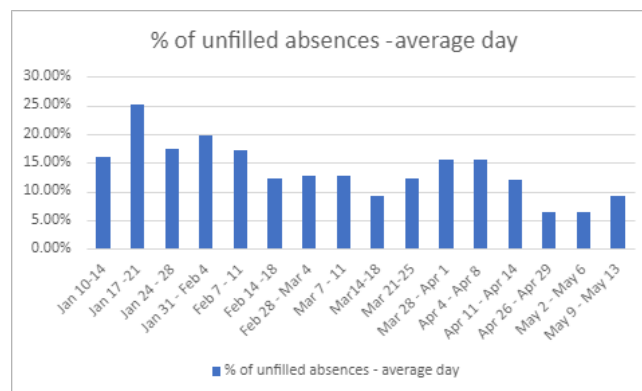
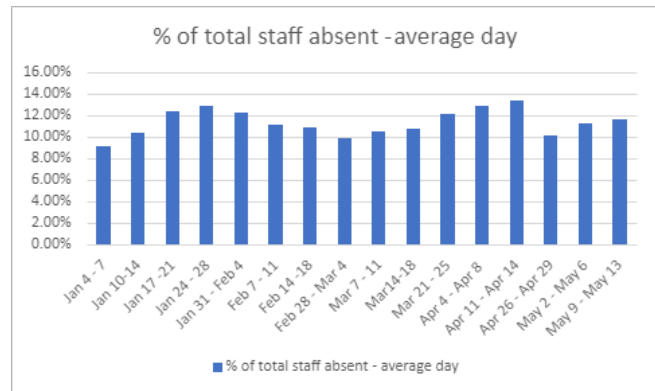
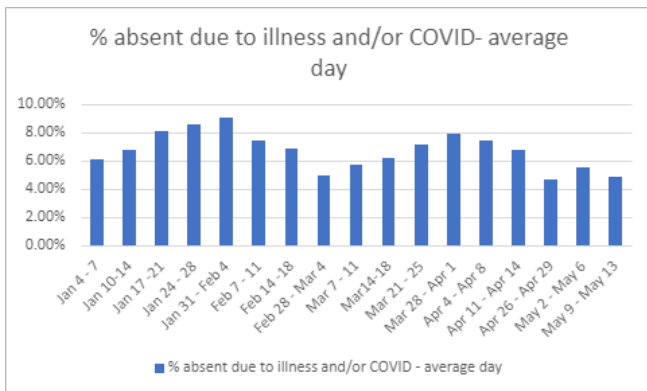
The 2022 – 23 staffing process for the division is underway. Although, we are waiting for student enrollment and more budget details, we are preparing for next year's staffing process.



- In conjunction with the Inclusive Education Department, Director of Human Resources Rhonda Aos and Human Resources Coordinator Stacey Wichers met with all schools regarding their support staff allocations for the 2022-23 school year.
- Support staff hiring and staffing timelines have been shared with schools.
- 52 teacher contract changes have been completed.
- The Division advertised 18 teaching positions in round 1 of the teacher hiring process. Over 660 applications were received during this round.
- The Division advertised 12 teaching positions in round 2.

Staff Absence Summary

The Human Resources department is working closely with schools to ensure there are replacements for as many staff absences as possible. We have experienced higher than usual absences each month in 2022. For the past three weeks, the number of absences due to illness and/or COVID have remained relatively low. We are hopeful this trend continues. However, we continue to experience higher than usual total absences. A large part of this increase in total absences is due to a back log of pending absences created by the pandemic.



MEMORANDUM

May 24, 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

- 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.
- Community Conversations. Most recent Community Conversation was hosted on-line May 19th.
- Three Year Capital Plan- 2022-2023 to 2024-2025 Video posted to Community Engagement website for feedback.
- A two-day visioning workshop was held on May 11 and 12 for the future modernization of Galbraith Elementary School. This workshop, funded from planning funds from Alberta Education had parents, staff, administration, trustees, and technical consultants engaged in the possibilities for a modernization of Galbraith Elementary School, which is the Division's oldest school built in 1912. Galbraith modernization is the top priority for funding by Alberta Education in the Division's Capital Plan.
- The 2022-2023 Preliminary Budget was presented on May 17. The presentation was a video and is posted on the Division website for viewing along with eight budget infographics that explain the budget. The public is invited to provide feedback on the draft budget up to May 24.
- The Technology Department will be hosting an eSports Open House at LCI on June 3, from 1:00pm – 5:00pm. Everyone is welcome to attend and learn how Lethbridge School Division is getting onboard with this growing industry.

Collaboration with other School Authorities, Municipalities, and Community Agencies

- Lethbridge School Division partnered with the Southern Alberta Art Gallery, Holy Spirit Catholic School Division, and L'École la Vérendrye to host the 45th Annual Arts Alive and Well in the Schools. The show opening was on May 14th showcasing the art of students in grades 9-12. It will run until June 19th. The show includes virtual installation of art created by students in grades K to 8. The public can also view the virtual installation online at [Virtually Installed: Lethbridge Schools. Students. Art. 2022 | Lethbridge School Division \(lethsd.ab.ca\)](https://www.lethbridge.ca/virtually-installed)
- 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 throughout the months of April and May. 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 Gilmore 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.
- The Technology Department will be hosting a fourth-year computer science practicum student this summer. David Faulkner will be working with and shadowing our team as part of an applied studies program at the University of Lethbridge.

- The Technology Department along with the Wild Rose School Division will meet to discuss the state of network security and move forward with ensuring our network's security. Wild Rose School Division has very similar network configuration to ours and we work together to gain insight into the future of security.
- ED 4769 Developing Media for Children: Virtual; Reality is now being offered at the U of L for Spring session. This course was designed in partnership with the Lethbridge School Division and the U of L to support future teachers in creating VR content for Schools [Teams - EDUC 4769 - NMED 4850 \(weebly.com\)](#)
- On May 3, Bev Smith attended the Lethbridge Immigration Partnership Community Partnership Council meeting. This committee has representatives from many sectors across the City of Lethbridge and southern Alberta.
- Ann represented the Division at "A Conversation to Discuss Family Medicine in Lethbridge" facilitated by AHS, City of Lethbridge and Chinook Primary Care Network on the evening of May 17. Strategies to recruit and retain family physicians were presented.
- Rhonda Aos applied to the U of L for a paid spring/summer internship for a 3rd/4th year Human Resources student. The application was submitted through the Crooks Work-Integrated Learning Program in Liberal Education. WIL is "a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. The Division was and approved for a student intern from May 16 until August. This is completely funded by the U of L and helps continue our amazing community partnership with the U of L and positively impacts HR students.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT
PRIORITIES: ACHIEVEMENT AND INNOVATION

Literacy

- New curricula implementation sessions occurred for kindergarten and grades 1, 2, and 3 teachers and administrators on May 10 and 11. Much positive feedback was received as well as some suggestions for next steps!
- The Middle School Literacy Committee expressed an interest in creating a writing continuum similar to the Lethbridge School Division Elementary Narrative Writing Continuum for use in middle schools. A subcommittee from the large committee met with Karen Rancier and Bev Smith to begin the process of developing a middle school writing continuum. This group will continue to develop this resource for teacher use over the next school year.
- Bev Smith met with literacy related collaborative communities on April 25 via Teams.
- Bev Smith co-planned and facilitated discussions with literacy leaders from across Alberta regarding the new English Language Arts and Literature Curriculum. The focus of the discussions was on how divisions were providing professional learning, supports needed for implementation and student assessment.
- On May 17, Bev Smith provided a professional learning opportunity for teachers called "Writing Workshop: Getting Started with the Units of Study, K-5." The workshop model is evident in the new English Language Arts and Literature Curriculum, so the Units of Study for Teaching Writing remain a resource that will support it. This opportunity was open to all elementary teachers.

Numeracy

- Michaela Demers supported 3 Collaborative Communities focused on Building Thinking Classrooms.
- 160 Building Fact Fluency Toolkits for Multiplication and Division were distributed to schools (all elementary schools, 2 middle schools, and 1 high school have received their kits).

- Michaela Demers supported teachers with accessing both Building Fact Fluency Toolkits in 7 classrooms across 3 schools.
- Administrators have used Michaela Demer's expertise and assistance in updating their Numeracy Work Plan for next year.
- Grade 1 Boost numeracy training occurred on May 18. Boost numeracy will run until the end of the school year.

Implementation of Student Learning Competencies

- The competencies promoted in the Alberta 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 5th on 5th is offering around resume writing and post-secondary exploration.
- 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

- As of May 25, 2022, all staff will have Multifactor Authentication enabled on their school computer accounts. Enabling Multifactor Authentication provides an additional layer of security on accounts and helps keep our data secure.
- The Division Minecraft Challenge will end on May 31, 2022, and we already have several creative entries for judges to review. The Minecraft Challenge has been a good opportunity to educate and start a discussion on gaming in Education and has brought awareness to the platform.

Early Learning

- Families have been notified of their EEP placements for the 2022-2023 school year. As part of the registration process, families are asked to complete an Ages and Stages Questionnaire and schedule a check-in with a division speech-language pathologist. This information is used to plan for programming in the fall.
- The final session of Hanen, Learning Language and Loving it will be offered on May 20. Twelve early learning staff will complete the course and receive their certificate.
- Early Learning Educators participated in a professional learning opportunity on April 25. Sue Huff presented on Emotional De-Escalation.
- Rochelle Neville attended the Lethbridge Plays Steering Committee Meeting April 22, Early Learning Advisory Committee hosted by SAPDC April 25 and the ECE Advisory Committee Meeting with Lethbridge College on May 12.

Indigenous Education

- The Indigenous Education team is working with high schools to prepare for Indigenous Graduation that will be hosted at Winston Churchill High School June 2.
- An Indigenous Education Professional Learning Series was hosted throughout this year by our Indigenous Education Teaching Team. There were four events: 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!!

Wellness

- Anti-Racism and Anti-Oppression (ARAO) Administrators' Committee reviewed the sub-committee Anti-Racism/Anti-Oppression Policy draft. The draft policy went to the Policy Advisory Committee April 6. It will be presented to the Board at the May Board meeting for first reading.
- 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.
- Wellness Grant final reports were 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 April 24, Bev Smith and Saajan Sapkota have met with newcomer families from Syria, Myanmar and Ukraine. A total of 6 new students have begun to attend our schools from these families.
- Our next intake meetings take place on May 26 for two Somali families with a total of eight children.
- Instructional Services is working with Red Crow College to facilitate practicum placements for Division students in the Spring. We are excited to be able to facilitate these placements.

- Rhonda Aos attended a Certified Professional of Human Resources (CPHR) full morning session on “Building your Diversity, Equity, Inclusion & Belonging Program’s Inclusive Foundation” on April 21, 2022.

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. The last session for the year is scheduled for June 2.
- New Admin Mentorship Program met six times during the school year (through Microsoft Teams) covering topics related to Division Priorities, Instructional Leadership and Facility Management. The meeting in January focused on Instructional Leadership and Personnel Processes.

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

- Our second and final division-wide PL day occurred on April 25 with teachers at all levels working in Collaborative Communities on topics that they were most interested in to support their students’ 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 attended two online sessions by presenter Sue Huff. The morning session focused on emotional de-escalation and the afternoon presentation was about eating disorders.
- In the first two weeks of May, Inclusive Education has trained an additional 30 staff in SIVA (emergency safety interventions). Thanks to trainers Mackenzie Penner and Rebecca Adamson.
- On April 27, the third session of a 4-part workshop series was offered by Bev Smith on the Sheltered Instruction Observation Protocol (SIOP) for Learning Support Teachers, Administrators, and teachers supporting our Limited Formal School programs. This session focused on ways to support student learning strategies and interactions to build English language acquisition and content knowledge.
- On May 25, Bev Smith will be hosting the final session on Sheltered Instruction Observation Protocol (SIOP) model.
- Nine caretakers have enrolled in the SAIT 5th Class Power Engineer Course. These caretakers will be taking this course online from March to September.
- CUPE 290 Leadership training Part II will be offered May 24, 2022 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.

DOMAIN: Learning Supports
PRIORITIES: INCLUSION

Building Staff Capacity to Meet the Needs of all Learners

- We have recently hired Carmen Carvahlo, a teacher at Coalbanks School, as the new ESL Lead Teacher starting in August 2022. Carmen brings a wealth of experience in supporting English language learners and had continued to build her capacity this year by attending our SIOP workshop hosted by Bev Smith.
- The final Learning Support Teacher meeting of 2021-22 was held on May 18 at Senator Buchanan School, our first in-person meeting in two years.
- The Behaviour Team continues to work with EAs in schools to build capacity to support complex behaviours and, in May and June, to facilitate smooth transitions to next grade/school.
- Inclusive Education is working on an LST Handbook to support the work of Learning Support Teachers in schools. Feedback from LSTs and admin occurred on May 18.

Collaborative Partnerships to Support Learning

- Rochelle Neville attended the Lethbridge Plays Steering Committee Meeting April 22, Early Learning Advisory Committee hosted by SAPDC April 25 and the ECE Advisory Committee Meeting with Lethbridge College on May 12.
- Ann Muldoon attended a SWCSS Leadership meeting on May 6, the annual EDA Program Advisory Committee meeting with Lethbridge College on May 10, and an ESL Advisory meeting with SAPDC on May 11.
- Ann Muldoon represented the Division at “A Conversation to Discuss Family Medicine in Lethbridge” facilitated by AHS, City of Lethbridge and Chinook Primary Care Network on the evening of May 17. Lack of access to a family doctor is significantly impacting many of our students and their families, and we are increasingly seeing this impact in the classroom.
- 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.

Cross-Ministry Initiatives

- The Leadership Team (Education, AHS, CFS, FSCD) for Southwest Collaborative Support Services (SWCSS) met on May 6 and discussed shared supports across divisions for the 2022-23 year. We also discussed potential restructuring of Complex Case.

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

- Wrap up of \$4 million Infrastructure and Energy Improvement Project with Johnson Controls.
- 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.
- A two-day visioning workshop was held on May 11 and 12 for the future modernization of Galbraith Elementary School. This workshop, funded from planning funds from Alberta Education had parents, staff, administration, trustees, and technical consultants engaged in the possibilities for a modernization of Galbraith Elementary School, which is the Division’s oldest school, built in 1912. Galbraith modernization is the top priority for funding by Alberta Education in the Division’s Capital Plan.

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. Administration was provided budget allocations on April 12 to develop school site and program area budgets. Trustees met on March 29 to discuss the progress of budget development and will meet again on May 9. The draft budget was presented on May 17. The board is scheduled to review and approve the budget for the 2022-2023 school year on May 25.

MEMORANDUM

May 24, 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.

- **Southland Trailer Corp.** donated a brand-new flat deck trailer to LCI.
- **Community Foundation, Lethbridge & Southern Alberta** donated \$8000 to Galbraith Elementary School to build an engaging outdoor learning space connected to Indigenous Ways of Knowing.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: **Acknowledgements of Excellence**

Background:

The Board has a long-standing practice of acknowledging the efforts of students and staff whose commitment to excellence has resulted in outstanding achievement. Details of accomplishments of note are provided as information. Congratulations to the following Division staff and students:

Southern Alberta Technology Council 2022 Lethbridge Regional Science Fair award winners:

1. Excellence Award - Grade 1: **Isabelle Laing**, Fleetwood Bawden Elementary School
2. Excellence Award - Grade 2: **Anish Chowdhury**, Park Meadows Elementary School
3. Excellence Award - Grade 3: **Lauren Spencer**, Ecole Agnes Davidson Elementary School. The project was also awarded for Best French Project.
4. Excellence Award - Grade 4 - Silver: **Naba Kazi**, Ecole Agnes Davidson Elementary School. The project was also awarded for Best Junior (Grades K-4) Logbook.
5. Excellence Award - Grade 4 - Gold: **Abhigyan Nagaruru**, Robert Plaxton Elementary School. The project was also awarded for Best Elementary (Grades K-4) Project.
6. Excellence Award - Grade 5 - Gold: **Tegan Spencer**, Ecole Agnes Davidson Elementary School. The project was also awarded for Best Intermediate (Grades 5-6) Logbook.
7. Excellence Award - Grade 6 - Bronze: **Konstantina Zovoili**, GS Lakie Middle School
8. Excellence Award - Grade 8 - Gold: **Nycea Hazelwood**, Gilbert Paterson Middle School. Together with two other students from Southern Alberta, the student received the **Science Fair Grand Prize** and is nominated to attend the virtual Canada-Wide Science Fair (CWSF) in May 2022.
9. Excellence Award - Grade 10 - Gold: **Akshara Nagaruru**, Winston Churchill High School
10. Ruby Larson Award: **Ayaan Khan & Aariz Khan**, Nicholas Sheran School
11. Alexander Bell Communication Award: **Sorin Labrash**, Nicholas Sheran School
12. Best Experimental Design Award: **Aviansh Chowdhury**, Wilson Middle School
13. Most Astronomical Project Award: **Satvik Gunuganti**, Gilbert Paterson Middle School
14. Nature/Nurture Award: **Arven Narra**, Gilbert Paterson Middle School

Mya Duncan, Victoria Park student, won first place in the Southern Alberta division of the Calgary Stampede for her artwork submission.



Dr. Gerald Probe Showcase:

Dr. Probe School has embraced the ever-changing dynamic of the school year. It has been a rewarding 8 months thus far and we are looking to end the year strong. Many events have defined the amazing level of character in our community and have been defining of our 4Cs at Dr. Probe: Care, Creativity, Cooperation and Courage. To highlight a few, our Parent Council has continued to help support so many enriching and exciting opportunities for our students. This year marked the culmination of many years of fundraising for our playground and this Summer we will see the installation of four accessible play structures for our students as well as a rubber substrate to further provide access for all students and members of the community. Through the constraints presented by COVID, we were still able to enjoy many opportunities using a little Creativity. Steve Harmer came to our school and put on cohorted Magic Shows for students in K-5. We had a virtual Remembrance Day Assembly that paid homage to our Veterans. December welcomed a Winter Carnival, that included sleigh rides, visits with Santa Claus, crafts and hot chocolate. Students supported our community through Heap the Jeep and Angel Tree. And most recently, our Grade 5 students have demonstrated their leadership through acts of service in conjunction with MyCityCare and the Immanuel Lutheran Church. These acts have positioned our Grade 5 students as leaders and have laid the foundation for what will be a lasting legacy for the school. As we have entered Spring, we have done so with mindfulness and a focus on student wellbeing. Our first formal assembly, led by our grade 2 students, focused on the important message shared about Green Shirt Day and included a whimsical newscast and a performance of the “Circle of Life” song. Many clubs and after school activities have started up again, perhaps most notably, our Run Club which has well over 100 students participating (often with their family members). Our most recent fundraiser in April, the Probe Danceathon, sought to raise money for student field trips to end the year on a high note. Over \$16,000 was raised, and classes have already taken advantage of the opportunities provided by these funds. A final note of celebration has been our school’s focus on Thinking Classrooms. This has been a goal for the entire year as staff have worked hard to incorporate strategies and structures outlined in “Building Thinking Classrooms” by Peter Liljedahl. A newsletter went out to our families last month highlighting the work we have been doing this year in creating a *thinking culture* at Dr. Probe and continually supporting our students to be active and engaged in their learning.

Galbraith Showcase:

Galbraith is so happy to highlight some of the wonderful things that are happening in our school community.

We recently wrapped up a very special school-wide project, March Madness. For six weeks the whole school was reading and voting on picture books. Each member of the teaching staff picked a book, sets were created and sent out to groups of teachers. Each class received one set of four books per week for a total of 24 books. Students and staff were all very excited to

see which books they would get each week and had so much fun reading them and voting for their favourites. Every week, the votes were tallied and recorded on the bulletin boards outside the gym, and students could not wait to see how their favourites stacked up. Now that our tournament has finished up, we have discovered our top three books. To continue our promotion and love of reading, and to branch out beyond our tournament, the school and School Council worked together and purchased each of the top three finalists for each classroom.

Galbraith has been lucky enough to be the recipient of two grants in support of our Outdoor Classroom project. The World Wildlife Fund provided us with a \$1000 grant, and the Lethbridge Community Foundation has awarded us with an \$8000, all to encourage our students and staff to engage in more experiential, land-based learning. Our goal is for students to have opportunities to engage with nature, while incorporating Indigenous Ways of Knowing into our learning experiences. We are in the planning stage of this project and cannot wait to see it completed.

In May, Galbraith began an exciting process of envisioning what a possible modernization of our school building could be. School administrators and teachers, Education Centre staff, parents, School Board trustees, and consultants participated in a two-day workshop which engaged the group in developing criteria, brainstorming, and evaluation possible options for a school modernization. This was an exciting and eye-opening process for all involved, offering opportunities for the group members to advocate for a learning space that would support student learning, innovation, and community engagement. We are very excited to continue along this journey.

LCI Showcase:

- LCI won six provincial championships – wrestling three individual gold and two team provincial titles
- Mixed curling provincial champions
- Hosted curling provincials and co-hosted basketball provincial basketball championships
- LCI Dance Show – in-person at the Yates
- Provincial One Act Festival in Red Deer seven awards
- Upcoming Grade 12 Showcases in Dance
- “Sounds of Spring” Choir Concert – Tribute to Ukraine
- LCI Bands heading to Provincial Band Festival in Red Deer (May 20-22)
- LCI’s Multi-Cultural Club is up and running
- Hosted parent-teacher interviews in person (awesome)
- Our parents supporting graduation with a parent committee and organizing a dry grad event
- Our school council is advocating to help us to fundraise for a new score clock in the large gym
- LCI continues to grow with new programs coming online Welding and Yoga
 - Population 2019-2020 - 860
 - Population 2020-2021 - 960
 - Population 2021-2022 - 1140

- Population 2022-2023 - 1250
- Graduation (In-person) Tuesday, June 28 at the Enmax Centre

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: E-Learning Update

Background:

An update regarding Division E-Learning will be provided by Superintendent Cheryl Gilmore.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Curriculum Update

Background:

An update regarding implementation of the K-3 ELAL and Mathematics curriculum, and the K-6 Physical Education and Wellness curriculum in the 2022-2023 school year will be provided by Cheryl Gilmore.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: School Graduations

Background:

High School graduation ceremonies will be held in-person for the first time in two years. Liaison trustees will be provided with the graduation plans of the high schools. Graduation is a tradition that honours graduates and provides opportunity for celebratory closure to a milestone in the lives of these young men and women.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore, Superintendent of Schools

RE: School Liaisons for 2022-2023

School	Trustee	Executive Council
Chinook	Genny Steed	Morag Asquith
Coalbanks	Christine Light	Christine Lee
Dr. Plaxton	Tyler Demers	Cheryl Gilmore
Dr. Probe	Allison Purcell	Mike Nightingale
École Agnes Davidson	Kristina Larkin	Morag Asquith
Fleetwood Bawden	Allison Purcell	Cheryl Gilmore
Galbraith	Craig Whitehead	Mike Nightingale
General Stewart	Christine Light	Christine Lee
Gilbert Paterson	Tyler Demers	Cheryl Gilmore
GS Lakie	Kristina Larkin	Cheryl Gilmore
Immanuel Christian Elementary	Andrea Andreachuk	Morag Asquith
Immanuel Christian Secondary	Tyler Demers	Mike Nightingale
Lakeview	Andrea Andreachuk	Cheryl Gilmore
Lethbridge Christian	Andrea Andreachuk	Mike Nightingale
LCI	Andrea Andreachuk	Morag Asquith
Mike Mountain Horse	Kristina Larkin	Mike Nightingale
Nicholas Sheran	Genny Steed	Christine Lee
Park Meadows	Allison Purcell	Cheryl Gilmore
Senator Buchanan	Christine Light	Morag Asquith
Senator Joyce Fairbairn	Genny Steed	Morag Asquith
Victoria Park / LASP	Allison Purcell	Christine Lee
Westminster	Craig Whitehead	Mike Nightingale
Wilson	Christine Light	Christine Lee
WCHS	Craig Whitehead	Cheryl Gilmore

Recommendation

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

Respectfully submitted, Cheryl Gilmore

Calendar of Events for Board of Trustees

May	25	Board Budget Debate 3:30 pm, Education Centre
	30	Division Wellness Committee 1:15 pm, Education Centre
June	1	Division Retirement Banquet Sandman Signature Lethbridge Lodge
	2	Indigenous Graduation WCHS
	2-4	PSBAA Spring Conference Red Deer
	5-7	ASBA Spring General Meeting Red Deer / Virtual
	6	Division School Council 6:30 pm, Education Centre / Microsoft Teams
	8	Indigenous Education Committee 9:00 am, Education Centre
	15-16	Victoria Park Convocation Henderson Lake
	21	National Indigenous People's Day
	24	Immanuel Christian Secondary School Convocation Trinity Reformed Church
	25	WCHS Convocation Enmax
	27	Board Meeting 1:00 pm, Education Centre
	28	LCI Convocation Enmax
	28	Chinook High School Convocation Chinook

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: **“Think Outside”**

Background

Morag Asquith, Associate Superintendent of Instructional Services, Jenna Jewison, Indigenous Education Teacher, and Jessica from Helen Schuler Coulee Centre will provide a presentation on the “Think Outside” program offered to Division students.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: Edwin Parr video

Background

The Alberta School Boards Association Edwin Parr banquet was hosted on May 18, 2022. The Division Edwin Parr nominee Ashley Zrim was in attendance for the banquet. The video presented for Ashley will be shared at the meeting.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

RE: International Trip Approval

Background:

Kenny Fuglerud from Chinook High School is requesting approval to take Grade 10-12 students on an International Trip to Northern France, Western Belgium, and London during Easter Break in April of 2023. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is \$4300 in Canadian Funds. Fundraising opportunities will be available to all students to offset the cost of the trip.

Recommendation:

That the Chinook High School Trip to Northern France, Western Belgium and London during Easter Break in April of 2023 be approved by the Board, on the condition that all Division policies and procedures are strictly followed.

Respectfully submitted,
Morag Asquith



Will your trip contain Amber activities, including the potential of utilizing a hotel swimming pool? ☒ Yes | No

Which Amber activities will your trip contain?

Not sure of all activities that would be considered an amber activity but to my knowledge none that I am aware of.

Educational Value & Cost

What are the educational/social/recreational goals of the trip?

Rather than learning about history, students will be able to live it through seeing the sites where the history we teach in class took place. Students will get placed into pods of 6 and paired with a supervisor which helps lead to meeting new people and forming new friendships. Sharing transportation and common experiences also helps to bring students together.

What follow-up activities will occur?

Reflection of trip and discussion of memorable experiences that may have stood out to individuals during an evening of fun at the school. This can also be a discussion of any educational opportunities that were offered or required during the trip. ex: Soldier research

How will students be prepared for the trip in terms of required knowledge, skills and attitudes?

Monthly meetings followed by weekly meetings as we get closer to the date, predominantly at flex time. There will be a TEAMS page created for the trip where much of the communication will occur and questions can be answered. A meeting will be held to see who is interested in the trip that will lay out the general layout of the trip. There will be expectations for some research into individual Canadian soldiers who fought, died, and are buried at Beny Sur-mer cemetery.

What are the costs for this activity, including the portion paid by each student? approximately \$4314.

Describe funding sources and plans for any fundraising. grocery coupon school fundraising initiative, the rest on students outside of potentially asking the Legion for a donation.

Additional Notes

The details provided are close, but not completely, finalized and should only change in minor ways once final details have been passed back from EF tours.

Is equal access for all students assured? ☒ Yes | No

I have reviewed relevant Board policies and safety guidelines for International Trips. ☒ Yes | No

Personal information is collected under the authorization of the Alberta Freedom of Information and Protection of Privacy (FOIP) Act for the purpose of completing the off-site activity described above.

Kenny Fuglerud

Thank you! Once a time has been secured for Presentation to the Board, you will be contacted by email.

By checking the checkbox and clicking the "Submit" button, I indicate my acceptance and delivery of this information. I acknowledge that I have been given an opportunity to prevent or correct any error in connection with this information. After submitting this form, if I subsequently need to make any changes it is my responsibility to contact the sender of this form. I understand and acknowledge that if I proceed to sign this document electronically that the document will be valid and enforced in the same manner as a hand-signed document that exists in physical form and that a record or signature may not be denied legal effect or enforceability under law solely because it is in electronic form. I have read, understood and agree to Permission Click Inc's [Terms of Service \(https://permissionclick.com/terms-of-service\)](https://permissionclick.com/terms-of-service) and [Privacy Policy \(https://permissionclick.com/privacy-policy\)](https://permissionclick.com/privacy-policy) and I consent to Permission Click storing this form. I understand, agree to and acknowledge the previous paragraph.



Canada's Battlefields

Designed by Kenneth Fuglerud | 12 days | April 2023

The experience of a lifetime is waiting for you. Every detail from the cities you'll stay in to the cultural discoveries you'll make have been customized by your teacher for your group. Take a look at your personal itinerary for a sneak peek of what's in store.

Included on tour



Round-trip flights on major carriers; full-time Tour Director; project-based learning program, EF's personalized learning experience; hotels with private bathrooms; breakfast and dinner daily.

Sightseeing: London, Paris & Versailles.

Entrances: Cabinet War Rooms; Essex Farm War Cemetery; Tyne Cot Cemetery; "Last Post Ceremony" at the Menin Gate; In Flanders Fields Museum; Vimy Ridge Historic Site; Beaumont-Hamel Newfoundland Memorial; Beny-sur-Mer Canadian Cemetery; Juno Beach Centre; Arromanches; Omaha Beach; Pointe du Hoc; Mont-St-Michel Abbey; Versailles; Louvre; Eiffel Tower.

Overnights: London (2); Ypres (1); Vimy (1); Dieppe (1); Normandy Region (3); Paris (2).

NOT INCLUDED ON TOUR:

Optional excursions; Insurance coverage; Beverages and lunches; Transportation to free-time activities; Customary gratuities (for your Tour Director, bus driver and local guide); Porterage; Adult supplement (if applicable); Weekend supplement; Any applicable baggage-handling fee imposed by the airlines; High-Season Surcharge; Single-Date Departure Supplement; Expenses caused by airline rescheduling, cancellations or delays caused by the airlines, bad weather or other events beyond EF's control; Passports, visa and reciprocity fees.



Your Itinerary

Day 1: Board your overnight flight to London!

Day 2: London

Arrive in London

Welcome to London, covering an area of some 620 square miles and home to almost 9 million people. During your stay, observe the stunning architecture, vibrant street life and royal majesty of this bustling metropolis.

Walking tour of London

Get to know London during your Tour Director-led walking tour. Together you might explore the banks of the River Thames and Trafalgar Square, or make a stop at the chic Covent Garden, where street performers (or “buskers”) amuse the lively crowds.

Overnight in London

Sample Hotel: Atrium Hotel Heathrow, Great South-West Rd, Feltham TW14 0AW, United Kingdom

Day 3: London

Guided sightseeing of London

Tour London with your expert local guide. From the London Bridge to the Houses of Parliament, Great Britain’s royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul’s Cathedral, the 17th century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park’s urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don’t forget to snap a picture of Big Ben from the banks of the River Thames.

Visit the Cabinet War Rooms and Churchill Museum (or HMS Belfast) (pending availability)

Walk through the underground rooms used by Winston Churchill during World War II. Since air raids were expected in London, Churchill needed to continue his war efforts in safety. The rooms were constructed in 1938 and designed to protect the War Cabinet from a new threat: aerial bombardment. The underground facility included a hospital, a canteen, a shooting range and Churchill’s bedroom, with a direct line to the White House in Washington, D.C. See the very rooms from which the war was directed, including the Cabinet Room, where the War Cabinet met to strategize, and the Map Room, where the original maps still line the walls. (If group reservations are not available, the group will visit HMS Belfast instead)

Overnight in London

Day 4: London | Calais | Ypres

Travel by train from London to Calais

Travel to Ypres

Arrive in this small Flemish town that saw five bloody battles during World War I. Once situated right between the lines of the allied and German troops, and still surrounded by stones marking the limit of the German offensive, Ypres remains an important pilgrimage site.

Visit the Essex Farm War Cemetery

This small and sometimes overlooked place remains a moving and important First World War site for Canadians. Essex Farm is the location where Lieutenant Colonel John McCrae penned the famous and haunting war poem ‘In Flanders Fields’. The advanced dressing station where McCrae was stationed remains remarkably intact and shares the site with a small commonwealth cemetery.

Visit the Tyne Cot Cemetery and Memorial

Take some time to reflect on the lives lost during your visit to Tyne Cot, the largest cemetery for Commonwealth forces in the world. Here, you can see the Memorial to the Missing, inscribed with the names of over 34,000 soldiers who went missing during the First World War.

Attend the “Last Post Ceremony” at the Menin Gate

Experience a unique and moving nightly ceremony to honour the dead of WWI. At exactly 8 pm up to six members of the regular buglers from the local volunteer Fire Brigade step into the roadway under the memorial arch and play the Last Post, followed by a short silence and Reveille. The Last Post Ceremony has become part of daily life in Ieper (Ypres) and the local people are proud of this simple but touching tribute to the courage and self-sacrifice of those who fell in defense of their town.

Overnight in Ypres

Sample Hotel: Novotel Ieper Centrum, Sint-Jacobsstraat 15, 8900 Ieper, Belgium

Day 5: Ypres | Vimy Region

Visit the In Flanders Fields Museum

This award-winning museum is located in the eastern end of the beautiful and grand Cloth Hall in Ypres. Focusing on the horrors of war, this interactive museum invites participants to engage emotionally in the presentation of the past.

Tour Director-led Sightseeing of Passchendaele

Travel to the Vimy Region

Overnight in the Vimy Region

Sample Hotel: Hotel Colibri, Parc des industries Artois Flandres, 542 Boulevard O, 62138 Douvrin, France

Your Itinerary

Day 6: Vimy | Dieppe

Visit to Vimy Ridge Historic Site

Walk along Vimy Ridge, where in 1917, Canadian troops came together to accomplish what larger British and French forces had failed to do, and what would become a defining moment in the first World War. See where these brave soldiers charged over the ridge, marching under continuous, heavy fire and cleverly isolating the German troops in their dugouts. A towering, white marble monument now marks Hill 145, the place where the capture of Vimy Ridge ended in a bayonet charge against machine-gun nests. Learn more about this stunning victory that Brigadier-General A.E. Ross called “the birth of a nation.”

Visit the Beaumont-Hamel Newfoundland Memorial

This morning you will have a guided visit of the Beaumont-Hamel Newfoundland Memorial, built to commemorate and honour all of the soldiers from Newfoundland and Labrador who were killed during the First World War. Opened in 1925, the memorial features a 15m bronze caribou overlooking the battlefield and remaining trenches. The site also includes an excellent visitors' centre which details the story of the Royal Newfoundland Regiment. As the largest memorial site of the six memorials erected by the Government of Newfoundland following the First World War, it is an immersive, contemplative, humbling and emotional experience for all who visit.

Travel to Dieppe

Overnight in Dieppe

Sample Hotel: Hotel Mercure, 1 Bd de Verdun, 76200 Dieppe, France

Day 7: Dieppe | Normandy Region

Travel to Normandy

Welcome to the Normandy region, the location of many of the battles that turned the course of World War II. See why Normandy is not only known for its connection with major military events, but for its scenic beauty, elegant landscapes and patchwork fields, as well.

Visit the Bény-sur-Mer Canadian War Cemetery

Honour our fallen soldiers and airmen at Bény-sur-Mer Cemetery, which houses the graves of over 2,000 Canadians.

Visit the Juno Beach Centre

Visit the Juno Beach Centre, the first memorial of its kind for Canadian veterans of WWII. The Centre was conceptualized by Canadian veterans who fought in the June 6, 1944 D-Day invasion of Normandy and stands at Courseulles-sur-Mer, the site of the invasion. The Centre is an educational facility designed to teach Canadians more about Canada's role in the war, whether on land, sea or air.

Overnight in the Normandy Region

Sample Hotel: Hotel Adonis Grandcamp, 8 Rue du Joncal, 14450 Grandcamp-Maisy, France

Day 8: Normandy Region

Explore Arromanches

Visit the seaside town of Arromanches, whose coastline hosted some of the D-Day landings in 1944. As part of the designated 'Gold Beach' area, British troops landed here. Arromanches was also important in WWII as one of the chosen sites for the Mulberry Harbours built by the British forces to aid in the allied invasion of Normandy. The massive concrete blocks can still be seen today.

Arromanches 360 Cinema

See the latest Arromanches 360 film, projected on 9 screens in this unique 360-degree circular cinema. The film mixes unreleased archive footage taken by war correspondents with present-day images to provide visitors with an insight into the second World War and the landings of the Allied forces in Normandy.

See Omaha Beach

Visit Omaha beach, which was the code name for one of the five sectors of the Allied invasion of German occupied France in the Normandy landing on June 6, 1944.

See La Pointe du Hoc

The Pointe du Hoc was a vital position on the Atlantic Wall because it contained guns capable of firing on Omaha and Utah Beaches. It was one of the strongholds in the German fortifications. Colonel Rudder's "Rangers" battled the German observation post on the edge of the Point and the monument commemorates their courage on the morning of June 6th.

Overnight in the Normandy Region

Day 9: Normandy Region

Visit Mont St.-Michel

Tour director-led sightseeing of St. Malo Pirates once set sail from this rocky Atlantic island. Learn how the town's seamen fought Barbary pirates and plundered English, Dutch, and Spanish merchants. Take in the narrow streets, tall granite homes, and medieval ramparts as you explore the town with your tour director. Tour the breathtaking islet monastery of Mont-St.-Michel, one of the wonders of the Western world. Perched high on a granite rock, this 8th-century abbey is surrounded by water at high tide and quicksand at low tide. See too the picturesque medieval houses within the town's surrounding fortifications.

Visit to Mont-St-Michel Abbey

Tour the breathtaking islet monastery of Mont-St-Michel. Perched high on a granite rock, this 8th-century abbey is surrounded by water at high tide and quicksand at low tide.

Overnight in the Normandy Region

Your Itinerary

Day 10: Normandy Region | Paris

Travel to Paris

Welcome to Paris, cosmopolitan City of Light. While visiting, learn why Paris has grown to become the undisputed center of France, and one of the world's most important cities both culturally and politically.

Guided Excursion to Versailles

Journey to the town of Versailles, home of the decadent Palais de Versailles. During your guided tour of this lavish estate, discover why Versailles was more than just a vacation home for Louis XIV. Explore the state apartments of the king and queen and the magnificent Hall of Mirrors. Then walk through the meticulously landscaped gardens and marvel at dozens of ornate fountains. (Because of the extreme popularity of Versailles, guided visits of the interior cannot be guaranteed during peak seasons. In this case, your group will hear a presentation from your guide before entering the palace.)

Overnight in Paris

Sample Hotel: Best Western Hotel Journal, 8 Rue du Clos, 91130 Ris-Orangis, France

Day 11: Paris

Guided Sightseeing of Paris

Discover the city on the Seine during your panoramic bus tour. An expert local guide will accompany you as you drive through Paris' lively Latin Quarter. Nearby, see Notre-Dame Cathedral, standing tall at the center of the city. You will also drive down the elegant, tree-lined Champs-Élysées. Finally, be sure to snap a photo at the magnificent Eiffel Tower, an unmistakable and controversial symbol of Paris since its appearance at the 1889 World's Fair.

See Notre Dame Cathedral

Built between 1163 and 1361 over the remains of an ancient Roman temple, it was here that Napoleon crowned himself emperor in 1804. Victor Hugo once described the sculptured façade of Notre Dame as "a vast symphony in stone." However, had it not been for the creation of his famous hunchback, Quasimodo, the cathedral might never have returned to its former glory. Hugo's novel "*The Hunchback of Notre Dame*" helped inspire a 23-year restoration of the cathedral that began in 1841.

Visit Louvre

The Palais du Louvre, built to defend the city in the 13th century, now safeguards one of the world's greatest art collections. Enter the museum through world-renowned architect I.M. Pei's 1989 modernist glass pyramid. Inside, discover priceless antiquities from Egypt, Greece, Italy and Asia such as the statues of "Venus de Milo" and "Nike of Samothrace", better known as "Winged Victory". You'll also see some of the Louvre's most prized paintings by Renaissance and European masters, including Leonardo da Vinci's painting of the mysterious "Mona Lisa".

Ascend the Eiffel Tower (pending availability)

Built in 1889 for the World's Fair, the tower is now one of the world's most recognizable monuments and a symbol of Paris. Standing over 300 meters high, with a viewing balcony on each of its three levels, a visit to this historical landmark is one of the must-do events in any visit to the city (*pending availability due to limited group reservations*).

Overnight in Paris

Day 12: Depart for Home

Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

Itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

— The easiest ways to —

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1-800-263-2806
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1-800-556-6046



Mail your Enrolment Form to:
EF Educational Tours
80 Bloor Street West, 16th Floor
Toronto, ON M5S 2V1

The first milestone on any trip is watching students and adults who have never flown during their first take off. I usually film the new flyer's. By the time we get to the first stop they're strutting through the airport like seasoned travellers. It's fun watching that confidence being built as they learn to navigate through new experiences

—Rachel K, Group Leader



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For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence.

- We always offer the lowest prices, guaranteed so more students can travel.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Policy Review

Background

Division policies are reviewed on a continuous basis to ensure they reflect the position of the Board. The Policy Advisory Committee has representation from the Board, Division School Council, each of the employee groups, and Division and school administration. Coordinator of Learning and International Education, Trish Syme coordinates the meetings. In the current year, the Policy Advisory Committee will:

- Finish review of any policies which were last reviewed in the 2020-2021 school year.
- Policy review (including procedures, forms, and exhibits) of the 400 series.
- Changes required due to the passing of the Education Act July 2019 and updated provincial regulations.
- Assist in the orientation of new members to the policy development process, as necessary.

Trish Syme will attend the Board meeting and provide an overview of each policy, share any feedback that has been received and respond to questions trustees may have.

Recommendation

It is recommended that the Board adopt the revisions to the policies as presented by the Policy Advisory Committee, or as amended.

<u>Policy #</u>	<u>Policy Name</u>	<u>Action</u>
502.1	Student Code of Conduct, Appendix A	Annual review
103.1	Anti-Racism and Anti-Oppression	First Reading
602.5	Knowledge and Employability Courses	Amended
604.3	Locally Developed Courses	Amended
606.1	Alternative Programs	Amended
606.3	Outreach Programs	Amended

Respectfully submitted,
Cheryl Gilmore

Approved: December 15, 2015

Amended: March 22, 2016

Amended: March 27, 2018

Amended May 26, 2020

Amended: May 25, 2021

502.1 Appendix A Student Code of Conduct

Purpose

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

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

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

Definitions

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

502.1 Appendix A Student Code of Conduct, cont'd

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

Procedures

1. The Division and schools' Student Codes of Conduct, and their enforcement through consequences, shall apply to students
 - 1.1. in school;
 - 1.2. on the school grounds;
 - 1.3. during any recess or lunch periods on or off school property;
 - 1.4. at school sponsored or authorized activities;
 - 1.5. on school busses or other forms of approved transportation; or
 - 1.6. when the student's conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.
2. Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
 - 3.1. respect yourself and the rights of others in the school;
 - 3.2. make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity, and fosters a sense of belonging for others in your school;
 - 3.3. refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;

502.1 Appendix A Student Code of Conduct, cont'd

- 3.4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
- 3.5. act in ways that honour and appropriately represent you and your school;
- 3.6. attend school regularly and punctually;
- 3.7. be ready to learn and actively engage in, and diligently pursue, your education;
- 3.8. know and comply with the rules of your school;
- 3.9. cooperate fully with everyone authorized by the Board to provide education programs and services;
- 3.10. be accountable for your behaviour to your teachers and other staff;
- 3.11. contribute positively to your school and community; and
- 3.12. be responsible digital citizens.

- 4. Examples of unacceptable behaviours include, but are not limited to:
 - 4.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
 - 4.2. acts of bullying, harassment, discrimination, coercion, or intimidation;
 - 4.3. physical violence;
 - 4.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
 - 4.5. illegal activity such as:
 - 4.5.1. possession and/or misuse of controlled substances;
 - 4.5.2. possession or use of weapons;
 - 4.5.3. theft or damage to property;
 - 4.6. contravention of Division policies and regulations;
 - 4.7. willful disobedience and/or open opposition to authority;
 - 4.8. use or display of improper or profane language;
 - 4.9. interfering with the orderly conduct of class(es) or the school;
 - 4.10. contravention of the Code of Conduct as set out in the *Education Act*, Section 12;
 - 4.11. Contravention of the provisions of Section 27 of the *Education Act* related to trespassing, loitering, and causing a disturbance;
 - 4.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

502.1 Appendix A Student Code of Conduct, cont'd

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

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

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

502.1 Appendix A Student Code of Conduct, cont'd

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

103.1 Anti-Racism and Anti-Oppression

Policy

Lethbridge School Division affirms the Canadian Charter of Rights and Freedoms and the Alberta Human Rights Act.

The Board acknowledges that racism exists and the important role that public education serves in reflecting, influencing, and driving positive systemic change. Furthermore, the Board acknowledges that racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy, and colonialism. Proactive action is required to create anti-racist environments.

The diversity of the students, staff, and families of Lethbridge School Division is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs, lived experiences, and values enriches the learning and working environment for everyone and is important to student and staff well-being and personal growth.

The Board acknowledges that anti-racism and equity require continuous action, learning, and improvement.

Regulations

1. In an atmosphere of mutual respect and appreciation for individual differences, all staff, students, ~~families, and community members~~, regardless of race, ethnicity, culture, gender, faith, nation or spoken language, ~~within the school division system,~~ have the right to:
 - 1.1 be treated fairly, equitably, and with dignity and respect;
 - 1.2 have their privacy and confidentiality protected and respected;
 - 1.3 self-identification and determination;
 - 1.4 freedom of conscience, belief, expression, and association in accordance with the Canadian Charter of Rights and Freedoms, the Alberta Human Rights Act;
 - 1.5 be represented in an inclusive, positive and respectful manner;
 - 1.6 have equitable access to supports, services and protections provided to all staff and students;
 - 1.7 have avenues of recourse, without fear of reprisal, available - when individuals or groups are targets of harassment, prejudice, discrimination, intimidation, bullying, racism and/or violence; and
 - 1.8 have their unique identities, families, cultures, and communities included, valued and respected.

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2. In the spirit of supporting anti-racist and anti-oppressive systems, the Board is committed to:
 - 2.1 honouring cultural diversity, promoting intercultural understanding to enable reflection and growth, and fostering a sense of belonging.
 - 2.2 actively supporting systemic change and acknowledging that empathy, compassion and learning are critical for achieving anti-racism and equity.
 - 2.3 using evidence and data to better understand issues of racism and equity in Lethbridge School Division, to inform decision-making and action, and to monitor progress and outcomes of this ongoing work.

References

Alberta Education Act:
Division Policies:

[16, 31, 32, 33, 35](#)
400.1 Welcoming, Caring, Respectful, and Safe Work
Environments; 502.1 Welcoming, Caring, Respectful, and
Safe Learning Environments; [402.8.1 Harassment,
Discrimination, and Violence Prevention in the Workplace](#)
Canadian Charter of Rights and Freedoms; Alberta Human
Rights Act; Alberta Freedom of Information and Protection of
Privacy Act; Alberta Teachers' Association Code of
Professional Conduct; Alberta Bill of Rights; Employment
Standards Act

Other:

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602.5 Knowledge and Employability Courses

Policy

The Board recognizes the importance of the Knowledge and Employability (K & E) program. K & E courses shall be offered within the Division. These courses provide students with opportunities to experience success, develop citizenship skills, enhance academic and occupational competencies, and transition into employment and/or continuing education and training opportunities.

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Regulations

1. K & E courses as outlined in the Alberta Guide to Education shall be accessible to students in grades 8 to 12.
2. 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.
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 student.

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

References

Alberta Education Act: 18 (1)
Other: Alberta Guide to Education

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604.3 Locally Developed Courses

Policy

The Board supports the creation of locally developed courses for the purpose of meeting student needs beyond courses in the Alberta Programs of Study. These courses may reflect community and regional needs. They shall be designed and delivered in accordance with Alberta Education requirements.

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Regulations

1. Approval of locally developed/acquired courses shall be by Board resolution.

1.1. Locally developed courses must adhere to all applicable provincial and division education standards and guidelines.

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1.2. Requests shall be dealt with on a course by course basis. If approved by the Board, high school courses are subject to further approval by Alberta Education.

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1.3. A detailed course description, including learning outcomes, assessment methods, and a list of learning resources to be used must accompany requests for approval.

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1.4. The approval term shall be for a maximum of three years, and then is subject to renewal.

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1.5. Approval may be withdrawn at the discretion of the Board.

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

References

Education Act: 18 (1)

Division Policies: 600.1 Guiding Principles

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606.1 Alternative Programs

Policy

The Board recognizes the value of offering Alternative Programs which may emphasize a particular language, culture, religion, subject matter or teaching philosophy are permitted in accordance with the Education Act.

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Regulations

1. A proposal to establish an Alternative Program must be submitted to the Superintendent by October 30 prior to commencement of the school year in which implementation of the Alternative Program is to occur. Alternative Programs require Board approval by April 1 for program implementation in the following school year. Each Alternative Program proposal must include the following elements:
 - 1.1. name of program;
 - 1.2. detailed description of the essential characteristics of the Alternative Program depending on its base of language, culture, subject matter, religion or teaching philosophy;
 - 1.3. grade levels involved;
 - 1.4. anticipated enrolment;
 - 1.5. location, facility and instructional resource needs;
 - 1.6. procedures to follow when enrolment is higher than originally anticipated or higher than the program can accommodate;
 - 1.7. criteria for student admission, based on a description of the alternative program and its focus;
 - 1.8. staffing requirements;
 - 1.9. program monitoring and evaluation;
 - 1.10. funding required, including funding for start-up and implementation costs if applicable;
 - 1.11. transportation plans and transportation fees;
 - 1.12. parent fees, if required; and
 - 1.13. school council implications.

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2. Within 45 days of the Division receiving an Alternative Program proposal, the applicant shall be informed as to the status of their proposal with respect to compliance with Regulation 1.
3. Proposals will be judged on the following criteria:
 - 3.1. consistency with the School Act and with Alberta Education's vision, policies, mission and mandate for education;
 - 3.2. consistency with Lethbridge School Division's vision, mission, policies and administrative regulations;
 - 3.3. consistency with sound educational theory and practice;
 - 3.4. intended student benefits;
 - 3.5. impact on current course and program offerings;
 - 3.6. impact on facilities and financial and human resources;
 - 3.7. availability of staff and instructional resources;
 - 3.8. extent of demand for the program;
 - 3.9. indication of long-term sustainability;
 - 3.10. expected results; and
 - 3.11. measures to determine whether results are being achieved.
4. The applicant shall be informed of the date on which the Board shall hear presentation of the Alternative Program application.
5. The applicant shall be informed, within 5 business days, of the Board's decision with respect to program approval.
6. An Alternative Program shall operate in an existing school unless student enrolment and/or programming needs require other arrangements.
7. Alternative Programs shall initially operate on a probationary status for one year. At the end of the probationary period, the Board may:
 - 7.1. grant continuing status;
 - 7.2. extend the probationary period; or
 - 7.3. terminate the program.
8. Once a program has been granted continuing status, it shall be evaluated in accordance with Division policy.
9. The Division may charge a fee for non-instructional costs for the purpose of defraying program costs which exceed those required for regular programs.
10. Notwithstanding the above, an Alternative Program may be terminated by the Board, at any time, upon recommendation of the Superintendent.

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LETHBRIDGE SCHOOL DIVISION

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

References

[Education](#) Act: [19](#)
Division Policies: 606.3 Outreach Programs; 606.4 Institutional Programs

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Approved: February 13, 2001
Amended: February 10, 2004
Amended: June 10, 2008
Amended: March 26, 2013
Amended:

606.3 Outreach Programs

Policy

The Board recognizes the importance of Outreach Programs that provide an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs.

Regulations

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.
2. Outreach Programs must follow Alberta Education curricula and may include locally developed middle school or high school courses.
3. The program must provide students with enhanced educational services that are in addition to education courses and materials. Examples of such services are personal and career counselling, conflict resolution, emotional regulation and learning skills, and access to community and governmental resources.
4. The Outreach Program will have a written policy that addresses student eligibility, attendance requirements and performance expectations.
5. Outreach students must have access to a certificated teacher for the appropriate number of instructional hours, as required by Alberta Education.
6. The Outreach Program must be coded as a school and eligible students must be coded appropriately in the student information system.
7. The Outreach Program facility must meet Alberta building, health and safety standards for school buildings. The Board's liability insurance will extend to the outreach facility.
8. For students not eligible for Alberta Education funding, an additional fee per credit earned may be assessed.
9. Each student enrolled in an Outreach Program shall have a program plan.
10. High school students may enrol in a partial Outreach Program while maintaining other course enrolment at their neighbourhood school.
11. Attendance expectations at an Outreach Program vary with the needs and circumstances of each student; these expectations are set out in the student's program plan.
12. If a student is not experiencing success at an Outreach Program, their program will be reviewed and modified or other program options will be explored.

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¶ Students who take part in outreach programs are registered with Lethbridge Alternative Schools and Programs.¶

¶ The outreach program must be coded as a school and eligible students must be coded as "Outreach Program" students.¶

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¶ 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.¶

¶ <object>For students not eligible for Alberta Education funding, an additional fee per credit earned will be assessed.¶

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LETHBRIDGE SCHOOL DIVISION

13. Responsibility for administration of Outreach Programs shall be assigned to a principal within the Division.
14. The Division may, upon the recommendation of the Superintendent, authorize the addition or deletion of an Outreach Program. Such changes shall be by Board resolution.

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

References

- Education Act: 18
- Division Policies: 602.5 Knowledge and Employability Courses; 606.1 Alternative Programs; 606.4 Educational Programs in Institutions
- Other: Guide to Education, Alberta Education Outreach Programs Handbook, Funding Manual for School Authorities

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The Division may allocate funding to outreach programs beyond that available through provincial and other grants. Such additional allocations shall be by Board resolution.¶

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MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Authorization of Locally Developed Courses – Middle School

Background

Alberta Education requires that all locally developed grade 7 to 9 courses be authorized for use by the Board of Trustees. As the middle schools and high schools have expanded their educational opportunities for students, it has become necessary to create several locally developed courses to adhere to Alberta Education policy. Karen Rancier, Director of Curriculum and Instruction, has worked closely with the secondary schools to develop course outlines and student learning outcomes for each course. Although the courses are categorized by school, it is recommended that the courses be approved for use in all Division schools. A full description of all courses can be found at the following link: [2022 MS LDC Course Outlines](#)

Gilbert Paterson Middle School

Archery 7, 8
Babysitting 6
Design 8
Leadership 6, 7, 8
Photo Scrapbooking 6, 7
Wellness – The Power of You 8
Yoga 6, 7, 8

G.S. Lakie Middle School

Boardgames 7
Digital Media: Print Design (Yearbook) 6, 7, 8
Escape Rooms & Cryptography 6, 7, 8
Hand Crafts 8

Lethbridge Collegiate Institute

Outdoor Education 9
Spanish & Culture 9
Dance 9

Winston Churchill High School

Ancient History 9

Art History 9
Creative Writing 9
Critical and Creative Thinking 9
History on Film 9
Musical Theatre 9
Percussion 9

Wilson Middle School

3D Printing & Design 6, 7, 8
Ancient History 6, 7, 8
Baseball 6, 7, 8
Digital Citizenship 6, 7, 8
Entrepreneurship In Me 6, 7, 8
Exploratory Broadcasting 6, 7, 8
Gardening 6, 7, 8
Harry Potter 6, 7, 8
Mindfulness 6, 7, 8
Science Experiments 6, 7, 8
Soccer 6, 7, 8
Yearbook 6, 7, 8

Recommendation

That the Board of Trustees approve the use of the above locally developed grade 6 to 9 courses in all Division middle and high schools from September 1, 2022 to August 31, 2026.

Respectfully submitted,
Morag Asquith

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: **Authorization of Locally Developed Courses**

Background

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses set to expire on August 31st, 2022. Division high schools have requested the renewal of all current expiring courses. Considering this, we ask the Board of Trustees to authorize the continued use of the following locally developed courses in all Division high schools to enhance program offerings to students:

Requested Authorization until August 31, 2025:

LDC 3138 Chemistry (Advanced) (2021) 35 for 3 credits

Requested Authorization until August 31, 2026:

LDC 1515 Competencies in Math 15 for 5 credits
LDC 3458 Leadership in the Arts (2022) 35 for 3 and 5 credits
LDC 1599 Learning Strategies 15 for 3 and 5 credits
LDC 2599 Learning Strategies 25 for 3 and 5 credits
LDC 3599 Learning Strategies 35 for 3 and 5 credits
LDC 3155 Psychology – Abnormal 35 for 3 credits
LDC 1987 Technical Theatre 15 for 3 and 5 credits
LDC 2987 Technical Theatre 25 for 3 and 5 credits
LDC 3987 Technical Theatre 35 for 3 and 5 credits

Recommendation

That the Board of Trustees approve the continued use of **LDC3138 Chemistry (Advanced) 35 for 3 credits until August 31, 2025**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **LDC1515 Competencies in Math 15 for 5 credits until August 31, 2026**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **LDC3458 Leadership in the Arts (2022) 35 for 3 and 5 credits until August 31, 2026**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Learning Strategies 15, 25, and 35 (LDC1599, LDC2599, LDC3599) for 3 and 5 credits until August 31, 2026**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **LDC3155 Psychology – Abnormal 35 for 3 credits until August 31, 2026**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Technical Theatre 15, 25, and 35 (LDC1987, LDC2987, LDC3987) for 3 and 5 credits until August 31, 2026**, to provide continuance of program offerings to students.

Respectfully submitted,
Morag Asquith

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: **Assurance Plan Approval**

Background

The provincial Assurance Framework requires school jurisdictions to develop and submit a Three-Year Assurance Plan by May 30 annually. This is the second year of the Assurance Plan model for Lethbridge School Division. The Assurance Plan will be shared with the Board of Trustees and made available on the Division website.

Recommendation

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Craig Whitehead
Trustee

Re: **Policy 204.6 Organizational Meetings**

Background

I would like to make an amendment to Policy 204.6 Organizational meetings. School starts either at the end of August or the first part of September. The board should be organized with the executive elected, committees chosen, and schools allocated at the start of the year at the same time as school starts. A number of boards have their organizational meeting at the beginning of the school year. I feel that would help us as a board to become more effective in our governance role.

Recommendation

I would propose changing regulation 1 of the policy to read as follows:

The organizational Meeting shall be held in conjunction with the regular meeting of the board in August.

Respectfully submitted,
Craig Whitehead

204.6 Organizational Meetings

Policy

The Education Act requires the Board to annually hold an Organizational Meeting. The purpose of the Organizational Meeting is to structure the operations of the Board for the next year. The Board directs that the annual Organizational Meeting of the Board be called and convened in accordance with the following regulations.

Regulations

1. The Organizational Meeting shall be held in conjunction with the Regular Meeting of the Board each October.
2. In any year in which a general election takes place, the meeting must be held within four weeks following the date the statement of the results of that election is announced or posted.
3. The Organizational Meeting shall be used to:
 - 3.1. elect a Chair,
 - 3.2. elect a Vice Chair,
 - 3.3. appoint committee members, and
 - 3.4. review policies and procedures governing operations of the Board.
4. All elected officers and appointees shall serve at the pleasure of the Board.
5. The Organizational Meeting shall be chaired by the Superintendent until a Chair has been elected.
6. Election of the Chair and the Vice Chair shall be by secret ballot.
 - 6.1. The Secretary-Treasurer/Associate Superintendent, Business and Operations shall be responsible for counting ballots and identifying the elected Trustee.
 - 6.2. If a position is contested by more than two candidates, a majority of the Board is required to determine the successful candidate.
 - 6.2.1. If the leading candidate does not receive majority support, a second ballot will be held between the two candidates receiving the most votes in the first ballot. In cases of ties, refer to Regulation 5.3.

204.6 Organizational Meetings, cont'd

- 6.3. In the event of a tie vote between two or more candidates, the following procedure will be used to break the tie.
 - 6.3.1. Candidates who are tied will be provided the opportunity to withdraw.
 - 6.3.2. If a tie still exists, a ballot will be conducted involving those candidates who are tied.
 - 6.3.3. If a tie still exists, the Secretary-Treasurer/Associate Superintendent, Business and Operations will conduct a coin flip between the candidates who are tied.
- 6.4. Ballots shall be destroyed.
- 7. Appointments to committees shall be by resolution.
- 8. Minutes in the prescribed form shall be kept for all Organizational Meetings of the Board.
- 9. A list of persons elected and appointed to various positions shall be circulated through the Board *Highlights* and the Division website.

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

References

Alberta Regulation:	Board Procedures Regulation Section 1
Alberta Education Act:	Sections 64
Division Policies:	204.2 Regular Board Meetings, 204.4 In Camera Board Meetings, 204.10 Board Meeting Agendas, 204.9 Board Meeting Procedures, 204.12 Board Meeting Minutes

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Craig Whitehead
Trustee

Re: **Policy 204.2 Regular Board Meetings**

Background

I would like to make an amendment to policy 204.2 Regular Board Meetings.

This would allow us to have an organizational meeting as well as a regular meeting at the start of the school year. By doing this, I feel that would help us as a board to become more effective in our governance role.

Recommendation

I would like to propose changing regulation 3 of the policy to read as follows:

3. Regular meetings shall be open to the public and shall normally be held
 - 3.1. once each month, except for July when there will be no Regular Meeting,
 - 3.2 on Tuesday afternoons, and
 - 3.3 beginning at 1:00 pm.

Respectfully submitted,
Craig Whitehead

204.2 Regular Board Meetings

Policy

The Education Act permits the Board to hold as many Regular Meetings as it considers necessary to deal adequately with its business. It also requires that the date, time, and place of these meetings be made public. The Board directs that Regular Meetings be scheduled and convened in accordance with the following regulations.

Regulations

1. Regular Meetings shall be held according to a schedule approved annually by the Board.
2. The schedule of Regular Meetings shall be
 - 2.1. provided to all school principals, the chair of each School Council, local media outlets, members of the public upon request, and
 - 2.2. posted on the Division website.
3. Regular Meetings shall be open to the public and shall normally be held
 - 3.1. once each month, with the exception of July and August when there will be no Regular Meeting,
 - 3.2. on Tuesday afternoons, and
 - 3.3. beginning at 3:30 PM.
4. Board Meetings may, if required by health or environmental circumstances, be made accessible to the public virtually with access posted on the Division website.
5. A trustee may participate in a meeting of the Board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.
6. The Chair of the Board may cause to be excluded from a meeting any person who, in the opinion of the Chair refuses to refrain from improper conduct at the meeting.
7. The Board may, by resolution, decide to hold a portion of a Regular Meeting “in camera”.
8. A Public Forum shall be scheduled for 5:00 PM for the purpose of allowing individuals to address the Board unannounced.
 - 8.1. Each individual shall be required to identify himself/herself.

LETHBRIDGE SCHOOL DIVISION

- 8.2. Comments, including virtual submissions, shall be limited to a maximum of five (5) minutes and subject to the authority of the Chair.
- 8.3. Trustees shall be permitted to ask questions of clarification
- 8.4. The Board shall provide a response to public forum presentations and ensure the response is included in the agenda of the following Board meeting.
- 9. Presentations to the Board shall be allowed.
 - 9.1. Delegations and presentations shall normally be limited to a maximum of fifteen (15) minutes. The request for a presentation must be made at least 14 days in advance of the date of the meeting.
- 10. Minutes of the prescribed form shall be kept for all Regular Meetings of the Board.
- 11. Board *Highlights* for each Regular Meeting shall be prepared and circulated to School Council Chairs, trustees, and all Division employees, as well as posted on the website.

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

References

Alberta Regulation:	Section 2
Alberta Education Act:	Sections 64, 65, 66, 67, 69,
Division Policies:	204.3 Special Board Meetings, 204.6 Organizational Meetings, 204.4 In Camera Board Meetings, 204.10 Board Meeting Agendas, 204.9 Board Meeting Procedures, 204.12 Board Meeting Minutes

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Craig Whitehead
Trustee

Re: Ad Hoc Committee re: policies

Background

Rationale:

1. 90% of the boards in this province have separated their policies from their procedures.
2. We have over 160 policies. This is inefficient governance.
3. According to Campbell and Fullan as well as Terry Gunderson we need to create separate policies and procedures.
4. In the division we have policies that should be procedures and those items should be left for the administration to deal with.
5. We need to create policies that define and explain our governance role and as such then procedures can be developed that fit in with our policies.
6. To help us accomplish this we need an outside consultant to help us eliminate, combine, refine and develop new policies that will help us in better defining and improving our governance role.

Recommendation

I would like to make a motion to create an ad-hoc committee consisting of the Board Chair, policy chair and one additional trustee for the purpose of hiring an outside consultant to help us with the development and revision of our policies.

Respectfully submitted,
Craig Whitehead

MEMORANDUM

May 24, 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 and determine any action to be taken regarding Bill 15.

Respectfully submitted,
Craig Whitehead

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Community Conversations

Background

Trustees host monthly Community Conversations at various venues across the city. The May event was held virtually through Microsoft Teams on Thursday, May 19, 2022 (4:00 to 5:30 pm). The June event details will be shared at the meeting.

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Board Funding Support to School Councils

Background

The Board provides support to School Council in a few ways. It pays the Alberta School Council Association (ASCA) annual membership fee for all schools. The Board also pays for the registration costs for one member of each School Council to attend the ASCA Spring AGM. School Councils also receive \$250 annually from the Board to support parent engagement strategies. The membership renewal (\$100/school) for ASCA is due on June 30th.

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Canadian School Boards Association (CSBA) Congress – July 6-8, 2022

Background

National Trustee Gathering on Indigenous Education & CSBA Congress will be held July 6-8, 2022, hosted by Saskatchewan School Board Association at the Sheraton Cavalier Saskatoon Hotel. Registration link: [CSBA 2022 Home \(saskschoolboards.ca\)](https://saskschoolboards.ca/CSBA2022Home)

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Genny Steed
Trustee

Re: Post-COVID Community Building

Background

We are receiving feedback from parents of elementary level students regarding school level communication processes as well as access to students and classrooms.

Recommendation

That the Board engage with the Division in discussion regarding elementary school access and communication. That the Board receive clarification of what is school level policy and what is Division direction, policy, or procedure, with regards to parent presence in schools. That the portion of the communication plan specific to parent communication be reviewed and discussed with the Board.

Respectfully submitted,
Genny Steed

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

RE: Joint City of Lethbridge and School Boards – April 27, 2022

In Attendance:

Committee Members

Ryan Parker, City Councillor, City of Lethbridge

Jennifer Schmidt-Rempel, City Councillor, City of Lethbridge

Cheralan O'Donnell, Trustee, Holy Spirit Roman Catholic School Division

Christine Light, Trustee, Lethbridge School Division

Allison Purcell, Trustee, Lethbridge School Division

Lethbridge School Division

Cheryl Gilmore, Superintendent

Administrative Support Holy Spirit Roman Catholic School Division

Ken Sampson, Superintendent

Lisa Palmarin, Secretary Treasurer

City of Lethbridge

Michael Fox, Director of Community Services

Wendy Smith, City Clerk's Office

David Sarsfield, City Clerk's Office

1. City Bus Transportation Update
 - Consideration of appointing a member from Lethbridge School Division Board to the Ad Hoc Transportation Committee. Michael Fox stated that the City would be pleased to engage with the School Divisions. Contact will be through the Superintendents, Cheryl Gilmore and Ken Sampson.
 - It was questioned if the School Boards are getting inquiries on Access-A-Ride bookings. It was stated there are some issues with the application process.
2. Ward System Reviews
 - An update on the Ward System Review was provided. At the October 18, 2021 General Municipal Election, 55.69% voted "Yes" of using a Ward System to elect City Councillors, with 44.31% voted "No". The vote was non-binding. The Governance Standing Policy Committee of Council will be reviewing a conceptual plan for considering the ward system issue at the April 28, 2022 Meeting. The School Boards will be engaged throughout as they may also wish to consider if they wish to adopt an electoral ward system.
3. Signage on School Buses

- It was questioned if school buses are required to use signaling devices when stopped. The provincial Traffic Safety Act does not allow the use of such devices within urban municipalities unless the municipality has passed the necessary bylaw.

Next Meeting: October 12, 2022

Respectfully submitted,
Christine Light

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

RE: Division School Council – May 2, 2022

Presentation: Explore the Use of Minecraft in Education – Jesse Sadlowski, Director of Technology

1. Bell Times

- Clarification asked on process of bell time changes. Discussion was held around this issue with varying perspectives.

2. Engagement Fund Discussion

- Discussion on how to use the \$500 provincial funding by the end of June. Individual schools shared ideas as well as invitations for a collaborative approach. Ideas presented were: savethekids.org; David Irvine-Parenting in a Post Pandemic World; Museum Night; presentation on Raising GenZ; ASCA Workshops

Detailed conversation notes can be found in the minutes with the following link:

[Division School Council minutes - May 2, 2022](#)

Next Meeting: June 6, 2022

Respectfully submitted,
Christine Light

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Policy Advisory Committee – May 4, 2022

Policies reviewed:

- **103.1 Anti-racism and Anti-oppression** (*new policy*) (*feedback due*)

Prior to making any changes as outlined below, the email outlining parent feedback that was sent by the parent representative, Allison Alma-North, was reviewed. Allison Alma-North was unable to attend.

One point of feedback was defining some words in policy to ensure clarity and provide education to the stakeholders. The parent referenced the following phrase in the policy: “*rooted in historical oppression, white supremacy, and colonialism.*” The committee looked at some of the documents linked on the email communication that the parent had sent. Defining words in policy was discussed. The committee decided that definitions would be better placed in the Procedure that the Anti-Racism/Anti-Oppression will develop if the policy is approved by the Board. As well, actions specific to the policy would be part of Procedure, not Policy.

One of the Anti-Racism/Anti-Oppression committee members (Cayley King, principal Victoria Park) was invited to join the Policy committee group to respond to questions regarding use of words as well as why the phrase, “regardless of race, ethnicity, culture, gender, faith, nation or spoken language” in the policy was not the same as the Charter or Alberta Human Rights Act. Cayley explained the committee’s process for wording. To summarize, human rights that are central to other school division policies were not included in this policy because the committee felt the policy needed to maintain a strong focus on race.

The following specific changes were made to the policy following discussion:

- Regulation #1, reworded “have the right to, withing the school division” to “within the school division, have the right to”
- Regulation #1.5, removed “fully”
- (Will go to Board, May 24th for first reading)
- **602.5 Knowledge and Employability Courses** (*feedback due*)
 - Policy paragraph, add “education and”
 - (Will go to Board, May 24th for amendments/approval)
- **604.3 Locally Developed Courses** (*feedback due*)
 - No feedback
 - (Will go to Board, May 24th for amendments/approval)
- **606.1 Alternative Programs** (*feedback due*)
 - Capitalized “Alternative Program” throughout policy

- - Policy paragraph, replaced “parental choice in offering” with “of offering”
 - (Will go to Board, May 24th for amendments/approval)
- **606.3 Outreach Program** *(feedback due)*
 - Capitalized “Outreach Program” throughout policy
 - (Will go to Board, May 24th for amendments/approval)
- **606.4 Institutional Schools**
 - Renamed policy to “Educational Programs in Institutions”
 - Replaced “Institutional Schools” with “Educational Programs in Institutions” throughout policy
 - Policy paragraph, replaces “in areas” with “in institutions or facilities approved by government”
 - Policy paragraph, added “Program delivery and instruction shall”
 - Regulation #1, replaced “as code 550” with “in the appropriate enrollment code in the student information system”
 - Regulation #1, removed “in order to receive Institutional funding”
 - Regulation #3, replaced “school” with “or facility”
 - Regulation #6, replaced “The Division may, upon the recommendation of the Superintendent, authorize the opening or closure of an institutional school” with “An Educational Program in an Institution may be opened or closed upon the recommendation of the Superintendent”
 - Regulation #6, replaced “changes” with “authorization”
 - (Will go to Stakeholders for feedback, due June 8th)
- **501.7 Non-Resident Students**
 - To be reviewed next year’s Year of Schedule

Respectfully submitted,
Kristina Larkin

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Christine Light, Vice Chair

RE: Community Engagement Committee – May 12, 2022

Executive Staff, Trustees & Parents Present: Cheryl Gilmore, Genny Steed, Christine Light, Allison Purcell, Shelley Roest, Cynthia Young

1. Overlapping Events in Feeder Schools
 - Overlapping schedules of feeder schools creates challenges and/or prevents parents and families from participating as fully as they would like. I was requested that this be brought forward to administrators in planning calendars and timing of events be made with intentional consideration.
2. ICE Scholarship
 - Process for honouring and presenting to the selected winners and finalists was discussed. Awards will be presented in-person prior to the June Board Meeting.
3. School to Parent Communication
 - Strengthening information sharing with parents was communicated
4. Community Engagement Web Site
 - Capital Plan was up until April 30. 3 responses received through the feedback loop re: programs offered; PL days to match Calgary/Edmonton school divisions; west side busing to LCI
5. 1st Ride
 - To be held at St. Paul's at the end of August

NEXT MEETING – Fall of 2022

Respectfully submitted,
Christine Light

MEMORANDUM

May 24, 2022

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Poverty Intervention Committee – May 17, 2022

The Poverty Intervention Committee hosted its final meeting of the 2021/2022 school year.

1. A confirmation that Christine Light is the designated second Trustee per the updated TOR.
2. Updates from the Family Support Supervisor include opportunity for training to build awareness about poverty; that financial barriers remain a challenge for a majority of families receiving support from her team; particularly re: inflation on food.
3. The Committee designated the subcommittee to review methods for requesting and managing donations that would continue to empower the community to contribute in meaningful ways while respecting the needs and capacity of school teams.
4. A donation of \$500 from Wholesale Club toward “Weekend and More” bags was acknowledged and appreciated.
5. The Committee designated the subcommittee to explore group appreciation options such as a newspaper ad, radio ad and/or social media options to thank donors.
6. The committee was updated on the Board’s advocacy for accessible public transportation for families accessing community services and opportunities.
7. The committee shared gratitude for Brian Palsky and Dean Hawkins who have served their complete term on PIC per the terms of reference. Both have contributed a great deal and we know they will continue to advocate and act on behalf of poverty reduction in our communities. The committee also shared gratitude for Anna Ell as she completed her last PIC meeting as administrative support and was thanked for her work not just with PIC but in all areas of student and staff support and wished well for her retirement.
8. PIC shared celebrations from school sites and representative groups about the many different ways our schools and teams address poverty at all levels. From accessing Mindful Munchies, offering universal or targeted nutrition programs, accessible hot meal days, food and clothing drives, student volunteerism, fundraising activities, and more – schools and staff teams are working hard to support students and families at all levels.

Recommendation

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

Respectfully submitted,
Kristina Larkin

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



April 21, 2022

Civic Works Standing Policy Committee
City of Lethbridge

Members of City of Lethbridge Council Civic Works Standing Policy Committee:

It is our understanding that the City of Lethbridge Council will be making some decision regarding the public transit system services following the recommendations of the Civic Works Standing Policy Committee. We appreciate the opportunity to share our perspective at the recent Civic Works Standing Policy Committee on April 7. As governors of a school system, we feel obligated to represent the impact of decisions that effect youth in our community. We are conveying our perspective as shared previously in meetings to ensure our position and advocacy is accurately represented. Our advocacy is for the vulnerable and marginalized children, youth, and families who struggle to access services. This population also encounters barriers with communicating their challenges. We are bringing forward the reality that many are struggling and the moral message that everyone matters. Our expressed concerns are less about student accessibility to transit for the purpose of going to school, and more about transportation barriers outside of going to school. To be clear, we have not addressed the Standing Committee to advocate for transportation services that fall within our mandate. We are fulfilling our mandate in partnership with Holy Spirit Catholic School Division through an agreement with Southland, the purchase of Breeze passes, and in some instances, transportation agreements with parents that fall within the Education Act.

One of the recommendations of the committee is to form an Ad Hoc Committee to lend perspective and insight into public transportation services. If this moves forward, we ask that you consider putting Lethbridge School Division trustee, Kristina Larkin, on this Ad Hoc Committee. Her role and experience in the community would bring a lens to the committee that has insight from working with youth and families. Please see below a short bio:

Kristina Larkin is a Lethbridge School Division Trustee, with more than a decade of experience providing social services and support to children, youth, and families in Lethbridge. Kristina has worked closely with newcomers, neighbourhood associations, low income families, and schools, often facilitating their access to public transportation. Kristina's experience in effectively sharing community needs to government administration would be a benefit to the goals of the Ad Hoc Committee.

We are hopeful that we can be part of the continued process of review of services moving forward with the end goal of accessible and inclusive transportation for all. If the city would like robust data to frame change rather than a small number of anecdotal complaints, we are able to support gathering data. We can survey over 20,000 parents and 4,000 secondary age students. If you genuinely want to understand reasons why individuals have given up trying to access services or the challenging reality of other individuals who continue to access service, then we can assist. Our willingness to do this has been presented in an Ad Hoc meeting of the Joint City of Lethbridge/ School Division committee. To date we have not had anyone reach out to use seeking information or exploring a potential process for feedback.

To close, we look forward to continued conversations regarding public transportation and vulnerable populations such as youth.

We also look forward to your response regarding the recommendation to invite Kristina Larkin to be a member of the Ad Hoc Committee.

Sincerely,



Allison Purcell
Board Chair

cc: City of Lethbridge Mayor and Council
Lethbridge School Division Board of Trustees

Lethbridge School Division Board of Trustees

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



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Office of the Minister

MAY 09 2022

AR118356

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

Dear Ms. Purcell:

Allison,
Thank you for your March 23, 2022 letter outlining Lethbridge School Division's concerns about recent fuel price increases facing school boards and school bus contractors in this province.

Alberta Education values the important role school boards and school bus contractors play in providing safe transportation for nearly 300,000 students to and from school every day. We appreciate the extra efforts of school boards throughout the province to ensure the safety of students throughout the pandemic.

I understand the impact rising fuel costs have had on student transportation operations. Suspending the collection of the 13 cent/L provincial fuel tax April 1, 2022 will provide some cost relief to school boards and school bus contractors for the remainder of the 2021/22 school year. I appreciate your suggestion to reinstate the fuel price contingency program that was discontinued in 2013. We will consider the merits of reinstating this program when determining the new student transportation funding model that will be introduced for the 2023/24 school year.

Student transportation funding increased by five per cent for the 2020/21 school year and five per cent for the 2021/22 school year in response to rising transportation costs, and it will increase by an additional 4.6 per cent for the 2022/23 school year. School boards have the flexibility to use this additional funding to help support rising fuel costs and the impact they have had on their school bus contractors. As fuel costs make up to 15 to 20 per cent of a school board's student transportation budget, I will continue to monitor the situation.

I hope this information is helpful, and I appreciate you taking the time to share your concerns with me.

Sincerely,

Adriana LaGrange
Minister



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AR118416

MAY 09 2022

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

Dear Ms. Purcell: *Allison,*

Thank you for your March 30, 2022 letter on behalf of the Lethbridge School Division Board of Trustees regarding requirements for assessment and reporting for learning loss funding, as well as the implementation of the new Kindergarten to Grade 6 (K-6) curriculum.

As you indicate in your letter, Alberta's school authorities may have programming in place for assessing students to identify gaps in their learning. The pandemic has created new systemic challenges that require supports that are specific and more intensive than those regularly offered in schools. Preliminary research estimates that up to 30 per cent of students in Grades 1 to 3 may need additional supports following the COVID-19 disruptions.

It is important to know whether or not students have age-appropriate sub-lexical and lexical reading abilities, as this can help determine whether or not students need extra assistance with reading both regular and irregular words aloud. It can also help determine what type of assistance children need.

The Letter Name-Sound Test (LeNS) is designed to assess whether a student has the foundational phonics skills to develop into an independent reader by building and applying knowledge of letter-sounds to phonetically decode unfamiliar words. A large body of research shows that the most effective way to teach a student to read independently is to cover the common grapheme-phoneme correspondences explicitly and systematically. LeNS covers the most common of these.

The Castles and Coltheart 3 Test (CC3) assessment is a word-reading test that assesses the functioning of the key processes in single-word reading, phonological decoding and whole-word recognition. In this way, the CC3 is designed to identify the nature of a student's reading difficulties and provide the instruction and intervention needed to support their progress in reading.

.../2

The Numeracy Screening Assessments capture student's number knowledge, number relations and number applications in Kindergarten to Grade 3. The assessment results can be used to help teachers identify and address gaps in their students' foundational understanding of numbers. The number skills assessed are based on cognitive research and rooted in theories of mathematical development. The assessments range from early verbal counting to more advanced arithmetic fluency. The results can also be used by teachers to judge the skill level within their classroom and, more specifically, to identify students with weak number skills. Teachers can then customize and target their instruction to address gaps in their students' number knowledge.

In regard to this year's entry of data, Alberta Education recognizes the challenges encountered and continues to refine this process. We are committed to improving the system through feedback from teachers and stakeholders, and to continuing to refine the data entry system throughout the year.

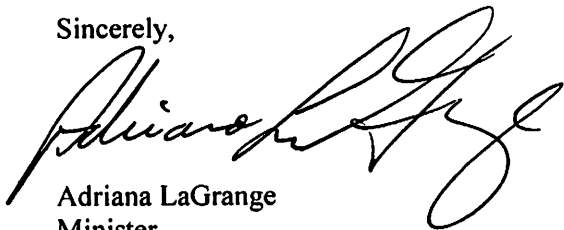
The Literacy and Numeracy Screeners identify specific areas of strength and areas for improvement. With these tools, teachers can more successfully ensure that their students' needs are being addressed.

I appreciate your concerns regarding the implementation of the update K-6 curriculum. As announced in March, all K-3 students will learn from new Mathematics and English Language Arts and Literature curriculums, while all K-6 students will learn from new Physical Education and Wellness curriculum, starting this September. This balanced and measured approach to implementing the new K-6 curriculum is based on insight and advice from the Curriculum Implementation Advisory Group and feedback received from Albertans and education stakeholders.

To support elementary teachers in implementing the three new curriculums in classrooms this fall, Alberta's government is investing \$59 million in the 2022/23 school year to support resource development, purchase new curriculum-aligned resources and provide for teacher professional learning. School authorities and teachers can find these comprehensive supports and resources on [new.LearnAlberta.ca](https://www.learnalberta.ca). Starting in May, teachers will have a number of targeted, flexible professional learning opportunities to help them prepare. School authorities will receive more information about these opportunities and will continue to have flexibility to select resources to support curriculum implementation in their classrooms.

I hope this information is helpful, and I appreciate your interest in Alberta's education system.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', followed by a period.

Adriana LaGrange
Minister

cc: Nathan Neudorf, MLA, Lethbridge-East