

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

October 25, 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 | |
| 2:32 p.m. | 3. Approval of Minutes | |
| | If there are no errors or omissions in the minutes of the Regular Meeting of September 27, 2022 it is recommended that the minutes be approved by the Board and signed by the Chair. | |
| 2:35 p.m. | 4. Business Arising from the Minutes | |
| 2:38 p.m. | 5. Associate Superintendent Reports | |
| | 5.1 Business and Operations | Enclosure 5.1 |
| | 5.2 Instructional Services | Enclosure 5.2 |
| | 5.3 Human Resources | Enclosure 5.3 |
| 3:00 p.m. | 6. Superintendents Report | |
| | 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 Calendar of Events | Enclosure 6.4 |
| | 6.5 Board Ward Boundary Review Process | Enclosure 6.5 |
| | 6.6 Town Hall | Enclosure 6.6 |
| 3:30 p.m. | 7. Presentations | |
| | 7.1 Lenovo Presentation | |
| 3:45 p.m. | 8. Action Items | |
| | 8.1 International Trip Approval - LCI | Enclosure 8.1 |
| | 8.2 School Board Annual Work Plan | Enclosure 8.2 |
| | 8.3 Electricity Contract | Enclosure 8.3 |
| | 8.4 Early Retirement | Enclosure 8.4 |
| | 8.5 Health and Mental Health Supports in Lethbridge | Enclosure 8.5 |

4:00 p.m. **9. Division Highlights**

4:10 p.m. **10. Information Items**

10.1 Board Chair Report

10.1.1 ASBA Fall General Meeting and ASBA Bylaw and Policies Bulletin Enclosure 10.1.1

10.1.2 Community Conversations Enclosure 10.1.2

10.2 Public School Boards AGM Enclosure 10.1.3

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

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

5:15 p.m. **11. Reports**

11.1 Wellness Committee- October 3, 2022 Enclosure 11.1

11.2 Joint City School Board Report- October 12, 2022 Enclosure 11.2

11.3 Facilities Committee- Oct. 4, 2022 Enclosure 11.3

11.4 Division School Council Meeting – Oct. 3, 2022 Enclosure 11.4

11.5 Policy Review Committee – Oct. 17, 2022 Enclosure 11.5

11.6 Poverty Intervention Committee – Oct. 18, 2022 Enclosure 11.6

11.7 Economic Development Lethbridge – Oct. 19, 2022 Enclosure 11.7

11.8 Audit Committee- September 26, 2022 Enclosure 11.8

5:40 p.m. **12. Correspondence Received**

12.1 Chamber of Commerce Membership- October 15 Enclosure 12.1

5:45 p.m. **13. Correspondence Sent**

5:50 p.m. **Adjournment**

MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD SEPTEMBER 27, 2022.

In Attendance:

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

The Board Meeting was live streamed via Microsoft Teams.

The Chair called the meeting to order at 1:03 pm

1. Move to In-Camera

Trustee Allison Purcell moved:

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

*Move to In-Camera
7005/22*

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

2. Approval of Agenda

Additions were:

10.1.3 PSBAA Update and 8.3 Non-Union Compensation

Trustee Craig Whitehead moved:

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

*Approval of Agenda
7006/22*

3. Approval of Minutes

Amend June 27th minutes to remove the word ‘discussed’ in the final sentence.

Trustee Andrea Andreachuk moved:

“that the minutes of the regular meeting of June 27, 2022 be approved as amended and signed by the Chair.”

CARRIED UNANIMOUSLY

*Approval of Minutes –
Regular Meeting
7007/22*

Trustee Kristina Larkin moved:

“that the minutes of the Special meeting of August 3, 2022 be approved and signed by the Chair.” **CARRIED UNANIMOUSLY**

*Special Meeting
7008/22*

Trustee Christine Light moved:

“that the minutes of the Organizational meeting of September 13, 2022 be approved and signed by the Chair.”

CARRIED UNANIMOUSLY

*Organizational
Meeting
7009/22*

- | | |
|--|--|
| <p>4. <u>Business Arising from the Minutes</u> There was no business arising from the minutes.</p> | <p><i>Business Arising from the Minutes</i></p> |
| <p>5. <u>Associate Superintendent Reports</u></p> | <p><i>Associate Superintendent Reports</i></p> |
| <p>5.1 <u>Business and Operations</u> Associate Superintendent Christine Lee provided a written report.</p> | <p><i>Business and Operations</i></p> |
| <p>5.2 <u>Instructional Services</u> Associate Superintendent Morag Asquith provided a written report.</p> | <p><i>Instructional Services</i></p> |
| <p>5.3 <u>Human Resources</u> Associate Superintendent Mike Nightingale provided a written report.</p> | <p><i>Human Resources</i></p> |
| <p>6. <u>Superintendents Report</u></p> | <p><i>Superintendents Report</i></p> |
| <p>6.1 <u>Board Priorities Report</u> Board Priorities were included in the agenda.</p> | <p><i>Board Priorities</i></p> |
| <p>6.2 <u>World Teachers' Day</u> World Teachers' Day is an opportunity for Trustees to acknowledge the commitment to excellence that teachers, and all staff members, demonstrate for the benefit of students.</p> | <p><i>World Teachers' Day</i></p> |
| <p>6.3 <u>Calendar of Events</u> Calendar of events were included in the agenda. Additions:</p> <ul style="list-style-type: none"> • October 12-14 PSBAA General meeting • October 3 Wellness Committee 1:15 • Policy Advisory Committee possibly delayed until November | <p><i>Calendar of Events</i></p> |
| <p>7. <u>Presentations- None</u></p> | <p><i>Presentations</i></p> |
| <p>8. <u>Action items</u></p> | <p><i>Action Items</i></p> |
| <p>8.1 <u>Policy Review</u></p> <p>Trustee Craig Whitehead moved: "To amend the anti-oppression anti-racism policy by removing the words <i>and is rooted in historical oppression, white supremacy and colonialism</i>".</p> <p style="text-align: right;">DEFEATED</p> <p>In Favour: Craig Whitehead, Genny Steed Opposed: Kristina Larkin, Christine Light, Allison Purcell, Andrea Andreachuk, Tyler Demers</p> | <p><i>Policy Review</i></p> <p><i>Policy 103.1 Anti-Racism and Anti-Oppression Amendment 7010/22</i></p> |

Trustee Genny Steed moved:

“To amend the wording of policy 103.1 anti-oppression anti-racism to amend the word ‘is rooted’ to ‘can be rooted’ in historical oppression white supremacy and colonialism”.

*Policy 103.1 Anti-Racism and Anti-Oppression Amendment
7011/22*

DEFEATED

In Favour: Craig Whitehead, Genny Steed

Opposed: Kristina Larkin, Christine Light, Allison Purcell, Andrea Andreachuk, Tyler Demers

Trustee Allison Purcell moved:

“the Board approve the third and final reading of Policy 103.1 Anti-Racism and Anti-Oppression, as presented.”

*Policy 103.1 Anti-Racism and Anti-Oppression 3rd Reading
7012/22*

CARRIED UNANIMOUSLY

8.2 Locally Developed Courses

Trustee Christine Light moved:

“the Board approve the use of Film and Media Art 15 (LDC1092) for 3 and 5 credits until August 31, 2025, to schools to enhance program offerings to students.”

*Locally Developed Courses
LDC 1092
7013/22*

CARRIED UNANIMOUSLY

Trustee Craig Whitehead moved:

“the Board approve the use of Film and Media Art 25 (LDC2092) for 3 and 5 credits until August 31, 2025, to schools to enhance program offerings to students.”

*LDC 2092
7014/22*

CARRIED UNANIMOUSLY

Trustee Christine Light moved:

“the Board approve the use of Film and Media Art 35 (LDC3092) for 3 and 5 credits until August 31, 2025, to schools to enhance program offerings to students.”

*LDC 3092
7015/22*

CARRIED UNANIMOUSLY

8.3 Non-Union Compensation

Trustee Kristina Larkin moved:

“That effective September 1, 2022 the Board offer a 1.75% salary increase to division employees who are not members of a union authorized to collectively bargain on their behalf. At the request of Executive Council, this increase will not apply to members of Executive Council at this time.”

*Non-Union Compensation
7016/22*

CARRIED

In Favour: Kristina Larkin, Christine Light, Allison Purcell,
Andrea Andreachuk, Tyler Demers, Craig Whitehead
Opposed: Genny Steed

9. Division Highlights

Division Highlights

- Christine Light- Truth and Reconciliation Flag Raising and School Startup
- Genny Steed- City track meet
- Andrea Andreachuk- Chapel at Immanuel Christian Elementary School and Truth and Reconciliation Flag Raising
- Craig- Student Council at Galbraith and Westminster, Digital Citizenship presentation at Senator Joyce Fairbairn
- Tyler- Welcome Back Breakfast
- Kristina- School Startup and First day of School, First Ride event, Visiting new liaison schools, Welcome Back Breakfast
- Allison- Welcome back BBQ events, School Council meetings, Fleetwood Bawden blessing of the flag.

10. Information Items

Board Chair Report

10.1 Board Chair Report

10.1.1 Board Standing Committee Annual Reports and Terms of Reference Review.
Reports were reviewed

10.1.2 Community Conversations

Allison Purcell provided an oral report.
Dates: November 8 from 10-11:30 at Lethbridge fish and game. October 13th at 6:30-8pm location TBD

*Community
Conversations*

10.1.3 PBSAA Update

Craig Whitehead Provided an oral update.

PBSAA Update

11. Reports

11.1 Economic Development Lethbridge

Trustee Allison Purcell provided an oral report from the Economic Development Lethbridge meeting.

*Economic
Development
Lethbridge*

11.2 Indigenous Education Committee

Trustee Christine Light provided a written report from the Indigenous Education Committee meeting September 21.

*Indigenous Education
Committee*

12. Correspondence Received

*Correspondence
Received
Alberta Education
Alberta Education*

12.1 Alberta Education- Dual Credit Application

12.2 Alberta Education- Funding

- 12.3 City of Lethbridge-Land Use Bylaw Amendment
- 12.4 Alberta School Council Association (ASCA)
- 12.5 Minister of Finance

*City of Lethbridge
ASCA
Minister of Finance*

13. Correspondence Sent

- 13.1 Alberta Education Minister and Finance Minister

*Correspondence Sent
Alberta Education &
Finance Minister*

Christine Light moved:

“That the Board move to in-Camera” at 4:24pm

CARRIED UNANIMOUSLY

*Move to in camera
7017/22*

Christine Light moved:

“That the Regular Board meeting reconvene” at 5:00pm

CARRIED UNANIMOUSLY

*Reconvene
7018/22*

Public Forum- None

Andrea Andreachuk moved:

“That the Board move to in-Camera” at 5:01pm

CARRIED UNANIMOUSLY

*Move to in Camera
7019/22*

14. Adjournment

Allison Purcell moved:

“that the meeting adjourn at 5:16 pm”.

CARRIED UNANIMOUSLY

*Adjournment
7020/22*

Allison Purcell,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: Business and Operations Report

Background

The October 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 *kids* Report

ARE OUR BUSINESS

October 2022

Welcome Fall

There are many exciting projects for the Business and Operations team in the month of October. The maintenance department will be conducting a building blitz at LCI and recycling and organics will be a topic for planning and discussion in the coming months in the Division. The Finance team is busy with auditors and working on fall budget updates. Safety is always our number one concern, so in October we are mindful of the weather to avoid slips and falls. Transportation keeps safety in mind while conducting school bus evacuation drills with our students. Lastly October is Cyber Awareness Month. The technology department diligently sharpens their skills and works to educate everyone to be cyber aware.



Lethbridge
SCHOOL DIVISION



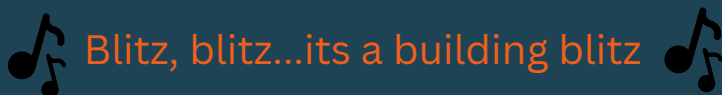
Facility Services



2023-2024 Modular Classroom Program

The Facilities Committee met and discussed the plan to apply for modular classrooms under the 2023-2024 Modular Classroom Program. The submission is made in October each year for consideration by Alberta Education. Due to continued growth pressures Coalbanks Elementary School is the priority to receive additional modular classrooms. Coalbanks is currently at 108% utilization and waiting for the modular classroom under the 2021-2022 MCP program. Four modular classrooms will be requested for Coalbanks which will provide space for 100 students if approved.

For more information on the facility projects see the *Facilities Committee Report* in the board meeting agenda package

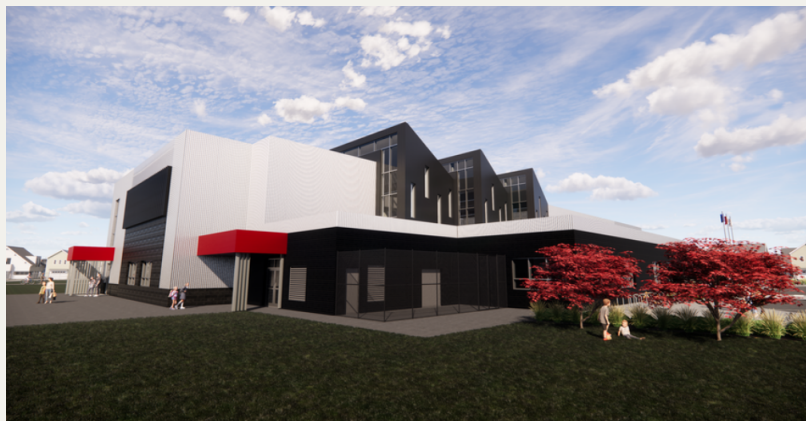


On Oct 20th and 21st the maintenance team will be conducting a building blitz at LCI to work together on a variety of maintenance projects



Garry Station Update

The new K-5 Elementary School in the community of Garry Station is now at the proposal stage with Alberta Infrastructure whereby proponents will be provided the opportunity to submit proposals to build the school. Below is an architectural rendering of the school building. Interior renderings will be coming soon. For updates see the Community Engagement website at Garry Station K-5 elementary school | Community Engagement (schoolsites.ca)



As seen in the
October
Division
Dispatch

THE THREE Rs >

Recycling and Organics Program

To be in compliance with upcoming City of Lethbridge Bylaw requirements for mandatory recycling (Blue Bin) and Organics, the Division will be forming a committee to study best practices for the school division to implement the program for September, 2023. The committee will include facility services, administration, caretaking, purchasing, staff and some students. The bylaw will require:

1. Have proper bins or containers and signage in each room in a centralized location to collect recycling and organics. The bylaw requires that it is as convenient as regular waste collection now.
2. Must use an authorized commercial hauler.
3. There must be training once a year for staff and students about recycling and organics waste reduction, including how to sort items correctly. City will eventually have training videos available. School contest for students to create videos could be an option.
4. Self-Compliance report required annually. Report requires pictures showing proper bins and signage, who the hauler is and training program that is in place. First report due Jan. 31, 2024.

The committee will be reviewing best practices from other school divisions and determining the best process for collection and transfer of recyclables and organics to outside hauling bins. The committee will look at ways to provide training opportunities for staff and students. To be successful, compliance with the recycling and organics bylaw will require the co-operation of everyone. The Division has a great opportunity to create environmental stewardship and reduce our environmental footprint by embracing these new requirements. ■

Finance



2021-2022 Audit has begun

The Audit Committee met to discuss planning for this year's audit in September. BDO Canada LLP, was on site the week of October 17th to begin the audit of the Division's financial records. The Audited Financial Statements will be presented at the November board meeting.



Division receives ASBO Meritorious Budget Award for 18th Year

Lethbridge School Division submitted the 2022-2023 Budget Report for ASBO International's Meritorious Budget Award (MBA) Program in August. The Division received the good news that all the criteria has been met to receive the MBA for the presentation of the 2022-2023 budget. This is the 18th year that the Division has received this recognition from ASBO International.

This very comprehensive budget document that not only provides great financial information, but also provides information about the school's division as an organization. The picture below is the cover to this amazing document which may be found at Financial Reporting | Lethbridge School Division (lethsd.ab.ca). **Congratulations to Director of Finance, Avice DeKolver for this achievement.**



Lethbridge School Division Annual Budget Report



For the Fiscal Year Ending
August 31, 2023

Lethbridge, Alberta, Canada



Occupational Health and Safety



EXPECT THE
UNEXPECTED

Be Prepared For Unexpected Cold Weather

It's fall in Canada, which means that the temperature could be hot one day and cold the next. In fact, it could drop at any minute. Always be prepared especially if you're going to be outdoors for any period of time. Make sure you have an extra jacket, scarf, or hat in case the temperature drops unexpectedly.

If you don't have an emergency car kit in your vehicle, now is a good time to make sure you have one in there before winter starts.

Fall into Safety

Avoid Slip and Falls From Rain/Snow

In the fall, we may get a lot of rain/snow. This mixed precipitation can often cause surfaces to be slippery, especially when it's cold and takes the water longer to evaporate. This is a recipe for harmful slip and falls that can leave you with serious injuries. When you're outside, double check everything before you use it or walk on it. For example, if you need to clean out your gutters, examine the ladder before you climb it. The rungs could be wet and slippery, causing a potential slip and fall. Sidewalks and parking lots are often slippery when wet, so take caution walking. Walk with your hands free just in case you fall. Of course, always wear appropriate footwear.

As seen in the Division Dispatch,
September 2022

HEALTH/SAFETY >

Health and Safety Corner

Holistic Safety



During SIVA training, we talk about the Holistic view of safety.

Holistic safety incorporates more than just your physical safety. It also includes your psychological safety, your social-emotional safety as well as your spiritual safety. Further to this, we recognize that unsafe behaviours result when someone feels unsafe.

What can you do to ensure that you maintain your safety, and the safety of others, in all areas? ■



Technology

Cyber Awareness Month

#BeCyberSmart

It's up to each of us to #BeCyberSmart. In 2022, the most common causes of cyberattacks are still malware (22 percent) and phishing (20 percent). Even with the rise of ransomware as a service (RaaS) and other sophisticated tools, human beings remain the most reliable, low-cost attack vector for cybercriminals worldwide. For that reason, it's vital that we all stay informed about how to prevent breaches and defend ourselves, both at work and at home.

Source:

Cybersecurity awareness tips from Microsoft to empower your teams

Cybersecurity Awareness Month is here—get the #BeCyberSmart educational kit, learn tips to protect your teams, discover skilling opportunities, and more.

Microsoft Security Blog / Oct 4

Some of the activities of our Technology Team in October

- The Technology Team worked with schools and administration on making sure that all student enrolments were correctly entered into the student information system, uploaded to PASI, and then appeared appropriately for funding in Alberta Education's Funding Event System. The systems do not always talk to each other correctly and some challenges occurred, however the team went the extra mile to make sure all students were accounted for funding purposes.
- In the spirit of Cyber Awareness Month, the technology team worked over four days with a cyber security expert to learn how to detect system and network weaknesses. As strategies are changing regularly by the threat actors, it is important that the team is regularly involved in keeping up to date on the latest information.
- Members of our team are sharing their expertise with other school divisions and presented at the Alberta Technology Leaders in Education (ATLE) conference. These presentations included:
 - Dave Harmon and Jesse Sadlowski presented *3D Printing is an immersive and expansive technology*. The goal of this session is to show how LSD developed training courses, introduce divisions to 3d printing, and give them the knowledge to bring 3d printing to their school divisions.
 - John Thai (LCI Teacher) and Koji Nakagama, presented *Creating an esports space to host tournaments and organizing complete esports gameplay comes with many challenges*. This session looked at the success and challenges that come with organizing esports in schools. This was an informative session that will share Lethbridge School Division's journey and venture into the esports world.
 - Jesse Sadlowski presented on *What migrating to Azure has meant for their team, how they started and what they learned along the way*. Over the past 2+ years, the Lethbridge SD team has incrementally moved their data center services to Azure – learning lots about hybrid data centers and migration.

Saturday Oct 22, 2022 at
LCI from 10 am to 6 pm

LCI BAND & ESPORTS PRESENTS

★ ★ ★
**A SUPER
SMASH BROS
MULTI-SCHOOL
TOURNAMENT**
★ ★ ★



As seen in the October Division Dispatch

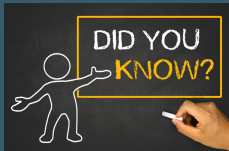
BE AWARE >

#BeCyberSmart this month

October is Cybersecurity Awareness Month, and with that in mind, the Lethbridge School Division technology team is reminding staff to be vigilant for phishing attacks. Microsoft has developed a series of tips to help navigate the world of cybersecurity.

Please click on the following link for a series of tips related to Cybersecurity Awareness Month: [CYBER](#). ■

Transportation

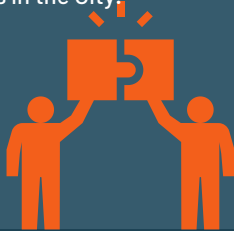


School bus evacuation drills are critical in ensuring that students are familiar with how to exit the bus quickly and safely in an emergency. Southland Transportation has been conducting these drills with our students throughout the month of October.

Better Together

For the 2022-2023 school year there is approximately **63** Yellow School buses (not including Complex Needs Buses) serving students in the City of Lethbridge.

Of those **63** buses there are **23** buses that transport both Lethbridge School Division and Holy Spirit Students, supporting a more cost-effective transportation system in Lethbridge. Lethbridge School Division has **26** buses serving only their students and **14** buses are serving only Holy Spirit students in the City.



When the temperature drops - be prepared

Students and parents are reminded that extra caution should be taken during the winter months and periods of extreme weather. Lethbridge weather can include cold temperatures, wind chill and snow that make getting to and from school challenging. Lethbridge School Division schools rarely close due to snow or cold temperatures. All Division schools will remain open to provide a safe, warm and secure environment for students. A few tips and reminders below:

- Assume schools are open unless you hear otherwise from your school. Information regarding any school closures due to weather will be posted on the Division website, on Twitter (@LethSchDivision) and shared with local news media.
- During the winter, roads may also be congested and slippery resulting in possible traffic and bus delays. Unusually cold or stormy weather can result in buses being delayed. Use the [MyBusStop App](#) or check [My School Bus Monitor](#) for messages on delays. Unexpected mechanical problems with the bus may also occur more frequently at this time of year. Children should be dressed appropriately for the colder weather as buses cool off very quickly.
- Children should be well prepared for the weather and not left unattended at bus stops for any period of time, under any circumstances. They should have clear instructions on how long to wait for the bus and what to do if the bus does not arrive. Never leave children at the stop without backup arrangements for an emergency. Families should ensure they have back-up care arrangements if transportation is delayed. Children should have a warm place to stay before and after school.
- Children will find it easier to walk through the ice and snow when their schoolbooks and lunches are carried in a backpack.



Other Matters



Education Centre Team Building

Education Centre staff members participated in the Architect/Builder game at the October staff meeting.

The activity is to learn firsthand the impact of assumptions, terminology and perspective in the communication process.

Teams participated by having one architect and one builder sit back-to-back with the architect calling out instructions to the builder to use the puzzle pieces provided to create the picture only the architect could see. Two other team members participated as "silent" architects who could observe the builder's response to the instructions. Silent architects had the opportunity to use that observation to "tap in" and assume the lead architect role.



Meetings/Events worth noting:

- USIC Risk Management and Claims Committee meeting
- Monthly Risk Management call with broker (Marsh)
- Monthly Principal Meetings (elementary, middle, and high school)
- Facilities Committee Meeting
- Generative Dialogue meetings: Victoria Park/Winston Churchill and Wilson/Paterson
- Education Centre Leadership Team Meeting
- City of Lethbridge, Holy Spirit and LSD Joint Use Executive meeting
- Presentation on "School Management" to Admin Mentorship Session
- Head Caretaker Meeting
- ASBOA Zone 4 Meeting
- Business and Operations Directors meeting and generative dialogue
- Board Committee of the Whole
- Wilson School Council
- Education Centre Staff meeting
- Administrator Committee Meeting
- City of Lethbridge/School Boards Meeting
- Southland Transportation meet and greet with new Regional Director
- Meeting with Alberta South Capital Planning Manager to discuss Division Capital Priorities and tour division facilities, Oct 18th.
- Victoria Park Pancake Breakfast student led fundraiser for child abuse prevention
- Coalbanks and Nicholas Sheran school council meetings
- Assurance Plan review with Alberta Education
- USIC activity listing review committee

Architect and Builder Communication Activity at Education Centre



MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background

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

Recommendations

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

Respectfully submitted,
Morag Asquith



We are now in the saddle and smoothly cruising into November. Soon, before we know it, we will be able to grab our cross-country skis and get out into some brisk temps and enjoy the winter scape that is also beautiful in Lethbridge!!

Thank you to our Tech Department, School Administrative Assistants, Tina Carnegie, Lucie Panchoo, Brenda Oman and Charlene Drader for gracefully maneuvering us through the 1701 at the end of September. We definitely had some challenges and you all kept calm and diligently worked toward our Alberta Education 1701 submission.

Some important dates:

October 17th- Human Sexuality Training - Grade 9- 1-3:30 p.m.
October 17th- Health Champ meeting- Ed Centre 1:15-3 p.m.
October 18th- Placement Committee Meeting- Ed Centre
October 18th- Poverty Intervention Committee meeting 1- 3 p.m.-Ed Centre
October 19th- Anti- Racism/Anti- Oppression Administrators Committee Ed Centre
(moved to November)
October 20th- Collaborative Communities in the a.m. (PL)
October 25th- CCST Meeting- Ed Centre 10:30-12 Ed Centre
October 25th- Elementary Admin- Physical Education and Wellness PL
October 28th- Deadline for requesting exemptions from grade 6 and 9 PATs and accommodation for Diploma Exams to Jackie Fletcher
November 1 and 2- Suicide Intervention Training- Ed Centre
November 3rd- Indigenous Education Team meeting-Ed Centre
November 7-8th- VTRA Training- Ed Centre

1. Healthy Nutritional Choices

After reviewing Wellness Policy and our Healthy Nutritional Choices Procedure, our Wellness Committee has recommended that all schools (at Staff meetings) please review the Healthy Nutritional Choices Policy and Procedure. There were concerns raised at the Wellness Committee that "treats" are being used as reward/incentives in classrooms and we are hopeful that this practice can be reviewed/changed. It was recommended that school councils also re-orient themselves with the Healthy Nutritional Choices Policy and Procedure as fund raising should be looked at through a Healthy Nutritional Choices lens. See the policy and procedure below. Just a reminder for Administrators to share this policy with food providers in their building as we move out of the Pandemic it doesn't hurt to reflect upon the food options we provide in our educational settings!

<https://www.lethsd.ab.ca/download/187421>

2. Nutrition Program- Fruits and Vegetable program

October 17th our Division fruits and vegetable please see the delivery schedule and dates below. The F and V program is a great way to involve your parents and reintroduce them in a productive way to your school culture. Maybe they have creative ways to promote education around eating the fruit or veggie they receive. We are hoping to deliver oranges.....maybe you have a day when everyone wears orange? Maybe you have a math competition to measure who can roll the mandarin the farthest and then enjoy the energizing zing from the vitamin C in the orange? Perhaps a writing assignment on the importance of the orange, or what do oranges mean in different cultures!!! Ideas galore!!

Delivery Zones:

| 1 - South Zone | 2 - West Zone | 3 - North Central Zone | 4 - North Zone |
|----------------|---------------|------------------------|----------------|
| Fleetwood | N. Sher | LCS | Buchanan |
| Vic. Park | MMH | PM | Westminster |
| Lakeview | Lakie | ICES | Galbraith |
| Paterson | Chinook | ICSS | Wilson |
| Davidson | Coalbanks | Gen. Stew | Churchill |
| Plaxton | Probe | LCI | |
| | SJF | | |

3. Lockdowns

Just a reminder that each school is responsible for doing two lockdown drills a year. Now that we have a full complement of YEOs, October they will be initiating running drills. Principals, please review procedures for your school at your next staff meeting. Also please review your school evacuation process. Please check to see that each room has a Crisis Response flip chart (green version is most recent)- please connect directly with Christina Peters if you need one.

4. Physical Education and Wellness Planning

Karen Rancier and Morag Asquith will be providing a PL for Principals of elementary school on October 25th. It will be a rich half day of reflecting upon current practices and reviewing the new Physical Education and Wellness curriculum.

5. Wellness Visioning - Continued

Last year we embarked upon a process to review where we are at with supporting staff and student wellness in our division. It continues!! Mike Nightingale and Rhonda Aos will be leading a collaborative community with employee groups to discuss employee wellness.

A group of Instructional Services staff, Trish Syme and Kristina Larkin are planning a Student Forum- Focusing on Inclusion and Wellness early in the 2023 (Date: TBA). Policies related to Wellness are currently being reviewed by a subcommittee of the Wellness Committee- "Wellness Policy" and "Healthy Nutritional Choices" is being brought to Administrators and Health Champs for their revision.

In Spring 2022 a Wellness survey was sent out to all school staff and each school has identified a "priority focus" for their students. The majority of the schools identified "Social Emotional Connections" as a priority which really does reflect a student population moving out of the Pandemic (see attachment)! Karen and Morag have been planning and will facilitate learning for Principals of elementary schools around Physical Education and Wellness on October 25th (email to follow shortly to those Principals).

Lastly Morag connected with Alberta Education representative to discuss the progress of the Mental Health Grant Application that was submitted in September. We are anticipating hearing whether our application was successful by the end of the month of October.

6. Learning Visits

I have had the opportunity to break the pandemic "Teams" cycle and have visited a few of my liaison schools to witness learning at its finest. Thank you to teachers and students who have welcomed me into their classes to experience their learning/teaching journey!

7. Think Outside- Elementary Version

Thank you once again to Jenna BruisedHead, Melanie Morrow, Shawnee BigBull and Jessica Deacon (Helen Schuler) for inspiring our schools that land-based and cross-curricular learning can be done! 6 elementary schools are hosting the team as they teach and model lessons alongside classroom teachers with their students. The beautiful fall weather has been a terrific back drop for some awesome outdoor learning experiences.

8. Curriculum and Instruction- PL November 14th

Over the past three years as a division we have looked at the following research and writing that collectively support best practice in the development of thinking:

- Concept-based Teaching and Learning and Universal Design for Learning;
- Ron Ritchhart's *Cultures of Thinking* and Garfield Gini-Newman's *Creating Thinking Classrooms* as mentor texts that many of you have been using to guide your work with the teachers in your buildings. (Many of you have also incorporated Peter Liljedahl's *Building Thinking Classrooms in Mathematics* into your "thinking" studies with staff as it also closely aligns with the themes in these two other texts.)

November 14:

- Ron Ritchhart will be presenting to our entire School Division, building on the content of "thinking classrooms" that we've been learning about these past two years.
- All appropriate staff are to gather in one large location in your school to learn the content together.

9. Truth and Reconciliation work 😊

Melanie Morrow, Shawnee BigBull, Joel TailFeathers and Jenna BruisedHead truly led inspiring activities the last week of September. Reflecting back 5 years ago in our Division the growth and learning and commitment that has happened around Truth and Reconciliation is inspirational. Thank you to schools for whole heartedly participating in the "Pathways to Reconciliation" activity. It is beautiful to see!

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

Re: Human Resources Report

Background

The October 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
October 25, 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 12 teachers to the substitute list over the past 4 weeks.
- Adding 5 support staff to the substitute list over the past 4 weeks.
- Onboarding 20 new staff members over the past 4 weeks.
- Extending 6 teacher contracts over the past 4 weeks.
- Facilitating the hiring of 2 teachers over the past 4 weeks.
- Facilitating the hiring of 11 support staff over the past 4 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 administrators committee meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended an Education Center Leadership Team meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended the administrative committee professional learning symposium.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos facilitated staff wellness focus group sessions for over 40 staff members from across the Division.
- Division Administrative Assistant Carrie Fahl facilitated First Aid training sessions for 75 staff members.



Enrollment

The following enrollment numbers are based on September 30, 2022 enrollment data. More detailed information is attached to this report.

K-12 Enrollment

| | September 30, 2021 | September 30, 2022 | Difference from 2021 |
|--------------|-----------------------|-----------------------|-------------------------|
| Total | 11,374 | 11,708 | 334 |

Total Student Enrollment (includes early learning programs)

| | September 30, 2021 | September 30, 2022 | Difference from 2021 |
|--------------|-----------------------|-----------------------|-------------------------|
| Total | 11,676 | 11,948 | 272 |

Cohort growth

- 747 kindergarten students in 2021 grew to 888 grade 1 students in 2022 (+141)
- 837 grade 1 students in 2021 grew to 853 grade 2 students in 2022 (+16)
- 888 grade 2 students in 2021 decreased to 880 grade 3 students in 2022 (-8)
- 834 grade 3 students in 2021 grew to 847 grade 4 students in 2022 (+13)
- 906 grade 4 students in 2021 grew to 925 grade 5 students in 2022 (+ 19)

- 810 grade 5 students in 2021 grew to 837 grade 6 students in 2022 (+27)
- 862 grade 6 students in 2021 grew to 899 grade 7 students in 2022 (+37)
- 1019 grade 7 students in 2021 grew to 1027 grade 8 students in 2022 (+8)

- 896 grade 8 students in 2021 grew to 925 grade 9 students in 2022 (+29)
- 896 grade 9 students in 2021 grew 954 grade 10 students in 2022 (+58)
- 807 grade 11 students in 2021 grew to 931 grade 12 students in 2022 (+124)



September 30, 2022 Student Enrollment **WITH EARLY LEARNING**

| Difference | | | | | | | | | | | |
|-------------------------|------------|----------|----------|----------|------|------|------|------|--------------|---------|-----|
| Elementary Schools | Pre school | Pre-K | K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Sept 30 2022 | vs 2021 | |
| Coalbanks | | | 102 | 126 | 108 | 113 | 97 | 108 | 654 | 48 | |
| Dr. Robert Plaxton | | | 43 | 65 | 50 | 61 | 56 | 70 | 345 | -58 | |
| Dr. Gerald B.Probe | 6 | 23 | 53 | 70 | 76 | 77 | 98 | 85 | 488 | -14 | |
| Ecole Agnes Davidson | | | 70 | 101 | 92 | 98 | 75 | 90 | 526 | 3 | |
| Fleetwood-Bawden | 6 | 19 | 44 | 54 | 59 | 57 | 51 | 45 | 335 | 4 | |
| Galbraith | 8 | 21 | 41 | 41 | 57 | 34 | 55 | 60 | 317 | -14 | |
| General Stewart | | | 22 | 18 | 21 | 20 | 22 | 15 | 118 | 14 | |
| Lakeview | 5 | 27 | 62 | 52 | 56 | 69 | 59 | 74 | 404 | 13 | |
| Mike Mountain Horse | 7 | 29 | 102 | 101 | 81 | 109 | 86 | 108 | 623 | 41 | |
| Nicholas Sheran | 10 | 24 | 65 | 60 | 60 | 54 | 52 | 72 | 397 | 25 | |
| Park Meadows | 9 | 18 | 48 | 53 | 49 | 49 | 50 | 44 | 320 | -6 | |
| Senator Buchanan | | | 37 | 53 | 49 | 41 | 52 | 41 | 273 | -11 | |
| Westminster | 1 | 15 | 37 | 35 | 27 | 33 | 28 | 37 | 213 | 33 | |
| Lethbridge Christian | | | 31 | 15 | 32 | 21 | 29 | 27 | 155 | 8 | |
| Immanuel Christian ES | 1 | 11 | 23 | 44 | 36 | 44 | 37 | 49 | 245 | 3 | |
| Sub Total | 53 | 187 | 780 | 888 | 853 | 880 | 847 | 925 | 5413 | 89 | |
| | | | | | | | | | | | |
| Middle Schools | Gr 6 | Gr 7 | Gr 8 | | | | | | | | |
| Gilbert Paterson | 257 | 249 | 264 | | | | | | 770 | -9 | |
| GS Lakie | 142 | 159 | 207 | | | | | | 508 | 0 | |
| Wilson | 187 | 223 | 254 | | | | | | 664 | -2 | |
| Immanuel Christian MS | 29 | 50 | 49 | | | | | | 128 | -19 | |
| Lethbridge Christian | 26 | 16 | 25 | | | | | | 67 | 6 | |
| Senator Joyce Fairbairn | 196 | 202 | 228 | | | | | | 626 | 10 | |
| Sub Total | 837 | 899 | 1027 | | | | | | 2763 | -14 | |
| | | | | | | | | | | | |
| High Schools | Grade 9 | Grade 10 | Grade 11 | Grade 12 | | | | | | | |
| Immanuel Christian HS | 46 | 38 | 35 | 29 | | | | | 148 | 2 | |
| LCI | 356 | 361 | 295 | 263 | | | | | 1275 | 155 | |
| WCHS | 230 | 232 | 258 | 215 | | | | | 935 | 8 | |
| Chinook | 288 | 284 | 302 | 292 | | | | | 1166 | 33 | |
| Victoria Park | 5 | 39 | 48 | 132 | 2 | | | | 226 | -4 | |
| EPI schools | | | | | 22 | | | | 22 | 3 | |
| Sub Total | 925 | 954 | 938 | 931 | 24 | | | | | 3772 | 197 |
| Totals | | | | | | | | | 11948 | 272 | |

September 30, 2022 Student Enrollment **NO** EARLY LEARNING

| | | | | | | | | | Difference | | |
|-------------------------|---------|----------|----------|----------|------|------|------|------|--------------|---------|-----|
| Elementary Schools | | | K | Gr 1 | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Sept 30 2022 | vs 2021 | |
| Coalbanks | | | 102 | 126 | 108 | 113 | 97 | 108 | 654 | 48 | |
| Dr. Robert Plaxton | | | 43 | 65 | 50 | 61 | 56 | 70 | 345 | -58 | |
| Dr. Gerald B.Probe | | | 53 | 70 | 76 | 77 | 98 | 85 | 459 | -13 | |
| Ecole Agnes Davidson | | | 70 | 101 | 92 | 98 | 75 | 90 | 526 | 3 | |
| Fleetwood-Bawden | | | 44 | 54 | 59 | 57 | 51 | 45 | 310 | 8 | |
| Galbraith | | | 41 | 41 | 57 | 34 | 55 | 60 | 288 | -10 | |
| General Stewart | | | 22 | 18 | 21 | 20 | 22 | 15 | 118 | 14 | |
| Lakeview | | | 62 | 52 | 56 | 69 | 59 | 74 | 372 | 16 | |
| Mike Mountain Horse | | | 102 | 101 | 81 | 109 | 86 | 108 | 587 | 67 | |
| Nicholas Sheran | | | 65 | 60 | 60 | 54 | 52 | 72 | 363 | 35 | |
| Park Meadows | | | 48 | 53 | 49 | 49 | 50 | 44 | 293 | -3 | |
| Senator Buchanan | | | 37 | 53 | 49 | 41 | 52 | 41 | 273 | -11 | |
| Westminster | | | 37 | 35 | 27 | 33 | 28 | 37 | 197 | 40 | |
| Lethbridge Christian | | | 31 | 15 | 32 | 21 | 29 | 27 | 155 | 8 | |
| Immanuel Christian ES | | 23 | 44 | 36 | 44 | 37 | 49 | 233 | 7 | | |
| Sub Total | 0 | 0 | 780 | 888 | 853 | 880 | 847 | 925 | 5173 | 151 | |
| | | | | | | | | | | | |
| Middle Schools | Gr 6 | Gr 7 | Gr 8 | | | | | | | | |
| Gilbert Paterson | 257 | 249 | 264 | | | | | | 770 | -9 | |
| GS Lakie | 142 | 159 | 207 | | | | | | 508 | 0 | |
| Wilson | 187 | 223 | 254 | | | | | | 664 | -2 | |
| Immanuel Christian MS | 29 | 50 | 49 | | | | | | 128 | -19 | |
| Lethbridge Christian | 26 | 16 | 25 | | | | | | 67 | 6 | |
| Senator Joyce Fairbairn | 196 | 202 | 228 | | | | | | 626 | 10 | |
| Sub Total | 837 | 899 | 1027 | | | | | | 2763 | -14 | |
| | | | | | | | | | | | |
| High Schools | Grade 9 | Grade 10 | Grade 11 | Grade 12 | | | | | | | |
| Immanuel Christian HS | 46 | 38 | 35 | 29 | | | | | 148 | 2 | |
| LCI | 356 | 361 | 295 | 263 | | | | | 1275 | 155 | |
| WCHS | 230 | 232 | 258 | 215 | | | | | 935 | 8 | |
| Chinook | 288 | 284 | 302 | 292 | | | | | 1166 | 33 | |
| Victoria Park | 5 | 39 | 48 | 132 | 2 | | | | 226 | -4 | |
| EPI schools | | | | | 22 | | | | 22 | 3 | |
| Sub Total | 925 | 954 | 938 | 931 | 24 | | | | | 3772 | 197 |
| Totals | | | | | | | | | 11708 | 334 | |

MEMORANDUM

October 25, 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



Division Domains and Priorities for 2022-2023

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.

**2022-2023 DIVISION PRIORITIES
REPORT TO THE BOARD**

DOMAIN: GOVERNANCE

Engagement with Stakeholders:

- The Alberta USIC-IT committee meet in October to discuss coming together as an organization to secure a Cyber Breach Coach and a Forensic investigator in the event of a Data network breach. The idea behind securing these individuals so that if we do have an incident will already have a working relationship and can respond to issues sooner.
- Schools across the division as well as the Education Centre were privileged to have some Indigenous community members, including Elders, join in activities that recognized Pathways to Reconciliation during Truth and Reconciliation week at the end of September.

Collaboration with other School Authorities, Municipalities, and Community Agencies

- The Division of Instructional Services collaborated with CSAC (Chinook Sexual Assault Centre), AHS- Comprehensive School Health and Addictions- Mental Health (Alberta Health Services) to draft a grant application for Mental Health in Schools (Alberta Education), it was submitted September 15th. At the request of Alberta Education, changes have been made to the draft and re-submitted for consideration.
- Jackie Fletcher, Director of Inclusive Education, joined the Complex Case Committee (Southwest Collaborative Support Services), in October with the purpose of looking into stakeholders and supports that can come together to provide wrap around services for our students with high complexity or high-risk needs. This committee has been on hold since COVID and due to a shortage of service providers during COVID-impacted time. Jen Day, Counselling Coordinator, will be sitting on this committee to provide strategies and supports. This committee meets two times per month as needed.
- Rochelle Neville attended the Early Learning Advisory Committee hosted by SAPDC on October 5, Parents as Teacher Board Meeting on September 19, and an ECE Focus group with Lethbridge College on September 28

- Board Team Lethbridge representatives attended the first mission planning session on September 29. Team Lethbridge is comprised of representatives from a breadth of organizations and businesses across Lethbridge. The purpose of the mission is for the team to meet with Ministers in Edmonton representing a high level of collaboration, innovation, and community attributes that make Lethbridge an attractive place for government attention and investment.
- Cheryl attended a Community Wellbeing and Safety Strategy (CWSS) advisory committee meeting on October 3.
- The first City of Lethbridge and Lethbridge School Divisions Committee meeting was hosted by Lethbridge School Division with our Board members and Executive Council members represented.
- Jen Day, Counselling Coordinator, has attended numerous community meetings and connected with community partners including Alberta Health Services (AHS), Big Brothers Big Sisters (BBBS), and CSAC (Chinook Sexual Assault Centre)

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT
PRIORITIES: ACHIEVEMENT AND INNOVATION

Literacy

- Literacy Lead Teacher, Jodie Babki, continues to meet with all elementary and middle school administrative teams to ascertain their literacy needs and to offer specific support with the new resources for the English Language Arts and Literature (ELAL) curriculum.
- Jodie, Michaela, and Karen completed the Learning Loss application for grades 2-4.
- Jodie created a video for all elementary Principals to use with their teachers on the new ELAL resources: what they are, why we chose them, and how to use them most effectively with their students.
- Many schools have invited Jodie to come work with their whole teaching staff or small groups of teachers on delving deeper into the new ELAL resources and other best literacy practices.
- Jodie provided support to our elementary schools with Alberta Education's mandatory literacy assessments, the LeNS and CC3.
- Jodie created the first Literacy Newsletter of the year for all teachers.

Numeracy

- Numeracy Lead Teacher, Michaela Demers, continues to meet with elementary, middle, and high school administrators and teachers to provide Professional Learning (PL) on new resources, manipulatives, best numeracy practices, and assessments (including the MIPI and Foundational Skills Interviews) at school-based PL days, staff meetings, and during collaborative time.
- Building Fact Fluency (BFF) Toolkit workshops were provided by Michaela in September for elementary and secondary schools' Numeracy Committee teacher and administrator representatives.
- Michaela, Jodie, and Karen completed the Learning Loss application for grades 2-4.
- MIPI (Mathematics Intervention/Programming Instrument) data analysis is currently being done for 23/24 of our schools for Grades 2-9.

- Michaela provided support to our elementary schools with Alberta Education's mandatory math assessment, the Early Math Assessment (EMA @School).
- Michaela created the first Numeracy Newsletter of the year for all teachers.

Experiential Learning including secondary initiatives:

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

- September 28th Lethbridge College is hosted a Trades Evening Event for students, staff and parents. This event was in conjunction with the new trades programming Zone 6 Directors are collaborating with Lethbridge College to create.
- Our Esports program continues to grow through the Division, and we are working multiple school division and partners to support student growth in this area. LCI hosted a Supper Smash Bros tournament that on Oct 22 that involved 40 students from across southern Alberta.
- Division of Instructional Services was successful in securing a 50,000 grant from Alberta Education to promote Trades in high school with connections to post-secondary opportunities.

Innovation and Technology (Cheryl/Morag/Jesse/Karen)

- We are working with a local 360 film maker to create a new 360 VR experience that can be used to help promote Off Campus education and highlight some of the great Opportunities students have in the Lethbridge School Division
- This November we will be promoting a division wide Lego Challenge that will be released in November. This challenge will be open to all Lethbridge School Division Students and will promote STEAM activities within our schools. We are currently seeking a private partnership to help support the challenge.

Early Learning

- We currently have 84 children accessing support through Pre K-K Program Unit Funding (PUF) Grant and 11 accessing support through Pre K-K Moderate Language Delay Grant.
- There are 70 Kindergarten children accessing support through Kindergarten Severe Grant and 14 through PUF Moderate Language Delay Grant.
- Rochelle Neville attended Building Brains Together meeting with the University of Lethbridge on September 27. Three division early learning programs will be participating in a research study with families; "Building Executive Function Skills Through Play in 3-5 Year Old Children"
- All early learning educational assistants participated in a professional learning opportunity on October 11. Sue Huff presented on Emotional De-Escalation.
- Rochelle Neville attended a meeting with Family Support for Children with Disability (FSCD) to discuss the new application process and supporting Lethbridge School Division Families with this process.

Indigenous Education

- The events planned by Shawnee BigBull, Jenna BruisedHead, Melanie Morrow, and Joel Tail Feathers to recognize the National Day of Truth and Reconciliation were appreciated across the

division. The team delivered orange rocks to each school (enough for a rock for every staff member and student) and schools created “pathways to reconciliation” with the rocks.

- Welcome to Val GoodStriker and Jean PantherBone to our Graduation Coach team.

Wellness

- Karen Rancier, Jen Day and Morag Asquith are planning a professional learning session for K-5 Principals on October 25 related to Physical Education and Wellness curriculum.
- 24 Student Nurses continue to work WCHS and Vic Park over the fall; we are very lucky to be able to host this practicum that provides health and wellness initiatives and programs to our students at those schools.
- The first “MHCB Wellness Throw Down” is upcoming.....stay tuned !!
- Lethbridge School Division Fruit and Veggie Program started in October.
- On October 20th HR hosted a collaborative community for teachers (morning) and support staff (afternoon). Key objectives:
 - To examine what we currently do for staff wellness in the division with a focus on identifying areas of success and areas that could be improved.
 - To examine the concept of wellness as a partnership between the division and individual staff members.
 - To generate ideas related to how we can more effectively communicate about staff wellness.
 - To generate ideas related to how we can more effectively address areas we can improve regarding staff wellness.

Diversity

- Anti-Racism and Anti-Oppression Administrators Committee will commence work on developing procedures to support Policy 103.1 *Anti-Racism & Anti-Oppression*.
- Planning has started for an Inclusion and Wellness Student Forum to take place in late Fall
- Jackie Fletcher, and a team of others involved with the ESL intake process, have begun the process of reviewing, and modifying the intake process to ensure students are in schools as soon as possible, and students/families/schools feel supported as new students enter their communities.
- Saajan Sapkota, our ESL Student Support Worker continues to complete pre-registration and registration with newcomer families. This includes supporting them with supplies, appropriate clothing, bussing and transportation, and interpretation.
- Saajan meets with Learning Support Teachers as required and most recently discussed a “Friendship Group” to support ESL students at one of our elementary schools to enhance the support and sense of belonging the student was missing.
- Saajan connects with our Limited Formal School programs regularly and connects with Lethbridge Family Services: Immigration Services regularly
- ELL Lead Teacher, Carmen Carvalho, created our first October ESL Newsletter and created a “Tips for Halloween for Newcomers to Canada” poster. This was shared and distributed to school administrators and Learning Support Teachers to be shared out to school staff.

- Carmen, along with Saajan Sapkota (Student Support Worker – ESL) continued to complete ESL Student Intake Assessments (65 completed as of October 12).
- Along with making valuable connections by being in classrooms, Carmen has also joined our Limited Formal Schooling classes on a number of occasions including on their field trip to the Lethbridge Corn Maze.
- Carmen is completing her “Train the Trainer” certification for Sheltered Instruction Observation Protocol (SIOP) through the Centre for Applied Linguistics with a focus on creating a Presentation for teachers about the main components of the model. This training takes place on October 6th, 13th, 20th, and 27th

International Programs

- The Division International Program has grown exponentially for the 2022-23 school year. We have registered 89 students for the start of semester one with 16 more students arriving in early October and 61 students registered for semester two. Canada Homestay Network, our homestay program, has worked very hard to house all our students.
- Meeting with Ed from Winged Whale Media Group to work on promotional materials for our International Program: video, brochure and PowerPoint presentations.

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

Administrator Professional Learning

- The Second New Administrator Mentorship Program session was held October 6th focussing on School Management.
- The Administrator fall Learning Symposium was held on September 28 and 29th with a theme, “Thinking to Learn and Learning to Think,” that extended learning over the past two years focused on creating thinking classrooms.

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

- Teachers created 78 different Collaborative Communities for the first Division-wide PL day on the morning of October 20. Teachers chose which CC they wished to join.
- Popular themes for these learning groups include numeracy, literacy, thinking classrooms, and new curriculum.
- “Start Here, Start Now” is a book written by Liz Kleinrock recommended from the ARAO Committee to purchase for each school team. It is a very helpful book that provides simple, thoughtful strategies to assist Administrators and staff to better understand antibias and antiracist work in school communities. I.e., how we build community, identity mapping, to reflecting upon curriculum that may reinforce stereotypes or racism
- Human Resources met with Head Caretakers and identified areas to continue leadership development for the 22-23 school year.
- Caretaking staff that participated in the 5th Class Power Engineering initiative have completed the SAIT course and 2 staff have passed the provincial exam.

- A review with DIS, HR, and Administrators is underway to demo a professional learning opportunity for Educational Assistants through a partnership with SAPDC and other Divisions in CASSIX.
- Seven members of the Technology team attended and presented at this year's ATLE conference in Red Deer. It was a great professional opportunity to speak and attend other workshops offered by other school Divisions in the province.
- 8 techs from the Technology team completed 4 days of network security training from Sami Laiho. Sami is considered one of the top Microsoft Security experts and has been supporting our Division for the past 2 years providing network security testing and training. Our division is very fortunate to have someone of Sami expertise guiding our network security.
- Tracy Rocco, Community Domestic Violence Response Lead through Lethbridge Family Services, presented to our Advanced Educational Assistants on October 20th around Trauma informed practices that create safety, respect, resiliency, and skills for positive relationships and self-regulation for our students and staff.
- Jen Day, Counselling Coordinator, organized SIT (Suicide Intervention Training) and VTRA (Violence Threat Risk Assessment) training dates for school division staff requiring this

DOMAIN: Learning Supports
PRIORITIES: INCLUSION

Building Staff Capacity to Meet the Needs of all Learners

- Concept-based teaching and learning as well as thinking classrooms continue to be the areas of focus through which our teachers are implementing the new curricula in English Language Arts and Literature (ELAL) and Mathematics.
- Jackie Fletcher, Director of Inclusive Education, has been working directly with schools to find creative ways to support the diverse and complex student needs that have arisen this school year, with a focus on universal supports.
- Jackie, Jim Kerr (Student Engagement Support), and Jen Day (Counselling Coordinator) sit on Placement Committee (along with others) to discuss our alternate schooling programs, options, and possible student referrals.
- Rebecca Adamson has been programming Music Therapy and Adapted Phys Ed classes for our schools and has been vetting SLP and OT referrals as caseloads and demand for these services remain extremely high. New documentation is supporting informed decisions.
- Rebecca has also been supporting schools directly through observation and time in classrooms to support staff in identifying targeted supports for students who are finding it challenging to settle into school routine.
- Jen is also hosting a virtual summit to help reduce stigma around mental health called Headstrong.
- Jim Kerr, Student Engagement Support, has met weekly through October with all secondary schools to discuss youth that are struggling to engage in school. These meetings involve strategizing with both admin and wellness team members around programming, assessment, understanding barriers/story, and circumstance. Jim uses a restorative practice lens to

effectively work with vulnerable students and families. Jim supports staff in how to use language that does not place blame or shame but rather that promotes finding out the root cause then strategizing around how to repair. Jim meets with elementary schools monthly as needed.

- Jim has been meeting with critical new point people for Success in Schools (SIS) Planning. SIS Plans must be completed for our students in care that fit certain guardianship status. We have approximately 120 students in care that require these plans.
- Jim meets monthly with the following committees to review caseloads and strategize around making sure we have our most vulnerable students wrapped up with as much support as possible and connected to as many resources as possible.

Collaborative Partnerships to Support Learning

High Risk Youth Committee/Youth Crown Prosecutor Meeting/Woods Homes Navigator Program/Community Outreach Support

- We are very grateful to be working closely with Rachel Hoof (Jordan's Principle)- she will be sharing a brief presentation with division staff September 21- Jordan's Principle is a federal body that responds to unmet needs of First Nations children no matter where they live in Canada
- Jackie has moved forward with having Sarah Blumley, Wrap 2.0: FASD Coaching Partner, join several of our schools to provide coaching support to staff working with students with FASD diagnoses or tendencies

Cross-Ministry Initiatives

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

- Three modular classrooms have been moved into place at Chinook High School. Over the next 3 to 4 months the moduls will be hooked up with utilities and the interior finishes will be touched up on these classroom spaces.
- Over the summer site preparation was completed for the arrival of one modular classroom and one washroom unit for Coalbanks Elementary. The Division is waiting for the new modular units to arrive.
- The Board of Trustees have approved the terms of reference for a School Boundary Alignment Committee.

MEMORANDUM

October 25, 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 since September 1, 2022.

- Chinook High School received a donation of \$500 from Chinook Cardiology for the Football Team.
- Wilson Middle School received a \$800 donation from Devon R Kutsch Professional Corp.
- Nicholas Sheran Elementary has received the following donations from the community for their Breakfast/Nutrition program that has been serving between 30-50 students breakfast every morning, 10-12 students bagged lunches daily and snacks for all students throughout the day.
 - \$500 from WeeCan Finance Ltd.
 - \$300 from Fee Simple Law LLP
 - \$250 from 212 Company Ltd.
 - \$250 from Dutchie Ahlbeck
 - \$100 from Dean Seymour
 - First Alliance Church has regularly been providing snacks.
 - Mindful Munchies has been providing bagged lunches twice a week for students all year.
- G.S. Lakie has received the following donations and sponsorships towards their OZ Production:
 - \$250 - Kim and Jim Nevada
 - \$500 - Six08 Health
 - \$500 - National Salvage
 - \$100 - Camco Fencing
 - \$500 - Sierra Painting
 - \$500 - Van Raalte & Associates
 - \$100 - Angeliki Pantazi

- Additionally, G.S Lakie has received \$275 from Whipps towards Athletics and \$150 from Quinton Pike as a donation towards the Hip Hop Dance trip.
- Winston Churchill High School's Tailgate event was supported by the Medicine Shoppe (\$100), London Drugs (\$50), Save on Foods (\$50, Little Caesars (10 pizzas) and Canadian Tire (21 bags of chips)
- Winston Churchill High School has also received private donations for t-shirts for an athletic team and 10 flats of Powerade to the girls Volleyball team.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

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

Background:

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

- On Oct. 18, Lethbridge Collegiate Institute graduate Bradley Pike signed on to become the newest member of the Lethbridge College Kodiaks Esports team, which competes in the Canadian Collegiate Esports League. More information about the signing can be found on the Division website: [ESPORTS](#)

School Showcase:

École Agnes Davidson

École Agnes Davidson has been a busy place these last few months taking full advantage of our return to a “normal” school year. With our second year as a single-track French Immersion school, we are capitalizing on that as well. In late August we were lucky to have a French Immersion Math Specialist join us for some PL as she walked us through the new Math curriculum with a French Immersion lens. Professional Learning which was very much appreciated. Over the past month we have also invited in Michaela Demers and Jodie Babki, our division lead teachers, to further support us with the new curriculum. As educators, we feel like we are off on the right foot. Teachers have also been taking advantage of their ATA collaborative days to work with their colleagues to build best practices in their teaching.

As a school community, we are as busy and active as ever. I think we even broke a record with the number of parents who attended our School Council AGM in September. We were also fortunate to invite the parent community into the building for a “Meet the Teacher Night”, which allowed many of our parents to set foot in the building for the very first time. Parent attendance on this night was through the roof. Parent-Teacher interviews were also very well attended giving parents the option of joining us via Teams or in-person to support our busy parent group. Finally, it has been amazing walking through the hallways and seeing the number of parents volunteering their time to support the students in various learning activities.

September found the staff and students participating in the Terry Fox walk, enjoying a gymnastics unit during Physical Education and embracing the learning from the National Day for Truth and Reconciliation which was capped off with a water bottle drive for the Sage Clan Community. We ended up needing 4 large staff vehicles to transport the water donations to the Sage Clan. École Agnes Davidson was also chosen as a participating school for a University of Alberta study for the provincial assessments in numeracy and literacy using our results to gain norms across the province.

October has been busy with the return of Handbells, Choir, yoga club, and volleyball club, keeping our students very busy. October also held our French Book Fair, Panago Pizza Fundraiser night, and our first hot lunch of the year. We also held our Aggie's Brew Label contest for our students to draw the label for our next coffee fundraiser from Cuppers. If you ever go to Cuppers for a coffee, ask for the Aggie's Brew! The first performance assembly of the year also took place in October with our Grade 5 classes leading us through an assembly on respect (from the teachings of our Indigenous community).

Although November is just getting started, we are very excited about our Turkey Bingo on Thursday, November 3, you too can come and win yourself a turkey. We will also be hosting an Agnes Davidson Christmas Market, supported by Domesticated Divas, on Saturday, November 19 from 10-4, a great time to start your Christmas shopping. November also brings us a time of reflection as we prepare for our Remembrance Day ceremony and the meaning of living in a peaceful community from the sacrifices of others.

Needless to say, we are in full swing at École Agnes Davidson with lots of activities and learning taking place. We have some great plans for the year ahead building a French community where life-long learners gain confidence, take risks, and persevere.

Victoria Park and Lethbridge Alternative School Programs

Greetings Board Members! We hope that this has been a robust fall for you thus far – may the learning that is happening in schools and beyond be infectious at the board level, as well. We appreciate your efforts to engage with our schools and are delighted to share with you some of what we would consider to be the greatest celebrations of the short school year thus far...

Through our work at Victoria Park High School and Lethbridge Alternative Schools and Programs, we are currently supporting 300 students in achieving their preferred futures. Our days include the joys, successes, challenges, and heartbreaks that come with supporting human beings in their growth and development. Along the way, we have much to celebrate and are very proud of the learning that our students and staff are engaging in. Some of the highlights this year have included:

- Creating a place to belong and be a part of something larger than the individuals themselves
- Our purposeful reflection and response design to our school-wide inquiry question *"To what extent can we increase student engagement through offering an authentic alternative school experience?"*
- Because we are constantly working to develop programming that is both responsive and engaging, in an effort to support high school completion and to assist students in finding their preferred futures, we have made a significant focus on increasing our number of high interest/high experience option offerings. Some of the options this year include:
 - Active Lifestyles class
 - Outdoor Education class
 - Workplace Readiness class
 - Brains, Bones and Blood class
 - Yoga class
 - Nutrition and Wellness class
 - Nature, Wellness and Healthy Relationships class
 - Team Games Class
 - Art class
 - Volunteerism Class
 - Wildlife Interview Class
 - Construction Classes
 - Leadership and Social Responsibility Class
 - You and your child- Young Mom's Program
 - Photography Class
 - Fashions Class

- The creation of a Driver Experience Program which will enable students at Victoria Park High School who do not have access to a vehicle, the opportunity to gain driving experience they otherwise would not have available to them. With access to an eventual driver's licence and experience with driving, students' lives will open with opportunity in the areas of personal development, independence and the world of work.
- A renewed commitment to getting out of the traditional classroom/building and using nature and the community as our learning space
- The purchase of a class set of mountain bikes and transport trailer allows for students to learn the skill of cycling, while opening their horizons to the freedom and sheer joy of riding a bike. This skill and access to a bicycle allows for greater mobility, with the trailer giving them a chance to experience parks, trails and roadways throughout Southern Alberta. Learning to ride a bike has also increased the ability for some students to manage their school attendance on a daily basis.
- An intentional focus on a variety of topical, meaningful and timely monthly themes that will help to build awareness, education and (sometimes) prevention within our student body.
- For example: October is Child Abuse Prevention and Awareness Month and in light of this, our students planned and hosted a community pancake breakfast event with donations going to our local Child and Youth Advocacy Centre. Students in classrooms discussed ways to identify abuse, healthy and safe adults to tell and resources to access for confidential supports.
- Our staff engagement in professional learning. We began the school year with a session from Pam Rocker. Pam is an incredible human being who reflected with us along the lines of diversity and inclusion, particularly to our LGBTQ2s+ community. Pam's goal was to plant some seeds of thought, helping us to apply a different lens than the one we typically look through, to see discomfort as a gift and to shed light on opportunities for reflection. It was awesome learning for all!
- Our final actualization of the Mindfulness Partnership with the University of Lethbridge, where the students and staff will engage in practicing self regulation and mindfulness, specifically designed for students in Alternate School environments and incorporating a cancer risk-prevention model.

- As always, the creation of a caring, compassionate, soft place to land, where students are able discover and nurture their own strengths and abilities, connecting to purpose and passion in their education

The realities of supporting people in their growth and development give us cause for constant joy, laughter, worry, and anticipation. Through it all, we make a concerted effort to practice recognition of the determination that it takes to succeed, and to celebrate the forward movement that we see in our students' lives. Thank you for your ongoing support of our school and programs.

(see photos of events on the following page)



Recommendation:

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

Respectfully submitted,
Cheryl Gilmore



Calendar of Events for Board of Trustees

| | | |
|----------|-------|---|
| November | 1 | Community Engagement Committee |
| | 7 | Division School Council |
| | 8 | Board Committee of the Whole |
| | 8 | Community Conversations (Fish & Game Club House) |
| | 16-17 | PSBC event for PSBAA |
| | 20-22 | ASBA Fall General Meeting |
| | 23 | Working Conditions Committee |
| | 29 | Board Meeting 1:00 pm, Education Centre |

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Board Ward Boundary Review Process

Background

The City of Lethbridge established a Ward Boundary Commission in August 2022 to study an Electoral Ward System and bring a report back to City Council.

The Board of Trustees for Lethbridge School Division decided it would be proactive to develop a draft process for the establishment of an Electoral Ward System should the Board decide to explore a change in the electoral system to a ward boundary system in the future.

A DRAFT Board Ward Boundary Review Process is attached and will be reviewed by Christine Lee, Associate Superintendent, Business Affairs.

Recommendation

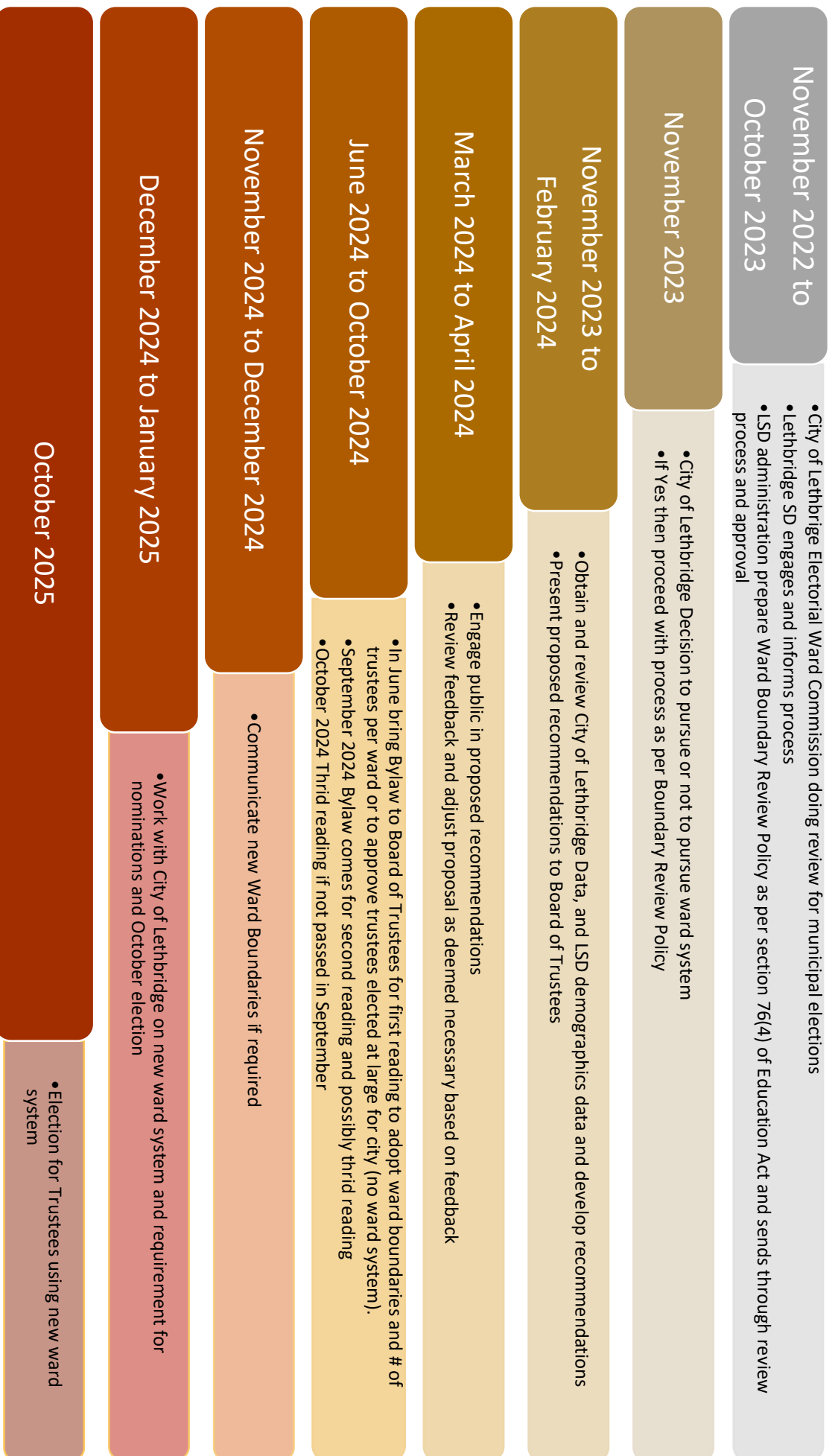
It is recommended that the Board accept the draft process as information and provide any feedback regarding the process to Christine Lee.

Respectfully submitted,
Cheryl Gilmore

Ward Boundary Review and Establishment Timeline

For the October 2025 Election

Section 76 of the Education Act outlines the establishment of Wards be passed by By-Law by December 31 of the year prior to the election year. This section also prescribes the requirement to have a Ward Review Policy.



MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Town Hall

Background

At the Committee of the Whole meeting on October 11, the Board discussed possible questions that would guide student, parent, staff, and community feedback at the annual Town Hall scheduled for February 7, 2023.

The Board Chair, Vice-Chair and Superintendent were tasked with taking the feedback and what was heard at the meeting and bring forward a draft question(s) to the October 25 Board meeting.

The following draft was developed based on the October 11 discussion and feedback.

Background

One of the Domains of the Assurance Reporting Framework required by Alberta Education is “Student Growth and Achievement.” This provincial domain aligns with the Division priorities of Achievement and Innovation. Strategies for the 2022-2023 school year can be found in the Board Assurance Plan Assurance Plan | Lethbridge School Division (lethsd.ab.ca)

Purpose

The Board would like feedback from parents, students, staff, and community members about how we are doing with supporting student growth and achievement in our classrooms. The Town Hall questions for February 7, 2023 focus on gaining your perspective and using it to inform Board priorities and strategies for the 2023-2024 school year.

Questions

1. In what ways are we successfully supporting students to help them grow as learners?
2. Where do you see room for improvement in supporting students as learners?

Recommendation

It is recommended that the Board discuss the draft questions and provide any feedback for change as well as next steps for distribution.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

**RE: Lenovo Tech World Conference: Empowering Equitable Education with Technology
Presenters: Jesse Sadlowski and Andy Tyslau**

Background

Lethbridge School Division Director of Technology, Jesse Sadlowski, and Vice-Principal of Dr. Robert Plaxton Elementary School, Andy Tyslau, were presenters at the prestigious Lenovo Tech World 22 Conference. The largest tech conference in the world with sessions accessible online, Andy and Jesse's presentation featured how schools are leveraging technology to empower equitable access. Dr. Robert Plaxton has been a forerunner with using technology for immersive learning experiences that take students to places they may never get to see in person (VR Classrooms with virtual experiences bringing curriculum alive). Jesse will also share how Lethbridge School Division has launched into eSports and the organic growth of the sport with high levels of student engagement. The taped session will be shared, and Andy and Jesse will be available to respond to questions.

Recommendation

It is recommended that the Board accept the presentation as information, celebrate our innovative staff, and ask any questions about these initiatives.

Respectfully Submitted,
Cheryl Gilmore

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: International Trip Approval

Background:

David Fletcher from Lethbridge Collegiate Institute is requesting approval to take approximately 45 Grade 9-12 students on an International Trip to the Netherlands, Belgium, France, and Italy from April 6-16, 2023. Information regarding the educational benefits of the trip and the proposed itinerary are attached. The estimated cost per student is between \$4060 and \$4650 in Canadian Funds. Students have been encouraged to find a part time job to fund their trip.

Recommendation:

That the Lethbridge Collegiate Institute trip to Europe (Netherlands, Belgium, France, and Italy) in April 2023 be approved by the Board, on the condition that all Division policies and procedures are strictly followed.

Respectfully submitted,
Morag Asquith

Response – v1.0

Template: Template Name v1.0

Created by: David Fletcher on 2022-10-20T12:03:14.5738792

Set Override

David Fletcher

Submitted 12:03 PM, Oct 20
2022

Principal via Wayne Pallett

Approved 1:21 PM, Oct 20 2022

Christina Peters

Approval Pending 1:21 PM, Oct
20 2022

Send Reminder

Morag Asquith

FYI

Kristin Solowoniuk

Awaiting Approval

David Fletcher - 3A - International Field Trip - Initial Approval to Plan (v1.0)

Questions

* Your Phone Number:

(403) 892-9412

General Trip Information

* Destination:

Netherlands, Belgium, France, Italy

* Dates

April 6 - 16

* Area of study:

Canadian Military History, History, Art

* Purpose of trip:

Pay tribute to veterans who fought in WWI and WWII.

* Grade level(s):

☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12

* Number of students:

44

* Teacher in Charge:

Dave Fletcher

* Anticipated Method(s) of Transportation:

☒ Air ☒ Charter Bus

Attachments & Forms ▼

* Please attach your proposed itinerary.



* Will your trip contain Amber activities, including the potential of utilizing a hotel swimming pool?

No

Please attach any additional information if the space provided is insufficient.

Educational Value & Cost ▼

WWI, WWII, and the French Revolution, this trip is very closely linked to the Social 20 curriculum outcomes.

*** What follow-up activities will occur?**

Each day we conduct a debrief and reflection of the day. We organize the group in to smaller "pods" and the pod leaders work to find out if there are any emerging issues or concerns to address any negatives as soon as possible and ensure this is a great trip for all.

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

We will be having a series of meetings before we depart to discuss: research techniques to find information about their soldier, what to expect on a trip like this, packing recommendations, etc.

*** What are the costs for this activity, including the portion paid by each student?**

The current quotes we have received range from \$4060 - \$4650. Students are responsible for their own fees.

*** Describe funding sources and plans for any fundraising.**

We have encouraged students to get a part time job as the most effective way to raise funds for this trip.

Additional Notes

*** Is equal access for all students assured?**

Yes

*** I have reviewed relevant Board policies and safety guidelines for International Trips.**

Yes

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

Approver Comments:

Comments are required if rejecting this approval

Reject

Approve

EN

Tips & FAQ



Day 1: Board your overnight flight to Amsterdam!

Day 2: Amsterdam

Arrive in Amsterdam

Travel through irrigated Dutch landscapes as you make your way to Amsterdam, capital of the Netherlands. Known both as a center of entertainment and as a city of classic design and architecture, Amsterdam is a city of astonishing contrast.

Walking Tour of Amsterdam

Stroll along the canal-lined streets of Amsterdam on our EF walking tour. Cross Dam Square, then pass by the Koninklijk Paleis (Royal Palace) and the Nieuwe Kerk (New Church), site of Dutch coronations.

Enjoy a Canal Cruise

Cruise the canals on board a glass-topped boat, the perfect way to become acquainted with the city. You will pass some of Amsterdam's most enchanting bridges, including those depicted in some of van Gogh's paintings.

Overnight in Amsterdam

Day 3: Amsterdam

Visit a Clog and Cheese Farm

Stop at an historic farm south of Amsterdam to learn about making cheese and wooden clogs.

Visit the Anne Frank House

Visit the Anne Frank House, where the young girl hid with her family from 1942 to 1944-and where she penned the poignant diary that has been translated into dozens of languages worldwide (pending availability).

Exploration Time in Amsterdam

Visit one of Amsterdam's most famous museums, the Vincent van Gogh Museum, whose collection of over 200 Van Gogh paintings and 600 drawings provides a comprehensive view of the artist's works or the Rijksmuseum which houses the world's largest collection of Dutch masters paintings, including Rembrandt's famous painting, The Night Watch. Alternatively, enjoy shopping in the city's pedestrian center.

Overnight in Amsterdam

Day 4: Willebroek / Ypres

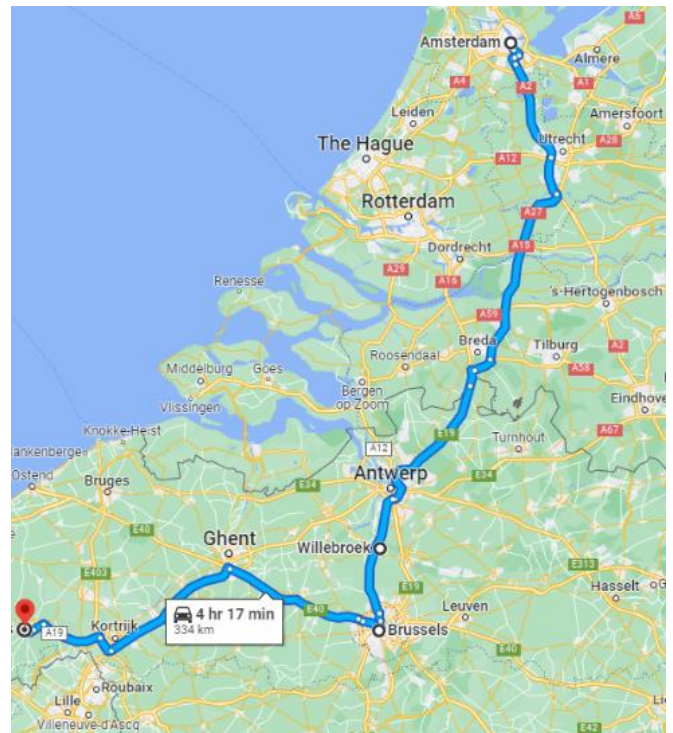
Transfer to Willebroek (2 hours from Amsterdam)

Guided Tour of the Fort Breendonk Memorial Site

Stop at the Breendonk Memorial in Belgium, which remembers the horrors, and honors the victims, of the Third Reich. Fort Breendonk is one of the best preserved concentration camps in all of Europe. Approximately 3500 prisoners passed through Breendonk between the years of 1940 and 1945. Although smaller than other concentration camps, Breendonk is still a powerful reminder of the barbarity of the Nazi regime.

Visit the Memorial Museum Passchendaele

Formerly the "Streekmuseum," this re-opened in 2004 as the "Memorial Museum Passchendaele." It is housed in the old Zonnebeke chateau in the heart of the 1917 Passchendaele battlefield and tells the story of the fighting in this area during the four years of the war. You will see many photos, uniforms and artifacts on display, and a reconstructed trench and WWI dugout.



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.

Continue on 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.

Stop at the St. Julien Memorial

Make a stop at this impressive memorial, which is located at the site where Canadian troops withstood the first German gas attacks in April of 1915. The memorial measures almost 11 metres in height and is topped by a granite carving of a brooding Canadian soldier.

A €15 Cash Float will be Provided for Dinner

Attend the "Last Post Ceremony" at 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 defence of their town.

Overnight in Central Ypres

Day 5: Ypres

Transfer to Vimy (1 hour)

Visit the 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.”

Continue on to Rouen (2.5 hour)

Exploration Time & late lunch in Rouen, continue on to Normandy Coast (2.5 hours)

Arrive in Grand-camp

Transfer to Normandy, location of many of the battles that turned the course of World War II. Despite its connection with major military events, Normandy is also a region of scenic beauty with elegant landscapes and patchwork fields as well as the majesty of its two major towns-Caen and Rouen.

Overnight in Grand-Camp

Day 6: Normandy

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.

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.

Visit the Beny-sur-Mer Canadian Cemetery

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

Exploration Time and Lunch in 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.

Visit Omaha Beach

Overnight in Grand-Camp

Day 7: Versailles | Paris

Guided Visit of Versailles (3 hour drive)

Take an expertly guided tour of Versailles. Nobody does decadence like Louis XIV, and there's no better testament to this than Versailles. Under the direction of the Sun King, the château that began as a modest hunting lodge exploded into one of the largest palaces on Earth. On your excursion to this lavish estate, explore the state apartments of the king and queen and the magnificent Hall of Mirrors. Walk through the meticulously landscaped gardens and marvel at dozens of ornate fountains. Discover why Versailles was more than just a vacation home: Louis XIV hosted his royal court here to rein in their power and prevent their political rise.

Transfer to Paris

Welcome to Paris, cosmopolitan City of Light. Over the centuries, Paris has grown to become the undisputed center of France, and one of the world's most important cities both culturally and politically. Equally famed for its high fashion, awe-inspiring museums and elegant cuisine, Paris has also been a center of theater, literature and philosophy throughout the ages.

Guided Sightseeing of Paris

Discover the city on the Seine during your bus tour. Learn about Paris' origins as a Roman settlement as you pass through the Île de la Cité, where you will also see Notre-Dame Cathedral. Pass by the imposing Arc de Triomphe, and the Place de la Concorde, dedicated to King Louis XV and the site where Louis XVI and Marie Antoinette were executed during the French Revolution. Continue down the elegant Champs-Élysées to the École Militaire, where a promising young Napoleon launched his rise to power. Then, head through the Latin Quarter where you will see the world-renowned Sorbonne University. Drive along the Seine for wonderful views of the Musée d'Orsay, the Louvre, and the Pont Neuf, or “new bridge,” which is ironically Paris' oldest. Finally, make a photo stop at the iconic Eiffel Tower, built for the 1889 World's Fair. Learn why this impressive, yet controversial symbol of Paris was spared the wrecking ball in 1909.

Ascend the Arc de Triomphe

At the head of the Champs Élysées is the busy Place de l'Etoile, home of the Arc de Triomphe. Plans for the Arc were originally drawn up in 1758, but were revamped into the modern day design by Napoleon Bonaparte. Finished in 1836 during the reign of Louis Philippe, the Arc de Triomphe is decorated with bas reliefs depicting scenes from the revolutionary era. Climb to the top of this, the world's largest triumphal arch, to gain an extraordinary view of Paris.

Exploration Time in Paris

Day 8: Venice

Board a flight from Paris to Venice

Arrive and take a ferry to Venice

See a glass-blowing demonstration

Take a guided tour of Venice

With your expert local guide you will see:

- St. Mark's Square
- Grand Canal

Travel by water taxi to the island of Burano
Exploration time in Burano
Enjoy a gondola ride
Overnight in Venice

Day 9: Florence

Arrive in Florence

Set deep in the heart of Tuscany is one of Italy's jewels. The city of Florence has delighted visitors for centuries with its remarkable architecture. Whether sitting by the River Arno, strolling the beautifully housed streets or viewing the renaissance masterpieces that fill the city's churches and museums, one can only be astonished by the feeling of true beauty.

Guided Sightseeing of Florence

Fall under the spell of the powerful Medici family on your guided tour. See Giotto's Bell Tower and the imposing marble cathedral in the Piazza del Duomo. Stand before Ghiberti's legendary Gates of Paradise (so dubbed by Michelangelo), and pass the classical statues of the Piazza della Signoria. Here you can see where Michelangelo's David originally stood.

Exploration Time in Florence

You might take a moment to soak in the cobblestone birthplace of the Renaissance with a cup of cappuccino in one of the small cafes throughout the city. Maybe you would prefer to peruse the luxurious shops of the Ponte Vecchio, or take a stroll up through the Boboli Gardens to Forte di Belvedere, where you might chance on a sculpture exhibition as you take in the spectacular panorama of Florence.

Overnight in Florence

Day 10: Florence | Pisa

Stop at Piazzale Michelangelo

Stop at Piazzale Michelangelo for one of the most breath-taking views of Florence.

Excursion to Pisa

Journey to Pisa and visit the Field of Miracles. Here you will see the six stories of white marble that form the 12th century Leaning Tower of Pisa, and see the adjacent marble cathedral and the neighboring baptistery.

Guided Sightseeing of Pisa

Here your guide will lead you to the Field of Miracles, where you can see the six stories of white marble that form the 12th-century Leaning Tower of Pisa, along with the adjacent marble cathedral and the neighboring baptistery. The tower was re-opened to the public in 2001.

Visit the Pisa Baptistery & Cathedral

Italy's largest baptistery, the Battistero di San Giovanni is also slightly taller than the Leaning Tower across the square. As it shares the same unstable ground as the tower, the baptistery also has a slight lean of 0.6 degrees towards the cathedral. The baptistery's pulpit is a masterpiece carved in 1255-60 by

Nicola Pisano. Begun in 1093, Pisa Cathedral (Duomo di Pisa) is a masterpiece of Romanesque architecture. Despite its proximity to the eye-catching and tourist-attracting Leaning Tower, the Duomo still dominates the monumental Piazza dei Miracoli.

Visit Colleverde Farm

Drive through the Tuscan countryside to Colleverde farm and enjoy a tour and olive oil tasting. After the tour of the farm, you will be treated to a traditional Tuscan lunch.

Overnight in Florence

Day 11: Rome

Transfer to Rome (3 hours)

Arrive in bella Roma, the Eternal City. Here, Charlemagne was crowned emperor by the pope in A.D. 800.

Guided Sightseeing of Ancient Rome

Your guided sightseeing of ancient Rome takes you past the Forum Romanum, once the heart of the Roman Empire. You will also visit the Colosseum, where gladiators once battled for their lives in front of 50,000 spectators. During a guided walk, stroll through the Piazza Venezia and view the Pantheon, the temple to "all the gods." End at the Trevi Fountain, a favorite meeting spot for tourists and locals alike. Free time in Rome (time permitting)

Gladiator Experience

Latin for swordsman, a gladiator was a slave, criminal or professional fighter in ancient Rome. Today you will learn the origin of the warriors and learn some techniques or how they conquered their enemies.

Pizza Dinner in Trastevere

Overnight in Rome

Day 12: Home

Fly Home!

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

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: Annual Board Work Plan

Background

The Annual Board Work Plan guides the primary work of the Board throughout the year.

Recommendation

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

Respectfully submitted,
Cheryl Gilmore



Lethbridge School Division School Board Annual Work Plan

AUGUST

- Welcome Back Event / Message for Division staff

SEPTEMBER

- Trustee school liaison contacts
- Enrolment and facilities update at first board meeting
- ASBA Zone 6 General meeting
- Committees review their terms of reference and submit annual reports
- School Board Organizational Meeting
- School Councils Orientation at school sites
- 51/25 Club celebration for employees with 25 years in Division 51
- Regular School Board Meeting

OCTOBER

- Trustees choose ATA Local Council meeting dates to attend
- Division School Council
- Determine board positions for ASBA policies (Fall AGM)
- PBSAA Conference
- ASBA Zone 6 meeting
- School Board Committee of the Whole
- Regular School Board Meeting
- Determine Question and Process for Annual Town Hall Meeting (February)
- Community Conversations
- Begin process for Vision/Mission
- Begin process for policy structure review

NOVEMBER

- ASBA Zone 6 Annual General Meeting (November 20-22)
- Division School Council
- Remembrance Day ceremonies in schools
- Approve Board Annual Assurance Report
- Approve Audited Financial Statements
- Division budget revised with enrolment
- School Board Committee of the Whole
- Community Conversations
- Regular School Board Meeting

DECEMBER

- Division School Council
- Approve division calendar for 2023-2024
- Approve locally developed courses
- Team Lethbridge
- School Board Committee of the Whole
- Christmas concerts/activities schedule provided to trustees
- Community Conversations
- Regular School Board Meeting

JANUARY

- Division School Council
- Approve Board budget belief statements and budget schedule
- Receive 1st quarter financial statements
- ASBA Zone 6 general meeting
- School Board Committee of the Whole
- Regular School Board Meeting
- Complete Process for Vision/ Mission

FEBRUARY

- Division School Council
- Town Hall Meeting (February 7)
- School Board Committee of the Whole
- ICE Scholarship Breakfast
- Provincial Accountability Pillar Survey administered
- Regular School Board Meeting

MARCH

- Division School Council
- Provincial budget announcement and implications
- Budget process commences
- ASBA Zone 6 general meeting
- Board Annual Strategic Planning (establishing priorities)
- School Board Committee of the Whole
- Regular School Board Meeting

APRIL

- Division School Council
- School Board Committee of the Whole
- Receive 2nd quarter financial statements
- Submit ASBA policy proposals

- Preparations for Education Week
- Regular School Board Meeting

MAY

- Division School Council
- Arts Alive and Well in the Schools
- School Board Committee of the Whole – Budget Overview
- ASBA Zone 6 general meeting and Edwin Parr Awards
- Determine board positions on ASBA Budget and Bylaws
- Division Budget Stakeholders meeting
- Division Budget approved in special Board Budget Meeting
- Approve School Board Assurance Plan
- Attend High School Graduation ceremonies (May/June)

JUNE

- Administrators' Retirement Event
- ASBA Spring General Meeting (June 4-6)
- Receive 3rd quarter financial statements
- School Board Committee of the Whole -Board Self-Evaluation (if applicable)
- Division Retirement Banquet (June 1, 2022)
- Staff recognition lunches with trustee liaison schools
- Approve locally developed courses
- Regular School Board Meeting

ONGOING

- Public Forum within regular board meetings
- Division policies proposed by Policy Advisory committee for approval or amendment
- Capital Plan and Infrastructure Maintenance Renewal
- Approval of international trips
- Trustee standing and ad hoc committee meeting reports and recommended actions as they occur
- Presentations for information scheduled throughout the year
- Expulsion hearings and appeals as needed with trustees assigned on a rotating basis

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Christine Lee

Associate Superintendent, Business and Operations

RE: Electricity Supply RFP January 1, 2027 to December 31, 2028

Background

Lethbridge School Division engaged the services of Energy Associates International in 2021 to support management of the Division's energy portfolio. Lethbridge School Division entered into a five-year electricity supply agreement with the assistance of our consultants that is for the term July 1, 2022 to December 31, 2026. This supply agreement has a rate of \$55.45/Mwh. This was approved by the Board in March 2021.

Part of the work with the consultant is monitoring future pricing on electricity and natural gas. Energy Associates International has advised the Division, based on current wholesale and outlook of prices over the five-year electricity supply agreement, that the Division will have approximately \$2 million of cost avoidance due to the signing of the 5 -year agreement. For example, wholesale pricing in September 2022 was \$147.25/Mwh and predicted to be \$107.75/Mwh in September 2023.

As the future cost of the wholesale electricity market is increasing beyond 2026, it is the recommendation of our consultant to consider an agreement for January 1, 2027, to December 31, 2028 to lock in pricing today as it is anticipated that these prices will continue to rise due to market volatility and with all electricity generation in Alberta moving to natural gas as an input fuel, which is far more expensive (especially these days) than coal, the cost of electricity will continue to trend higher going forward.

An RFP was issued to obtain pricing for this two-year term to be received by October 21st by our consultants and evaluated by October 24th.

Associate Superintendent, Christine Lee will provide board members with further detailed information as to pricing obtained on the bids for the recommendation at the board meeting.

Recommendation

That the Board approves administration to sign an Electricity Supply contract with _____, for the period January 1, 2027 to December 31, 2028 at a price of _____/Mwh.

Respectfully submitted,
Christine Lee

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

**RE: Voluntary Retirement – Alberta Teachers' Retirement Fund Members and
Local Authorities Pension Plan Members**

Background

For the past several years, the Board has approved a Voluntary Retirement opportunity for Alberta Teachers' Association Retirement Fund Members, Canadian Union of Public Employees (CUPE) 290, CUPE 2843 and non-union employees.

This allows employees who qualify to collect a pension and are members of the Alberta Teachers' Association Retirement Fund or Local Authorities Pension Plan to retire as of January 31, 2023 and then begin a temporary contract with the Board effective February 1, 2023 to June 29, 2023 (or the end date as per the appropriate employee calendar). This opportunity is subject to the terms and conditions of the Alberta Teachers' Association Retirement Fund or the Local Authorities Pension Plan.

The process for accessing this opportunity is as follows:

- An email will be sent to all Division employees informing them of the Voluntary Retirement opportunity.
- Any employee intending to access this opportunity will be required to notify the Division in writing of their intention to retire by mid December (specific date will be determined later). This notification must be provided in the letter format prescribed by the Division.
- The Division will respond in writing if the staff member qualifies for the Voluntary Retirement opportunity.
 - Criteria for qualification includes, but are not limited to:
 - Member of an approved pension fund
 - Eligible for retirement per the pension fund
 - Process parameters outlined by the Division have been met
- Should the employee qualify, they will be placed on a temporary contract from February 1, 2023 to June 29, 2023 (or the end date per the appropriate employee calendar).

Recommendation

That the Board consider if they would like to continue to offer the Voluntary Retirement opportunity for staff members.

If the Board would like to continue to offer the is opportunity, the following motion is provided for consideration:

Trustee _____ moves:

- That the Board extend the Voluntary Retirement opportunity to employees who qualify to collect a pension and are members of the Alberta Teachers' Retirement Fund or Local Authorities Pension Plan (CUPE 290, CUPE 2843 and non-union employees). Employees intending to access this opportunity will be required to notify the Division in writing, per the process outlined by the Division and submit a letter of retirement effective January 31, 2023. These employees will be offered a temporary contract effective February 1, 2023 – June 29, 2023 (or the end date as per the appropriate employee calendar).

If the Board does not want to continue with this option, the following motion is provided for consideration:

Trustee _____ moves:

- That the Board does not extend the Voluntary Retirement opportunity for employees for the 2022-23 school year.

Respectfully submitted,
Mike Nightingale

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Andrea Andreachuk
Trustee

RE: Health and Mental Health Supports in Lethbridge

Background

School administrators shared recently that they are seeing pressures on supports in our area. Students and families are finding it increasingly difficult, if not impossible, to secure appointments and referrals to appropriate services and specialists.

Their concern with the lack of access to health supports and mental health supports in the city of Lethbridge, and the impact this is having on the health and mental wellness of our students.

Recommendation

It is recommended that the Board consider if there is a role to play in the advocacy for accessibility to health and mental health services in Lethbridge given the impact on children and youth in our schools.

Respectfully submitted,
Andrea Andreachuk

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

RE: ASBA Fall General Meeting and ASBA Bylaw and Policies Bulletin

Background:

The ASBA (Alberta School Board Association) Fall General Meeting is scheduled for November 20, 21, and 22nd.

Prior to the meeting ASBA will provide Trustees with a *Bylaw and Policies Bulletin* that guides the Business meeting held on Monday, November 21.

At the Business meeting, Boards vote on Bylaw amendments, “Position Statements” sponsored by the ASBA Board of Directors (if any), Position Statements sponsored by Boards/Zones, and Emergent Position Statements sponsored by Boards (if any).

Each Board has one vote. Typically, some time is spent during the October Board meeting for trustees to discuss the positions statements. At the ASBA meeting, trustees in attendance usually discuss the position statement further after the sponsoring Board has presented their statement and there has been opportunity for other Boards to ask questions, propose amendments, make statements, and so forth. The Board members further discuss the position statement if there are amendments or further information comes to light and reach agreement on the vote of the Board.

If the *Bylaw and Policies Bulletin* is available for review by the October Board meeting date, the Board may wish to discuss any Position Statements that will be presented at the AGM.

Recommendation

It is recommended that the Board receive this report as information and review Position Statements for the ASBA Fall General Meeting if available.

Respectfully submitted, Cheryl Gilmore

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Community Conversations

Background

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

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

The Community Conversation for October was at The Collective.

Upcoming dates for Community Conversations are as follows:

Tuesday, November 8 10-1130am at Fish and Game Clubhouse – 946-9 Ave S

Thursday, December 8 4-530pm at YMCA – 140-74 Mauretania Rd W

Thursday, January 26 630-8pm at BGC Youth Center – 227 12B St N

Community Conversations dates and times are also posted on the Community Engagement Website. [Home | Community Engagement \(schoolsites.ca\)](https://schoolsites.ca)

Recommendation

It is recommended that the Board accept this as information and to share with their respective schools as able. It is further recommended that the information is shared publicly on the division website and other social media channels.

Respectfully submitted,
Allison Purcell

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Craig Whitehead
Board Chair

Re: Public School Boards Association of Alberta AGM

Background

I attended the PSBAA annual general meeting from Wednesday October 12 to Friday October 14. This is a great organization which not only provides first rate and applicable pd but encourages collaboration and friendship among the various boards.

Wednesday evening-At the Lois Hole Dinner and lecture we were able to hear, Her Honour, the Honourable Salma Lakhani, Lieutenant Governor of Alberta speak to us. She is the first Muslim to be named to this position. Her talk was about being ousted from her home country of Uganda and arriving in Alberta without belonging to a country. She spoke of her welcome in this province and the opportunities that it has provided to her and her family. I also won a bag of three books which I will give to my schools. I had my picture taken with Her Honour.

Thursday-All day. We had a great day of professional development which centered on developing mission and vision for boards. It was moderated by David Feldman, Director of Governance and Consulting, and Gemma Dunn, Executive Director at the Edmonton Chamber of Voluntary Organizations. It was timely as we are thinking of looking at our mission and vision. It will not be easily done. They gave excellent ideas which I will share later. Because I was the only representative from Lethbridge I was able to work with trustees from Grande Yellowhead.

I was able to also see a visual presentation of Indigenous Learning Kit including a giant and I mean it filled half of the large room from Canadian Geographic which we can get on loan from PSBAA as well as materials from the ATA.

It was also mentioned about the courses on Indigenous learning that we can take and are free to us.

Friday-We held the Annual General meeting which elected Nicole Buchanan as second vice president and Lorraine Stewart as second director.

We passed the audited report and the budget for 2023 along with the fee schedule which I can share later when I get back from the states.

We were warmly welcomed into this association numerous times and I am looking forward to their next meeting.

Recommendation

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

Respectfully submitted,

Craig Whitehead

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Andrea Andreachuk, Trustee

RE: Division Wellness Committee – October 3

Background

The Wellness Committee met on October 3rd.

We started our meeting with a Territorial Acknowledgement.

We welcomed our new members and heard from each other about a highlight of the year so far, both personally and professionally.

Committee Members for this year include, Bob White, Jenn Giles, Shelly David, Victoria Karmali, Ali Wensmann,

Jen Day, DeeAnna Presley-Roberts, Mike Nightingale, Morag Asquith, Courtnay Epp, Christina Peters, Edna Asem, Genny Steed and Andrea Andreachuk. Thank you to Charlene Drader for supporting us as well.

The Terms of Reference were reviewed and are attached for your review.

Suggested Edits were:

Replace Comprehensive School Health with "School Health and Wellness".

Replace Specific Annual Objectives with "Key Duties and Responsibilities".

We are currently reviewing the Policy 504.2 Wellness in Schools.

A sub-committee has been created to update language and add definitions.

Thank you to volunteers Ali, Bob, Victoria, Courtnay, Genny, Andrea and Morag.

In looking at Policy 504.11 Healthy Nutritional Choices, a suggestion was made to add resource links to the policy to reflect the language used under Regulations 1.

Feedback from committee members included that sometimes food is used as a reward or to help regulate children. Suggestions included continuing to move towards the positive changes and to celebrate how far we have come. Morag will share the policy with Admin Committee, School Administrators and other subgroups to continue to promote healthy nutritional choices.

Wellness Grants have been reviewed and approved according to the attachment. Grants totalled \$20,000 with most focusing on outdoor activities and learning. If schools are using their grants for new construction, they are to reach out to Daniel Heaton before proceeding to ensure OHS and construction guidelines are met.

Nutrition Update:

The Fruit and Veggie Program is returning to schools after Thanksgiving. Morag and Christina are coordinating this program which has been most welcome in schools! Students are loving the Fruit and Veggies!

Courtney Epp - AHS shared a video regarding Healthy Hot Lunches which highlighted simple resources for choosing healthy foods and drinks. This presentation was also made at the Division School Council Meeting at the request of the parents.

Senator Joyce Fairbairn hosted a session entitled, "Screen Use, Is it really Bad?"

Some parents have been concerned about the amount of screen time children have during lunch time and class times. Some students may also want less screen time. Discussion questions included:

What does healthy screen time look like in schools?

Has screen time increased since the pandemic?

Morag noted that she sees many more children outside this year. Courtney will look for resources with activities that could be helpful in reducing screen time. It was noted that Teachers want the best for their students surrounding screen time and that is harder to monitor screen time when students change classes throughout the day, and it is unknown how much screen time the student may have already had.

Mike Nightingale gave a Wellness Update. HR is continuing to support Staff Wellness. One of the Collaboratives Communities on October 20th will be attended by various employee groups to identify strengths and gaps regarding staff wellness.

DeeAnna Presley-Roberts and her team have the Throwdown Challenges running and/or planned. The Amazing Race is back by popular demand with more local locations and lots of fun! 52 groups had already gone through at the time of our meeting, up from 30 at the same time last year! Jazzercise January and other activities are yet to come for students and staff!

Admin Professional Learning on October 25th will highlight the new Physical Education and Wellness Curriculum Rollout. The committee participated in an activity to identify strengths and areas of improvement for the Physical Education and Wellness Curriculum.

A Student Inclusion and Wellness Forum is being planned for November! The event will involve 60-80 students from Grade 8-12 with a focus on capturing student voices!

Thank you to all the members of the Wellness Committee for your thoughtful ideas and for the work that you are doing.

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

Respectfully submitted,
Andrea Andreachuk



Division Wellness Committee Terms of Reference

Type of Committee

- This is a Division committee.

General Purpose

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

Composition and Appointments (for life of the committee)

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

Meetings

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

Resources

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

Key Duties & Responsibilities for the 2022-23 School Year

- Support/coordination of the work of the Health Champions
- Continue wellness communications plan with the help of Communications Officer and the Technology Department (“Wellness Spotlight”)
- Organization and coordination of events as needed
- Review various wellness assessment data/instruments with a view to inform initiatives for future wellness work and to make recommendations
- Continue to pursue sources of funding to support wellness, as available
- Explore the connection/correlation between positive student engagement and wellness

Reports and Target Dates

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

Review and Evaluation

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

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Christine Light, Trustee

RE: Joint City School Board Report – October 12

In Attendance:

Lethbridge School Division

Christine Light, Trustee (Committee Chair)

Allison Purcell, Chair

Cheryl Gilmore, Superintendent

Christine Lee, Associate Superintendent, Business and Operations

Holy Spirit Catholic School Division

Cheralan O'Donnell, Trustee

Roisin Gibb, Trustee

Michelle MacKinnon, Deputy Superintendent

Lisa Palmarin, Secretary Treasurer

City of Lethbridge

Ryan Parker, City Councillor

Jennifer Schmidt-Rempel, City Councillor

Michael Fox, Director of Community Services

Wendy Smith, City Clerk's Office

David Sarsfield, City Clerk's Office

1. Palix Foundation
 - a. Committee members received a presentation on the Alberta-based foundation working in the related areas of childhood development, addiction, and mental health. They have created the Alberta Family Wellness Initiative (AFWI) and their purpose is to improve global health by mobilizing science in these areas.
2. Ward System Review and Update
 - a. The City of Lethbridge will continue to include school divisions with updates as the process moves forward.
3. City Transit, Fee Structure, and Routing Strategies
 - a. Access to route change information was discussed. 311 was disclosed as the best way to receive up-to-date information. Accessibility to information gathering and/or sharing was discussed. A 311-chat feature has just been launched by the

city. Lethbridge School Division will share this information with stakeholders to raise awareness of the feature.

4. Readiness of Land for New School Builds
 - a. The continued growth of West Lethbridge, the need to strategically plan for new school builds, time of process, and the necessity of land readiness for new school locations by the city was discussed. It was requested that the City of Lethbridge consider a location in or around the community of Watermark to allow Lethbridge School Division the ability to begin the application process.
5. Waste and Recycling Program
 - a. Conflicting information regarding start-dates were discussed. The concern of significant financial investment from school divisions within a brief period with already-set budgets for the current year were also discussed. The City will hold a presentation regarding the new organics recycling program to the Joint City/School Board Committee in January.

Next Meetings: January 26, 2023
April 28, 2023

Catalyzing Leadership for Systems Change: A Regional Strategy

Alberta Family Wellness Initiative

October 12th, 2022
Lethbridge



Palix Foundation

- Private foundation in Alberta working in the related areas of childhood development, addiction, and mental health
- The Palix Foundation created the Alberta Family Wellness Initiative (AFWI) to improve global health by mobilizing science in these areas
- Office in Calgary, Alberta, Canada



Alberta Family Wellness Initiative

Created in 2007

Neuroscience framework with three core concepts:

1. Connection between early brain development, addiction, and mental health
2. Addiction is more than drugs, alcohol, and gambling
3. Brains can change



Vision

The Alberta Family Wellness Initiative is a catalyst for concrete action and change to advance the understanding and approach to childhood development and its life-long impact on addiction and other negative health outcomes.



AFWI Advisory Council and Curriculum Committee



Judy Cameron
(2016 – present)
PhD
Professor, Psychiatry &
the Clinical Translational
Science Institute, University
of Pittsburgh



Christine Chambers
(2019 - present)
PhD, RPsych
Scientific Director, Institute of
Human Development, Child &
Youth Health, Canadian
Institutes of Health Research
(CIHR)



David Dodge
(2010 – present)
PhD
Senior Advisor, Canada and
International Economic
Advisor, Bennett Jones



George F. Koob
(2015 - present)
PhD
Director, National Institute
on Alcohol Abuse and
Alcoholism, National
Institutes of Health



Shoo K. Lee
(2012 – 2019)
MBBS FRCPC, PhD
Scientific Director, Institute of
Human Development, Child &
Youth Health, CIHR 2001-2019



Glenda M. MacQueen (2015
- 2020)
PhD, MD, FRCPC
Professor, Department of
Psychiatry, University of
Calgary



Thomas McLellan
(2011 – 2018)
PhD
Founder and Chairman
of the Board of Directors,
Treatment Research Institute



Anthony Phillips
(2010 – present)
PhD
Scientific Director, Institute of
Neurosciences Mental Health
and Addiction, CIHR 2009-
2017

The Core Story of Brain Development

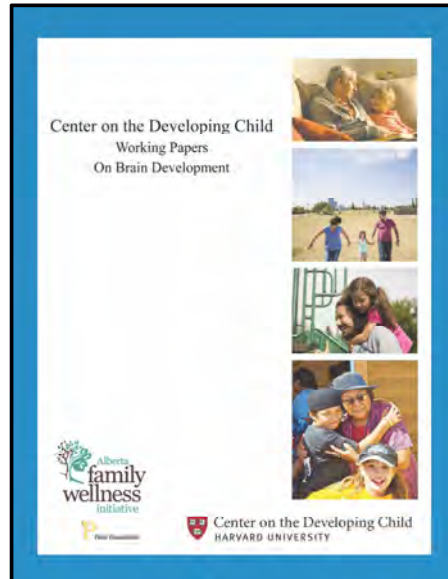
The National Scientific Council on the Developing Child



The FrameWorks Institute



Harvard Working Papers



How Does the Public Understand Child Development, Children's Mental Health, Addiction and Resilience?

Child Development: What matters?

- Parents ("good" parents)
- Genetics (nature vs nurture)
- Discipline, hard work
- Personal determination, choice
- Inner strength
- Individual temperament

Children's Mental Health:

- Do children have mental health?
- Mental illness
- Hard to detect
- Lack of mental health challenges

What is addiction?

- Anything
- A substance
- Control and need

What causes addiction?

- Underlying issues
- Chemical imbalance
- Genetics
- Lack of willpower

Resilience: What matters?

- Effort explains individual differences
- Parent behaviour explains individual differences
- No challenge or adversity is too great
- Resilience is yours if you want it
- Resilience is an innate substance

Brain Story Metaphors - Core Concepts

BRAIN ARCHITECTURE

Early experiences build brains



SERVE & RETURN

Positive interactions build sturdy brain architecture



TOXIC STRESS

A force that disrupts brain architecture



AIR TRAFFIC CONTROL

The "executive functions" system of the brain



REWARD DIAL



RESILIENCE

Tipping the scale toward positive outcomes



REDUCE ADVERSITY
QUANTIFY
ADVERSITY (ACE
QUESTIONNAIRE
& CURRENT
ADVERSITY)

NEGATIVE EXPERIENCES



SKILLS & ABILITIES

IMPROVE SKILLS & ABILITIES
EXECUTIVE FUNCTION SKILLS,
SERVE & RETURN SKILLS

POSITIVE SUPPORTS

ADD POSITIVE SUPPORTS
SAFE, STABLE,
SUPPORTIVE,
RELATIONSHIPS &
ENVIRONMENT

System Change Management Theory of Knowledge to Theory of Practice

2010 - 2014 Symposia Series

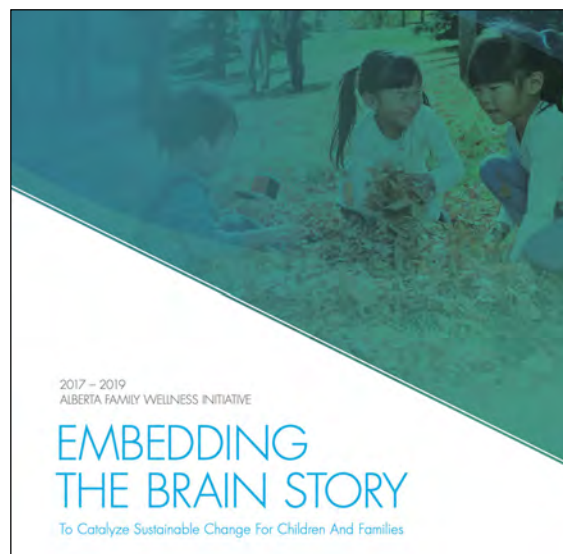
- Held in Banff, Edmonton and Calgary
- Over 473 participants from Canada, Great Britain and Germany
- 150 organizations within:
 - Research
 - Policy
 - Practice



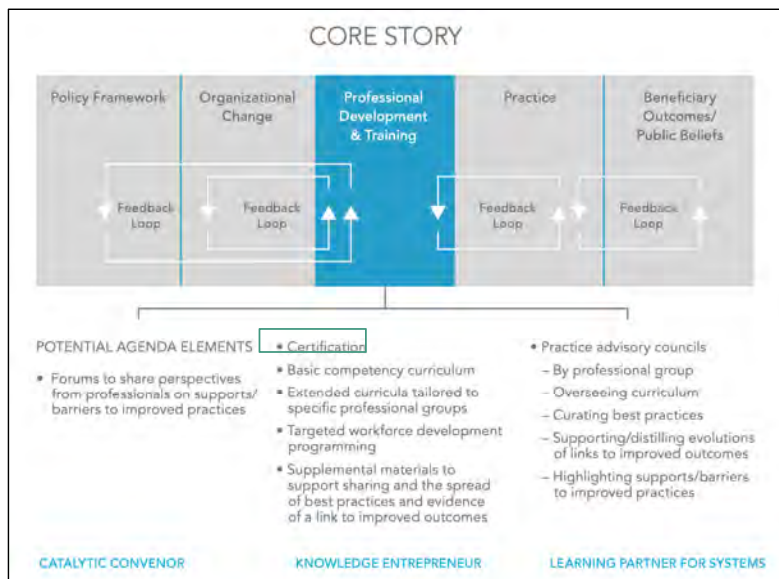
- Focused on early brain development, children's mental health and addiction prevention treatment and recovery
- Key objective to create positive change and outcomes for children by mobilizing knowledge about the intergenerational impact of addictions and toxic stress on the developing brain

Embedding the Brain Story

Building Workforce Competency



Building Workforce Competency




Building Workforce Competency

Offered in: **ENGLISH** **FRANÇAIS**

BRAIN STORY CERTIFICATION

Learn the scientific underpinnings of the Brain Story from leading experts and be eligible for credits.

ENROLL NOW

 **BRAIN STORY**
CERTIFICATION

OXFORD BRAIN STORY

The University of Oxford, in partnership with the Alberta Family Wellness Initiative, is working to share knowledge about the science of brain development for families and professionals. This is important information for everybody to understand how our earliest experiences can affect our long-term mental and physical health.

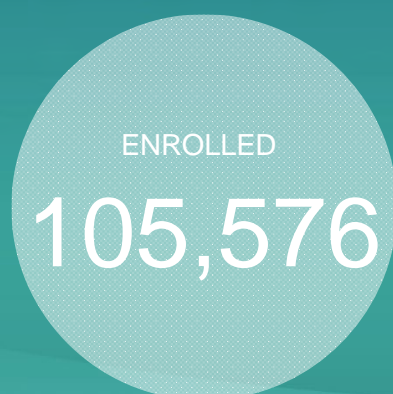
ALREADY REGISTERED?
Continue your Brain Story education

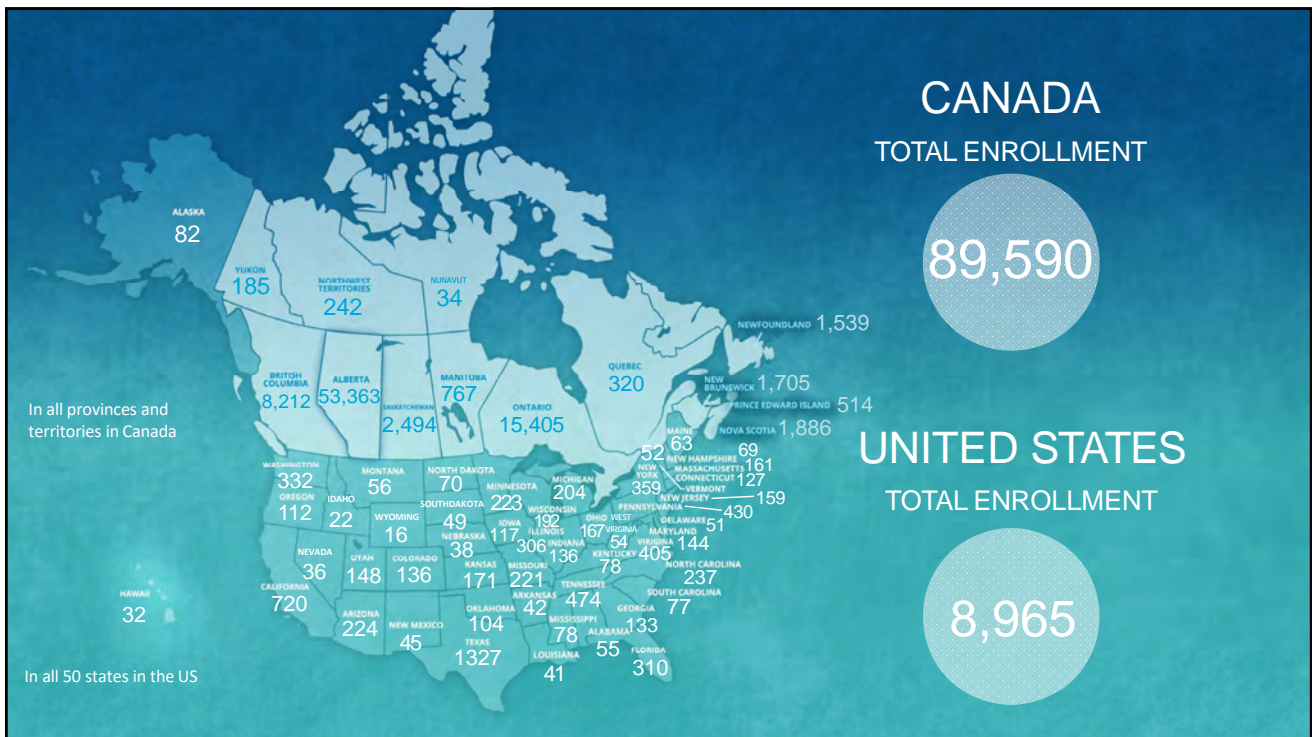
SIGN IN

Brain Story Certification Course

Analytics as of October 7th, 2022

GLOBAL ENROLLMENT AND CERTIFICATION

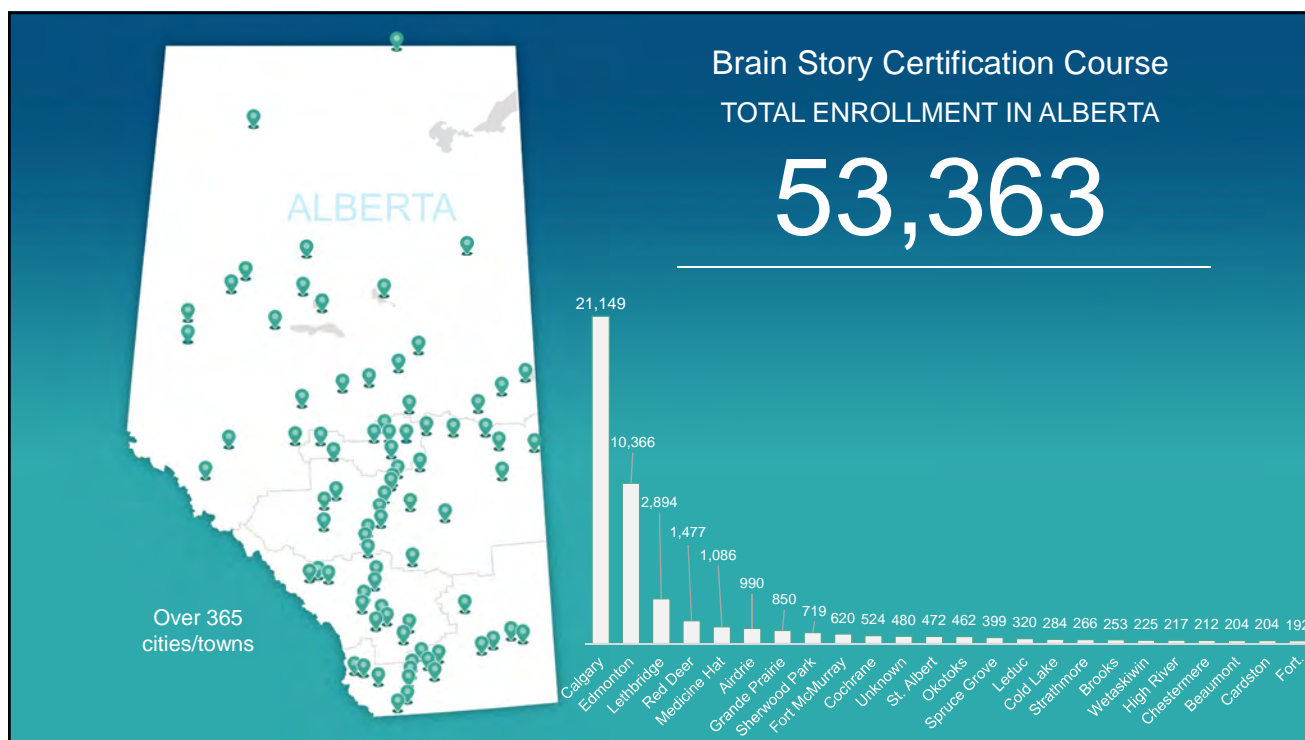




Alberta Data

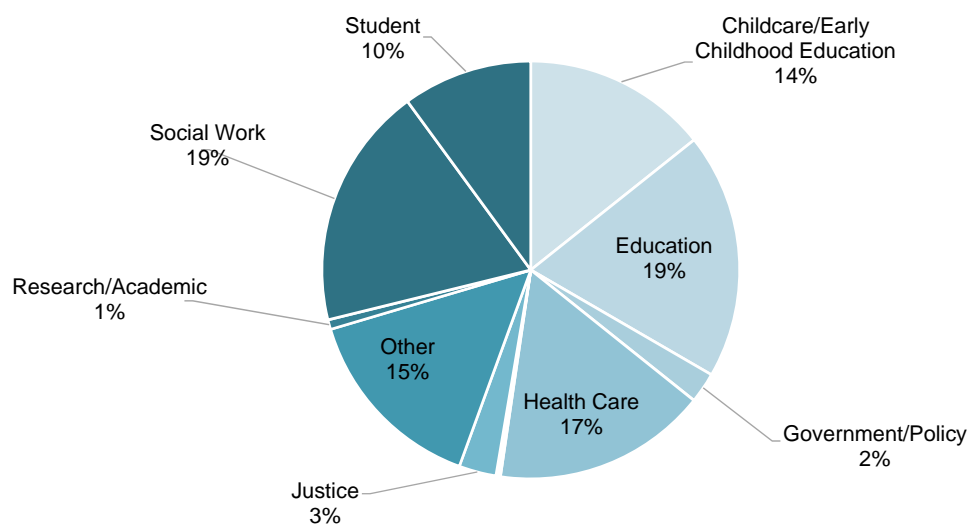
As of October 7th, 2022





Professional Background – Alberta

53,058 Alberta Participants Answered Question



Alberta Health Services

5,572 AHS Employees Enrolled in the Course

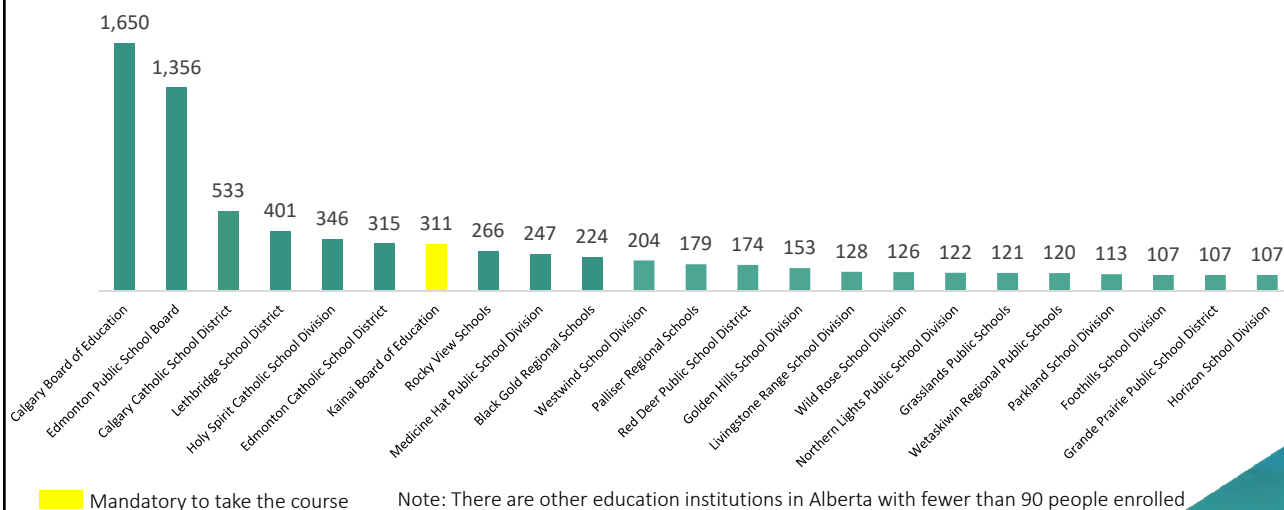
These people include (but not exclusively):

- Registered Nurses
- Addictions Counselors
- Dietitians
- Social Workers
- Occupational Therapists
- Psychologists
- Physicians

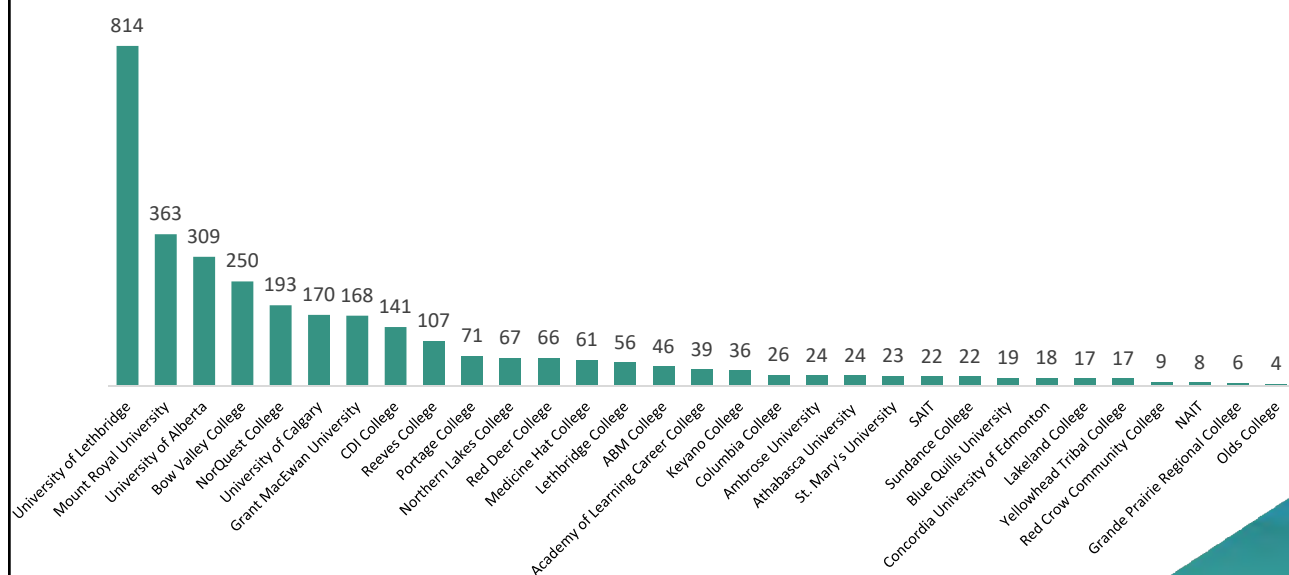


Alberta Participants – Education

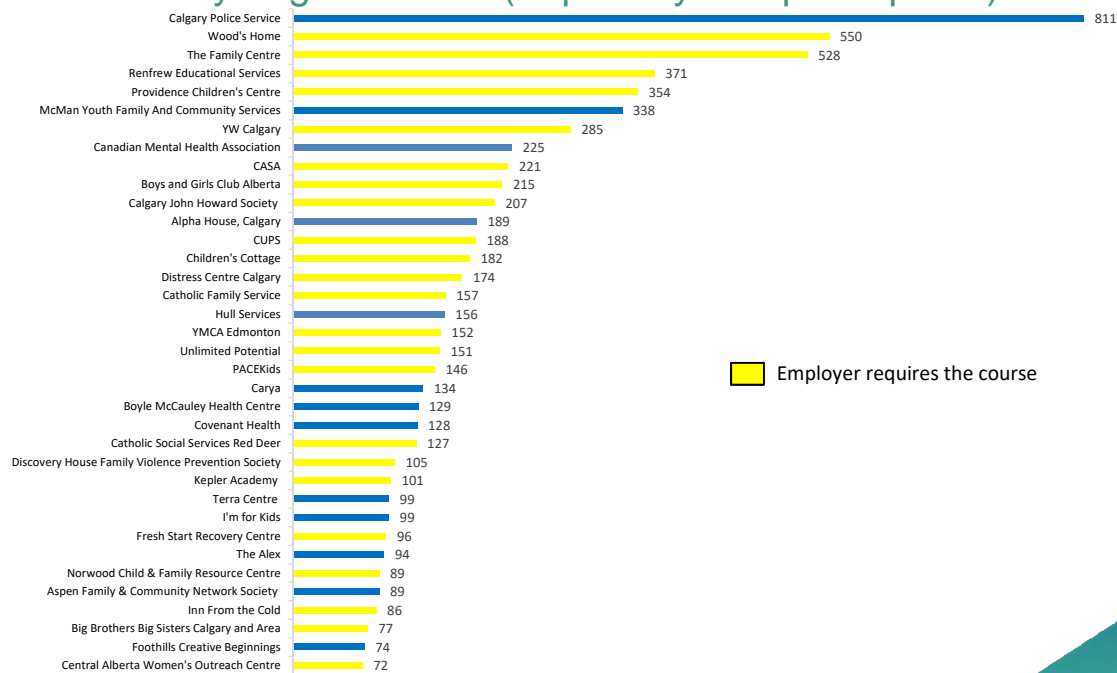
9,352 Enrolled from an Education Institution



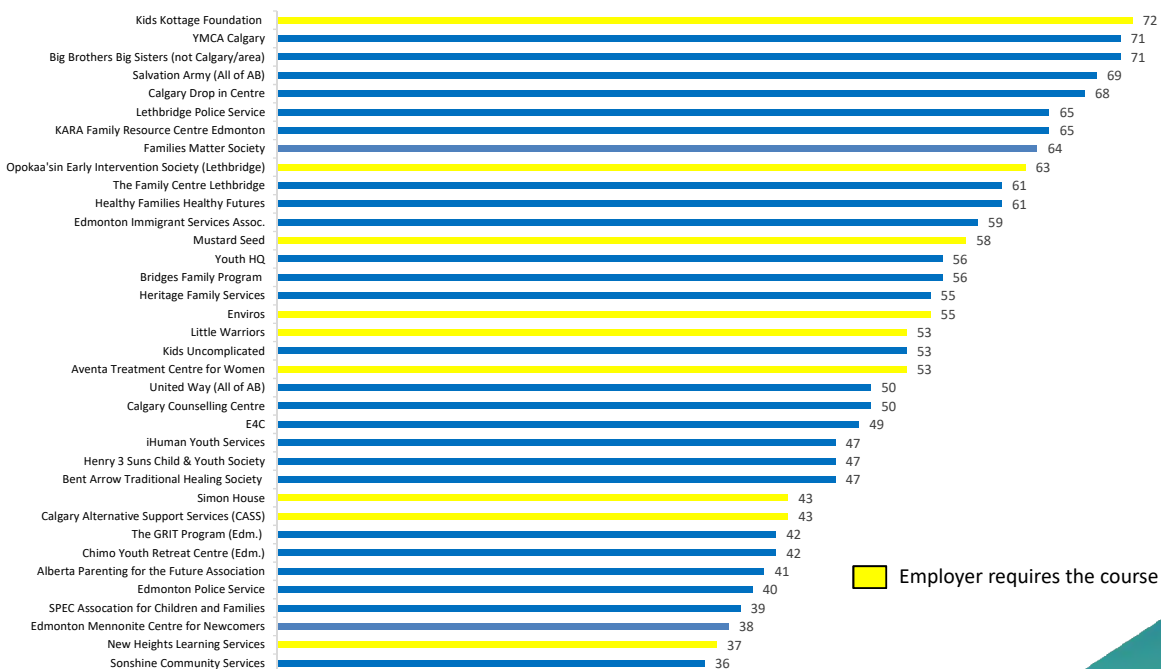
Alberta Participants – Advanced Education



Alberta Community Organizations (Top 36 by # of participants)



Alberta Community Organizations (Next 36 by # of participants)



Policy Changes - Child Services Ministry

Policy Change – Child Services Ministry

Well-Being and Resiliency



A Framework for Supporting Safe And Healthy Children And Families

MARCH 2019

Alberta

Well-Being and Resiliency: Evaluation Framework



MARCH 2019

Alberta

Policy Change – Child Services Ministry

Well Being and Resiliency: The miyo Resource

kâ-nâkatohkêhk
miyo-ohpikinawâwasowin



Incorporating an Indigenous Worldview Into Prevention and Early Intervention Programming and Evaluation

MARCH 2019

Alberta

Children's Services Policy



"Imagine a scale where a child's good and bad experiences are stacked on either end over the course of their life. The positive experiences stacked on one side are protective factors, which include attentive caregivers, strong and supportive communities and access to good nutrition. The other side of the scale gets loaded up with negative experiences, called risk factors. These experiences can cause toxic stress and tip the scale in a negative direction. Toxic stress occurs when caring adults are not able to buffer the effects of experiences like abuse, neglect or parental substance use. For the infants, children, youth and families served by the Government of Alberta, particularly those receiving intervention services, promoting protective factors to tip the resiliency scale toward the positive is crucial."

Children's Services Policy and Practice Implementation

Human Services
PQR-001-CFS

Pre-Qualification Request - SUBMISSION PACKAGE

Alberta
Government

Human Services Contract Alignment Project
PQR Submission Office
7th Floor, Centre West
1000 - 100 Street
Edmonton, Alberta
T5J 1E1

Submission Instructions

PRE-QUALIFICATION REQUEST ("PQR") NUMBER PQR-001-CFS

Human Services Child and Family Services PQR

Alberta Human Services

PQR Issue Date: January 4, 2016
PQR Closing Date and Time: February 5, 2016
no later than 14:00:00 Alberta Time

Project Lead: Patrick Campbell
Email and Contact: HS.CAMP@alberta.ca

Human Services
PQR-001-CFS

Pre-Qualification Request - SUBMISSION PACKAGE

Mandatory Requirements Checklist

| General Qualifications Mark an (X) in the respective boxes (Met/Unmet) that align with the Proposer's qualifications. | Met | Unmet |
|---|-------------------------------------|--------------------------|
| Proposers must deliver proposed services in the Province of Alberta | <input type="checkbox"/> | <input type="checkbox"/> |
| Proposers must comply with federal, provincial and municipal regulations and bylaws related to the service provision. When serving indigenous (First Nations, Métis, and Inuit) infants, children, youth and families, proposers must be willing to deliver services that are sensitive to their culture and values. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If applying to provide services in scope of the Health Professions Act, proposers must be a member in good standing of a professional body/organization that is recognized in Alberta (Alberta College of Psychology, Alberta College of Social Work). | <input type="checkbox"/> | <input type="checkbox"/> |
| If proposers are applying to provide contracted Child Intervention services that require accreditation, the proposer must either: a) be currently accredited by a Child and Family Services (CFS) approved accrediting body and commit to maintaining accreditation in good standing; or b) if not currently accredited, must apply for and achieve Accreditation with a CFS approved accrediting body within 18 months of being issued work, as directed by CFS. | <input type="checkbox"/> | <input type="checkbox"/> |
| Proposers must commit to aligning services with the values stated in the Prevention and Early Intervention Framework for Children, Youth and Families and/or Child Intervention Practice Framework. (Attached) | <input type="checkbox"/> | <input type="checkbox"/> |
| Proposers must commit to using the knowledge of the Foundations of Care Giver Support (Stress/Trauma, Child & Brain development, Loss and Grief) in their delivery of services. | <input type="checkbox"/> | <input type="checkbox"/> |

Proposers will be required to verify qualifications and experience before entering into any Service Agreement. Additional qualifications may be identified in Service Requests or in Request for Proposals.

The term "experience" in the requirements means working experience and not education or training unless otherwise stated.

Proposers must commit to aligning services with the values stated in the Prevention and Early Intervention Framework for Children, Youth and Families and/or Child Intervention Practice Framework. (Attached)

Proposers must commit to using the knowledge of the Foundations of Care Giver Support (Stress/Trauma, Child & Brain development, Loss and Grief) in their delivery of services.

Policy and Practice Implementation – Association of Early Childhood Educators of Alberta

August 2022



\$3.6 million to give 3,000 educators access to the Brain Story Certification

Educators will also have an opportunity to participate in theory-to-practice sessions, helping transfer knowledge from the course to daily practice.

Policy Changes – Health

Policy Change – Health

What is the Alberta Addiction and Mental Health Strategy?

Alberta Health and Wellness and Alberta Health Services have developed *Creating Connections: Alberta's Addiction and Mental Health Strategy (the Strategy)* to guide actions to improve the health and mental well-being of Albertans in all areas of the province. We will implement the Strategy from 2011 to 2016, and it will position individuals and families at the centre of high-quality, effective and integrated services and supports. Here are 5 highlights from the Strategy.

1.0 Build healthy and resilient communities

Healthy and resilient families and communities are the building blocks to health and well-being. Community includes schools, work, cultural and faith groups, and the places where people live and play.

OUR COMMITMENT: We will focus more on health promotion to prevent stress from developing in the first place. For those needing help, we will improve access to quality addiction and mental health services within the primary health care environment & person's first contact with the health care system.

2.0 Foster the development of healthy, resilient youth and families

Fostering the development of healthy children, youth and families can help support good mental health. To give our children the best possible start in life we need to act early.

OUR COMMITMENT: We will promote maternal, early childhood and family health, including delivery of early intervention programs and screening for mental health issues. We will provide more support and information to those who care for children and youth with addiction and mental health needs.

4 Creating Connections: Alberta's Addiction and Mental Health Strategy HIGHLIGHTS © 2011 Government of Alberta, September 2011



Programmatic Change – Health

MEMBERS OF CAAMHPP RESURGENCE WITH LIVED EXPERIENCE

Alberta Health Services **Initiative Update (12/10/20)**

Child and Adolescent Addiction, Mental Health and Psychiatry Program
CAAMHPP Calgary Zone

Phase II ACE/TIC 2.0: Resilience

Phase II of the ACE/TIC 2.0 Resilience Initiative aligns with larger system priorities including the CAAMHPP Strategic Plan (2018-2022), the Valuing Mental Health Review, Alberta Health Services' Trauma Informed Care Project and research on the impacts of toxic stress on the developing brain & the science of resilience.

Resilience Initiative Mission Statement: To provide world class mental health and addiction services from a trauma-informed lens that optimizes the health and well-being of children, youth and their families.

Resilience Initiative Goals: To expand on foundational work completed in Phase I that included reviewing available research, applying this research to our clinical practice, capturing and analyzing CAAMHPP ACE data, developing opportunities for knowledge translation and developing system-wide service provision to target the reduction of the cumulative risks associated with high ACE scores.

In phase I of the ACE/TIC initiative, the CAAMHPP ACE/TIC advisory committee focused on providing training opportunities to build on the already extensive knowledge and skills within CAAMHPP on the impacts of trauma, adversity and resilience on mental health. As part of building this knowledge base, we successfully implemented the systematic collection and documentation of ACE scores for all clients resulting in over 10,000 scores being collected over the past 5 years. The data has shown a stable distribution of ACE scores throughout Phase I revealing that 33% of CAAMHPP clients have an ACE score of 4 or higher, with 1/3 of CAAMHPP clients having an ACE score between 7-10. A recent review of ACE scores broken down by age revealed a significant number of clients aged five years or younger had an ACE score of 7 or higher.

Through retrospective case reviews, clinical interviews, focus groups and patient/family feedback, we found that children and youth with higher ACE scores:

- had presented to emergency departments & urgent care services for crisis management multiple times;
- had several inpatient admissions and;
- had involvement with numerous community supports and mental health services with little reported improvement in functioning or symptom reduction.

By gathering and analyzing this information throughout the initiative, it became apparent that CAAMHPP's current service delivery model was not adequately meeting the needs of this client population and that we would need to re-design current services to address this.

18

Canadian Centre on Substance Use and Addiction
Substance Dependence Branch

The Brain Builders Lab was a joint initiative of the Canadian Centre on Substance Use and Addiction and the Alberta Family Wellness Initiative. Its aim was to move Brain Story science, which utilizes integrated Trauma to serve health outcomes, into action. Between 2019 and 2022, participants in the Brain Builders Lab undertook projects to spread and embed Brain Story science in their communities. This case study, along with the others in the series, provides practical advice on how to develop and implement projects, along with project impacts and lessons learned.

Alberta Health Services
Brain Builders Lab Case Study

Project Team

- Laurel O'Malley, Health Promotion Facilitator, Addiction Prevention Unit, Provincial Zone, Alberta Health Services
- Krista Dumb, Health Promotion Facilitator, Mental Health Promotion and Mental Health Prevention Unit, Provincial Zone, Alberta Health Services
- Ayla Monaghan, Health Promotion Facilitator, Mental Health Promotion and Mental Health Prevention Unit, Provincial Zone (at the time of the Brain Builders Lab), Alberta Health Services

Location

- Alberta

Introduction and Project Goals

With over 100,000 direct employees, Alberta Health Services (AHS) is Canada's largest province-wide, fully integrated health system, responsible for delivering services to nearly 4.4 million people in Alberta and some residents of Saskatchewan, British Columbia and the Northwest Territories. Laurel O'Malley, Krista Dumb and Ayla Monaghan joined us as part of AHS, working directly with AHS staff and community partners to support mental health promotion and addiction prevention in their respective service areas. While many stakeholders in Alberta have benefited from the Public Foundation's ongoing efforts to mobilize Brain Story science through its Alberta Family Wellness Initiative (AFWI), there are still gaps in awareness and uptake. With this in mind, the AFWI team's goals were:

- To spread mental health and addiction stakeholders across the province to Brain Story science to help them think more about addiction/substance use prevention and mental health promotion, and to reduce the stigma surrounding these issues;
- To build evidence capacity to apply Brain Story science to service delivery; and
- To increase access to the many educational resources based on the Brain Story that have been developed by AHS staff and partner organizations over the past several years.

Canadian Centre on Substance Use and Addiction | Centre canadien sur les dépendances et l'usage de substances | Page 1

Proposed Policy Direction – Health

Health – ACE's Data Tracker

Present



This project will;

- Act as the largest repository of ACE's data globally
- Empower health systems to better understand the importance of this population level health indicator on resource allocation and health policy.

Health – Neurobiological and Systemic Effects of Chronic Stress (Bruce McEwen)



Identifies how adversity creates allostatic load on physiology

How allostatic load creates burden on individuals and on health systems at a population level

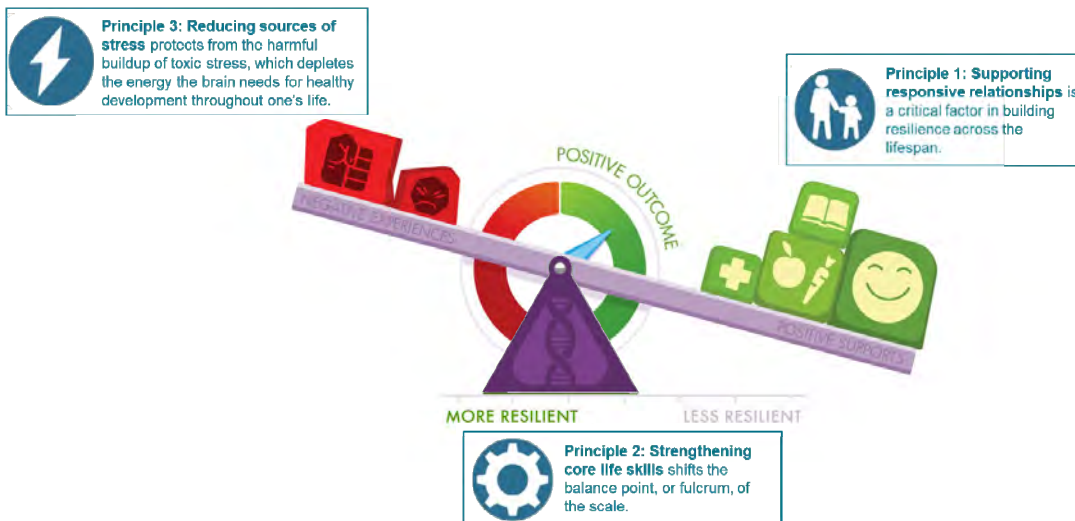
Health – Alberta Family Wellness Initiative



The Alberta Family Wellness Initiative: Catalyzing Positive change based on Brain Story Understanding and Documenting the Difference it Can Make

In: Krugman, R.D., Korbin, J.E. (eds) (2022). Handbook of Child Maltreatment. Child Maltreatment, vol 14. Springer, Cham.

Alignment of the Three Principles to Improve Outcomes with the Resilience Scale Metaphor



Policy Changes – Education

Policy Change - Education



Understanding mental health and brain development

Early experiences are built into our brains and our bodies and positively or negatively affect lifelong learning, behaviour and health outcomes. Brain research shows that experiencing nurturing,

responsive and stable relationships is essential for healthy brain development. By providing these supportive relationships, family members, caregivers, school staff, teachers and other

Fear and Anxiety Affect the Brain Architecture of Learning and Memory

PROFESSIONAL DOMAINS

Control of executive functions, including working memory, attention, and planning. Especially vulnerable to disruption of brain chemistry and circuitry.

EMOTIONAL

Stress and anxiety responses, which affect the ability to learn. Disrupted neural circuitry can affect the ability to learn in early years of life.

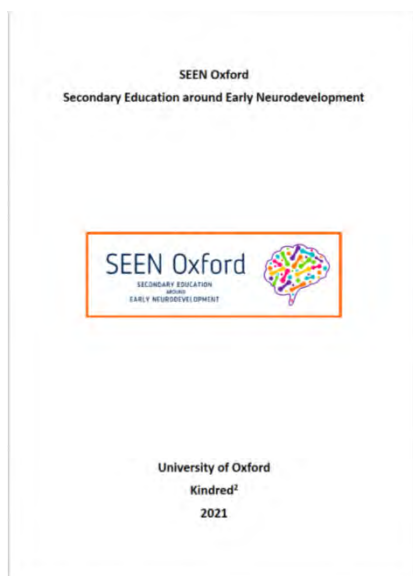
COGNITIVE

Control of executive functions, including working memory, attention, and planning. Especially vulnerable to disruption of brain chemistry and circuitry.

Illustrated by Betty Hayes. Reprinted with permission by the Center on the Developing Child at Harvard University. <http://www.developingchild.harvard.edu>

14 WORKING TOGETHER TO SUPPORT MENTAL HEALTH IN ALBERTA SCHOOLS

Proposed Policy Direction - Alberta K-12 Curriculum Development



- Considering the Oxford SEEN curriculum
 - Brain Story-based education for kids (aged 11-14)
- Potential to pilot a similar program with Alberta students
- Potential to expand curriculum to K-12

Policy and Practice Implementation – Integrated School Support Program

August 2022



This funding will also expand the Integrated School Support Program (ISSP). Which provides children and youth with early intervention supports that help them improve their mental health, wellness and quality of life by helping them build strength and resilience

**City of Lethbridge / U of L / Palix
Foundation MOU**

Memorandum of Understanding

In June of 2022, the Palix Foundation entered a Memorandum of Understanding with the City of Lethbridge and the University of Lethbridge to embed the Brain Story in municipal decision making

Objective: To build a regional strategy using the Brain Story as a common competency across education, health, and justice.

Other regional partnerships will include Alberta Health Services, primary care networks, and the Kainai nation

**WHERE SCIENCE
MEETS REAL LIFE.**



MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Tyler Demers, Trustee

RE: Facilities Committee – October 4

Committee Members:

Christine Light, Committee Chair

Tyler Demers, Trustee

Christine Lee, Associate Superintendent, Business and Operations

Daniel Heaton, Director of Facility Services

Chris Chapman, Coordinator, Maintenance

Cheryl Gilmore, Superintendent joined the meeting at 12:30 pm.

1. Updates:

- a. Garry Station elementary school
 - i. The school is no longer a P3, it is now a Design Build method of construction. Procurement for proponent will be tendered in about a month by AI. AI controls the project. Daniel Heaton will have seat at table during work with proponent and AI.
 - ii. Now that this project is not a P3, the Division has the opportunity to put solar panels on the school. The Division will use IMR funds. Estimated cost around \$350,000.
- b. Victoria Park Upgrade
 - i. Daniel Heaton provided plans for the various phases of the upgrade. In the first phase, the fitness facility currently on the stage area will be moved to the old change room area so that the core stage area is available. Contractors will build a custom corridor to limit interruption to school activities during construction.
- c. 2022 Modular Classroom Update:
 - i. Chinook High School Modular Installation (3 units). The units have been placed on site and being plugged into the building. Anticipate completion by January 2023.
 - ii. Coalbanks Modulares (1 classroom and 1 washroom unit). We have no date of arrival on these units. As of September, they had not been

constructed yet by the manufacturer. Site prep occurred in the summer for the units and all work has current ceased on site until the Division knows when the units will arrive.

- d. 2021-2022 Facility Services Projects (summer projects)
 - i. The projects were summarized as part of the Facility Committee year end report at the September board meeting.
- e. Capital Planning Meeting, October 18th with Ross Newton, Manager Capital Planning South Branch, Alberta Education. Will also include a tour of our priority projects, such as Galbraith, Coalbanks, Garry Station School Site, Victoria Park, Westminster, and Buchanan.

2. 2023 Modular Capital Program Submission

- a. The Division will request for Coalbanks remaining 4 modulares (A Units) due to continued growth in Copperwood.

3. Other Items

- a. none



MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Genny Steed, Trustee

RE: Division School Council – October 3

Background:

Genny Steed will provide an oral report on the Division School Council meeting held October 3rd.

Recommendation

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

Respectfully Submitted,
Genny Steed

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Genny Steed, Trustee

RE: Policy Review Committee – October 17

Background:

Genny Steed will provide an oral report on the Policy Review Committee meeting held October 17th.

Recommendation

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

Respectfully Submitted,
Genny Steed

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Poverty Intervention Committee – October 18

Background

The Poverty Intervention Committee met on **October 18, 2022**.

Committee Members Present: Kristina Larkin, Christine Light, DeeAnna Presley-Roberts, Morag Asquith, Char Taylor, Victoria Hecker, Melanie McMurray, Ciona Thompson, Carleen Mayer, Katie Nelson, Kamie Walburger.

1. Reviewed Terms of References as passed at September 2022 School Board meeting.
2. Committee brainstormed about topics of focus for learning within the group or for information that could be shared with committee members' representative groups. Topics included healthy choices and reviewing the existing and possible cafeteria models to promote health for all, resources for poverty among newcomer families, transition supports for young adults facing poverty or in need of government supports as adults.
3. Family Support Services & WAM Bag Update included:
 - a. 58 economic requests of primarily hygiene supplies and winter clothing. It was noted that prices are very high – mittens costing up to \$19, boots and coats each averaging approximately \$69.
 - b. Community information updates included that the *Point in Time* count of individuals experiencing homelessness was estimated to exceed 400 people (2018 it was 223), a potential residential tax increase, and Salvation Army will be reopening additional services.
4. The 2021-2022 Financial Report was provided as attached to PIC Annual Report provided at the September Board Meeting; and the group was encouraged to remember that the group historically spends more than is raised in a year; and that generating donations and funds for PIC is important for viability.
5. Information from the SHENLA 2022 Lethbridge Child and Family Poverty Report was provided to committee members. Kristina Larkin will be representing the Lethbridge

School Division on Oct 20 at the SHENLA and Lethbridge Public Library Community Conversations on the report. Some relevant data includes:

- a. while the overall poverty rate in Lethbridge decreased from 12% in 2011 to 11.2% in 2016, due to population increase that still represents an additional 3010 individuals living in poverty in Lethbridge – even prior to the pandemic.
 - b. Child poverty rates have declined from 20% (1 in 5) to 15.2% (approx. 3 in 20), representing 4030 children in Lethbridge who live in low income homes – and almost half of children of lone parents live in poverty.
 - c. In 2021, Children make up 38.8% of the visitors to Food Banks in Alberta.
 - d. Census Low-Income Measure After-Tax Thresholds in 2020 included \$33,907 for a family of 2 (i.e. lone parent with single child), \$47,952 for a family of 4, or \$67,814 for a family of 6.
6. Representative Updates highlighted updates including:
- a. conversations among schools about how to balance civic engagement like food drives with the awareness that many children face hunger
 - b. access to menstrual products and knowledge even in elementary school
 - c. transportation remains a challenge for high schools
 - d. access to medical care including child psychologist remains a barrier, with a note that one way lack of doctors impacts learning is that children spend many hours in ER waiting for care and arrived very tired to school the next day, often without medical care if they had to leave the ER.
 - e. A grant of \$150 is available for classrooms to apply for to explore food with students <https://nuton.ca/program/food-explorers-mini-food-grant-2/>
 - f. Trend of increase in amount of food consumed at school nutrition programs, but not necessarily more students accessing it.
7. The committee was requested to please connect with their representative groups to come to the next meeting prepared to share feedback about what they would like PIC to do to support their schools, and things that PIC does that are no longer needed. The next meeting will focus on developing a renewed direction for PIC in light of changes to public health restrictions and community needs over time, as well as understanding the goals for poverty intervention and student access to learning throughout the division.

Next Meeting is Dec 13, 2022.

Recommendation

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

Respectfully submitted,
Kristina Larkin



2022 LETHBRIDGE CHILD AND FAMILY POVERTY REPORT:

Laying The Groundwork
for a Just Recovery



FINANCIAL SUPPORT PROVIDED BY



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Land Acknowledgement

The Social Health Equity Network of Lethbridge and Area (SHENLA) acknowledges that we are gathered on the lands of the Blackfoot people of the Canadian Plains, and pays respect to the Blackfoot people past, present and future, while recognizing and respecting their cultural heritage, beliefs and relationship to the land. The City of Lethbridge is also home to the Métis Nation of Alberta, Region III.

SHENLA members take ongoing care as a facilitator of social change to ensure local Indigenous voices and feedback are incorporated into all reports and projects undertaken through the network.

Community Support

The Social Health Equity Network Of Lethbridge And Area (SHENLA) would like to thank the City of Lethbridge, Community Social Development for the financial support of this report.

We'd like to thank the following people and members of SHENLA for their personal review and contributions:

| | | | | |
|---|--|---|---|---|
| Echo Nowak | Ronda Reach | Janelle Marietta | Dr. Sharon Yanicki | Stasha Donahue |
| Indigenous Relations Specialist, City of Lethbridge | Population Health Data Coordinator, Alberta Health Services | Executive Director, United Way Lethbridge & South Western Alberta | Adjunct Assistant Professor, Faculty of Health Sciences, University of Lethbridge | Senior Advisor, Health Equity, Alberta Health Services (South Zone) |
| Germain Wells | Dr. Mila Luchak | Erin Mason | Lori Harasem | Heather Loewen |
| Senior Advisor, Indigenous Wellness Core, South Zone, Alberta Health Services | Medical Officer of Health- South Zone, Alberta Health Services | Data and Reporting Specialist, Community Social Development, City of Lethbridge | Community Engagement Specialist, Community Social Development, City of Lethbridge | Community Volunteer, SHENLA |

About The Social Health Equity Network Of Lethbridge And Area

Vision

Vibrant, inclusive, and safe communities, where people from all walks of life are able to: meet their basic needs with dignity, participate in community life, and have opportunities for optimal development, well-being, and health.

Mission

Engaged individuals, groups, agencies and sectors joined in collaborative action for social equity and well-being of Lethbridge and area.

Shared Values

- The common good
- Health and well-being for all (Put peoples' health and wellbeing first.)
- Dignity for all
- Access to support and resources
- Opportunities to participate in community life

Principles for Social Health Equity

- Support inclusion and address exclusion
- Move from poverty reduction to ending poverty
- Basic Income: A basic income ensures everyone an income sufficient to meet their basic needs with dignity, regardless of work status.
- Just Recovery Principles
 - Strengthen the social safety net; provide relief directly to people (Basic income)
 - Prioritize the needs of workers and communities
 - Build resilience to prevent future crisis
 - Build solidarity and equity across generations, communities and borders
 - Uphold Indigenous rights and uphold the rights of Indigenous peoples

Report Snapshot

Child and family poverty did not end by the year 2000, as was proclaimed by Parliament in 1989. In fact, it has not ended as of 2022. With the current release of 2021 Statistics Canada data, soon to be available for use by social scientists and planners, this report looks back, to contextualize and understand child and family poverty in Lethbridge and surrounding areas.

At a Glance

- In 2016, 12,755, or **11.2%** of residents, were living with low income in Lethbridge's census metropolitan area (CMA)
- Using 2019 CFLIM-AT (census family low income measure - after tax) for Lethbridge CMA, 15.2% of children and youth aged 0 to 17 are low income. Children living in lone-parent families have a greater likelihood of experiencing conditions of poverty than those in two-adult families. **Almost half of children of lone parents live in poverty.**
- Children live in deeper poverty than adults, with **children aged 0-5 experiencing the highest rates of low income** across age groups.
- Low-income rates have been decreasing in Lethbridge and surrounding communities of Southwestern Alberta year-over-year.
- Lone-parent families, in particular women-led lone-parent families and racialized households, are more likely to be in low income.
- For Lethbridge CMA, the low-income rate across **all ages for those who identify as Indigenous is 26.9%**. For children ages 0-17, the low-income rate is greatest for **First Nations children, at 42%**.
- Access to housing, food security, and educational and early childhood development are all impacted by living with low income. These are also factors that help determine income level for individuals and families.
- COVID-19 has affected the individual and community well-being of all people, especially those living in poverty. **Those individuals who were marginalized pre-pandemic were most impacted by the income and employment disruptions of COVID-19.**



Introduction

There are **12,755** people living with low income in Lethbridge, making up 11.2% of the population, according to the 2016 National Census. This includes almost 4,000 children under the age of 18 who are experiencing the daily effects of poverty. Looking more deeply, the region of Southwestern Alberta, home to over 350,000 people, has variations in low-income rates but is estimated to have an overall low-income rate of 13%.¹

Despite a general consensus on poverty measurement, such as the use of low-income prevalence as described above, poverty is not a clearly defined set of barriers, issues, or circumstances and will affect an individual, family or community in unique and complex ways. Individuals living in conditions of poverty long term, compared to those at risk of poverty, require different services and system-level interventions to address and improve their well-being.

This report examines child, youth, and family poverty in order to better understand and bring to light the conditions poverty creates and exacerbates on a daily basis for those populations. The impetus for this report is the need to ensure that adequate awareness, knowledge mobilization, and advocacy occur at all levels of government and with the general public to reduce Lethbridge and area poverty rates.

The COVID-19 pandemic has also influenced the focus of this report, as increased risks for children and youth as a result of the pandemic have been in the public eye. The pandemic has also thrust into the spotlight a fact that often gets pushed aside in developed and affluent countries such as Canada: **poverty is the single largest determinant of health.**²

What are the Social Determinants of Health?

The social determinants of health (SDH) are the social and economic factors that influence people's health. These are apparent in the living and working conditions that people experience every day. The SDH influence health in many positive and negative ways.³

Some social determinants of health include:⁴

- Income and income distribution
- Education
- Unemployment and job security
- Employment and working conditions
- Early childhood development
- Food insecurity
- Housing
- Social exclusion
- Social safety network
- Health services
- Indigenous identity
- Gender
- Race
- Disability

This report views poverty in Lethbridge and area through the lens of the social determinants of health, to structure the conversation and examine poverty beyond income, and to facilitate actionable recommendations for policy-makers, funders, service providers, and the general public.

The link between poverty and the social determinants of health is evident when considering more inclusive or holistic definitions of poverty, such as:

- Lacking adequate amenities and resources in comparison to others in society or relative poverty / deprivation;⁵
- Lacking the opportunities to develop the complex capabilities required for full participation in community life,⁶ due to social exclusion and barriers to early child development,⁷ and
- **“Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and cloth[e] a family, not having a school or clinic to go to, not having the land on which to grow one’s food or a job to earn one’s living, not having**

access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living on marginal or fragile environments, without access to clean water or sanitation.” (United Nations 1998)⁸

When examining any social issue in Canada, it is important to understand the historical and contemporary contexts in which a condition such as poverty came about. Colonial policies and actions have led to Indigenous peoples in Canada being disproportionately affected by poverty, and experiences of poverty by Indigenous peoples are different than for non-Indigenous peoples. This report seeks to unpack what the experience of poverty is for *all* children and families in Lethbridge and area. However, when appropriate and if data is available, statistics and demographics specific to Indigenous-identifying families, as well as families with a non-Indigenous racialized identity, are included to disaggregate data and emphasize who requires additional social support.

ikimmata’paopii to “Live in Poverty”

Colonial-driven definitions of poverty, as noted above, do not consider culturally specific ways of examining poverty, which should also be included when looking at poverty in Canada. A recent First Nations report and working definition describes “poverty as being in a state of lacking wellness, holistic balance (mental, physical, emotional and spiritual), and basic necessities and material goods.”⁹ Amongst Indigenous people in Canada, there is an effort to move beyond statistical indicators of low income as measures of poverty and look instead at the overall well-being of individuals and communities. Measurements of community and culture are indicators of poverty - poverty of language, poverty of culture, poverty of land, and poverty of people. Social exclusion and racism are interconnected, and keep Indigenous people in poverty.

...To be able to maintain your cultural ways, our cultural knowledge or cultural practices is also a measure of wealth, because if you know your language, if you know your cultural practices, your customs, your customary ways of living, you’re considered a rich traditional Indian. You get respect by the people, by your own people for being that way, so there’s cultural respect and there’s economic respect, and we are both of those kinds of people. Dr. Andrew Bear Robe, Siksika Nation, Alberta¹⁰

The Cost of Poverty

Although eliminating poverty is a moral imperative for many, the financial cost of poverty alone is significant enough to consider conditions of poverty. According to a report released in 2012, poverty costs Alberta between \$7.1 and **\$9.5 billion per year**; adjusted for inflation, this amount is closer to \$8.4 to \$11.4 billion in 2022. These costs include those related to healthcare, crime due to increased vulnerabilities, children growing up in poverty being unable to escape the “cycle of poverty,” and unemployment and under-employment.¹¹

Eliminating poverty through strategies that include long-term prevention and early intervention would provide social, economic, and health-system improvements to improve individual and community well-being for all community members in Lethbridge and area.

What is the “Cycle of Poverty?”

Income is the most influential determinant of health. Poverty has negative impacts on health, wellbeing, development, educational attainment, employment, access to resources, and participation in community life.

Poverty is a community and societal issue, not just an individual or family problem. Poverty involves the intersection of multiple determinants of health. For children, growing up in poverty leads to unfair, unjust, and preventable differences in health.

Children who grow up in a low-income family are more likely to experience crowded or unstable housing, food insecurity, childhood trauma (Adverse Childhood Experiences), leave school early, and work in low-paying jobs as adults. This cycle can leave low-income families stuck in a cycle of poverty from one generation to the next.

SHENLA's focus is on eliminating poverty and ensuring that all individuals have opportunities to meet their basic needs with dignity, to develop their capabilities and to participate in community life.



Lethbridge Poverty Report Card

Why a Report Card?

A community report card is a tool for reporting progress and accurately reflecting a snapshot or “state of the union” on a particular issue. Working to achieve poverty reduction is not the responsibility of one branch of government or organization, and therefore there are inconsistencies in many communities in how to report progress.

Developing a consistent, transparent and easy to understand child and family poverty report card for Lethbridge and area will contribute to an increased understanding of poverty, as well as the community assets and systems in place to respond to poverty-related issues. Learning about how the community is doing in specific areas should help citizens and groups identify their priorities and objectives. Poverty reduction for a community will always need to be addressed, with a lifelong commitment to eradicate poverty. A report card will go a long way to support this goal, and function as an ongoing tool to measure progress.

Most importantly, the Lethbridge and area child and family report card can help prompt action. To support this objective, recommendations and calls to action are included, with specific calls to action for policy-makers, funders, service providers, and the general public.

Community Data For Children And Youth

Lethbridge has a robust social services sector and fairly comprehensive data collection across community-based organizations and nonprofits, as do some of the municipalities included in the Southwestern Alberta region covered in this report. However, data is not consistent across the region in many areas. For example, municipal census schedules are inconsistent, with some communities conducting an annual census and others reliant on federal census data. Data from point-in-time counts, a method used to enumerate people experiencing homelessness, is also included when available, but is not always available. Smaller urban/rural centres, such as Fort Macleod, have

participated in housing needs estimations, using a 30-day timeframe to gather data, with the support of service providers and local agencies. This helps better address the limited information about homelessness in smaller communities without shelters.¹²

Connections to the Community Wellbeing and Safety Strategy

In April 2019, the Community Social Development (CSD) department of the City of Lethbridge published a five-year strategic plan to inform and improve community well-being and safety in Lethbridge. The **Community Wellbeing and Safety Strategy (CWSS)** is grounded in research, data analysis, best practices, and community engagement.

To determine the priority social challenges in Lethbridge, a **comprehensive needs assessment was completed**. These findings show that, to best address social issues in our community, a planned collective effort was needed across sectors. Stakeholders strongly supported the development of strategic community priorities to help advance work in a consistent direction.

This report leans on the 2019 CWSS report for the city of Lethbridge, and attempts to complement this work with a deeper dive into the needs, gaps and trends of children, youth and families, including those in surrounding communities.

About Lethbridge and Area

The area discussed in this report is large and includes the city of Lethbridge, in addition to two First Nations, Kainai Nation and Piikani Nation; four counties, four municipal districts, one Improvement District¹³ and an additional municipality. These communities make up what is commonly referred to as “Southwestern Alberta.” This catchment area of approximately 350,000 has diverse needs and resources, with the main service hub, containing extensive health and educational institutions, being the city of Lethbridge.

As of the 2016 federal census, the Lethbridge area has been considered a census metropolitan area (CMA). A CMA is formed by one or more adjacent municipalities centred on a population centre (the core), with a total population of at least 100,000. Due to the high degree of integration with Lethbridge, the populations of Coaldale, Coalhurst, Nobleford, Picture Butte, Barons, and rural parts of Lethbridge are included in the Lethbridge CMA.

First Nations Communities

Blood 148, home to the Blood Tribe, Kainai First Nation,¹⁴ is located directly adjacent and to the southwest of (southwest) Lethbridge city limits. At 1,414 square kilometres, this is the largest reserve in Canada and the third most populous, with 4,570 residents and 12,800 members. As the largest community in the vicinity of Lethbridge, there is considerable movement by Kainai First Nation members accessing Lethbridge for employment, education, health, and social services.¹⁵

Piikani 147, formerly Peigan 147, is a reserve of the Piikani Nation in Alberta. It is located 61 kilometres west of Lethbridge. It has a land area of 430 square kilometres, making it the fourth-largest reserve in Canada. Today, the Piikani Nation consists of roughly 3,600 registered members, of whom approximately 40 percent live off-reserve in urban centres that surround the nation; many Piikani First Nation members move off the reserve to fulfil needs that cannot be met in the community, such as education, housing, and employment. Given its proximity to Pincher Creek, Fort Macleod and Lethbridge, many Piikani Nation members likely access various services in adjacent communities.¹⁶

Demographics

Population Trends

From 2061 to 2021, Lethbridge’s population increased by 6.1%, somewhat more than that of Alberta (4.8%), and Canada (5%). Lethbridge CMA increased by 5.5% during the same period. The City of Lethbridge population according to Census 2021 data is estimated at 98,406,¹⁷ while the Lethbridge CMA population is shown as 123,847 for 2021.

Table 1. Population growth, 2016-2021. Lethbridge and Lethbridge CMA.

| | Lethbridge | | | Lethbridge CMA | | |
|------------|------------|--------|----------|----------------|---------|----------|
| | 2016 | 2021 | % change | 2016 | 2021 | % change |
| Population | 92,729 | 98,406 | 6.1% | 117,394 | 123,847 | 5.5% |

Lethbridge has experienced steady and substantial growth over the last 10 years, and with this urbanization, comes social challenges, including poverty.

Population growth in southwestern Alberta varies by community, with some communities experiencing a decrease in population between 2016 and 2021, and others with no table increases. The average percentage change for the communities that make up Southwestern Alberta between 2016 and 2021 is 6.0% (see Appendix A Table 2).

Children and Youth

In 2016, the age groups with the most growth were those under 15, and those 65 and older. According to 2021 Statistics Canada data, the age group with the highest growth are those 65 years

and older, with slight population decreases experienced in the under 15 age group (see Table 2 below).

That means Lethbridge has a higher population dependency than Alberta showing above average demands on the working-age population and program services. Population dependency is used to measure the relative pressure on the working-age population. Dependency is measured as a ratio of dependents (those 0 to 14, and over 65) to those typically in the labour force. While Lethbridge has a similar age profile to Alberta for those 14 and under, its growing seniors' population adds to its overall population dependency.¹⁸

Table 2. Age distribution, Lethbridge city, Lethbridge CMA and Alberta, 2016-2021.

| Age Group | Lethbridge | | Lethbridge CMA | | Alberta | |
|--------------------|------------|-------|----------------|-------|---------|-------|
| | 2016 | 2021 | 2016 | 2021 | 2016 | 2021 |
| 0 to 14 years | 17.4% | 17.3% | 19.1% | 19.0% | 19.2% | 19.0% |
| 15 to 64 years | 66.3% | 64.6% | 65.3% | 63.7% | 68.5% | 66.2% |
| 65 years and older | 16.4% | 18.1% | 15.6% | 17.3% | 12.3% | 14.8% |

Lone-Parent Families

The proportion of lone-parent families in both Lethbridge and Lethbridge CMA has been fairly stable between 2011 and 2016. Incomes for lone-parent families will be discussed in a later section.

Table 3. Proportion of lone-parent families by census household type, Lethbridge, Lethbridge CMA, 2011, 2016

| | Lethbridge | | Lethbridge CMA | |
|--|------------|------|----------------|------|
| | 2011 | 2016 | 2011 | 2016 |
| Proportion of lone-parent census family households | 8.0% | 7.8% | 7.5% | 7.5% |

Immigrant Population

Immigrant: a person who has settled permanently in another country

The immigration population in the city of Lethbridge showed a 30% increase from 2011 to 2016, with slightly less growth in the Lethbridge CMA overall (24%). This is comparable to the 31% growth noted for Alberta, and much larger than that for Canada (11%).

Table 4. Immigrant population growth, 2011-2016.

| | Lethbridge | Lethbridge CMA | Alberta | Canada |
|---|------------|----------------|---------|--------|
| Immigrant Population Growth, 2011 to 2016 | 30% | 24% | 31% | 11% |

Indigenous Population

The Indigenous population in Lethbridge increased by 40% from 2011 to 2016. This increase is far greater than that seen in Alberta as a whole (17%) or in Canada (19%). The data suggests the Indigenous population in Lethbridge is increasing at a rate that is faster and larger than provincial and national levels. Further details regarding the Indigenous population of Lethbridge and the Kainai and Piikáni Nations is discussed on page 23.

Table 5. Indigenous population growth, 2011-2016.

| | Lethbridge | Lethbridge CMA | Alberta | Canada |
|--|------------|----------------|---------|--------|
| Indigenous Population Growth, 2011 to 2016 | 40% | 40% | 17% | 19% |



A Profile Of Low Income Over 20 Years

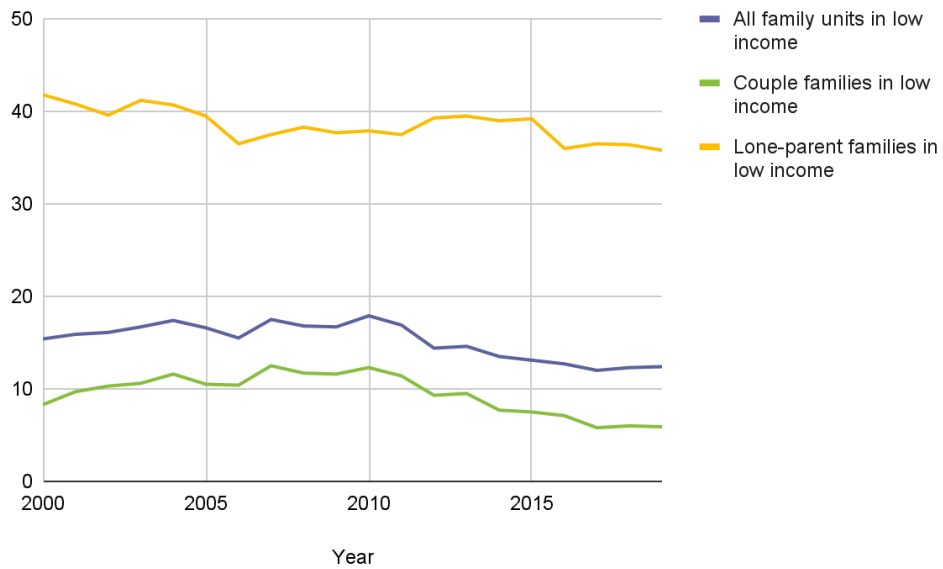
Looking Back To Support a Brighter Future

While economic poverty is predominantly used to measure poverty, this reflects only one dimension of poverty. Economic poverty is commonly measured by income, which is then measured, analyzed and counted in a variety of ways. Looking at income for a large area such as Southwestern Alberta, data on household income is not available at the same frequency or in the same detail for each community. However, looking back on data from Lethbridge and area provides a marker of where the region was at a specific time period, and where it has made progress. Comparisons within the region and with other regions in Canada are helpful, but Alberta and Lethbridge have unique circumstances, conditions, and population considerations.

Figure 1. Shows the overall change in low-income rates between 2000 and 2019 for families in Lethbridge CMA. Using the Census Family Low Income Measure After Tax (CFLIM-AT)¹⁹, which is calculated annually by the federal government, using T1 Family File data. This dataset is not available for two years after collection, and for the purposes of this report, was available up to and including 2019 for Lethbridge CMA only.

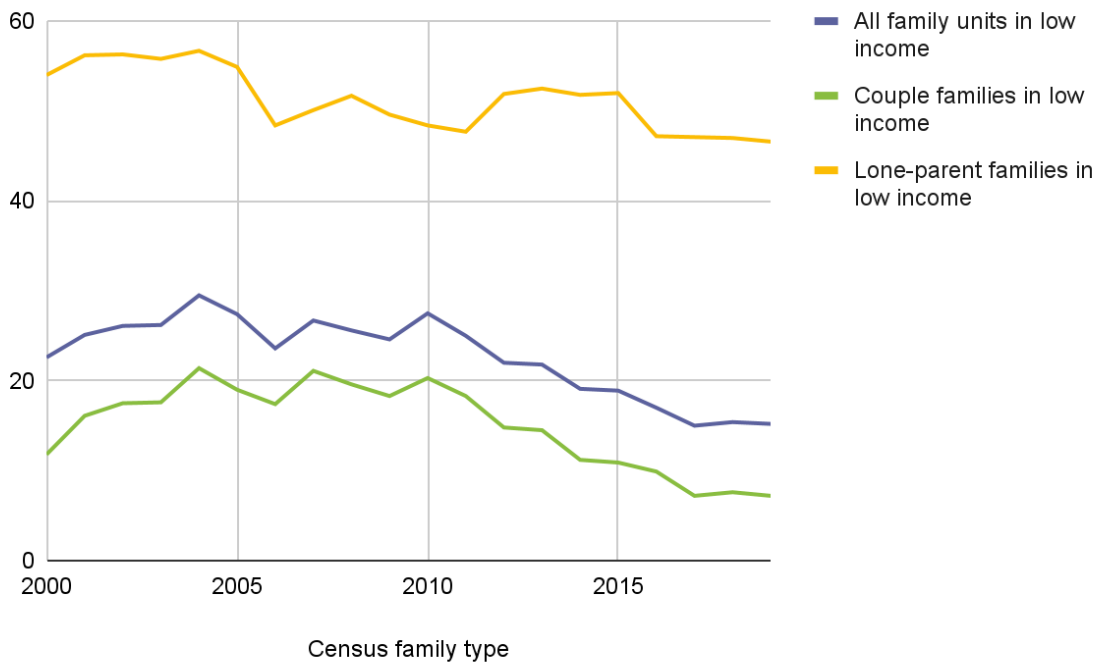
The trend for approximately the past 20 years has been a slow decline in low-income rates across all family types, with a 3% decrease from 2000 (15.4% of all family units in low income) to 2019 (12.4% of all family units in low income).

Figure 1. Proportion of after-tax low-income households by family type, Lethbridge CMA, 2000-2019.²⁰



Tracking low income for children only, Figure 2 has a similar gradual decrease, but a larger decrease overall, with a decrease of 7.4% for all family units.

Figure 2. Proportion of children ages 0-17 living in low income households (after tax) by family type, Lethbridge CMA, 2000-2019.²¹



Year-over-year differences in the percentage of households in low income for Lethbridge have also decreased over time; there were larger decreases 10 years ago, with the difference between 2018 and 2019 percentages being less than 1% (0.1-0.6%).²² Progress was made; however, more recently, progress appears to be stalled. Looking back further to 2006 and using the 2011 and 2016 LIM-AT measures, the percentages of the total population in low income in the Lethbridge CMA decreased 0.8% over five years. As discussed below, low-income measures as a sole indicator of poverty have limitations, and reliance on one measure of poverty alone, or one definition of poverty alone, does not capture the dynamic nature of human experiences.

Table 6. Individuals living in low income in Lethbridge, Alberta (CMA) 2006, 2011, 2016.

| Year | Number of people living in low income - Lethbridge CMA | % of Total population - Lethbridge CMA | % change from previous reporting period - Lethbridge CMA |
|---------------------------|--|--|--|
| 2006 (LICO) ²³ | 10,900 | 13.4 | -- |
| 2011 (LIM-AT) | 9,745 | 12.0 | -1.4% |
| 2016 (LIM-AT) | 12,755 | 11.2 | -0.8% |

The Market Basket Measure: Canada's Official Poverty Line

In 2018, *Opportunity for All - Canada's First Poverty Reduction Strategy*, introduced the first official measure of poverty, the Market Basket Measure (MBM). According to Statistics Canada, the "Market Basket Measure refers to the measure of low income based on the cost of a specific basket of goods and services representing a modest, basic standard of living developed by Employment and Social Development Canada (ESDC). The threshold represents the costs of specified qualities and quantities of food, clothing, footwear, transportation, shelter and other expenses for a reference family of two adults and two children."²⁴

Using the Market Basket Measure for the city of Lethbridge is an appropriate exercise, as it is a large urban centre. However, when examining the southwestern region of Alberta, the reliance on the Canadian Income Survey as a data source for the MBM creates issues for small populations, and excludes First Nations people living on reserve, individuals in institutions like prisons or group homes, and does not include information on parents who are under 18.

Opportunity for All also commits to consulting with Indigenous peoples to identify and co-develop indicators of poverty and well-being, including non-income-based measures of poverty, that reflect the multiple dimensions of poverty and well-being experienced by First Nations, Inuit and Métis.²⁵

Measuring low income is a political balancing act, with international, national, provincial, and local decision-makers having preferences for certain indicators and measures. Using a social determinants of health lens, which is a more holistic lens of well-being, allows communities to dig more deeply and support children and families most effectively.²⁶



Lethbridge And Area Child And Family Poverty Report Card

Income

The rate of individuals in low income is improving overall, but there is a greater risk of poverty for lone-parent households. Policy action is recommended.

Income has the greatest effect on an individual or family's access to amenities and services that support their overall well-being. Income sources may include market income and government benefits or transfers. Income alone cannot be considered the definitive indicator of economic poverty, as household size, cost of living and geographic location are also factors.

Figure 3 shows a large spread of median after-tax income for households. Of the nine communities included, Lethbridge CMA and the city of Lethbridge are in the middle of the cohort for median after-tax income across all households. Population centres, including counties and districts, that do not include significant numbers of families have been excluded from Figure 3 and Table 7.

According to Statistics Canada income data from 2015, Kainai and Piikani First Nations were identified to have the lowest median after-tax incomes in Southwestern Alberta. However there are both systemic and administrative issues in how this data is collected; for example, some members living on reserve do not formally file on-reserve income if it is not taxable.²⁷ Another example includes the exclusion of unmeasured income, such as food acquired through hunting or fishing, and subsidized housing.²⁸

Figure 3. Median after-tax income (all households) by community, 2015.²⁹

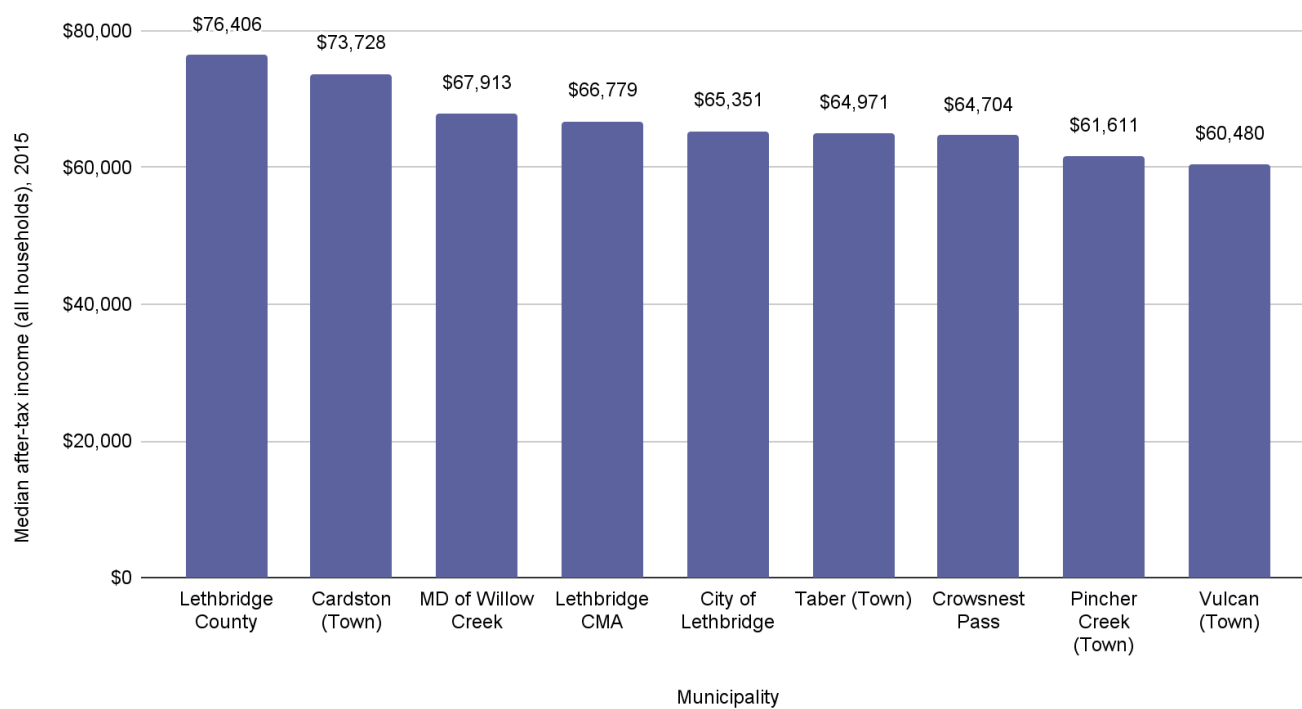
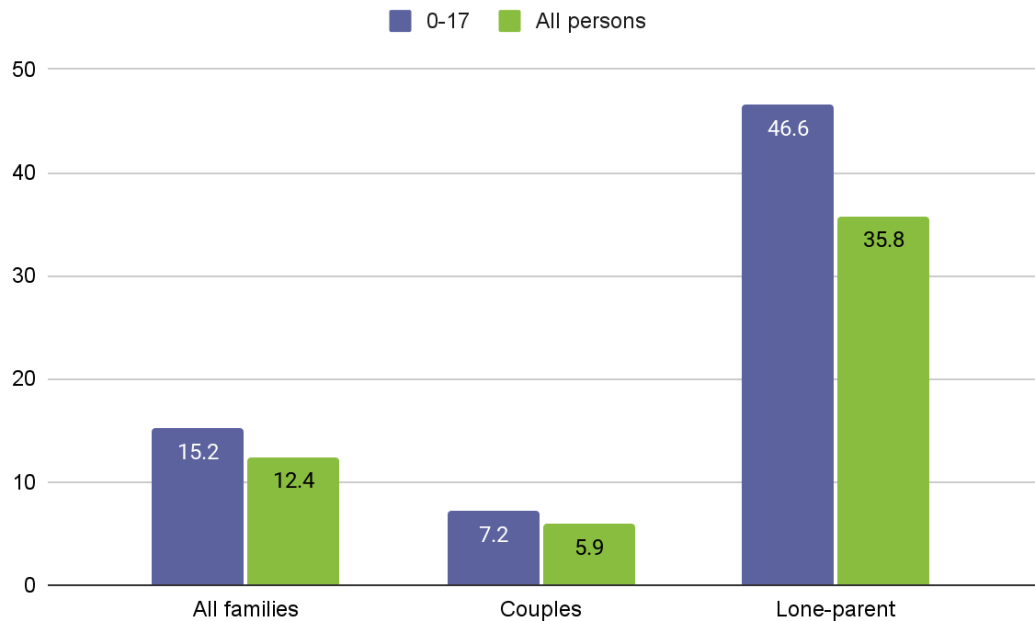


Table 7. Median after-tax income by household type, 2015.³⁰

| Municipality | Median after-tax income (all households), 2015 | Median after-tax income (two-adult families with children), 2015 | Median after-tax income (lone-parent families), 2015 |
|----------------------|--|--|--|
| Lethbridge County | \$76,406 | \$96,154 | \$50,816 |
| Cardston (Town) | \$73,728 | \$93,632 | \$48,000 |
| MD of Willow Creek | \$67,913 | \$94,037 | \$54,571 |
| Lethbridge CMA | \$66,779 | \$98,543 | \$51,215 |
| City of Lethbridge | \$65,351 | \$100,789 | \$51,296 |
| Taber (Town) | \$64,971 | \$87,392 | \$50,752 |
| Crowsnest Pass | \$64,704 | \$107,861 | \$44,672 |
| Pincher Creek (Town) | \$61,611 | \$96,768 | \$49,024 |
| Vulcan (Town) | \$60,480 | \$90,624 | \$49,472 |

Using 2019 CFLIM-AT for Lethbridge CMA, 15.2% of children and youth aged 0 to 17 are living in low-income households. Figure 4 shows that children living in lone-parent families have a greater likelihood of experiencing conditions of poverty than those in two-adult families. **Almost half of children in lone-parent households will live in poverty.**

Figure 4. Proportion of individuals in low-income households by family type, Lethbridge CMA, 2019.³¹

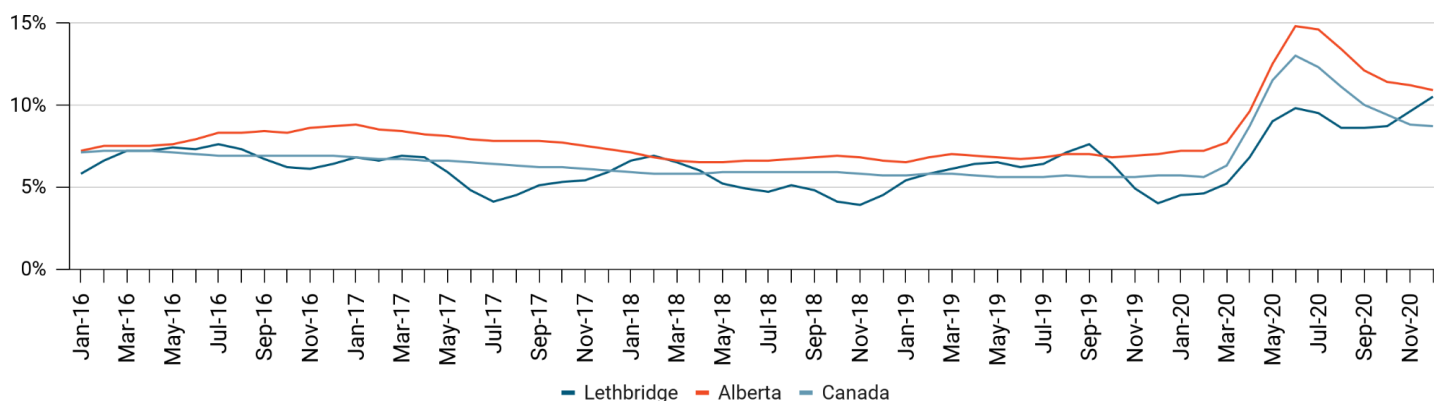


Unemployment Rate

From 2016 to 2020, Lethbridge’s unemployment rate generally remained below Alberta’s, fluctuating around the national unemployment rate. The trend for Lethbridge’s unemployment rate, however, was more variable than Alberta’s and Canada’s.

The most notable finding from Figure 5 is the dramatic decrease in Lethbridge’s unemployment rate during late 2019, when it went from 7.6% to 4% in the span of four months. Due to COVID-19, unemployment rates for Lethbridge, for Alberta, and for Canada started rising around March 2020, peaking in June 2020 (9.8% in Lethbridge, 14.8% in Alberta, and 13% in Canada). Shortly thereafter, unemployment rates began trending downward, until late 2020, when Lethbridge’s unemployment rate was trending upwards toward provincial levels.

Figure 5. Unemployment rate (seasonally adjusted), 2017-2020.³²



As the COVID-19 pandemic has reminded us, there are more women in the services workforce, with 89.9% of service-sector jobs filled by women (retail, food, professional services).^{33 34} Women are more likely than men to be employed in low-wage or precarious positions. Unemployment, and therefore low-income status, is gendered, with women experiencing poverty more often than men. In a Canadian study of women's experiences of gender-based inequalities, only 27% of women reported being paid equally to their male peers.³⁵ Women are also more likely to reduce their paid work hours or to experience unemployment to participate in caregiving for family members.³⁶

Government Assistance

Government transfers cover a range of programs. For example, Employment Insurance provides temporary income assistance to those who lose their job or are absent for reasons of illness or the birth or adoption of a child. The Canada Pension Plan and the Quebec Pension Plan are the two public pension plans in Canada. Old Age Security, including the Guaranteed Income Supplement, provides financial support to seniors. Child tax benefits and other child credits or allowances are aimed at families with children. Other government transfers include social assistance from provincial and municipal programs, Workers' Compensation benefits, the GST/HST Credit and provincial refundable tax credits, such as the Quebec and Newfoundland and Labrador sales tax credits.

Market income refers to employment income, investment income, or other sources of private income, such as private retirement income. The main source of income for those aged 15 and over in households is market income in Lethbridge CMA (89%), in Alberta (93%), and in Canada (89%). However, 62% of those aged 15+ in the Lethbridge CMA are also receiving government transfers. This is comparable to that reported for Alberta (58%), but less than for Canada (72%). The rate of government transfers for Lethbridge CMA is affected by the large percentage of the population receiving child-related benefits, and those receiving Old Age Security or pensions.

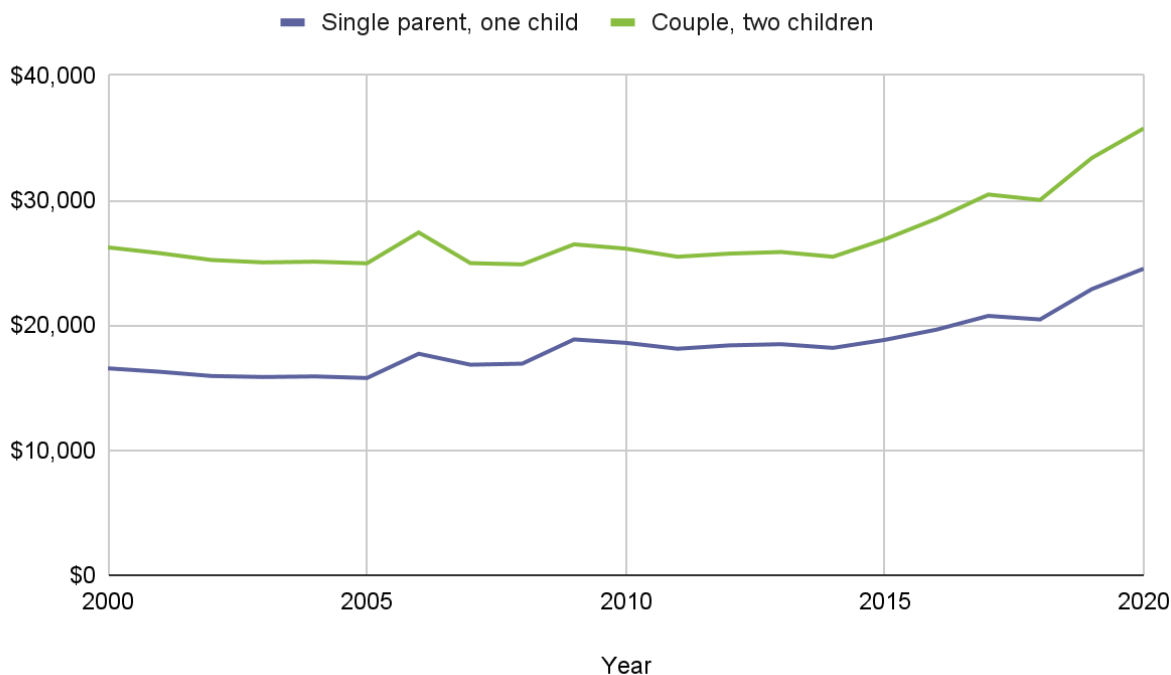
Table 8. Income recipients aged 15 and over in private households by income source (%), 2016³⁷

| | Lethbridge CMA | Alberta | Canada |
|----------------------|----------------|---------|--------|
| Government transfers | 62% | 58% | 72% |

| | | | |
|---------------|-----|-----|-----|
| Market Income | 89% | 93% | 89% |
|---------------|-----|-----|-----|

Government transfers, as already noted, may include federal and provincial child benefits, federal tax credits or benefits and/or social assistance. In Figure 6, the total welfare incomes of families with children are represented over almost 20 years. What begins as a slight decline in annual social assistance income between 2000 and 2005 increases thereafter, due to changes in Alberta's economy, increases to federal child benefits in 2015, and the introduction of the Alberta Child Benefit in 2016.³⁸

Figure 6. Total annual social assistance income over time by family type (using 2020 constant dollars), Alberta, 2000-2019



CERB

Over 1 million Albertans applied for the Canada Emergency Response Benefit (CERB) and/or EI benefits between March 15, 2020 and October 3, 2020.³⁹ Publicly available CERB data is provided by postal code, and can pinpoint only the general community area of the applicant, along with the age group and gender of the applicant. Statistics Canada has released high-level analysis⁴⁰ of CERB applicant data, which highlights the following insights:

- 35% of Albertans received at least one CERB payment
- 67% of workers employed in accommodation and food services received CERB payments in 2020

- Low-wage workers were the most likely to receive CERB
- Young workers were more likely to receive CERB
- Workers in visible minority groups were more likely to have received CERB
- Women and youth in visible minority groups were more likely to have received CERB
- Refugees, (those who are forced to flee from persecution and who is located outside of their home country), were more likely to have received CERB
- Indigenous workers were more likely than non-Indigenous workers to receive CERB

It is clear from various sources and research already undertaken globally that COVID-19 had a greater effect on the income of those already at risk of or experiencing poverty, including lower-paid and young workers. **Individuals who were already vulnerable to work disruptions, and who therefore had less of a personal financial safety net, were particularly vulnerable to the financial impact of COVID-19.**

Lethbridge Living Wage Rate

Lethbridge joined the Alberta Living Wage Network in 2021, in collaboration with 14 other communities across Alberta, to offer a coordinated, standardized method to calculate a living wage for each community. The United Way of Lethbridge and South Western Alberta and SHENLA have collaborated with the Alberta Living Wage Network to calculate Lethbridge's living wage.⁴¹

Lethbridge's living wage for 2022 is \$19 per hour, which is a weighted average calculation that factors in a family of four and a person living alone. A living wage is the hourly rate of pay needed by an individual to cover the cost of living in their community. This is different from the minimum wage, which is the legislated minimum hourly rate set by the provincial government. In the Lethbridge community, we see a \$4 per hour discrepancy between the minimum wage of \$15 per hour, and a living wage of \$19, leaving a gap of approximately \$7,280 per year in income versus expenses for those earning minimum wage. Living wages are rooted in the belief that individuals and families should not just survive, but be able to live in dignity, and participate in their community.

Table 9. Living wage by municipality, Alberta 2021.⁴²

| 2021 Living Wages | Municipality |
|-------------------|-----------------------|
| Calgary | \$18.60 |
| Canmore | \$37.40 ⁴³ |
| Chestermere | \$18.60 |
| Cochrane | \$22.60 |
| Drumheller | \$19.70 |
| Edmonton | \$18.10 |

| | |
|----------------------|---------|
| Grande Prairie | \$19.45 |
| Fort McMurray | \$27.35 |
| Lethbridge | \$19.00 |
| Red Deer | \$17.15 |
| Rocky Mountain House | \$18.05 |
| Stony Plain | \$17.20 |
| Strathcona County | \$16.80 |

Income Summary

- The prevalence of low income has decreased over the last 20 years in both Canada and in Lethbridge and area
- Lone-parent families are more likely to live in low-income households than two-adult families
- Southwestern Alberta is diverse in terms of the living wage from community to community, ruling out a one-size-fits-all approach to defining poverty and low income.

Indigenous Child And Family Poverty In Lethbridge And Area

More Indigenous children and families live in low-income households than non-Indigenous children. This is a key area for improvement and action.

Historically, colonial policies and actions were intended to strip Indigenous communities of their existing social safety net, including family members and cultural traditions, which supported both individual and community well-being. In lieu of traditional support, the Canadian government created an ongoing system of “poverty by design” through starvation, land loss, residential schools, child welfare policies, and continuous underfunding by government institutions.⁴⁴

Current rates of poverty for Indigenous people living in Lethbridge and area highlight a connection between historical and modern practices. Individuals and families in Lethbridge and area who identify as Indigenous do not have the same experiences of poverty as non-Indigenous people living in low-income circumstances, and these experiences are also not homogenous. While the poverty rate for non-Indigenous children across Canada is 18%, the rate for Indigenous children is 38%, according to the 2016 census.⁴⁵ There are also distinct differences in low-income rates for children and families based on specific Indigenous identity.

Examining the situations for First Nations, Métis, and Inuit children disaggregated, First Nations children have the highest rates of poverty, at 47%, in Canada. This increases to 53% for Status First Nations children living on reserve.⁴⁶ First Nations children in Alberta, and Lethbridge and area overall experience lower rates of poverty compared to the national average. For Lethbridge CMA, the low-income rate across all ages for those who identify as Indigenous is 26.9%, compared to the general population rate of 11.2%.⁴⁷ **For children ages 0-17 in the table below, the low-income rate is greatest for First Nations children, at 42%.**⁴⁸

Table 10. Prevalence of low income of children ages 0-17 by Indigenous status, Lethbridge CMA, 2016

| Identity | Count of population ages 0-17 | In low income | Not in low income | In low income (%) |
|-----------------------------|-------------------------------|---------------|-------------------|-------------------|
| Total population ages 0-17 | 25,970 | 4,030 | 21,940 | 15.5 |
| Indigenous identity | 2,145 | 745 | 1,400 | 34.7 |
| Single Indigenous responses | 2,005 | 725 | 1,280 | 36.2 |
| First Nations | 1,440 | 605 | 835 | 42 |
| Métis | 560 | 115 | 440 | 20.5 |

| | | | | |
|---|--------|-------|--------|------|
| Inuk (Inuit) | 10 | 0 | 10 | 0 |
| Multiple Indigenous responses | 60 | 0 | 60 | 0 |
| Indigenous responses not included elsewhere | 80 | 20 | 55 | 25 |
| Non-Indigenous identity | 23,825 | 3,285 | 20,545 | 13.8 |

Table 10 'Single Aboriginal responses' includes persons who are in only one Aboriginal group, that is First Nations (North American Indian), Métis or Inuk (Inuit). 'Multiple Aboriginal responses' includes persons who are any two or all three of the following: First Nations (North American Indian), Métis or Inuk (Inuit).

Low-income rates on reserve are often difficult to measure, due to small data sets and differences in income attainment for those living on reserve. The Market Basket Measure does not yet officially exist as a measure of income for people living on reserve, as the Government of Canada has stated it "will work with National Indigenous Organizations and others to identify and co-develop indicators of poverty and well-being, including non-income-based measures of poverty, that reflect the multiple dimensions of poverty and well-being experienced by First Nations, Inuit and Métis."⁴⁹ The lack of information, coupled with the aggregation of information regarding Indigenous-identifying individuals and families, makes the social determinants of health and poverty measures difficult to track.

Indigenous (Off Reserve) Household Median Income

The median income for Indigenous households in Lethbridge (\$24,384) was less than the median income for Alberta (\$29,522) or Canada (\$25,526). Similar to the findings for immigrant populations, the Indigenous household median income is far below that of the overall population. The income inequality between Indigenous and non-Indigenous households arises from historic trauma and current discrimination faced by Indigenous communities, discrimination that continues to erect barriers for members of these communities.

According to the Calls to Action of the Truth and Reconciliation Commission of Canada, publishing annual reports on the income attainment of Indigenous households compared to non-Indigenous households is required to understand the conditions of economic poverty experienced both on and off reserve.⁵⁰

Table 11. Indigenous households (%) and median household income, 2016.

| | Lethbridge | Alberta | Canada |
|--------------------------|------------|----------|----------|
| Indigenous Households | 6% | 7% | 5% |
| Indigenous Median Income | \$24,384 | \$29,522 | \$25,526 |

Core Housing Need

Having a low income is not the only indicator of poverty for Indigenous children and families. Housing is also a significant social determinant of First Nations, Inuit and Métis health. The physical condition and quality of a home includes the state of core home functions such as heat, running water, electricity, and general safety of the home. In Canada, 18% of off-reserve Indigenous households are in core housing need, primarily due to affordability.⁵¹ In Alberta, 17% of Indigenous off-reserve households were in core housing need in 2016.⁵²

On-reserve housing and access to services

On-reserve core housing need is more difficult to measure, and the same indicators are not applicable. Housing on reserve, how it is accessed, maintained and planned for, varies by Nation. Status First Nations families and children living on reserve are more likely to live in a dwelling in need of major repairs than those without status or who live off reserve.⁵³

Indigenous children and families are more likely to live in housing that is overcrowded, with this being a common issue on reserves. According to the National Occupancy Standards, 37% of First Nations people on reserve live in housing that is unsuitable for the number of individuals living in the house.⁵⁴ Overcrowding or multigenerational living out of necessity, whether on or off reserve, is associated with increased risk of spreading infectious diseases, such as COVID-19. Conditions of overcrowding are also the impetus for individuals and families to live in precarious housing situations, including couch-surfing with friends or sheltering in the homeless-serving system.⁵⁵

A nuance to consider is that the National Occupancy Standards define housing suitability in relation to the composition of individuals occupying the room; for example, no more than two people share a bedroom or lone parents have a separate bedroom.⁵⁶ Indigenous multigenerational families, both on and off reserve, are at risk of being reported or noted as “living in overcrowding,” when in reality the occupants are living as a multigenerational unit to support and take care of each other. Living amongst family and extended family should not be viewed within the narrow definitions of occupancy standards or overcrowding for all Indigenous peoples.

Services and key social infrastructure, such as schools and healthcare, are underfunded on reserve,⁵⁷ and this contributes to keeping populations in low income. When services are not available on reserve, Indigenous people are faced with additional barriers to access, such as transportation to necessary services in nearby urban centres. The likelihood that these services will be delivered by non-Indigenous agencies and staff also increases.

Research has shown that poverty is inextricably linked to high rates of incarceration, child apprehensions, unemployment, lower rates of educational attainment, and health issues.⁵⁸

Living in conditions of poverty increases the likelihood of child welfare involvement. In an examination of the reasons for which child neglect is reported for Indigenous families, the main

factors were caregiver poverty, poor housing and substance misuse, reasons that, for the most part, are attributed to poverty.⁵⁹ Families on reserve and the reserves themselves are dependent on adequate housing and services being made available to their Nation, and are punished for systemic inequities out of their control.

Newcomer children and families

Additional support is required to improve outcomes for new immigrants.

As of 2016, the share of the immigrant population in Lethbridge aged 0-14 years was 35.3% of the total immigrant population in private households, with 12.3% under 5 years of age.⁶⁰ These children are likely to grow up to earn wages similar to their Canadian-born peers, assuming participation in the Canadian educational system and English-language proficiency.⁶¹ In fact, immigrants admitted as children more often participate in post-secondary education and report higher wages than the overall population after their mid-20s.⁶²

Newcomers as a broad term includes those who may be immigrants to Canada and have chosen to settle permanently or refugees, individuals who have had to flee due to persecution and are located outside of their home country. Data, and specifically income data on refugees who are settled in Lethbridge, is not available therefore only immigrant households are discussed below.

Immigrant Households

The median after-tax income for immigrant households in Lethbridge (\$31,867) is similar to that for Alberta (\$34,013), and more than that for Canada (\$27,599). Compared to the median total household income for the overall population, immigrants are receiving significantly less, though income stability of immigrant households improves over time. In Table 12 below, the amount of income is lowest for those households with the most recent immigration period. As identified in the [Community Wellbeing needs assessment](#), immigrants were more likely to be in low income at 12.1% overall, and when looking at periods of immigration, recent immigrants had a low income rate of 17.9%.⁶³

Table 12. Immigrant households (%) and median after-tax household income, 2016.⁶⁴

| | Lethbridge CMA | Alberta | Canada |
|---|----------------|----------|----------|
| Immigrant Median After-Tax Income - Any Period of Immigration | \$31,867 | \$34,013 | \$27,599 |
| Immigrant Median After-Tax Income - Immigration Before 1981 | \$30,956 | \$35,662 | \$30,946 |
| Immigrant Median After-Tax Income - Immigration 1981-1990 | \$37,426 | \$38,787 | \$32,040 |

| | | | |
|---|----------|----------|----------|
| Immigrant Median After-Tax Income - Immigration 1991-2000 | \$35,948 | \$36,202 | \$28,074 |
| Immigrant Median After-Tax Income - Immigration 2001-2010 | \$31,757 | \$34,252 | \$25,869 |
| Immigrant Median After-Tax Income - immigration 2001-2005 | \$31,789 | \$35,047 | \$26,761 |
| Immigrant Median After-Tax Income - immigration 2006-2010 | \$31,721 | \$33,676 | \$25,162 |
| Immigrant Median After-Tax Income - Immigration 2011-2014 | \$28,019 | \$30,130 | \$21,899 |

Immigrant Core Housing Need

Increases for Immigrant households in core housing need (CHN) were reported for Lethbridge, for Alberta, and for Canada. Relative to provincial and national averages, Lethbridge had a 33% increase for Immigrant households in CHN. This finding is below that for Alberta (40%), but is notably above the 19% increase in the national average.

Table 13. Immigrants in Core Housing Need, 2016.

| | Lethbridge | | Alberta | | Canada | |
|------------------------------|------------|------|---------|--------|---------|---------|
| | 2011 | 2016 | 2011 | 2016 | 2011 | 2016 |
| Core Housing Need Immigrants | 560 | 745 | 34,770 | 48,600 | 486,915 | 578,565 |

Immigrant households are less prevalent in Lethbridge (15%) compared to Alberta (23%) and Canada (24%). There is also a lower percentage of immigrant households in CHN in Lethbridge (11%) as compared to Alberta (14%) or Canada (18%). The prevalence of children in low-income for recent immigrant households (arriving between 2011-2016) is 28.2%. Almost one-third of children 0-17 live in low-income upon coming to Lethbridge and therefore have to navigate not only their new community but also conditions of poverty.

Table 14. Core Housing Need in immigrant households, 2016.

| | Lethbridge | Alberta | Canada |
|---|------------|---------|--------|
| Immigrant Households | 15% | 23% | 24% |
| Immigrant Households in Core Housing Need | 11% | 14% | 18% |

A combination of factors contributed to the effects of COVID-19 on immigrant children and families. Immigrants and racialized individuals (or “visible minorities”⁶⁵) make up a large proportion of front-line/essential workers, including those in the food and accommodation services sectors. Women and youth in racialized groups are more likely to have been a CERB applicant. Of all immigrant workers admitted since 1980, 41.2% received CERB in the first months of the pandemic.⁶⁶

Systemic Racism and Discrimination

Poverty is racialized. In 2016, 20.8% of people with racialized identities, (those with a sense of self that is related to racial group membership), lived in poverty compared to 12.2% of non-racialized communities. Racism and discrimination often keep people with racialized identities in poverty, as systemic racism overlooks qualified candidates for jobs, home rental, and access to healthcare.

COVID-19 has illuminated systemic racism in Canada's healthcare system - rates of infection were higher among Black, Middle Eastern, South Asian, Southeast Asian and Latin American populations. In addition, the stress associated with the pandemic created mental health challenges, in part due to racist and xenophobic attacks on racialized groups.⁶⁷

Access to the Social Safety Network

Accessibility needs improvement for low-income households, in smaller municipalities, and for those with increased barriers.

Households in low income require access to appropriate and effective systems of care, and cannot meet their needs through financial benefits alone. A community's social safety network - the community-based organizations, charities, institutions, and nonprofits that support individual and community well-being - are essential to everyone, regardless of income level.

The social safety network is particularly important for those in low income, as they rely upon it to meet basic needs. The network ultimately acts as a patchwork of resources to help individuals and families make it through the month. Access to services can enable low-income families to meet their basic needs, and may help to moderate the effects of poverty. Access to services may be interpreted differently and look different to every individual or family: what is easily accessible to some may not be to others, and varies across urban versus rural communities.

Availability of Services, Programs or Benefits

- The first consideration for access is determining whether the service or resource is available. Does the resource exist? Do the individuals or families who would benefit from the resource know it exists? Is there a waitlist? Are some resources available some of the time, but not at the time when those who need it might need to access it? **These conditions of availability mean the resource is not truly accessible.**

Access to Information

- **Community resources are not serving the need if the people who need them do not know they exist or how to access them.** A variety of information channels are required, including in print and digital formats, in multiple languages, in key service locations or areas where individuals in low income can access the information. For individuals and families in low income, there may be inconsistent access to the internet or a phone, and there may be a need to have information quickly available in a crisis.

To support access to resources, the city of Lethbridge has a comprehensive systems map, a dynamic inventory of information on community resources. Systems mapping is a systematic approach to mapping all the programs, locations, helplines, and benefits available to people seeking help from the social services sector. Lethbridge and area systems mapping provides a real-time inventory of community services, and categorizes all programs by target population, eligibility criteria, geographic scope, and service model to show which resources are available.⁶⁸

According to the systems map, there are currently **1,545 listings** (services, locations, and benefits) in Lethbridge and Lethbridge County from a total of **206 agencies**.⁶⁹ Examining the systems map further, the number of resources available to children, youth and families reveals trends and considerations for the community.

Figure 7 shows systems mapping data of only those services and programs identified as serving children, families, youth, or those who are pregnant, totalling 914 listings. This does not mean the remaining services do not support these populations, but instead that they probably do not specialize or target their services specifically to those populations.

Figure 7. HelpSeeker systems map listings for target populations by category

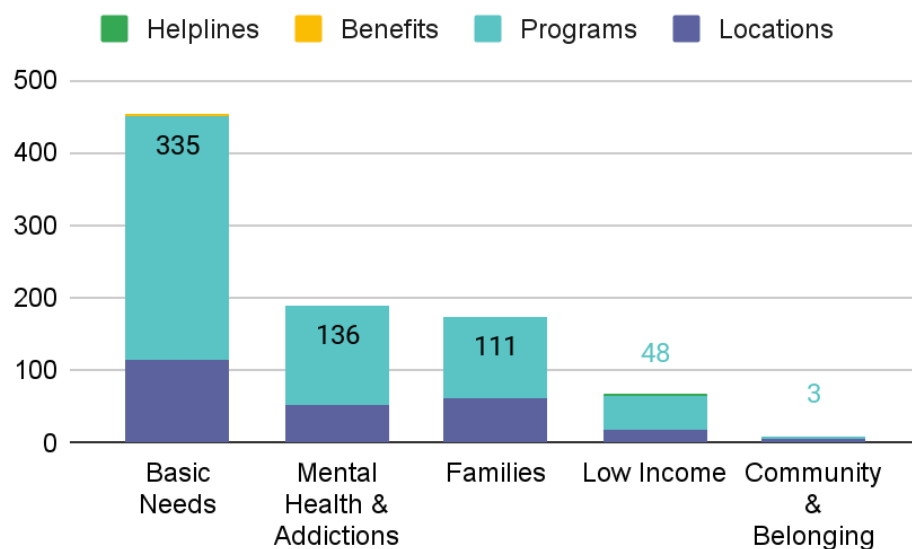


Figure 7 includes 5 listings classified as Helplines and 5 listings classified as benefits which identify as serving children, youth and families. Data is updated and refined in real-time on

Direct Literal Access (Physical or Virtual)

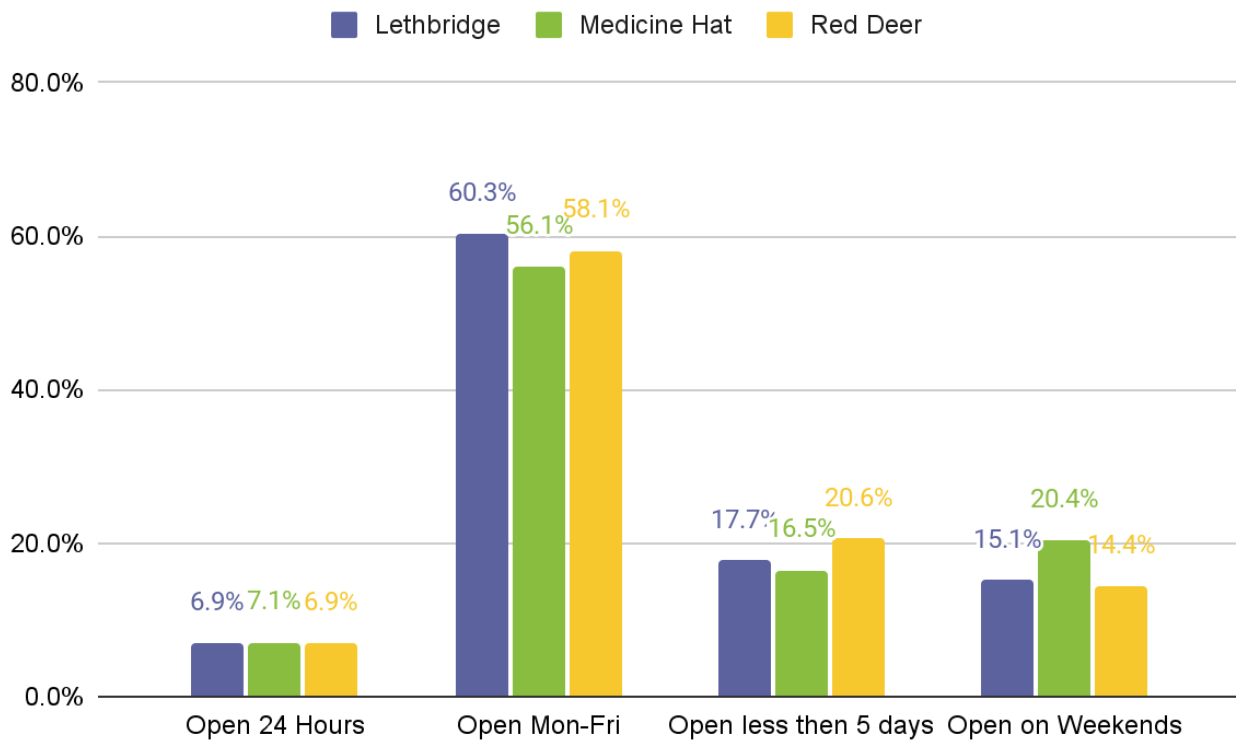
For individuals living in low income, accessibility of services has additional barriers and requires additional navigation due to the conditions created by poverty. Lack of a personal vehicle or limited public transportation may make it difficult or impossible to access services. The adjacent communities that make up the Southwestern Alberta region have fewer physical locations for services, or operate as satellite sites of organizations with main offices in the city. Approximately 20,000 people commuted for work in the city, pre-pandemic,⁷⁰ with some daily commutes of 60 minutes or more. The length of a commute and the logistics of commuting into larger urban centres for community services are further complicated by the costs of transportation and work and school schedules for families.

Lethbridge relies heavily on individuals commuting alone, as compared to other cities in Canada (see Table 16 Appendix A). Examining 15 other comparators with 2016 populations under 200,000, which have available transportation data in Canada, Lethbridge covers the third-largest geographic area (km²). Lethbridge has 71.6% of its commuters near a public transportation stop, which is above the median of comparators at 70.5%. Yet Lethbridge has underused public transportation, with the fourth-lowest user rate (2.9%) and an overreliance on non-carpool car transportation (79%). This reliance on single-person vehicle travel suggests that those in low-income situations may struggle with transportation in general, from getting to jobs to accessing social services.

Literal access also includes being able to physically access a building, including whether the location is universally accessible for families with small children or disabilities, through ramps, adequate bathroom amenities, elevators, and other accessibility features

Hours of operation can also be a barrier to services, with people in unstable working conditions or inflexible employment positions unable to take time away during traditional daytime business hours. Added hours of access are not always available, though these allow more flexibility around other responsibilities, such as children or dependents who require supervision. Comparing Lethbridge with other Alberta cities (Medicine Hat and Red Deer), there is some variability with opening hours. Approximately 60% of providers in Lethbridge with available information operate Monday to Friday, with 15% of the services being open on weekends. Only 22% of services with information available are accessible outside of regular weekday business hours. These limitations on access to services outside of business hours may be preventing families from accessing services they need.

Figure 8 - Hours of operation, HelpSeeker listings for Lethbridge, Medicine Hat and Red Deer



Digital and technological barriers vary across Lethbridge and area. These barriers may include access to broadband internet, mobile phone coverage, and the hardware to use those technologies. According to a 2019 report by the Canadian Radio-television and Telecommunications Commission, 87.4% of Canadian households overall have broadband coverage, while only 45.6% of rural households and 24.8% of First Nations reserves have access to reliable broadband coverage.⁷² Additionally, even if the coverage is available, it is only accessible if individuals and families have the resources to consistently pay for it. The COVID-19 pandemic and its associated requirement to shift to working or attending school virtually from home highlighted the disparities in computer ownership, with families suddenly requiring multiple devices to properly engage online.

Access to Support

Support to navigate the social safety network is critical. Navigation takes skills and tools, which not everyone can access consistently. Navigation is a service in and of itself, and supporting individuals and families through navigation, especially those in low income, can ensure the right services are found, and reduce barriers to access along the way.

211 Data

211 Alberta has a fully integrated provincial helpline and online searchable database to help Albertans navigate community, health, social, and government services. And 211 data can help planners and decision-makers understand the needs of Albertans. This service is available through phone, text, email, and chat, 24/7. The service is free, confidential, and available in over 170

languages over the phone. The vision for 211 Alberta is to have a comprehensive information and referral system that is accessible to all Albertans.

Prior to 2021, service was limited only to certain regions of Alberta, and did not cover Southern Alberta. Following a surge of pandemic-related calls and contacts in 2020, the Government of Canada committed funds from its Emergency Community Support Fund to expand 211 service nationwide by the end of the year. After the service became available to the Southwestern region in 2021, 211 was contacted by 1,253 people, and identified and addressed 1,838 unique needs specifically from those in Lethbridge. There were an average of 104 contacts from Lethbridge with 211 each month, with 92% of contacts made by telephone. These contacts are categorized to give the community a better understanding of the types of support being requested.

For people less likely to have access to a smartphone, computer or high-speed internet, phone navigation support is critical for accessing community resources. As shown in Table 15, there were more requests in 2021 for information on services, charities and donations, followed closely by income and employment information, together making up just over half the total requests. Healthcare requests are more often made to Alberta Health Services 811 Health Link and are therefore low for this reason within the 211 dataset.

Table 15. Calls received by 211, Lethbridge 2021⁷³

| Needs Identified | Examples of the Types of Assistance | Number of Requests in 2021 | Percentage of Requests in 2021 |
|--|--|----------------------------|--------------------------------|
| Organizational/ community / international services | Information services, charities/ grant-makers, donation drop-offs | 484 | 26% |
| Income support and employment | Temporary financial assistance, employment and job search | 450 | 24.5% |
| Basic needs | Transportation, food access, housing/shelter | 257 | 14% |
| Environment and public health | Public health services, communicable diseases information | 231 | 12.6% |
| Mental health and substance use disorder services | Crisis intervention, counselling services, substance use treatment programs | 206 | 11.2% |
| Criminal justice and legal services | Landlord/tenant assistance, legal assistance, Legal Aid | 106 | 5.8% |
| Individual and family services | In-home assistance, holiday programs, protective services street outreach programs | 42 | 2.3% |
| Consumer services | Tax assistance programs, regulations, money management | 34 | 2% |
| Healthcare | Medical expense assistance, healthcare referrals, patient/family support | 24 | 1.3% |

| | | | |
|-----------|---|---|-----|
| Education | Student financial aid, Student services and counselling | 4 | .3% |
|-----------|---|---|-----|

Housing

Lone-parent households require immediate support to address core housing needs.

Housing is the largest household expense for most families, and access to affordable housing is critical to support children and families at risk of or living in low income. Housing precarity, core housing need, and housing affordability are measures used to examine the effect of low income on housing.

Affordable housing is defined in Lethbridge as housing that has received some form of subsidy from the Province of Alberta or other levels of government.⁷⁴ Both median shelter costs and average residential rent have increased in the last 10 years, while average residential rent for a three-bedroom unit increased almost 4% between 2019 and 2020.⁷⁵

One of the measures on Canada's official poverty dashboard of indicators is "unmet housing needs," which refers to Canadians who are in housing that is unaffordable (costing more than 30% of before-tax household income), in need of major repairs, or unsuitable for the size and make-up of a family, but the family cannot afford a suitable and adequate home in their community.⁷⁶ This is more commonly referred to by Canada Mortgage and Housing Corporation as core housing need.

According to 2016 data,⁷⁷ examining households only, the overall rate of core housing need in Lethbridge was 9.9%. The household types with the **greatest prevalence of core housing need are lone-parent households (21.6%)** followed closely by one-person households (20.1%). In lone-parent households, women-led lone-parent households are more likely than men-led lone-parent households to be in core housing need (see table 17). For households with children, decreases in core housing need of 0.6% were observed between 2011 and 2016 for couples with children, while the most significant decreases were experienced by multiple-family households (3.1% decreases) and lone-parent households (2.4% decrease).

Table 16. Household type (% of households in core housing need), Lethbridge, 2011, 2016⁷⁸

| | Couple With Children | Couple Without Children | Lone- Parent Households | Multiple Family | One- Person Households | Other Non-Family | Total |
|-----------------------|-------------------------|-------------------------------|----------------------------|--------------------|---------------------------|---------------------|-------|
| 2011 Percentage in | 5.8% | 3.3% | 24.0% | 8.3% | 20.0% | 6.0% | 10.2% |

| | | | | | | | |
|--------------------------------------|------|------|-------|------|-------|------|------|
| core housing need | | | | | | | |
| 2016 Percentage in core housing need | 5.2% | 3.1% | 21.6% | 5.2% | 20.1% | 5.8% | 9.9% |
| Change | ↓ | ↓ | ↓ | ↓ | ↑ | ↓ | ↓ |

Table 17. Lone-parent family households in core housing need by gender), Lethbridge, 2016⁷⁹

| | Number of lone-parent family households (2016) | Number of lone-parent family households in core housing need | % of lone-parent households in core housing need |
|------------|--|--|--|
| Female-led | 2,590 | 680 | 26.3% |
| Male-led | 730 | 130 | 17.8% |

Housing affordability and costs of housing have a greater impact on children and families living in low income. Low-income renters have been hit especially hard during the pandemic in some smaller and rural centres across the country, as those who no longer have to commute looked to buy or rent elsewhere, causing “renovictions” of current tenants.⁸⁰

Looking at neighbouring areas, core housing need is more prevalent in some counties or municipal districts than others. For those areas with publicly available data, Pincher Creek has the highest rate of core housing need, while Crowsnest Pass has the lowest.⁸¹

Table 18. Core housing need prevalence rate, neighbouring communities, 2016.^{82 83}

| Area | 2006 | 2011 | 2016 | Change/ Trend |
|---------------------|---------|---------|-------|---------------|
| Medicine Hat | 5.7% | 7.5% | 9.7% | ↑ |
| Pincher Creek | No data | 13.4% | 23.4% | ↑ |
| Lethbridge County | 8.1% | 6.7% | 6.6% | ↓ |
| Taber (Town) | 7.2% | 10.9% | 4.0% | ↓ |
| MD Willow Creek | 20.4% | No data | 20.5% | - |
| Crowsnest Pass | 11.6% | 9.6% | 2.8% | ↓ |
| Fort Macleod (Town) | No data | No data | 9.5% | - |
| Raymond (Town) | No data | 14.2% | 4.5% | ↓ |

COVID-19 has emphasized the importance of the right to housing, and the impact that a lack of affordable and adequate housing has on individual health and well-being. Populations that are more likely to live in overcrowded housing, such as those living in low-income, immigrants or Indigenous households, have been disproportionately affected by COVID-19.⁸⁴

Homelessness & Housing Insecurity

Hidden homelessness, housing insecurity, and women and children's homelessness need to be addressed.

In the 2018 report on the City of Lethbridge homelessness point in time count, a total of 223 individuals were identified as experiencing homelessness.⁸⁵ Of those enumerated, 9% were children between the ages of 0 and 17 years, while 27% were youth or young adults, aged 18 to 24. The 2016 Lethbridge point in time count reported a total of 89 people experiencing homelessness, including 2 people under 18.⁸⁶ This substantial increase between those two counts is, in part, due to a change in methodology for the 2018 count; however, to what extent that is the reason for the increase is unknown. A 2020 administrative count of people experiencing homelessness was completed in Lethbridge, but due to COVID-19 affecting how homelessness services were offered and how the count was conducted, the results cannot provide a direct comparison to previous years, and have not been included in this report.

Measures of child and family homelessness are greatly affected by the ways *women's* homelessness is measured, since "women's homelessness is made invisible by how we define, measure, and respond to housing need and homelessness."⁸⁷ Child and family homelessness is largely hidden homelessness, meaning that these households are less likely to access homelessness services in common physical locations, such as shelters or drop-ins. Estimates of hidden homelessness vary, and there is no standardized method to determine accurate estimates. According to Economic and Social Development Canada, between 2005 and 2016, family shelters operated at high capacity or over capacity, with longer shelter stays, and nearly 90% of families using emergency shelters are led by female lone parents.⁸⁸

Women are at a higher risk of intimate partner violence, human trafficking, and street violence than men. Women's shelters provide a safe and supportive environment to address the intersectional issues that contribute to women experiencing homelessness. In 2020-2021, YWCA Harbour House emergency shelter served 238 women and 91 children while operating with reduced capacity due to COVID-19. Also significant, **884 individuals were turned away from services due to capacity constraints.**⁸⁹ Poverty, or living in low income, endangers the safety of women and children, as mothers are less likely to leave abusive and violence situations to avoid experiencing homelessness or living in poverty.

The daily challenges for people experiencing homelessness were starkly apparent during COVID-19. As discussed, before the pandemic, there were numerous obstacles to accessing services and daily necessities. During the pandemic, capacity constraints, social distancing requirements, decreased hours of operation, and the inability of many to quarantine or isolate easily made it even more

difficult to access the already complex and burdened social safety network. With the closure of many regular services came disconnection from many stable and safe supports, such as counsellors, case workers, and occupational therapists. Reduced access to public spaces during the pandemic, such as malls and libraries, led to reduced access to warm-up locations, public washroom facilities, and free wifi or telephones, which people experiencing homelessness rely on to stay connected to services and their personal networks.

People experiencing homelessness are at increased risk of any infectious disease, and were found to be at increased risk of acute respiratory symptoms and “severe coronavirus,” according to studies of the virus in 2020.⁹⁰ This is due in part to the conditions in emergency shelters and drop-in centres, including close quarters and high turnover, and also the high prevalence of chronic illness for people experiencing homelessness.⁹¹

In 2022, there are strong vaccination rates in the general population in Alberta, but vaccination rates of people actively experiencing homelessness is unknown. For those experiencing homelessness, there are barriers to full vaccination, such as mistrust in the healthcare system due to past experience, lack of access to online and phone appointment-booking systems, and transportation challenges getting to a vaccine clinic. For families, children over the age of five can now receive two vaccine doses in Alberta, but families experiencing housing precarity, couch-surfing with friends, or staying at shelters may experience additional logistical challenges when attempting to receive two vaccine doses.

There may be an increase in homelessness in Southwestern Alberta as a result of the COVID-19 pandemic; however, past recessions have proven there is a lag time between the recession event itself and increases in people experiencing homelessness. Due to the COVID-19 pandemic, no 2020 or 2021 point in time count was conducted in Lethbridge as in years past, and therefore, changes in homelessness from 2018 are not known.

Rural Housing Insecurity and Homelessness

According to the Rural Development Network, it is estimated that **1% of Alberta’s rural population** is experiencing homelessness or housing instability.⁹² There is usually less information available on rural experiences of homelessness; when observed, it is primarily hidden homelessness. Rural homelessness has defining characteristics that make it different from urban homelessness, including an increased likelihood of experiencing homelessness as a family, and specifically a female-led lone-parent family. Economic issues are more likely to be the main cause of experiencing homelessness for rural individuals and families. The stigma of experiencing housing precarity or homelessness may be greater in rural areas, as individuals are more likely to be recognized by other community members, and are also more likely to have “strong familial and geographic ties to the area.”⁹³

The common point in time count methodology used in many urban centres in Canada is not effective for rural communities, where estimations of homelessness are also conducted less often. A Rural Development Network initiative called 2020 Community Estimations included information and data from 24 rural communities

in Alberta, and estimates “almost half of all people requesting social services in rural Alberta are experiencing housing insecurity.”⁹⁴

The 2020 Community Estimations project included two communities in the Southwestern Alberta catchment area, Cardston and Fort Macleod, and offered insights into service usage in the area. Survey respondents in the project were asked “In which community do you most often seek services?” Lethbridge was the first response for respondents in Fort Macleod and was the second response for respondents in Cardston.^{95 96} The limited bus service and cost of transportation between these communities may be a barrier to accessing services as often as needed, or to establishing relationships of trust with service providers.

Low-income Food Security

Lone-parent families need immediate support.

Household food insecurity refers to the inadequate or insecure access to food because of financial constraints.⁹⁷ Certain population groups have a higher prevalence of food insecurity, including those in low income, lone-parent households, and particularly female-led lone-parent households, renters, women, and households with children younger than 18 years of age.^{98 99} These characteristics are consistent with those identified in people accessing the Lethbridge Food Bank between 2016 and 2018, according to the Community Wellbeing Needs Assessment.¹⁰⁰

Three categories of food insecurity are used by the Household Food Security Survey Module (HFSSM), Canada’s primary validated measure of food insecurity.¹⁰¹ Table 19 below provides the percentage of Alberta households by degree of food insecurity, noting that 12.8% of households experience moderate or severe food insecurity.¹⁰²

- **Marginal food insecurity:** Worry about running out of food and/or limited food selection due to a lack of money for food.
- **Moderate food insecurity:** Compromise in quality and/or quantity of food due to a lack of money for food.
- **Severe food insecurity:** Miss meals, reduce food intake and, at the most extreme, go day(s) without food.

Table 19. Percentage of persons by household food insecurity status, Alberta 2018 and 2019¹⁰³

| Food insecurity status | 2018 | 2019 | Change |
|------------------------|------|------|--------|
|------------------------|------|------|--------|

| | | | |
|--------------------------------------|--------|--------|---|
| Marginal food insecurity | 5.10% | 5.60% | ↑ |
| Food insecurity (moderate or severe) | 14.30% | 12.80% | ↑ |
| Moderate food insecurity | 8.40% | 9.00% | ↑ |
| Severe food insecurity | 5.90% | 3.80% | ↓ |

Food insecurity is not experienced the same by children and families across all household types. In Canada in 2019, 30.9% of lone-parent households experienced moderate or severe food insecurity, with 33% of female-led lone-parent families experiencing food insecurity. Overall, between 2018 and 2019, the Canadian percentage of households experiencing food insecurity decreased by approximately 1%.

Table 20. Percentage of persons by household food insecurity status and economic family type, Canada, 2018 and 2019

| | Marginal food insecurity | | Food insecurity (moderate or severe) | | Moderate food insecurity | | Severe food insecurity | |
|--|--------------------------|------|--------------------------------------|-------|--------------------------|-------|------------------------|-------|
| | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 | 2018 | 2019 |
| All persons | 5% | 5% | 11.5% | 10.6% | 7.9% | 7.4% | 3.6% | 3.2% |
| Persons in two-adults families with children | 6.5% | 6.5% | 11.3% | 9.7% | 8.9% | 7.7% | 2.3% | 2% |
| Persons in lone-parent families | 9% | 7.4% | 31.9% | 30.9% | 20.8% | 20.4% | 11% | 10.4% |
| Persons in female-led lone-parent families | 9.4% | 7.3% | 33.6% | 33% | 21.6% | 22.8% | 12% | 10.2% |

The social safety network in Southwestern Alberta includes numerous food-related services and resources, including 99 food-related offerings in Lethbridge and Lethbridge County.¹⁰⁴ According to the 2021 report from Food Banks Canada, children made up 38.8% of total visits to food banks in Alberta, and total visits overall were up 29.6% in the province.¹⁰⁵

Amongst rural centres, food bank usage across Canada decreased 3.8% overall between 2019 and 2021. The demographics of those accessing food banks in rural areas differed slightly, as there are fewer children and more seniors accessing rural food banks. Individuals accessing the food bank in rural areas are more likely to receive disability support and are more likely to identify as Indigenous (20.2% in rural communities).¹⁰⁶

Food insecurity during the COVID-19 pandemic presented the food security sector with new

challenges for increasing availability and access of a physical good that could not simply be transferred online. Children and youth who would normally benefit from school-based food programs and families that relied on these programs required alternatives to these resources. Unsurprisingly, those who were most affected by food insecurity during the pandemic were households with children.¹⁰⁷

Mindful Munchies

The Mindful Munchies Program was started in 2017 through the Lethbridge Food Bank as a way for students and youth in need to be given lunches during the school day. Lethbridge Food Bank makes fresh, healthy lunches weekly, and sends them out for delivery through the volunteers at MyCityCare, a local organization. As a result of school closures during the pandemic, Lethbridge Food Bank, in conjunction with two school authorities, coordinated lunches to be dropped off at homes for children who had been registered for school-based lunch programs.

Interfaith Food Bank Society of Lethbridge

The Interfaith Food Bank provides emergency food services to Lethbridge and area. During COVID-19, Interfaith increased their Special Dietary Food Bundles to accommodate the increased needs of individuals accessing food services who require specialized food items due to medical, religious, or other reasons. Increased demand for their Baby Bundles program was also noted during the pandemic, with 287 bundles distributed throughout 2021.¹⁰⁸ These bundles provide food and resources for pregnant women and babies in their first year.

Education

Early childhood services and support are needed for all children, especially low-income children. It is anticipated that the COVID-19 pandemic has had negative effects on early childhood development, early intervention and prevention planning.

Early Childhood Development

Poverty has a lifelong impact on educational attainment and employment, and early childhood poverty especially affects a child's ability to learn, actively engage in school and develop skills at the pace of their peer group. The poverty rate for children under the age of 6 is higher than that for older children, a finding true nationally and in the Lethbridge area. Brain development is affected by poverty before birth, with studies finding children as young as 6 months old having measurable differences in brain development between those living in low income compared to those who are

not.¹⁰⁹ Living in low income decreases a child’s readiness for school through aspects of health, home life and neighbourhoods.¹¹⁰

The Alberta Early Development Instrument Program (Alberta EDI Program) was a partnership from 2016 to 2020, between the Ministries of Children’s Services, Community and Social Services, Health, and Education. The EDI is a 103-item questionnaire completed by kindergarten teachers in the second half of the school year.¹¹¹ It measures children’s ability to meet age-appropriate developmental expectations in five general areas or domains:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communication skills and general knowledge

Although no recent EDI data is available as EDI scores are no longer tracked by the government of Alberta, findings from the 2016 EDI reports are available for most communities in Alberta if sufficient data is available to release findings. Data from 2016 suggest Lethbridge kindergarten children and those in neighbouring communities are on track at similar levels to Alberta children.¹¹² The report findings do not provide enough information to determine the socioeconomic status of children included in the dataset.

Academic Achievement

High school enrollment rates in municipalities with stable or growing populations have increased over the last 10 years.¹¹³ High school graduation rates of those finishing within five years of beginning grade ten are 83% in Alberta for the 2015-2016 academic year.

Table 21. Grade 10-12 Enrollment, Lethbridge CMA, 2016-2019.

| Year | Count | Annual Change |
|------|-------|---------------|
| 2016 | 3,972 | - |
| 2017 | 3,994 | 0.55% |
| 2018 | 4,026 | 0.80% |
| 2019 | 4,269 | 6.0% |
| 2020 | 4,275 | 0.14% |

Students experiencing poverty are less likely to graduate from high school, due to a combination of factors, including their school experience leading up to graduation, as well as home environment and family factors.¹¹⁴ Poverty as a set of conditions, such as food insecurity, housing inadequacy, stress,

physical health symptoms, and more, may all play a role in a student's ability to complete high school.

It is anticipated that the COVID-19 pandemic has had negative effects on early childhood development, early intervention and prevention planning.

Health and Access to Healthcare

The mental health effects of COVID-19 , and a critical shortage of physicians in Lethbridge and area, require monitoring and planning to achieve improvement.

The effects of poverty are evident across all social determinants of health, and impact the physical and mental health of children, youth and families. On average, children living in low-income neighbourhoods and households have poorer health outcomes than their peers not in low income.¹¹⁵ According to the World Health Organization, poverty is linked to low birth weight, high childhood mortality, high levels of disease, and decreased access to healthcare services.¹¹⁶

As a result of Canada's Opportunity for All, unmet health needs are now consistently measured through the Canadian Income Survey (CIS). In 2018, 5.1% of Canadians responding to the CIS who were aged 16 years and older indicated they had an unmet health need in the previous 12 months. This increased to 6% of respondents in 2019.¹¹⁷ Female respondents have a higher rate of unmet health needs than those who identify as male (6.8% and 5.2%, respectively, for 2019). Alberta has the lowest rate of 2019 unmet health needs, with a decrease from 4.4% to 4.1% between 2018 and 2019. Newer data may see the measure of unmet health needs increase due to the lack of physicians in rural Alberta, as physician shortages continue across Southwestern Alberta. As of April 2022, 43,000 Lethbridge residents are without a family doctor.¹¹⁸

Availability and access, as previously discussed, affect how easily a low-income individual or family can meet their health needs. The healthcare system is diverse; however, one indicator of its accessibility in a community is the number of family physicians per 1,000 people in the local geographic area. Table 22 shows that five areas have fewer family physicians than the provincial rate, with Lethbridge - South having the largest number of physicians per 1,000 population. Family physicians are often the keystone service provider for other programs and services related to health and low income for families. Being without a regular healthcare provider is associated with fewer visits to general practitioners or specialists, who can play a role in the early screening and treatment of medical conditions.¹¹⁹ The provincial rate for people with a regular healthcare provider in Alberta decreased from 19.5% in 2015 to 14.9% in 2019.¹²⁰

Table 22. Volume of family physicians (per 1,000 population), 2017-2018¹²¹

| Area | Number of Family Physicians (per 1,000 Population), 2017 and 2018 |
|-----------------|---|
| Alberta | 1.2 |
| Cardston-Kainai | 0.8 |

| | |
|----------------------|-----|
| County of Lethbridge | 0.4 |
| Crowsnest Pass | 2.4 |
| Fort Macleod | 0.9 |
| Lethbridge - North | 0.3 |
| Lethbridge - South | 3.1 |
| Lethbridge - West | 0.4 |
| Pincher Creek | 1.7 |

As stated in the Lethbridge Community Wellbeing Needs Assessment Report, “Mothers and children who live in poverty are at higher risk for a variety of mental, physical, emotional, and behavioural health problems, including depression, obesity, child maltreatment, teenage problem behaviours, drug abuse, and lower educational attainment. Lethbridge North is highlighted with several maternal and child health-related issues.”¹²²

The teen birth rate for the South Zone Primary Care Network between fiscal years 2015-2016 and 2017-2018 was 13.2 per 1,000 women aged 15 to 19 years.¹²³ The provincial rate of teen births is 8.0, and the national rate is 8.4.¹²⁴ Overall, Canada’s teen birth rates have decreased since 2010. The impacts of poverty begin before birth, as people who are pregnant and in low income do not access the same level of healthcare and support as those not in low income.

The conditions that poverty creates, such as food insecurity or stress, can affect overall health. In a recent study of 55,700 youth aged 12 to 24 years, one in seven was found to live with food insecurity. The same study found that food insecurity was associated with poorer mental health among youth, including suicidal thoughts, risk for mood disorders, and anxiety disorders.¹²⁵ The connection between low income and mental health can affect children too, as confirmed in a study of Canadian children that found children in low-income families are more likely to have emotional and behavioural problems than other children.¹²⁶

Poverty reinforces and worsens adverse childhood experiences,¹²⁷ and has such a detrimental effect on children and families, and their long-term outcomes, that some researchers and childcare professionals feel that poverty or living in low income should be considered, on its own, an adverse childhood experience.¹²⁸

People with Disabilities

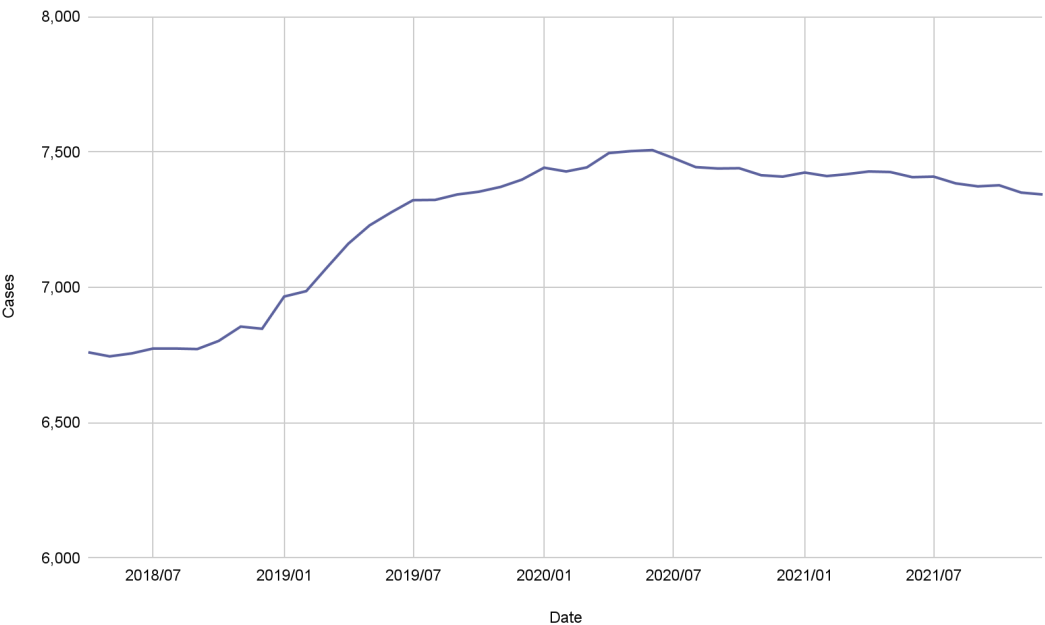
As of 2017, 22% of Canadians identified as having a disability. Depending on the type of disability and the complex nature of co-occurring disabilities, many people with disabilities will require a form of support throughout their lifetime. Among persons who report disability, 1 in 4 lives in low income.¹²⁹ Disabilities may affect a person’s ability to be gainfully employed, maintain a home, and navigate and access social services and their community.

Just over one-third (35%) of Canadian workers with disabilities received at least one CERB payment. CERB distributed funds according to severity of disability. Youth with disabilities aged 18 to 24 years

accounted for 43% of CERB recipients.¹³⁰ COVID-19 has highlighted the importance of health, leaving immunocompromised people and those with chronic health issues with insufficient support.

In Alberta, adults with severe and permanent disabilities that substantially limit their ability to earn a livelihood are eligible for the Assured Income for the Severely Handicapped (AISH) program. In December 2021, the South Community Social Services region, which includes Lethbridge, had 10.5% of the AISH recipients in Alberta on their caseloads.¹³¹ Figure 9. below visualises the increase in the number of AISH caseloads for the South CSS region over three years, with 6,774 cases in July 2018 and 7,409 in July 2021. The current benefit rate for AISH is \$1,685 a month, and that does not account year-over-year for inflation, so will not keep up with the rising costs of living.¹³²

Figure 9. AISH caseload, Community Social Services, South Region, 2018-2021



For children, Alberta has historically provided funding known as the Family Support for Children with Disabilities (FSCD). The FSCD program works with eligible families to provide support and services based on each child's and family's needs. Eligibility entails age and residency criteria (under 18, Canadian citizen or permanent resident, Alberta resident), and disability criteria (chronic, developmental/physical, sensory, mental, or neurological condition or impairment, and specific health conditions). In 2019-2020, children on the autism spectrum had the most diagnoses for FSCD caseloads across Alberta (41.1%). The South region saw a 6.1% reduction in caseloads between April 2018 and Dec 2020, likely as a result of the 2019 and 2020 provincial reduction in FSCD spending.¹³³

Families with children with disabilities have increased barriers to accessing services, higher engagement with the healthcare system and, for most, a reliance on government benefits. Families

in poverty who are eligible for other social assistance programs as a result of low income may receive less social assistance because they have some income from initiatives such as FSCD.¹³⁴



Call To Action

Lethbridge and area has seen a small reduction in overall poverty due to federal and provincial child benefits.¹³⁵ The Community Wellbeing & Safety Strategy has supported progress on some social issues, but there have been no specific actions taken to reduce poverty in the city of Lethbridge. Additionally, the City of Lethbridge has implemented very few municipal policies to address poverty in comparison to other cities in Alberta or Canada, and Lethbridge does not currently have a poverty-reduction plan.

The social services sector in the city of Lethbridge mobilized quickly and was not afraid to innovate and attempt new ways of working at the onset of COVID-19, creating a communications structure which has and will continue to serve them well in the coming years. Funders rapidly acquired and allocated COVID-related funds to support individuals and families experiencing less support or barriers to accessing support as a result of the pandemic. A complex process to support people who needed to access emergency shelter was created to ensure social distancing and effective quarantining. Children and families who were cut off from their usual supports, such as at-school food programs, were quickly connected to services like the previously referenced Mindful Munchies program. Because of the disruption to daily life caused by the pandemic, the true markers of progress on poverty cannot be known. Proactive steps will be needed to ensure progress throughout the recovery.

Priority groups for a just recovery include racialized individuals and families, lone-parent families (with specific emphasis on female-led lone-parent households), Indigenous families living on and off reserve, and recent immigrants. There is time to proactively address the effects of COVID-19 which will hit the social services sector and general population in the next five years. **Addressing low income is the keystone priority for an equitable and just recovery.**

Actions for a Just Recovery

General Public

Now is the time to address the fundamental societal shifts caused by the pandemic, and align on rights-based frameworks, such as the right to housing, the right to basic income, and the right to positive wellbeing:

- Understanding who in your community is affected by low income and the conditions of poverty;
- Advocacy to your elected representatives;
- Firmly become an ally to your racialized community of neighbours and residents;
- Advocate for employers and others to pay a living wage;

Regional and Businesses (Lethbridge and area)

- Ensure staff are paid appropriately and that conditions of working at your agency or organization are helping to end working poverty;
- Hire staff as employees as opposed to contractors whenever possible;
- Adopt diverse hiring practices inclusive of racialized peoples, individuals with disabilities, and immigrants;
 - Advance the Truth and Reconciliation 92nd call to action to bridge relationships between nonprofit community organizations and businesses to increase opportunities for Indigenous job-seekers in Lethbridge and area;
- Celebrate and support local businesses that choose to pay a living wage to their employees;
- Collaborate with libraries and other organizations in southern Alberta to increase access to the internet for low-income people;
- Collaborate with regional partners to end homelessness;
- Increase urban and rural community investments in affordable housing.

Service Providers in the Social Safety Network

- Review eligibility criteria for programs and services to determine whether processes create barriers for participation by people in poverty and marginalized groups;
- Review information and material about programs and services for availability, and address access to reliable internet, computers and cell phones for the post-pandemic world that requires these tools to navigate effectively;
- Participate in Lethbridge's Integrated Coordinated Access Network to improve navigation for people accessing services;
- Work toward data transparency and disaggregation, include mandatory data sovereignty training;

Local Funders and Decision-Makers

- Monitor the short- and long-term effects of COVID on mental and physical health of residents;
- Collaborate with community partners to address exclusion, recognize diversity and promote inclusion to create collective impact;
- Raise and distribute collaborative funding opportunities, such as coordinated funding proposals and strategies;
- Pilot test innovative poverty-prevention projects to create the case for new policies and ways of working;
- Include people with lived experience in dialogue, and planning and reviewing proposed interventions;
- Develop a framework for disaggregated data collection and sharing across sectors for key data points;
- Develop a COVID-recovery investment strategy that is focused on individuals and families in deep poverty or chronic poverty;
- Establish consistent and measurable indicators of poverty reduction for the local Southwestern Alberta context;
- Maintain an annual or semi-annual schedule of poverty-focused community reports;

- Invest in Indigenous leadership and civil society organizations;

Policy and Government

Federal

- Building on learnings from the Canada Emergency Response Benefit (CERB), develop and implement a basic income plan nationally;
- Increase government transfers to those who are more likely to live in low income, such as increased child benefits to families with children, with a special focus on lone-parent families;
- Implement a wealth tax to combat inequality;
- Create an additional official low-income/poverty-measurement tool that includes the LIM-AT and CFLIM-AT;
- Engage people with lived experience, Indigenous organizations, providers of early child services, immigrant services, and disability services, to ensure policies and programs meet their needs;
- Provide CERB amnesty and overall benefits by recalculating the CCB payments issued in July 2021.¹³⁸

Provincial

- Increase provincial income support and AISH funding to lift recipients out of poverty, and index rates annually for inflation;
- Increase funding for early child development and provide accessible parenting programs;
- Provide funding to monitor early child development in Alberta communities (e.g., with the Early Development Instrument);
- Disaggregate Lethbridge-specific data when possible from that of the region (e.g., AISH recipient data).

Federal, Provincial and Municipal

- Implement the 94 Truth & Reconciliation calls to action including those that specifically address children and poverty, such as:
 - Providing resources to enable Indigenous children to remain with their families when safe to do so, decreasing the effects of adverse childhood experiences of

apprehension, trauma, and loss of cultural connectedness commonly associated with Indigenous children in care;

- Providing sufficient funding and resources to close identified educational achievement gaps between Indigenous and non-Indigenous children and youth;
- Ensure that Aboriginal Peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.

Municipal and Community Partners

- Collaboratively develop a plan to end poverty in Lethbridge by a target date (within 10 years) e.g., the CWSS Council to engage with community organizations and networks;
- Promote collective action to end poverty and social inequities;
- Engage people with lived experience (particularly Indigenous people) as partners in advocacy, planning and action;
- Implement a living wage for all city of Lethbridge employees and contractors;
- Implement a low-income technology program, (similar to the Recreation and Culture Fee Assistance Program currently available through the City of Lethbridge);
- Implement a social procurement plan in the city of Lethbridge that would promote local employment, a living wage, and incentivize the employment of a diverse workforce;
- Implement municipal social policies to support the participation of low-income people in community life (e.g., implement a low-income bus pass to enable participation in employment, education, recreation, and access to services).

Appendices

Appendix A. Tables

Table 2. Population growth, 2016, 2021. Neighbouring subdivisions of southwestern Alberta.

| Census subdivision (CSD) name | Population | | |
|-------------------------------------|------------|--------|----------|
| | 2016 | 2021 | % change |
| Cardston County | 4,481 | 4,856 | 8.4% |
| Cardston (Town) | 3,585 | 3,724 | 3.9% |
| Kainai (Blood 148) | 4,570 | 4,572 | 0% |
| Municipal District of Pincher Creek | 2,965 | 3,240 | 9.3% |
| Municipal District of Taber | 6,851 | 7,447 | 8.7% |
| Lethbridge County | 10,353 | 10,120 | -2.3% |
| Warner County No. 5 | 3,847 | 4,290 | 11.5% |
| Municipal District of Willow Creek | 5,179 | 6,081 | 17.4% |
| Municipality of Crowsnest Pass | 5,565 | 5,695 | 2.3% |
| Piikáni (Piikani 147) | 1,544 | 1,550 | 0.4% |
| Vulcan County | 3,984 | 4,237 | 6.4% |

Table 16 2016 Transportation data⁷¹

| Geography | Population | Land area | Population near transit stop | Commuting in vehicle alone | Carpool in vehicle | Public transit | Active transport |
|---------------------------|------------|-------------------|------------------------------|----------------------------|--------------------|----------------|------------------|
| | Persons | Square kilometres | Persons | Percentage | | | |
| Lethbridge, Alberta | 117,395 | 2,975.10 | 71.6% | 78.9% | 11.8% | 2.9% | 5.4% |
| Moncton, New Brunswick | 144,810 | 2,559.00 | 65.4% | 72.5% | 16.8% | 3.4% | 6.0% |
| Saint John, New Brunswick | 126,200 | 3,509.60 | 49.1% | 71.5% | 17.9% | 4.1% | 5.4% |
| Saguenay, Quebec | 160,980 | 2,759.70 | 75.4% | 82.9% | 9.3% | 2.2% | 4.3% |

| | | | | | | | |
|--|---------|----------|-------|-------|-------|------|------|
| Sherbrooke, Quebec | 212,105 | 1,459.60 | 76.4% | 78.0% | 10.6% | 4.2% | 6.3% |
| Trois-Rivières, Quebec | 156,040 | 1,040.50 | 75.4% | 82.8% | 8.8% | 2.3% | 5.3% |
| Barrie, Ontario | 197,060 | 898 | 66.8% | 76.2% | 14.5% | 4.3% | 4.1% |
| Belleville, Ontario | 103,470 | 1,336.50 | 57.1% | 77.5% | 12.9% | 2.3% | 6.2% |
| Brantford, Ontario | 134,205 | 1,073.10 | 69.6% | 78.0% | 13.4% | 3.1% | 4.6% |
| Greater Sudbury / Grand Sudbury, Ontario | 164,690 | 3,924.50 | 66.5% | 75.7% | 13.2% | 4.9% | 4.9% |
| Guelph, Ontario | 151,985 | 593.5 | 83.5% | 72.8% | 13.1% | 6.4% | 6.9% |
| Kingston, Ontario | 161,175 | 1,938.80 | 69.4% | 68.6% | 14.1% | 6.8% | 9.5% |
| Peterborough, Ontario | 121,720 | 1,507.10 | 62.7% | 73.3% | 13.6% | 3.9% | 8.3% |
| Thunder Bay, Ontario | 121,620 | 2,556.80 | 76.3% | 77.8% | 11.6% | 3.9% | 5.4% |
| Abbotsford - Mission, British Columbia | 180,520 | 607.1 | 79.3% | 76.0% | 16.5% | 2.5% | 3.7% |
| Kelowna, British Columbia | 194,880 | 2,904.90 | 73.7% | 74.3% | 11.7% | 3.9% | 7.2% |

Appendix B. Actions for a Just Recovery (Text in full)

General Public

Now is the time to address the fundamental societal shifts caused by the pandemic, and align on rights-based frameworks, such as the right to housing, the right to basic income, and the right to positive wellbeing. This can be done through:

- Understanding who in your community is affected by low income and the conditions of poverty;
- Advocacy to your elected representatives to raise concerns and advocate for a truly just recovery for everyone, including voicing support for a national basic income;
- Firmly become an ally to your racialized community of neighbours and residents, including supporting all children and families in achieving their potential;
- Advocate for employers and others to pay a living wage based on the Alberta living wage hourly amount for Lethbridge;

Regional and Businesses (Lethbridge and area)

- Ensure staff are paid appropriately and that conditions of working at your agency or organization are helping to end working poverty.
 - This should include equal pay regardless of gender and hourly wages informed by the [Alberta Living Wage](#);
- Hire staff as employees as opposed to contractors whenever possible, to improve job and worker protections while increasing employees' access to federal benefits;¹³⁶
- Adopt diverse hiring practices inclusive of racialized peoples, individuals with disabilities, and immigrants to increase job market access for groups vulnerable to living in poverty;
 - Advance the Truth and Reconciliation 92nd call to action to bridge relationships between nonprofit community organizations and businesses to increase opportunities for Indigenous job-seekers in Lethbridge and area;
- Celebrate and support local businesses that choose to pay a living wage to their employees;
- Collaborate with libraries and other organizations in southern Alberta to increase access to the internet for low-income people;

- Collaborate with regional partners to end homelessness;
- Increase urban and rural community investments in affordable housing.

Service Providers in the Social Safety Network

- Review eligibility criteria for programs and services to determine whether processes create barriers for participation by people in poverty and marginalized groups, in addition to reviewing policies (e.g., removing or waiving program fees as needed);
- Review information and material about programs and services for availability, and address access to reliable internet, computers and cell phones for the post-pandemic world that requires these tools to navigate effectively;
 - Explore what infrastructure changes should be made permanent as a result of COVID-19 having inspired increased access for services in some areas or populations (e.g., increased variety of online services for those who live outside the city of Lethbridge).
- Participate in Lethbridge's Integrated Coordinated Access Network to improve navigation for people accessing services;
- Work toward data transparency and disaggregation, include mandatory data sovereignty training, such as the OCAP Principles for all staff interacting and handling First Nations data;

Local Funders and Decision-Makers

- Monitor the short- and long-term effects of COVID on mental and physical health of residents;
 - Explore short and long-term effects of COVID-19 and social isolation on early and mid-year child development; create flexible programming in response.
- Collaborate with community partners to address exclusion, diversity and inclusion to create collective impact;
- Raise and distribute collaborative funding opportunities, such as coordinated funding proposals and strategies;
- Pilot test innovative poverty-prevention projects to create the case for new policies and ways of working;

- Include people with lived experience in dialogue, and planning and reviewing proposed interventions;
- Develop a framework for disaggregated data collection and sharing across sectors for key data points, to understand who is truly living in low income and their outcomes across time;
 - As per the recommendations of the 2021 Report of the National Advisory Council on Poverty,¹³⁷ funders and service providers should uphold minimum data standards with inclusive response options for women and gender equity, Indigenous heritage, immigration/refugee status, race/ethnicity, disability, prior or current institutionalization, and sexual orientation and gender identity. In addition, family information such as size of family and lone-parent status should be included.
- Develop a COVID-recovery investment strategy that is focused on individuals and families in deep poverty or chronic poverty;
- Establish consistent and measurable indicators of poverty reduction for the local Southwestern Alberta context that take into account the variety of municipalities and communities in the area;
- Maintain an annual or semi-annual schedule of poverty-focused community reports, building on established and consistent indicators.
- Invest in Indigenous leadership and civil society organizations to deliver effective services and support to the Indigenous community.

Policy and Government

Federal

- Building on learnings from the Canada Emergency Response Benefit (CERB), develop and implement a basic income plan nationally;
- Increase government transfers to those who are more likely to live in low income, such as increased child benefits to families with children;
- Implement a wealth tax to combat inequality;
- Create an additional official low-income/poverty-measurement tool that includes the LIM-AT and CFLIM-AT to support comparability of information across communities of different population density and size, both in Canada and internationally;

- Engage people with lived experience, Indigenous organizations, providers of early child services, immigrant services, and disability services, to ensure policies and programs meet their needs;
- Provide CERB amnesty and overall benefits by recalculating the CCB payments issued in July 2021, to exclude the CERB from the calculation of income; and that it return the lost benefits to families, and use the readjusted benefit amount until July 2022.¹³⁸

Provincial

- Increase provincial income support and AISH funding to life recipients out of poverty, and index rates annually for inflation;
- Increase funding for early child development and provide accessible parenting programs (with targeted investment in Alberta communities/areas with lower EDI scores or high rates of poverty);
- Provide funding to monitor early child development in Alberta communities (e.g., with the Early Development Instrument) with annual reporting;
- Disaggregate Lethbridge-specific data when possible from that of the region (e.g., AISH recipient data).

Federal, Provincial and Municipal

- Implement the 94 Truth & Reconciliation calls to action including those that specifically address children and poverty, such as:
 - Providing resources to enable Indigenous children to remain with their families when safe to do so, decreasing the effects of adverse childhood experiences of apprehension, trauma, and loss of cultural connectedness commonly associated with Indigenous children in care;
 - Providing sufficient funding and resources to close identified educational achievement gaps between Indigenous and non-Indigenous children and youth;
 - Ensure that Aboriginal Peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.

Municipal and Community Partners

- Collaboratively develop a plan to end poverty in Lethbridge by a target date (within 10 years) e.g., the CWSS Council to engage with community organizations and networks;
 - Align this plan to end poverty with surrounding communities' plans and other strategies that include Southwestern Alberta.

- Promote collective action to end poverty and social inequities;
- Engage people with lived experience (particularly Indigenous people) as partners in advocacy, planning and action;
- Implement a living wage for all city of Lethbridge employees and contractors;
- Implement a low-income technology program, (similar to the Recreation and Culture Fee Assistance Program currently available through the City of Lethbridge), which could include access to reduced-cost hardware and software for low-income individuals and families;
- Implement a social procurement plan in the city of Lethbridge that would promote local employment, a living wage, and incentivize the employment of a diverse workforce;
- Implement municipal social policies to support the participation of low-income people in community life (e.g., implement a low-income bus pass to enable participation in employment, education, recreation, and access to services).

Appendix C References

1. The region of Southwestern Alberta includes a variety of communities and socioeconomic circumstances. This estimate of the low-income rate is provided as a guideline. There are limitations to measuring the low-income rate across small municipalities with suppressed data and First Nations reserves.
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10. Ibid
11. Briggs, A. & Lee, C.R. 2012. Poverty Costs, An Economic Case for a Preventative Poverty Reduction Strategy in Alberta. Calgary: Vibrant Communities Calgary and Action to End Poverty in Alberta. Retrieved on https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/ccednet/documents/poverty_costs.pdf
12. Whenever possible, this report uses 2016 Statistics Canada when discussing data across the region for consistency. This 2016 Census data is complemented in areas by newer datasets as appropriate, however there was a concerted effort to not use service provider-level information in this report. 2020 and 2021 data by many service providers is considered inconsistent with previous years and / or the service delivery method or intervention may have changed since 2016. For this reason service provider data will not be used in parallel with the 2016 StatsCan dataset. It is also important to consider that some of the data provided in this document is becoming outdated with the release of Statistics Canada Census 2021.
13. Improvement districts are municipal authorities originally formed by the Government of Alberta in sparsely populated areas where there was neither the population nor the tax base to support and finance a viable local government. See Government of Alberta website: <https://www.alberta.ca/improvement-districts-overview.aspx#:~:text=Improvement%20districts%20are%20municipal%20authorities,finance%20a%20viable%20local%20government.>

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MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Allison Purcell, Board Chair

RE: Economic Development Lethbridge - October 19

Background:

Allison Purcell will provide an oral report on the Economic Development Lethbridge meeting held October 19th.

Recommendation

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

Respectfully Submitted,
Allison Purcell

MEMORANDUM

October 25, 2022

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: Audit Committee – September 26, 2022

Committee Members:

- Craig Whitehead, Chair of Audit Committee
- Tyler Demers, Trustee
- Jason Baker, Public Member
- Don Reeves, Public Member

Also in attendance:

- Will ZoBell – Audit partner at BDO Canada LLP (Auditors)
- Laina Verhoef – Audit manager at BDO Canada LLP
- Hannah Furgeson – Audit senior at BDO Canada LLP
- Avice DeKolver – Director of Finance
- Christine Lee - Associate Superintendent Business and Operations

- 1) The Committee reviewed and approved the Audit Committee Terms of Reference.
- 2) The Committee reviewed the audit plan for the audit of 2021-2022 financial statements, discussing the changes in the financial statements template from Alberta Education. School Generated Funds testing will occur in October with completion of the year-end audit.
- 3) Management discussed practices and procedures that have been implemented for School Generated Funds since the 2020-2021 audit.
- 4) The Committee reviewed management's recommendations and selected/approved which School Generated Funds to be audited for the 2021-2022 school year.
- 5) The Committee reviewed the Risk Management Matrix prepared by the Leadership team at the Education Centre. The Committee will meet prior to the start of the next Audit Committee meeting on November 21st to discuss the Matrix prior to submitting it to the Board for approval at a later date.

- 6) The next meeting of the Audit Committee, to review the results of the 2021-2022 audit, will be held on November 21st, 2022. The financial statements will be presented at the Board meeting on November 29th, 2022.

Respectively Submitted,

Craig Whitehead, Board Trustee Audit Committee



September 16th, 2022

LETHBRIDGE SCHOOL DIVISION
433 - 15 Street South
Lethbridge, AB T1J 2Z5

Dear LETHBRIDGE SCHOOL DIVISION,

Congratulations on partnering with the Lethbridge Chamber of Commerce for another year.

The Lethbridge Chamber of Commerce, Board of Directors and staff truly thank you for your continuous support. Your Chamber team has worked extremely hard to provide you with the resources and relevant information pertaining to the business industry and community growth.

We recognize and understand the challenges you have been facing. It has been an honour to watch you as one of our businesses stand strong and show your resilience, persistence, and determination. We applaud your ability to overcome, adjust and grow for the betterment of our community.

As the ***Voice of Business***, our Chamber currently has a membership of almost 800 local businesses, which equates to about 10,000 employees. We are fortunate to have close to 150 business professionals who volunteer their time working on our various committees, Executive and on the Board of Directors.

The Chamber offers many valuable benefits, including discounts, marketing opportunities, networking opportunities, and relevant events to help your business succeed. We are your advocates for pertinent issues facing the business industry. If you would like to get more involved as a ***Convenor*** for leaders of influence, ***Champion*** for a strong community and a ***Catalyst*** for business growth we welcome your valuable input on one of these committees.

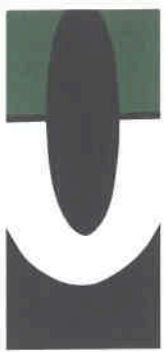
Enclosed is your membership certificate and information on the Lethbridge Chamber of Commerce for your review. We invite you to visit www.lethbridgechamber.com to subscribe to our weekly Voice of Business e-newsletter, explore our discounts and offerings, and login to your Member Centre to register for events and update your business directory listing.

If you have any questions on how to leverage your membership fully, please call our office or email our membership contact, Ashley Frank ashley@lethbridgechamber.com.

Sincerely,

A handwritten signature in dark ink, appearing to read "Cyndi".

Cyndi Bester, MEd
Chief Executive Officer



LETHBRIDGE
CHAMBER *of* COMMERCE®

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The Voice of Business

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proud member of the
Lethbridge Chamber of Commerce

Cyndi Bester
Chief Executive Officer

Tara Lennox
Chair of the Board

200 Commerce House, 529 – 6 Street South, Lethbridge, Alberta, Canada T1J 2E1
PH 403-327-1586 FAX 403-327-1001 EMAIL office@lethbridgechamber.com

www.lethbridgechamber.com

2022/2023