

# Lethbridge School

## Board of Trustees Regular Meeting Agenda

January 24, 2023

1:00 p.m.

Board Room / Microsoft Teams



- |           |  |               |
|-----------|--|---------------|
| 1:00 p.m. | <b>1. Move to In-Camera</b>  |               |
| 2:30 p.m. | <b>2. Approval of Agenda</b>   |               |
| 2:32 p.m. | <b>3. Approval of Minutes</b>  |               |
|           | If there are no errors or omissions in the minutes of the Regular Meeting of December 20, 2022 it is recommended that the minutes be approved by the Board and signed by the Chair.      |               |
|           | If there are no errors or omissions in the minutes of the Special Board Meeting of January 10, 2023 it is recommended that the minutes be approved by the Board and signed by the Chair. |               |
| 2:35 p.m. | <b>4. Business Arising from the Minutes</b>  |               |
| 2:40 p.m. | <b>5. Associate Superintendent Reports</b>   |               |
|           | 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. | <b>6. Superintendents Report</b>   |               |
|           | 6.1 Board Priorities Report  | Enclosure 6.1 |
|           | 6.2 Donations and Support  | Enclosure 6.2 |
|           | 6.3 Acknowledgements of Excellence   | Enclosure 6.3 |
|           | 6.4 Town Hall  | Enclosure 6.4 |
|           | 6.5 Board Strategic Planning   | Enclosure 6.5 |
|           | 6.6 Calendar of Events   | Enclosure 6.6 |
| 3:30 p.m. | <b>7. Presentations</b>  |               |
|           | 5.1  |               |
| 3:45 p.m. | <b>8. Action Items</b>   |               |
|           | 8.1 International Trip – Chinook High School   | Enclosure 8.1 |
|           | 8.2 Policy Review:   |               |
|           | 500.1 Student Rights and Responsibilities  | Enclosure 8.2 |
|           | 502.3 Suspensions and Expulsions   |               |
|           | 605.1 Inclusive Learning Supports  |               |

8.3 First Quarter Financial Report Enclosure 8.3

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

4:35 p.m. **10. Information Items**

10.1 Board Chair Report

10.1.1 Community Conversations Enclosure 10.1.1

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

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

5:35 p.m. **11. Reports**

11.1 Wellness Committee – January 16 Enclosure 11.1

11.2 Division School Council- January 16 Enclosure 11.2

11.3 Policy Advisory Committee – January 18 Enclosure 11.3

5:50 p.m. **12. Correspondence**

5:55 p.m. **Adjournment**

## MINUTES FROM THE REGULAR MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD DECEMBER 20, 2022.

### In Attendance:

Trustees: Christine Light; Allison Purcell; Genny Steed; Kristina Larkin, Craig Whitehead, Andrea Andreachuk

Administrators: Cheryl Gilmore; Mike Nightingale; Christine Lee; Morag Asquith; Kristin Solowoniuk (Recorder)

Via Teams: Tyler Demers

Regrets:

The Board Meeting was live streamed via Microsoft Teams.

The Chair called the meeting to order at 12:33p.m.

1. Move to In-Camera

Trustee Christine Light moved:

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

*Move to In-Camera  
7042/22*

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

2. Approval of Agenda

Amendments:

Trustee Andrea Andreachuk moved:

“to approve the agenda, as presented.”

**CARRIED UNANIMOUSLY**

*Approval of Agenda  
7043/22*

3. Approval of Minutes

Trustee Genny Steed moved:

“The minutes of the regular meeting of November 29, 2022 be approved and signed by the Chair.”

**CARRIED UNANIMOUSLY**

*Approval of Minutes –  
Regular Meeting  
7044/22*

4. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from  
the Minutes*

5. Associate Superintendent Reports

5.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

- Christine Lee shared an additional document on fee changes since Board Approval in Spring 2022.

*Associate  
Superintendent Report*

*Business and  
Operations*

- 5.2 Instructional Services  
Associate Superintendent Morag Asquith provided a written report. *Instructional Services*
- 5.3 Human Resources  
Associate Superintendent Mike Nightingale provided a written report. *Human Resources*
6. Superintendents Report
- 6.1 Board Priorities Report  
Board Priorities were included in the agenda. *Superintendents Report  
Board Priorities*
- Craig Whitehead requested that the PSBA meeting attended by himself and Christine Light be added under the governance section.
- 6.2 Donations and Support  
Donations and Support were included in the agenda *Donations and Support*
- Additions:
- LA Chefs providing a turkey Dinner for Senator Buchannan
  - Victoria Park will be delivering 230 Christmas baskets to families in their community that have been gathered through community fundraising efforts.
- 6.3 Acknowledgement of Excellence  
Acknowledgements of Excellence and a report showcasing Mike Mountain Horse, Immanuel Christian Elementary and Senator Joyce Fairbairn Schools was included in the agenda. *Acknowledgement of Excellence*
- 6.7 Calendar of Events  
Calendar of events is included in the agenda. *Calendar of Events*
7. Presentations *Presentations*
8. Action items
- 8.1 2023-2024 School Year Calendar  
Cheryl Gilmore presented the Draft 2023-2024 Calendar for Board approval. *Action Items  
2023-2024 Calendar*
- Changes:
- Make a distinction between Statutory Holidays and General Holidays. Tyler Demers suggested naming them “Division Holidays”

- Kristina Larkin asked to bring the calendar policy up for review to change the names of holiday breaks to more inclusive language such as “winter” and “spring” break. Craig Whitehead expressed a desire to keep traditional language.

Trustee Kristina Larkin moved:

“That the Board approve the 2023-2024 School Year Calendar as Presented”

**CARRIED**

**In Favor:** Kristina Larkin, Andrea Andreachuk, Christine Light, Genny Steed, Tyler Demers

7045/22

**Opposed:** Craig Whitehead, Allison Purcell

9. Division Highlights

*Division Highlights*

- Christine Light- Coalbanks Winter Concert. Coalbanks Spanish Program Nation Presentation. Patterson Band Concert.
- Genny Steed- Appreciating the involvement of students in the Lego Challenge.
- Craig Whitehead- Mayors Prayer Breakfast as a representative of the School Board, Westminster Concert and a school tour, Senator Joyce Fairbairn Band Concert and Jr. Boys Basketball, Galbraith Turkey Lunch, ASBA Zone 6 meeting.
- Kristina Larkin- Mike Mountain Horse Winter Window walk and Caroling, Chinook’s Mama Mia performance,
- Allison Purcell- Winter Concerts, High School Performances
- Andrea Andreachuk- Chinook Mama Mia, LCI Wizard of OZ, Senator Buchannan Christmas Event, Lethbridge Christian Christmas Performance, General Stewart Snowflake Concert.
- Tyler Demers- Basketball games

10. Information Items

*Information items  
Board Chair Report*

10.1 Board Chair Report

10.1.1 Community Conversations

*Community  
Conversations*

Upcoming events included in agenda.

10.1.2 Board Donations for Christmas

*Board Donations for  
Christmas*

List of Charity Organizations schools chose to have their Donations sent to in Lieu of Christmas treats.

10.1.3 City of Lethbridge Budget Discussion

*City of Lethbridge  
Budget Discussion*

Discussion of potential impact of the City’s budget deliberations on students and families.

10.1.4 Remembrance Day Wreaths

*Remembrance Day  
Wreaths*

Decision to purchase and lay a wreath at future  
Remembrance Day ceremonies at the City of Lethbridge.

Trustee Allison Purcell Moved:

“The Division will purchase and lay a wreath at future  
Remembrance Day Ceremonies”

7046/22

**CARRIED UNANIMOUSLY**

11. Reports

11.1 Facilities Committee

Trustee Tyler Demers provided a written report from the  
Facilities Committee meeting December 5<sup>th</sup>.

*Committee Reports  
Facilities Committee*

11.2 Division School Council

Trustee Genny Steed provided a written report from the  
Division School Council meeting December 5<sup>th</sup>.

*Division School Council*

**Public Forum- None**

11.3 Team Lethbridge Report

Trustee Christine Light provided a written report from the  
Team Lethbridge Mission December 6-8<sup>th</sup>.

*Team Lethbridge*

11.4 Community Engagement Committee

Trustee Kristina Larkin provided an oral report on the  
Community Engagement Committee meeting December 13<sup>th</sup>.

*Community  
Engagement Report*

11.5 Poverty Intervention

Trustee Kristina Larkin provided a written report from the  
Poverty Intervention Committee meeting on December 13<sup>th</sup>.

*Poverty Intervention  
Committee*

11.6 Division Student Leadership Report

Trustee Kristina Larkin provided a written report from the  
Division Student Leadership meeting on December 15<sup>th</sup>.

*Division Student  
Leadership*

12. Correspondence Sent

None.

*Correspondence Sent*

13. Correspondence Received

None.

*Correspondence  
Received*

14. Adjournment

Trustee Allison Purcell moved:  
“to adjourn the meeting at 5:22 p.m.”

*Adjournment*  
7047/22

**CARRIED UNANIMOUSLY**

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Allison Purcell,  
Chair

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Christine Lee,  
Associate Superintendent  
Business and Operations

11.

## MINUTES FROM THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD JANUARY 10, 2022.

### In Attendance:

Trustees: Christine Light; Allison Purcell; Genny Steed; Kristina Larkin, Tyler Demers  
Administrators:  
Via Teams: Andrea Andreachuk, Craig Whitehead  
Regrets:

The Chair called the meeting to order at 3:00 p.m.

1. Move to In-Camera

Trustee Kristina Larkin moved:

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

*Move to In-Camera  
7048/23*

The Chair reconvened the meeting at 3:49 p.m.

2. Adjournment

Trustee Allison Purcell moved:

“to adjourn the meeting at 3:49 p.m.”

**CARRIED UNANIMOUSLY**

*Adjournment  
7049/23*

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Allison Purcell,  
Chair

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Christine Lee,  
Associate Superintendent  
Business and Operations

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: Business and Operations Report**

**Background**

The Associate Superintendent, Business and Operations, will provide an oral report to trustees at the meeting.

**Recommendations**

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

Respectfully submitted,  
Christine Lee

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Morag Asquith  
Associate Superintendent, Instructional Services

**Re: Instructional Services Report**

**Background**

The January 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

January 18<sup>th</sup>, 2023

**Some important dates:**

January 10th- Data conversations begin for the month of January- Karen and Cheryl with school teams  
January 11th- Nurses orientation (cohort 2) 11-12:30 Ed Centre  
January 11th- Meeting with Alberta Education regarding potential ISSP program- Online  
January 12th- Chinook Child Advocacy Leadership meeting  
January 12th- Students with Complex Behaviors- Inter-ministerial Think Tank- Ed Centre  
January 16th- Wellness Committee Meeting #2- 1:15- 3:15- Ed Centre  
January 17th- PIC Subcommittee Meeting- prep for agenda  
January 17th- Placement Committee  
January 18th- SAPDC- Indigenous Advisory committee  
January 18th- SOGI Working Committee (Admin Comm)  
January 20th- Lead Teacher Meeting- Ed Centre  
January 23rd- Learning Support Teachers meeting- 1-3:30- Ed Centre  
January 25th- Comprehensive School Health Division Leads- on line  
January 27th- F & P Training - Ed Centre- 12:30- 3:30  
January 31<sup>st</sup>- Spanish Bilingual Parent Evening for grade 5 transitions to grade 6  
February 1st- Student Forum- Wellness and Inclusion- 12:15-2:15 p.m.- Multicultural Centre  
February 6th- Health Champ Meeting #2 - 1:15-3:15- Ed Centre- Staff Wellness Presentation- HR  
February 6th- Elementary Numeracy Meeting 1-3:30- Ed Centre- 2<sup>nd</sup> Floor Conference Room  
February 7th- Secondary Numeracy Meeting 1-3:30- Ed Centre- Board Room  
February 7th- Town Hall  
February 9<sup>th</sup>- Meeting to discuss MyBluePrint  
February 10th- DIS Leadership Team meeting- Ed Centre- Second Floor  
February 25<sup>th</sup>- School Health Division Leads  
February 25<sup>th</sup>- Indigenous Ed Committee Meeting #2  
February 27<sup>th</sup>- Crisis Response Team meeting (Division)  
March 1<sup>st</sup>- Inter-ministerial Think Tank  
March 21<sup>st</sup>- Blackfoot Flag Raising Ceremony at the Education Centre



## 1. Digital Wellness

(Alberta Education Mental Health Grant)- The postings for the Digital Wellness Teacher and the FSLC- Digital Wellness have closed and we will be interviewing January 16-20 for these exciting new positions that are funded from the Alberta Mental Health

Grant that was secured in November via grant writing process. We are hopeful that these positions will be starting the first week of February. More information around referral processes and accessibility to these professionals will be shared in February.

## 2. Student Forum -Wellness and Inclusion

Lethbridge School Division is excited to host its first division wide Student Forum, February 1<sup>st</sup> from 12:15 p.m.- 2:15 p.m. at the Multicultural Centre in Lethbridge.



The division is working with each middle and high school to build and invite a roster of students to gather and talk about inclusion and wellness in their school lives so that the division can be informed and shape/guide our system to be responsive and accurate in meeting the needs of students in all our schools within the division. This event will be a fabulous opportunity to solicit, inspire and leverage our students' voices (grade 8-12), and listen to their interests and concerns.

Thank you, Garrett Simmons, for developing this promo video for the event:

[https://youtu.be/1qHh\\_-LrQho](https://youtu.be/1qHh_-LrQho)

## 3. Complex Behavior Conversations- Admin Think Tank/Inter-ministerial Think Tank

The Division (with leadership from Jackie Fletcher) has embarked upon a "Think Tank" process with Administrators and with outside agencies (AHS/CFS/LPS/FSCD) that is exploring how we support students who are exhibiting various complexities within our schools and communities. It is evident that through the pandemic our students as a whole are demonstrating struggles socially and emotionally that we have not seen in the past, families are also struggling.

Many of our classrooms are having to adapt and support/scaffold social emotional learning that perhaps was missed during the pandemic. We also are experiencing students who have not had regular, consistent access to medical supports, and we are seeing more violent behaviors. There are many reasons for what we are seeing, and these conversations are focused on systems and strategies that we can control. It is evident from the community conversations they are also experiencing a higher level of complexity in our students. As we continue to hold these conversations, we recognize

system advocacy is only one limited part of the bigger picture. Possible topics of discussion moving forward:- systems for behavior support, building common language, programming, connection with outside agencies, self-regulation learning opportunities, systems for responding to unsafe behaviors, building professional learning around ASD.

#### 4. **Jordan's Principle**

Many of our Administrators have assisted families in putting together applications to Jordan's Principle. Feedback from Jordan's Principle reflects the more impactful a request is related to the immediacy of accessing schooling or accessing health services the faster the application is processed and approved. The wait time for some applications have taken up to 3 months and have been as short (transportation) as 2 weeks. Families should have a file with FSCD before applying for Jordan's Principle, which has created a barrier for some families to access this support. Rachel Hoof from FNHC (First Nations Health Consortium) has been very helpful in working alongside many of these families

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Mike Nightingale  
Associate Superintendent, Human Resources

**Re: Human Resources Report**

**Background**

The January 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

## Inkblot Information

On December 1, 2022 our benefit provider (ASEBP) switched our EFAP (Employee Family Assistance Plan) from Homewood Health to an organization called Inkblot. Here are some of the services that Inkblot provides free of charge to our employees and their families:

- Financial Services
  - Includes a financial hotline with professional advisors.
- Legal services
  - Access to attorneys for advice on a variety of legal topics.
- Life transitions
  - Resources to help with eldercare.
  - Resources to help with childcare and parenting.
  - Resources to help with transitions in life such as the arrival of a new baby, becoming an empty nester etc.
- Health coaching
  - Help to quit smoking.
  - Nutritional advice.
  - Assistance navigating the healthcare system.
- Career coaching
  - Resources to help with planning your career and networking.
- Mental health management
  - Crisis support.
  - Access to individual counselling.
  - Access to family counselling.



**MEMORANDUM**

January 24, 2023

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. An update on progress regarding the implementation of strategies under each priority area is provided in the form of a report each month.

**Recommendation**

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

Respectfully submitted,

Cheryl Gilmore  
Superintendent

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

**DOMAIN: GOVERNANCE**

**Engagement with Stakeholders**

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

- Kathy Knelsen and Karen Rancier will be meeting with the Southern Alberta Art Gallery at the end of January to review last year's "Art's Alive and Well in the Schools" and make plans for this year's event.
- The Division of Instructional Services has released two postings (Teacher and an FSLC) for the Digital Wellness initiative funded by Alberta Education Mental Health in Schools Grant
- Jackie Fletcher, Cayley King, Jen Day, Rhonda Aos and Morag Asquith met with AHS and CFS representatives to "Think Tank" and collaborate around some of the challenging behaviors our schools are encountering, they had a second meeting January 12<sup>th</sup> some common challenges each of our systems are facing- budget and staffing
- Cybera sponsored 2 Technology professionals to attend the Cybera IT conference and the future of the CANARIE network. Cybera is a not-for-profit organization that supplies the school Division a virtual firewall service and all our internet bandwidth. The conference had a heavy focus on network security and modern infrastructure.
- The Premier's office requested the Lethbridge Chamber host a meeting on December 20, 2022, for sharing "What Working Mothers are Facing as Barriers in our Community." Rhonda Aos was invited and attended.
- Rhonda Aos is providing Mentorship to Medicine Hat School Division's new Director of Human Resources, Christine Hornung and had their first meeting on January 13, 2023
- Cheryl Gilmore and Morag Asquith met with Holy Spirit Administration and Lethbridge Police Services to discuss Youth Engagement Officer shortage and the Digital Wellness Grant
- Jackie Fletcher, along with school division administrator representation, meet with the Southwest Collaborative Student Services (SWCSS) Complex Case Committee. This group works together to brainstorm supports and services for southern Alberta school divisions most complex student needs. Representation from multiple agencies is present to work collaboratively for students and their families.

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

**Literacy**

- Elementary schools continue to book Literacy Lead Teacher Jodie Babki to review new resources and to discuss their impact on student achievement.
- Middle schools are reviewing best practices in a comprehensive literacy structure and booking Jodie to discuss strategies for strategies and suggestions in these areas. Disciplinary Literacy continues to be a priority. The current areas of focus are intervention and the use of new

resources, narrative writing, PAT analysis, and incorporating the work of Ron Ritchart and Garfield Gini-Newman into daily planning and practice.

- Jodie has compiled and reviewed Division and individual school's Fountas and Pinnell data in anticipation of the Data Conversation meetings with Elementary, Middle and High Schools in January and February.

### **Numeracy**

- Michaela Demers, Numeracy Lead Teacher, created a video to introduce all new math manipulatives purchased for new curriculum implementation. The video was sent to all elementary principals so that it can be shared at the January staff meeting.
- The Boost teacher numeracy training took place on December 9<sup>th</sup>. The Boost Numeracy Program began on Monday, December 12 and will run for 8 weeks. Michaela and Karen continue to provide support to the Boost teachers.
- Numeracy data (MIPI & PAT) was printed, organized, and sent to schools in preparation for Data Conversations with all administrative teams in January and February.
- Michaela is currently preparing for 3 upcoming numeracy residencies at the elementary level.

### **Experiential Learning including secondary initiatives:**

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

- On Dec 14, 2022, Jesse Sadlowski attended a meeting with Career Transitions, regarding the 2023 South West Regional Skills Canada Competition being held on March 18, 2023, at the Lethbridge College. Jesse Sadlowski worked on different advisory committees reviewing and creating skills projects that have new media aspects.
- The Lethbridge School Division Lego challenge has been released publicly. The Lego challenge is a unique opportunity for teachers, learning commons facilitates and schools to introduce a variety of STEAM projects into curricular outcomes.

### **Innovation and Technology**

- The "Spaces" platform from My Blueprint is being piloted by a small group of elementary teachers to see how/if we could possibly use it as a reporting platform for parents.
- On Dec 12, 2022, Jesse Sadlowski, Director of Technology, and Andy Tyslau, Vice-Principal, met with Lethbridge College to start a collaboration where students from the Virtual and Augmented Reality Program will help create interactive VR experiences for our students.
- Through December and Early January of 2023, the division has accepted 5 work experience students from the University of Lethbridge who will be working with Teachers on creating VR projects with staff and students. One student will be working with G.S. Lakie, creating shop safety experiences and another will be working with grade 4 and 5 students at Coalbanks to help learn how to edit videos in 360.
- The Technology Department is working with ATLE (Alberta Technology Leaders in Education) to host a one-day esports conference on April 4, 2023. Microsoft has sponsored the event and will be hosting it there new Calgary office. We currently have several school divisions along with SAIT presenting at the conference.

- The Technology Department has been working to recreate how we administer testing in middle and high schools when using computers. Currently, schools use a costume exam account that limits access to the internet and other online features. The current model has become hard to sustain and does not meet all areas of inclusivity for students that acquire specific accommodations.

### **Early Learning**

- Kindergarten registration for the 2023-2024 school year opens January 23, with Spanish Kindergarten registration starting January 16.
- We continue to accept EEP registration for the current school year and have had 6 new registrations for January.
- Early Learning Educators and EEP Learning Support Teachers will be attending a professional learning opportunity on January 27; Autism Spectrum Disorder in the Early Childhood Setting.
- PUF Verification files were submitted to Alberta Education on January 13. Results of the verification process will be communicated in March.
- Rochelle Neville, Early Learning Coordinator, attended the Early Learning Advisory Committee hosted by SAPDC on January 11, Parents as Teacher Board Meeting on January 16 and a Building Brains Together (University of Lethbridge) meeting on January 19.
- In our early education programs, we have 103 children accessing supports for a severe delay or moderate language delay and 40 children accessing supports for a mild/moderate delay, In our Kindergarten programs, we have 98 children accessing supports for a severe delay or moderate language delay

### **Indigenous Education**

- The Indigenous Education team is starting to plan for several events in this new year- Blackfoot Flag Raising at the Education Centre (March 21<sup>st</sup>), Honor Night Pow Wow (potential date in June), Indigenous Graduation Evening (potential date in May). In February our team is working with elementary/middle/high schools featuring the Blackfoot word Kitsiikakomimm – raising awareness for less fortunate and building empathy/care.
- Lethbridge School Division is very appreciative of the additional support Jordan's Principle has brought for many of our Indigenous families that assist them in accessing education.

### **Wellness**

- 2 cohorts of student nurses will be at GS Lakie and Chinook starting in January; 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.
- A team of folks at the Ed Centre (Jim Kerr, Joel Tail Feathers, Trish Syme, Jackie Fletcher, Cayley King, Jen Day, Trustee- Kristina Larkin, Morag Asquith and DeeAnna Presley Roberts) have been working together to support the development of a Student Forum- Wellness and Inclusion. This event is scheduled to occur February 1<sup>st</sup> at the Multi-Cultural Centre. The objective of the event is to solicit, inspire and leverage our student's voices (grade 8-12), interests and concerns about inclusion and wellness in their school lives so that we can inform and shape/guide our education

system to be responsive and accurate in meeting the needs of students in all our schools within the division. A special thank you to Garrett Simmons for putting together a promotional video for the event!

- Lethbridge School Division Fruit and Veggie Program has been delivering apples to schools the month of January.
- The Human Resources team is continuing to find ways to promote Inkblot EFAP program with staff and shared resources at the Wellness Committee on January 16, 2023.

### **Diversity**

- The Positive Spaces Committee met the week of the 5<sup>th</sup> to finalize revising the SOGI Procedures and will be shared in January 2023
- Carmen Carvalho (EAL Lead Teacher) and Saajan Sapkota (EAL Student Support Worker) completed 21 new EAL student intake assessments.
- Carmen worked on collaborative curriculum development for middle school. This included co-teaching to support EAL learners in mainstream classes.
- Carmen presented to our Division School Council on January 16th. Her presentation was titled "Myths and Misconceptions: Newcomer Parental Involvement")
- Alberta Education audit preparation included reviewing PowerSchool reports and communicating with schools to ensure all EAL Benchmark data had been entered
- Saajan continues to support our families with winter clothing and supplies and home visits, and works closely with our schools through providing interpreter services
- Saajan is working on running Friendship groups at a number of our division schools including Fleetwood, Senator Joyce Fairbairn, and Dr. Probe.
- Saajan works with students, as needed, to inform them of International Students' needs and requirements.
- Our EAL Committee will be meeting this month to move forward with our next steps in reassessing and modifying EAL intake processes. Lucie Panchoo completed a survey of division administrative assistants to gather information and feedback as to how the intake process works from their perspective. Feedback will also be gathered from administrators and learning support teachers.

### **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.

### **DOMAIN: Teaching and Leading**

#### ***PRIORITIES: ACHIEVEMENT AND INNOVATION***

### **Administrator Professional Learning**

- Administrator Mentorship Program – On January 12, the Superintendent presented on Instructional Supervision. Associate Superintendent Mike Nightingale and Director Rhonda Aos presented on supporting staff and hiring practices.

- An Administrator professional learning session was held January 19<sup>th</sup> with discussion groups focusing on Universal Design for Learning (UDL), Diversity, Health & Wellness, Social Emotional Learning, and Trauma Informed Practice.

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

- Rebecca Adamson continues to support schools in ensuring they have opportunities to train their staff in SIVA. She has communicated with a number of schools to set up several training dates in March.
- Inclusive Education members (Jackie, Rebecca, and Rochelle) have worked with the HR department (Rhonda and Stacey), Psychology department, and Speech Language Pathologists to identify effective PL for division staff. Initial scope and sequence planning for a digital and video resource library has taken place. The next scheduled CUPE Leadership session is February 10, 2023 with Rhonda Aos and Stacey Wichers facilitating. The topics will be working with staff shortages and consistent training of staff where CUPE leaders will develop a training plan for their staff which will be implemented when complete.
- The Human Resources team continues to support updating the CUPE 290 Manual. It is hoped this digital resource will be implemented by the end of the school year and will be accessible for all CUPE 290 staff and Administrators.
- Through the support of Inclusive Education and Human Resources, our division will be accessing a new professional learning opportunity for educational assistants. This program is called Parabytes and its content is based off of the work of Julie Causton and Kate MacLeod who wrote "The Paraprofessionals Handbook for Effective Support in Inclusive Classrooms". A presentation was made to the Division Leadership team on January 18, 2023 as well initial information will be shared with Administrators in the next few months.
- Human Resources and DIS are providing opportunities for Educational Assistants to take SIVA training (Supporting Individuals through Valued Attachments) If SIVA training occurs outside of scheduled EA hours, then staff will be paid to attend.
- Jen Day, Counselling Coordinator, completed Session 2 of VTRA Training. Jen also researched and secured meaningful Spring PL on crisis response and chronic suicidality
- Rhonda Aos and Stacey Wichers attended "So Can I Say Merry Christmas" DEI training through CPHR on December 15, 2022

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

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

- Rebecca Adamson, Inclusive Education Coordinator, and Jackie Fletcher, Inclusive Education Director, connected with learning support teachers across the division through LST Reflection meetings to gain feedback and insight into our current practices and changes we have introduced this year.
- Jim Kerr, Student Engagement Consultant, has been working with schools to advise them on placements and school programming for vulnerable and high-risk youth. This occurs as needed

but also through weekly meetings with middle and high school admin/counselling teams, and monthly meetings with elementary teams.

- 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.

#### **Collaborative Partnerships to Support Learning**

- Jim Kerr continues to organize and chair student placement meetings to address the needs of students requiring alternative schooling
- Jen Day, Counselling Coordinator, connected with Wellness teams with AHS to offer the STRIVE program in schools which focuses on re-engaging students who attend school but struggle to stay in class.
- Jen Day has collaborated with LFS to help address mental health for newcomer youth.
- Jen Day met with the Indigenous Education team to collaborate on how wellness teams and Indigenous Education work together, and to debrief challenges regarding boundaries with helper roles.
- Jim Kerr reviewed and advised schools in completing Success in Schools plans for student in Care of Children Services. We currently have approximately 140 students division wide that require Success in Schools Plans.
- Jackie Fletcher submitted a grant to Alberta Education for Low Incidence Student Supports (LISS Grant). This grant's funds would be put towards SWCSS programming provided by the Vision/Visual Impairment teacher and the Deaf/Hard of Hearing teacher, supporting the needs of our students with complex communication needs, and student equipment requirements. We were successful in obtaining this grant which is great news for our students!
- Jackie submitted a grant to Alberta Education for Specialized Assessments that may have been delayed due to Covid. We were successful in obtaining functional hearing assessments for several students within our division. Jen Day, Counselling Coordinator, has met with partners of CTIP to review ARTO (new processes that will be added to the VTRA process)

#### **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.

##### **Teacher Induction Program**

- The December 16<sup>th</sup> session was hosted by our Indigenous Lead Teachers and Coordinator of Indigenous Education. The topic was 'Indigenous Ways of Knowing'.

**MEMORANDUM**

January 24, 2023

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.

- Russ Stewart of Promax Agronomy Services Ltd donated \$1000 of PC gift cards for the Galbraith Breakfast/Snack program
- Nicholas Sheran received \$150 from Rubaiyat Khan, \$500 from Laura and Jack DeHeer and \$200 from Janice Jackson towards their Breakfast/Nutrition Program.

**Recommendation:**

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

Respectfully submitted,  
Cheryl Gilmore

## **MEMORANDUM**

January 24, 2023

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:

### **Showcase Schools this Month**

#### **Doctor Gerald B. Probe Elementary:**

It was August 31<sup>st</sup> and Margaret was anxiously anticipating her first day of grade 5 at her new school, Dr. Probe Elementary. Margaret had been thinking about what her first day would be like and was asking her mom so many questions about it; who would her teacher be? Would it be easy to make friends? Would school be fun? Would she do well? All questions her mother was wondering about too, but also hoping that the year would be a success, and that her daughter would be excited, happy and feel safe going to school.

Just after lunch, the phone rang. Margaret's mother answered the call, on the line was Mr. Campbell, Margaret's grade 5 teacher for the year. As it was her first year at the school, Mr. Campbell wanted to personally connect with Margaret's parents and ensure that he could answer any questions and formally welcome Margaret to his class. Mr. Campbell wanted to ensure Margaret was comfortable and confident heading into her first day, while this call was meant to make Margaret feel more confident, it may have given more relief to her mother! Margaret's mother asked questions about the classroom, Mr. Campbell's expectations, and what kind of things happen around the school that Margaret will enjoy. Coming out of a Covid year, Mr. Campbell had great excitement in his voice, and he began to identify some of the events that awaited Margaret this year. Mr. Campbell also spoke of the vision of Dr. Probe School, *a community of confident, active learners who are inclusive and kind*. Mr. Campbell explained that Dr. Probe students were encouraged to embody the "4Cs" (or character values) of the school, *Care, Courage, Cooperation and Creativity*. And further, how these values were embedded in the learning activities and opportunities available to students at Probe. As the call finished, Margaret's mother thanked Mr. Campbell, beginning to share his enthusiasm and excitement for what seemed to be a promising year ahead.

The expression “time flies” could not have been truer for Margaret, Mr. Campbell and all students and staff at Dr. Probe. Heading into the Winter Break, time seemed to have passed by in the blink of an eye. Margaret’s first day of school and the 4 months that followed had proven to be very successful and she was truly feeling like a proud member of the school community. One cold day in December, she was telling Mr. Campbell about how the year was going even better than he had said it would in August. As she began telling him her favorite things about her first year at the school, Mr. Campbell challenged her to write about her experience using the 4Cs of Dr. Probe to reflect and share her experience. A little hesitant, Margaret took up the challenge and, on December 22<sup>nd</sup>, the last day of school before break, she left the following letter on Mr. Campbell’s desk:

Dear Mr. Campbell,

You challenged me to reflect on my first year at Dr. Probe by using the 4Cs of the school, with all the things that have already happened this year, I wanted to tell you about each core value and how much they mean to me.

### **Care**

The first day of school, when my mom brought me into the office, she said something about this place felt like home. I did not know what she meant, but I feel like I do now. You give us so many opportunities to show care to others. The Terry Fox Run was so cool because we got to bring attention to an important person, Terry Fox, and the impact he has had on others, but we also got to see all the students from each west side elementary school when we met up in Nicholas Sheran Park – what a cool way to connect. We also did Heap the Jeep in November to support people who don’t have enough food to feed their families. Dr. Probe brought in over 1 200 pounds of food in just one week – Mrs. Howg told me that equaled about \$4000 worth of donations! The school was also a site for Angel Tree donations, where presents were brought in to help families in need and that could not afford to buy them for their kids. My class alone took 20 tags.

You told us that we would be leaders this year because we are grade 5s. You didn’t tell us we would be “care” leaders! We get to be book buddies with the grade 1 kids down the hall and meet every week to read to them. My buddy said they never liked reading until they got to read with me. They told me they hope to be as good a reader as me someday!

The other thing I love about being a care leader is the grade 5 Legacy Project. Each year the grade 5s pick a way to support our school community and show everyone what it means to give back, just like the sign says in our front foyer at the school. I like that we get to help the senior citizens at Columbia Assisted Living Centre. They loved our messages of hope and seeing us on Halloween when we went through their lodge in our costumes. I cannot wait until we come back from break so we can visit them again to play games and read with them.

### **Cooperation**

I love your class, Mr. Campbell, because of how often we get to work with other students during the day. You keep telling us how you want us to be “thinkers” and problem solvers and that the teachers have been working hard to make their classrooms places where students are active learners. I think some of the things you showed us in your teacher book, the one about being thinkers in math by Peter Liljedahl, is really fun for us and I hope we get to keep using vertical surfaces, random partner groups and all the other neat things you try.

Coming from my other school, I can't believe all the amazing things we actually get to do at Dr. Probe. One of my favourite memories will definitely be the Halloween Danceathon. We got to raise money so we can go on cool field trips this year (like the Wizard of Oz at LCI and next year's Dance Performance by the LCI Dance Academy that the whole school gets to see). When Mr. van der Meer told us we raised over \$14,000 as a school, I was blown away. I also won't forget the Winter Carnival we just had. My last school used to do a big concert, but at Probe we got to do so many fun activities like interacting with baby goats, singing with Santa Claus, visiting the "sugar shack" where Mrs. Brooks made us traditional maple syrup candies while Mrs. Hudson taught us how to play the spoons and we even got to make our very own snowman ornament. I took mine home and hung it in our living room window for everyone to see! My mom could not believe how many parents were at the school to help out. I don't know why that was so amazing to her, I told her there are parents at Probe everyday helping students read and working in teachers' classrooms.

I already think about how much I will miss Probe next year when I go to SJF, but you told me that there are ways that I can come back and visit like how the band students came and performed in our gym this year, or how in December the drama students came in to act out the plays they wrote. Or even the grade 6 group that came to write Christmas letters with the kindergarten students in Ms. Goruk and Ms. Moline's classes.

### **Creativity**

You told me that last year one of the school's character values was changed from Concern to Creativity. You also told me that creativity can be more than drawing a picture, and can be how I solve a math problem, or make up new rules to a game, or even how I might have different ideas than other students in the class. One of my favorite creativity projects was when Tim Hortons challenged us to write them a description of our "dream donut". We had to convince them that it was the best donut by using creative language and a convincing description. Ashlynn won, and she deserved it, her donut was so cool. When Stefa and Brian Pynn, the owners of the Westside Tim Hortons, came to our school they brought the donuts Ashlynn designed and we all got to have one. I thought that Ashlynn was the only winner, but you told us that there were 8 other classes that got to participate and Stefa and Brian chose a winner from each of those classes too!

I know I already wrote about "care", but I also heard about how creative one of our grade 4 students, Sophie Neville, was in showing care this Christmas. Sophie raised over 1000 dollars that she donated to the Lethbridge Food Bank by selling gnomes she painted at Naturistas, a local health store in the city. She is not even in grade 5 yet and she is totally a care leader (who is super creative).

### **Courage**

I left courage for last, because it was something my mom told me I needed to start in a new school this year. It was destiny to see that it is also one of the 4Cs at the school. After being here for a few months my courage has been tested. I joined Choir and was so nervous when we performed at Southminster United Church with the Lethbridge Symphony Orchestra. It was such a cool experience, and while I felt nervous on the way to perform, having all my friends around me made it so much easier.

That is what is so amazing about this school, the people. I have to agree with my mom, Probe does feel like home. I love the teachers here. I love the friends I have made.

After rereading this letter, I can see why you wanted me to write these memories down. There were too many to tell you during class, but they are also ones I never want to forget.

Sincerely,  
Margaret

#### **Lethbridge Collegiate Institute:**

1. Fall began with a full slate of athletics (football, volleyball, golf, x-country)
2. LCI hosted the zone x-country event at Nicholas Sheran Lake
3. E-sports at LCI has developed into a national level program
  - LCI hosts an E-sport computer lab for competitions
4. LCI's Fall Production – "Wizard of Oz" was held at the school
5. Christmas Concert for choir and band were held
  - Choir "Under Winter Moon"
  - Band "A Not So Silent Night"
6. Hosted a school dance "Winter Waltz"
7. Dance Academy has their upcoming show February 1 - 4 ... "Breakthrough"
8. Grade 9 students participated in the Cardboard Boat races at the U of L pool
9. Student leadership students led us in the Tri-high Food Drive. Over 8000 pounds of food was donated by the three city schools (LCI, Chinook and WCHS)
10. Disney trip planned for band at Easter
11. Return to an in-person academic awards night
12. Continue to prepare for ongoing growth

#### **General Stewart Elementary:**

General Stewart is very proud to share our highlights so far this year. We consistently work to build community with our students and families. We purchase school shirts each year and this year they are Pink and are being given to students on Pink Shirt Day to build community and awareness. During the past two years, we moved to Daily Morning Meetings over Teams during which we had a rotation of students from each class that participate in the announcements by sharing Celebrations of the Day as well as Jokes of the Day. This has been very successful in continuing to connect students and classes within our school so we have continued this practice. On Fridays, our grade 5 students rotate hosting our meetings and they take over all of the technical and speaking parts, including our Land Acknowledgement and gratitude statement, which is spoken in Blackfoot. We also have Melanie Morrow join us for our Tuesday Morning Announcements for our Indigenous Education spotlight. We also implement Thinking Thursdays and Wonder Wednesdays to engage students in thinking routines and expand their viewpoints and critical thinking skills. In addition, General Stewart has traditionally held monthly walks to Henderson Lake and this is something that continues to this

day. When we hold these events, we invite parents to join us. We have also hold Halloween Parades, Remembrance Day Assemblies, and Holiday Celebration Concerts. In addition to holding these activities in person, we also live stream them for families that are not able to attend. We host a book fair and our annual March Book Madness Tournament of Picture Books. We are also planning on holding a French Celebration of Learning for Le Festival du Voyageur. We have also started a new program this year for Second Languages which is Spanish. Our grade 4 and 5 students have instruction in French and Spanish for half of the year. Our Numeracy Instruction has a new addition this year in the form of Math Up which is a fantastic On-Line resource that we are excited to use alongside the Building Fact Fluency Addition/Subtraction and Multiplication/Division Kits. Our Literacy Instruction is continuing to focus on how we can best meet each students needs by using data to help them grow. Our Balanced Literacy Program involves independent and levelled reading groups and instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Our school focus this year is on UDL and how we can implement this framework to further increase student engagement and instruction. We are working with the Coalbanks staff on this journey and it is very exciting!

We have had two Kids Markets and are planning on a third that will take place in the Spring. This is also our second year of implementing Enrichment Days where students select from a variety of activities that staff offer. These have been highlights of each school year. We have also purchased a large inflatable outdoor movie screen that we have used for our Community Engagement Nights. Our students participate in the inter-school volleyball and basketball leagues which have been great opportunities to learn, grow and meet students from other schools. We also have two 3-D printers and have worked over the past two years to build capacity in our students to design and print models. Last year, every student in our school from K-5 worked in 3D Builder to design an object that we printed for them to take home. A team of our grade 5 student seven designed and printed the keepsakes that we give to our Grade 5s at the end of each year as a gift from the school. We have also put together "Lip Dubs" for each of the past 4 years where students Celebrate the school year and their time at General Stewart. These videos are highlighted on our Youtube Channel. We are once again participating in a School Smudging Ceremony this year as well as using Rocks from Orange Shirt Day to create our own Winter Count in conjunction with Ms. Morrow. This will be a great activity as part of our Aboriginal Day Celebration. Thanks for giving us this opportunity to share some of our highlights this year!

## MEMORANDUM

January 24, 2023

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

RE: Town Hall

### Background

Lethbridge School Division is hosting the annual Town Hall Meeting in a virtual format on Tuesday, February 7, 2023 from 6:30 – 8:30 p.m. The meeting will be hosted at Victoria Park High School in the gymnasium.

The purpose of the meeting is to seek feedback to assist the Division and Board of Trustees as they explore Division priorities. The feedback will frame consideration of the 2022-23 Education Plan and budget.

The questions that the Trustees are seeking feedback on is as follows:

We are all partners in education who collectively support student learning.

Question 1: ***“In what ways are we successfully supporting students to help them grow as learners??”***

Question 2: ***“Where do you see room for improvement in supporting students as learners?”***

Trustees can decide how they wish to engage with the stakeholders during the Town Hall. Choices include being assigned to a table for each question, being assigned to a cluster of tables to circulate, circulating without clusters assigned to individual trustees, or a different engagement strategy the trustees envision.

### Recommendation:

It is recommended that the Board receive this briefing as information and apprise administration as to the role they would like to assume during table discussion.

Respectfully submitted,  
Cheryl Gilmore

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Board Strategic Planning**

**Background**

Trustees will be engaged in strategic planning March 2 and 3, 2023. Superintendent Cheryl Gilmore will provide a review of a tentative agenda for Board feedback.

**Recommendation**

It is recommended that the Board provide any feedback and direction regarding the draft Strategic Planning agenda that will be provided at the meeting.

Respectfully submitted,  
Cheryl Gilmore

## Calendar of Events for Board of Trustees

January	26	Joint Committee of the City of Lethbridge and School Boards Meeting 9:00 am, Holy Spirit/ Microsoft Teams
	27	Team Lethbridge Post-Mission Debrief and Wrap-up 3:00, Lethbridge College
	25	Indigenous Education Committee
	31	Community Engagement Committee, 7:00 p.m., Education Centre/ Microsoft Teams
	31	Dr. Probe School Tour
February	7	Town Hall Meeting 6:30 pm, Victoria Park High School
	7	LCI School Tour
	8	Policy Advisory Committee 12:00 pm, Education Centre
	14	Board Committee of the Whole, 3:00, Education Centre
	16	General Stewart School Tour
	28	Board Meeting 1:00 pm, Education Centre

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: International Trip, Chinook High School**

**Background:**

Kevin Schenk from Chinook High School is requesting approval to take approximately 36 Grade 9-12 students on an International Trip to The British Isles from April 19-30, 2024. Information regarding the educational benefits of the trip, proposed itinerary, and risk checklists are attached. The estimated cost per student is \$4,800 in Canadian Funds, fully paid by the student. Donations can be collected by the student to offset the cost of the trip.

**Recommendation:**

That the Chinook High School trip to the British Isles in April 2024 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,  
**Morag Asquith**

# Lethbridge School Division

## 3A - International Field Trip - Initial Approval to Plan - Version: 27

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Remember to name your **process request YYYY-SCHOOL-DESTINATION/SPORT-YOURLASTNAME**

**This form is for use if you wish to request initial approval for an International Trip.**

**It must be submitted a minimum of three months prior to your trip.**

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### International Trip Process:

1. With a minimum of three months notice, submit this form to request that the trip be placed on a Board Agenda. Information required for the Board meeting agenda includes:
    - Brief Description of Educational Benefits of the Trip
    - Proposed Itinerary
    - Cost per Student - also note provisions for those students who cannot afford to pay for the trip, including fundraising opportunities for those students.
  2. The Associate Superintendent, Instructional Services will confirm an approximate time on the Board agenda.
  3. At the Board meeting, the school reps will be introduced and expected to briefly summarize the information about the trip and response to questions from the Trustees.
  4. With approval from the Board, the school can begin to finalize details for the trip as per the Division's field trip policies.
  5. Three weeks prior to the trip, all required forms must be submitted for final approval (3B - International Trip Request Final Details Submission Form).
- 

This response has been recorded by Kevin Schenk on Wednesday December 14, 2022 12:13 PM

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### Signee information

**Email Address:**

kevin.schenk@lethsd.ab.ca

**Full Name:**

Kevin Schenk

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**Your Phone Number:** (403) 393-1207

### General Trip Information

**Destination:** The British Isles - England, Scotland, Ireland, Northern Ireland, and Paris, France.

**Dates** Easter Break 2024 - 12 days including travel - April 19-30

**Area of study:** Social Studies/History

**Purpose of trip:** Exploring the history of the British Isles, as well as British colonialism. Experiencing British & French culture. Instilling a lifelong love of travel.

**Grade level(s):** ☒ Grade 9 | ☒ Grade 10 | ☒ Grade 11 | ☒ Grade 12 | Grade 6 | Grade 7 | Grade 8

**Number of students:** Dependent upon enrollment; ideally ~30-36

**Teacher in Charge:** Kevin Schenk

### Transportation & Liability

**Will your trip be facilitated through a tour company?** ☒ Yes | No

**If yes, which one?** EF Educational Tours

**NEW for 2022-23!**

If your trip is facilitated through a tour provider, you will need to ask them for a written copy of their liability insurance. The tour provider will also need to send you liability insurance information for their bus operators as well as any other water-transportation

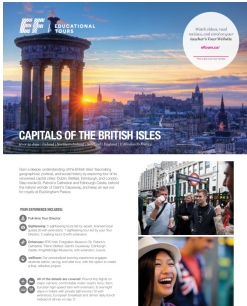
providers that will be used to ensure they have vetted the providers' safety records. This will need to be attached to the final trip submission prior to trip being approved.

**Anticipated Method(s) of Transportation (include all):** ✓ Air | ✓ Charter Bus | ✓ Bus - Charter | ✓ Train | Bus/Van - School-Owned | Public Transportation (Bus, C-Train) | Rental Vehicle/Van | Volunteer Driver (Staff/Parent/Coach) | Volunteer Driver (Student) | Water Travel - Ferry, Boat, Gondola, etc. | Other

*For rental vehicles utilized outside Canada and the USA, you must purchase collision damage waiver from the rental company.*

## Attachments & Forms

**Please attach your proposed itinerary.**



## Risk Assessment for Amber Activities

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

**Which Amber activities will your trip contain?** Swimming in a hotel pool with supervision from chaperone.

**Safety Plan:** Briefly describe the assessment and preparation that has occurred regarding the following, as appropriate:

**1. Hazards or risks associated with activity.**

Potential for drowning Potential for slipping and falling

**2. Equipment or safety precautions taken.**

Supervision by chaperone

**3. Contingency plan(s):**

Disallowing use of pool at hotel

### Supervision Plan:

**1. Identify the roles and responsibilities of supervisors (large and/or small group supervision, group management, discipline, night checks, activity instruction, other:**

There will be 1 chaperone for every 6 student travelers. Each chaperone will be assigned a 'pod' of 6 same-gender travelers for whom they are responsible, and this chaperone will have direct text-message communication with this pod, as well as perform night checks every night and be the first point of contact for those 6 travelers. Each chaperone will be responsible for confirming the attendance of their 6 travelers, as well as large group attendance will be taken every time a bus is boarded or a venue/hotel is departed. Chaperones will additionally perform regular large group 'passport checks' - every time a bus is boarded or a hotel is departed - to ensure that all travelers have their documentation on them at all times. Each teacher chaperone will have access to a binder with important student info such as contact information, allergy information, etc. If disciplinary concerns arise, chaperones will coordinate contact with Administration & parents.

**2. When and how will volunteers be briefed regarding their roles, responsibilities and expectations?**

Semi-monthly meetings leading up to departure.

### Emergency Plan:

**1. First aid, survival and repair kits (as appropriate) are stocked and accessible:** ✓ Yes | No

**2. What is the level of first aid training within the group?** At least two certified First Aiders will be on the tour, not including EF staff.

**3. How will emergency services (police, fire, ambulance, search and rescue) be activated if needed in the area?** A document with emergency numbers/information will be provided to each student traveler and chaperone.

**4. What steps will you follow if a participant is ill or has a non-life threatening injury?** Dependent upon the illness or injury. If it's minor and treatable with over-the-counter medication, rest, etc., the student will stay with the tour though perhaps at a slower pace accompanied by a chaperone. If it's more serious, EF tours has provisions in place to provide transportation for the student & a chaperone to medical facilities. If it's an emergency, 999 would be called (UK) or 112 (France). Regardless of severity, parents and administration would be notified.

## Risk Checklist for International Trips

**List All Countries of Destination & Travel (including airports countries):** United Kingdom (Ireland, Northern Ireland, Scotland, England), and France.

Part A:

For each item in which you answer "yes", you must provide a detailed written explanation for: 1. The circumstances for your trip that caused you to choose "yes" as an answer; and 2. The plan you have in place to mitigate any risk created by these circumstances.

**1. Destination countries are socially and economically unstable (A potential for civil strife exists):** Yes | ☒ No

**2. Travel advisories exist for destination countries (check <http://travel.gc.ca/travelling/advisories>):** Anything other than a Green Checkmark requires a 'Yes'. ☒ Yes | No

**Please explain.**

Both the United Kingdom & France have an "Exercise a High Degree of Caution" due to the ongoing threat of terrorism across Europe. This is a precaution applied to virtually all countries in Europe, and the Government of Canada website doesn't consider it an official 'travel advisory'. From their website: "IMPORTANT: The two levels below [Avoid Non-Essential Travel and Avoid All Travel] are official Government of Canada Travel Advisories and are issued when the safety and security of Canadians travelling or living in the country or region may be at risk." Both countries have robust safety measures in place to mitigate this concern and are widely considered very safe for visitors.

**3. Health warnings or vaccination requirements exist (including COVID-19 vaccination):** <https://travel.gc.ca/travelling/health-safety/vaccines> ☒ Yes | No

**Please explain.**

There are no vaccination requirements for the UK or France, only suggestions, which will be passed on to travelers. Health warnings are typical for European countries.

**4. Medical facilities/emergency care may be unavailable or difficult to access in the destination countries:** Yes | ☒ No

**5. Non-commercial or unlicensed transportation will be used:** Yes | ☒ No

**6. Non-commercial or unlicensed accommodations will be used:** Yes | ☒ No

**7. Extreme weather concerns exist for this destination at the time of year when we will visit (i.e hurricane, monsoon seasons, wildfire risk etc.):** Yes | ☒ No

**8. We will be in some locations where home contacts will not always be possible on this trip:** Yes | ☒ No

**9. We will travel in areas that may lack access to clean water and/or basic plumbing:** Yes | ☒ No

**10. We are travelling with one or more students/supervisors who have a severe allergy or medical issue:** ☒ Yes | No

**Please explain.**

We don't have medical information for travelers as they've not yet enrolled, but will collect this information and take the necessary precautions.

## Part B

**Provide details if your trip is being organized through a commercial tour company. Please include specifics regarding their "on the ground" supports such as the provision of a tour guide or local host:**

Our trip is being organized through EF Educational Tours, who are well known for their "on the ground" support. We will have a dedicated tour guide with us for the duration of the trip, and EF uses reputable on-site guides, transportation, and hotels. Further, EF has an excellent worldwide team with offices in all major travel destinations for quick response times in the event of emergent situations.

**Check all that apply:**

## Educational Value & Cost

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

The primary goals are to explore British & French history as well as the history of British colonialism (particularly through a visit to the British Museum), to experience English, Scottish, Irish, and French culture, and to instill in students a lifelong love of travel. Modelling the importance of learning about other cultures (and our own culture and history) from a hands-on perspective is another key goal. For some of our students, this trip will no doubt also be an opportunity to explore their ancestry as the British and French were two of the founding peoples of modern Canada.

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

EF provides students with an opportunity to create a digital 'journal' of their travel. Also, students will have their own photos and photos taken by staff chaperones (for the Yearbook!) to remember the journey. No doubt they'll have conversations about the trip for the rest of their lives.

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

We will have monthly meetings leading up to the trip to convey information, discuss places we're going and things we're going to see, provide context for important parts of the tour, and provide reminders. We will communicate regularly via email and phone with parents & students to convey reminders, answer questions, etc. Two weeks prior to the trip, we will have a final mandatory meeting with parents & students where we go through packing for the trip, reinforce rules and expectations, hand out EF backpacks (which are mandatory so that students can be identified easily), and answer questions.

**What are the costs for this activity, including the portion paid by each student?** \$4,788 per student, fully paid by student & family.

**Describe funding sources and plans for any fundraising.** EF provides students with a donation website that they can share with family & community. Additionally, EF offers travelers the ability to pay in installments leading up to the trip to make it more accessible.

**Additional Notes**

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

**I have reviewed cancellation exclusions for any travel or tour providers and avoided 'non-refundable' language.** ☒ Yes | No

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

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

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**Kevin Schenk**

Recorded by Kevin Schenk

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

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





Information provided by Kevin Schenk on Wednesday December 14, 2022 12:13 PM





# CAPITALS OF THE BRITISH ISLES

10 or 12 days | Ireland | Northern Ireland | Scotland | England | Extension to France

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-  **Full-time Tour Director**
-  **Sightseeing:** 5 sightseeing tours led by expert, licensed local guides (6 *with extension*); 1 sightseeing tour led by your Tour Director; 2 walking tours (3 *with extension*)
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-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.

-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motor coach; ferry; train; *Eurostar high-speed train with extension*; 8 overnight stays in hotels with private bathrooms (10 *with extension*); European breakfast and dinner daily (lunch instead of dinner on day 7)
-  



*Anyone can see the world.*

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As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture, or anything you may have a question about.

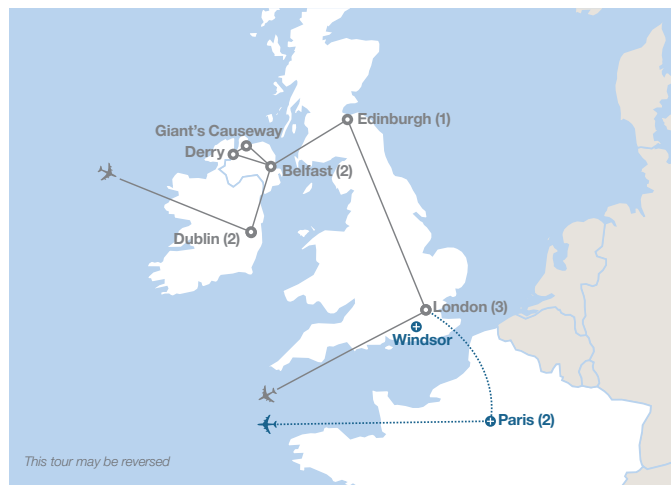
When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

— MELISSA, TRAVELLER



Via Twitter



Learn from your Tour Director and expert local guides



St. Patrick's Cathedral



**CHECK OUT WHAT A TOUR IS ALL ABOUT**

Watch the videos at  
**[eftours.ca/](http://eftours.ca/)**

Your teacher's Tour Website

## What you'll experience on your tour

### Day 1: Fly overnight to Ireland

#### Day 2: Dublin

- Meet your Tour Director at the airport in Dublin, Ireland's capital city scenically situated between Dun Laoghaire (pronounced "dun leery") and Howth Head's rocky peaks.
- Take a walking tour of Dublin.

#### Day 3: Dublin

- Take an expertly guided tour of Dublin: Georgian squares; O'Connell Street; St. Stephen's Green.
- Visit the Little Museum of Dublin.
- Admire St. Patrick's Cathedral, whose presence honors the patron saint of Ireland.

#### Day 4: Dublin | Belfast

- Travel to Belfast, a city in transition, and learn how it's redefining itself after famously undergoing a period of religious strife in the 1970s and 1980s.
- Take an expertly guided tour of Belfast, where you'll visit Lower Falls and Shankill Road. You'll also see giant political murals that help tell the history of Northern Ireland.
- Visit Titanic Belfast.

#### Day 5: Belfast

- Take an excursion to Giant's Causeway.
- Continue to Derry.
- Take an expertly guided tour of Derry: St. Columb's Cathedral; The Diamond.
- Return to Belfast.

#### Day 6: Edinburgh

- Travel by ferry to Stranraer.
- Continue on to Edinburgh, where Edinburgh Castle is the enduring symbol of Scotland's capital and site of many of the nation's storied events. Ownership of the fortress, perched atop an extinct volcano, changed hands many times over the centuries, from Scottish to English and back again. Mary, Queen of Scots, gave birth here to James VI of Scotland, who would later rule England as James I.

#### Day 7: Edinburgh | London

- Take an expertly guided tour of Edinburgh.
- Visit Edinburgh Castle.
- Enjoy free time in Edinburgh.
- Travel by train to London.

### Day 8: London

- Explore London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own.
  - Take an expertly guided tour of London. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.
- 🔗 [Visit Windsor Castle.](#)

### Day 9: London

- Visit a Knightsbridge Museum : the Natural History Museum, Victoria Albert Museum, or Science Museum.
- Take a walking tour of London, where you'll see iconic sites such as the Strand, Trafalgar Square, Leicester Square, and Covent Garden.

### Day 10: Depart for home

#### 🔗 2-DAY TOUR EXTENSION

##### Days 10: Paris

- Travel by Eurostar train to Paris.

##### Days 11: Paris

- Take an expertly guided tour of Paris: Champs-Élysées; Arc de Triomphe; Eiffel Tower.
- Visit the Louvre.
- Take a walking tour of Paris: Latin Quarter
- Catch a glimpse of Notre-Dame Cathedral.

##### Days 12: Depart for home



*London Bridge. #eftours  
#london #loveit*

– FRANKIE, TRAVELLER



Via Instagram

*We had a great time in Ireland,  
and England—our Tour  
Director Cathal was awesome!  
:-)*

– PAUL, TRAVELLER



Via Facebook

## TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1.

2.

3.

— The easiest ways to —  
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80 Bloor Street West, 16th Floor  
Toronto, ON M5S 2V1

*My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.*

—CHARLOTTE, PARENT



Tour review

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

- **We always offer the lowest prices** so more students can travel.
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- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
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EducationFirst

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Cheryl Gilmore  
Superintendent of Schools

**RE: Policy Review**

**Background**

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

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

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

**Recommendation**

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

<u>Policy #</u>	<u>Policy Name</u>	<u>Action</u>
500.1	Student Rights and Responsibilities	Amendment
502.3	Suspensions and Expulsions	Amendment
605.1	Inclusive Learning Supports	Amendment

Respectfully submitted,  
Cheryl Gilmore

## 500.1 Student Rights and Responsibilities

### Policy

The Board directs that policies and procedures which protect student rights and enforce student responsibilities be established and that these policies and procedures be implemented and enforced at the Division and school level as required.

### Regulations

1. Students shall have the right to:
  - the opportunity to meet the standards of education set by the Minister;
  - an education program consistent with the requirements of the Education Act and the Alberta Regulations;
  - a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging;
  - be heard by school administrators, teachers, and support staff;
  - have access to channels of communication in accordance with policy 1003.1 Channels of Communication and Disputes Resolution;
2. Students shall have the responsibility to:
  - be diligent in pursuing their studies;
  - attend school regularly and punctually;
  - cooperate fully with everyone authorized by the Board to provide education programs and services;
  - respect the rights of others;
  - ensure their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
  - refrain from, report, and not tolerate bullying or bullying behavior directed towards others in the school, whether or not it occurs on school property, during the school day, or by electronic means;
  - be accountable to the students teachers and other school staff for the students conduct;
  - Positively contribute to the students school and community.

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be accountable for their own conduct.¶

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## 500.1 Student Rights and Responsibilities, cont'd

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

### References

Education Act: 8, 9, 11, 16, 31, 33, 35

Other Statutes: Alberta Human Rights Act, Canadian Multiculturalism Act, Canadian Citizenship Act, Criminal Code of Canada, Freedom of Information and Protection of Privacy Act, Canadian Charter of Rights & Freedoms

Division Policies: 501.1 Attendance at School, Appendix A 502.1 Student Code of Conduct, 502.1

- Welcoming, Caring, Respectful and Safe Learning Environments, 1003.1 Channels of Communication and Disputes Resolution

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## 502.3 Suspensions and Expulsions

### Policy

The Board recognizes the role of discipline in creating a safe, caring and respectful learning environment. While ideally students are in regular attendance at school, the Board acknowledges that there are times when a student needs a reflective opportunity to learn from experience, needs to have support structures put in place, or there is consideration for the safety of self and/or others. As a result, a student may be suspended or expelled.

The Board acknowledges the role of suspension and expulsion of a student, in response to a violation of the Student Code of Conduct, when:

1. other means of corrective action have failed to bring about orderly or appropriate conduct on the part of the student; or
2. the student's misconduct is so severe that lesser corrective action would be insufficient.

A suspension or expulsion shall be used in response to:

1. excessive, persistent or chronic disobedience or disregard of Division or school rules;
2. conduct which endangers the safety of students and/or staff;
3. illegal possession and/or misuse of controlled substances; or
4. conduct which is injurious to the physical or mental well-being of others in the school, whether or not the conduct occurs within the school building or during the school day.

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### Regulations

#### Suspension

1. A suspension shall be defined as a temporary prohibition, instituted by a principal or a teacher under Section 236 of the Education Act, of a student from attending a class, course, school activity, school, or from riding on school authorized transit for a period of 5 school days or less, unless in accordance with the provisions outlined in Section 37 of the Education Act.
  - 1.1. A teacher may suspend a student from one class period.
  - 1.2. The principal or designate may suspend a student

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1.2.1. from school;

### 502.3 Suspensions and Expulsions, cont'd

- 1.2.2. from one or more class periods, courses or education programs;
- 1.2.3. from participation in school-related activities; or
- 1.2.4. from school authorized transit.
- 1.2.5. Parents/guardians or Independent Students shall be informed in writing regarding the circumstances of a suspension, and provided an opportunity to meet with the principal or designate to discuss the reasonableness of the suspension.
- 1.3. The principal may at any time reinstate a student suspended under clause 1.1 or 1.2.
- 1.4. The principal shall reinstate the student within 5 school days or provide a written recommendation to the Superintendent for an expulsion. The student remains suspended until a decision has been made with respect to proceeding to expulsion.

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#### Expulsion

- 1. If a student is suspended in accordance with Section 36, the principal may recommend, prior to the end of the student's suspension, that the Board expel the student if:
  - 1.1 the student has displayed an attitude of wilful, blatant and repeated refusal to comply with Education Act Section 31,
  - 1.2 the student has displayed an attitude of wilful, blatant and repeated refusal to comply with the Code of Conduct established under Education Act Section 33(2),
  - 1.3 the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
  - 1.4 the student has distributed an intimate image of another person in the circumstances described in Education Act Section 1(1.1)

**Deleted:** An expulsion shall be defined as a prohibition, instituted by the Board in accordance with section 25 of the School Act, of a student from a class, course, educational program, school, school activity or from riding school authorized transit for more than 10 days.¶

- 2. The Board may make the decision to expel if:
  - 2.1. the principal has recommended that the Board expel the student; and
  - 2.2. the student has been offered another education program by the Board.
- 3. The Board delegates to the Expulsion Committee the power to make decisions with respect to the expulsion of students.
- 4. An Expulsion Committee shall consist of:
  - 4.1. two Trustees, appointed by the Board as needed; and
  - 4.2. a school administrator appointed by the Associate Superintendent, Instructional Services.

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## LETHBRIDGE SCHOOL DIVISION

5. An expulsion hearing shall be facilitated by the Associate Superintendent, Instructional Services within 10 school days after the decision to move to expulsion.
- 5.1. Before the Expulsion Committee makes a decision to reinstate or expel the student, the student and the students' parents/guardians may make representations to the Expulsion Committee with respect to the principal's recommendation to expel the student.
6. A suspension or expulsion shall not deny a student's legal right to access an education.
- 6.1. The Expulsion Committee may establish parameters regarding the circumstances in which an expelled student may be re-enrolled.

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### 502.3 Suspensions and Expulsions

7. The Board shall be informed of the results of each expulsion hearing.
  - 7.1. The student shall not be named.
  - 7.2. The Board may re-enroll a student who has been expelled.
8. When a student is expelled under this section, the Board shall notify, in writing, the student's parent/guardian or the student is determined an Independent Student.
- 8.1. of the expulsion, and
- 8.2. of the right to request a review under Section 43 of the Education Act.

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

### References

Education Act: 31, 33, 36, 37, 42, 43, 256(d)

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Division Policies: 500.1 Rights and Responsibilities, 501.1 Attendance at School, 502.1 Welcoming, Caring, Respectful and Safe Learning Environments, 505.9 Appeals, 103.1 Anti-Racism & Anti-Oppression

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Pr502.3 Suspensions and Expulsions, Ex502.3A  
Sample Out of School Suspension Letter, Ex502.3C  
Checklist for Suspensions and Expulsions

Other: Appendix 502.1 Student Code of Conduct



Approved: May 26, 1999  
Amended: February 10, 2004  
Amended: May 13, 2008  
Amended: February 26, 2013  
Amended: April 30, 2019

## 605.1 Inclusive Learning Supports

### Policy

The Division shall provide a continuum of supports to enable all students to access the most appropriate learning environments and opportunities for them to achieve their potential.

### Regulations

1. Inclusive learning supports shall be provided such that they are consistent with Alberta Education regulations and guidelines.
2. Decisions regarding supports shall be made by Division staff following consultation with the parents/guardians, teachers, the student where appropriate, and other members of the student's learning team.
  - 2.1. Wherever possible, inclusive learning supports shall be provided in the student's designated school. In some situations, a student may be required to receive programming, at an alternative location and/or through alternative delivery structure.
3. Each school shall develop a school-wide system of supports within the framework of Response to Instruction and Intervention (RTI<sup>2</sup>), that identifies universal, targeted and individualized supports to help students be successful.
4. Division staff shall work together, in partnership, with the parents/guardians and community to meet the needs of students.
5. The Division shall ensure that inclusive learning supports and services include strategies for:
  - 5.1. early intervention;
  - 5.2. a variety of levels of assessment;
  - 5.3. collaborative planning and programming;
  - 5.4. transition planning;
  - 5.5. coordination of services;

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## LETHBRIDGE SCHOOL DIVISION

- 5.6. school safety, and;
- 5.7. dispute resolution and appeals in accordance with Division policy.
6. Schools shall be able to account for funding for inclusive learning supports allocated to the school site in their annual budget.
7. The Associate Superintendent Instructional Services, or designate, is responsible for the allocation of funding for staffing related to inclusive learning supports.
- The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

### References

- Education Act: 11(4), 43,
- Division Policies: 609.5 Student Records, 505.9 Appeals, 805.6 Access to Information, 1003.1 Channels of Communication and Disputes Resolution

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**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Christine Lee  
Associate Superintendent, Business and Operations

**Re: First Quarter Financial Report**

**Background**

The 2022-2023 First Quarter Financial Report for the Division is provided for review. Director of Finance, Avice DeKolver will be in attendance to respond to any question's trustees may have.

**Recommendation**

It is recommended that the Board approve the 2022-2023 First Quarter Financial Report as presented.

Respectfully submitted,  
Christine Lee

# ***Lethbridge School Division***

## **First Quarter Report**

November 30th

# **2022**

This document is Management's Discussion and Analysis of the First Quarter for the period September 1, 2022 to November 30, 2022. *This financial information contained herein has not been audited.*

**Report to the  
Board of Trustees**  
January 24<sup>th</sup>, 2023



*Lethbridge School Division  
433 – 15<sup>th</sup> Street South  
Lethbridge, AB T1J 2Z4  
Phone: 403-380-5300  
[www.lethsd.ab.ca](http://www.lethsd.ab.ca)*



**Lethbridge School Division**  
*Management Discussion and Analysis Report*  
**September 1, 2022 to November 30<sup>th</sup>, 2022**

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## Lethbridge School Division

Management Discussion and Analysis Report  
First Quarter Report

### Executive Summary

Lethbridge School Division has a total budget of \$139.38 million (including use of reserves) and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

The School Division was established in 1886 and has proudly served our community for over 135 years. Lethbridge School Division serves 11,957 students from early education (pre-school) to grade twelve. The Division provides high quality learning experiences for students through a broad range of educational programs in twenty-four (24) schools and four (4) institutional programs.

The Division has experienced continued growth in enrolment in 2022-2023 of 277 students (2.37%) over the 2021-2022 enrolment. The Division has continued to recover since the decline in students in 2020-2021 due to the COVID-19 pandemic.

Lethbridge School Division believes in fiscal accountability and transparency through regular financial monitoring and reporting. Under *Policy 801.1 System Budgeting*, the Board directs that the expenditure of funds be within the guidelines established and be the responsibility of the designated Division or school-based administrator. The executive summary presents highlights of the school division's financial operations for the period September 1, 2022 until November 30th, 2022 to provide fiscal accountability within the established guidelines.



New school year kicks off throughout Lethbridge School Division

## Overview:

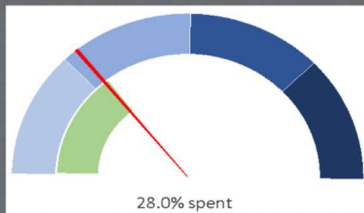
The following is an overview of the quarterly reporting on the operations of Lethbridge School Division. This report is for the 1st quarter of the year (up to November 30, 2022).

The graphs/charts compare the year-to-date amounts to the budget for the period. The budget included in this report is the Division's 2022/2023 operating budget (updated fall budget - may differ from legally adopted budget as included in the financial statements).

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

## DEPARTMENTS

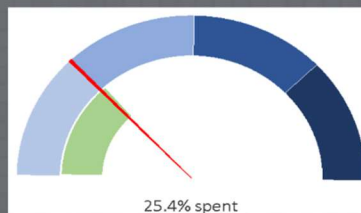
### Instruction - ECS



Budget: \$ 4,020,741  
Forecast: \$ 1,168,293  
Year-to-date: \$ 1,125,331 (28.0%)



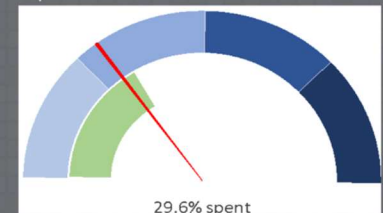
### Instruction - Grade 1 to 12



Budget: \$ 108,859,697  
Forecast: \$ 29,080,496  
Year-to-date: \$ 27,639,915 (25.4%)



### Operation & Maintenance



Budget: \$ 17,523,243  
Forecast: \$ 5,736,497  
Year-to-date: \$ 5,189,533 (29.6%)



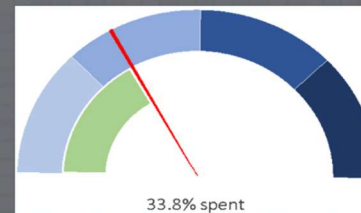
### Transportation



Budget: \$ 3,188,800  
Forecast: \$ 944,288  
Year-to-date: \$ 956,482 (30.0%)



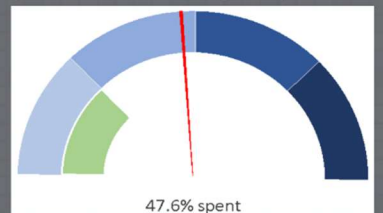
### System Administration



Budget: \$ 4,189,894  
Forecast: \$ 1,378,528  
Year-to-date: \$ 1,415,033 (33.8%)



### External Services (International Program)

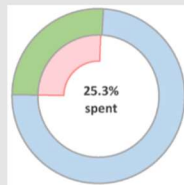


Budget: \$ 300,000  
Forecast: \$ 75,000  
Year-to-date: \$ 142,765 (47.6%)



## Salaries, Benefits & Professional Development

For all the Departments

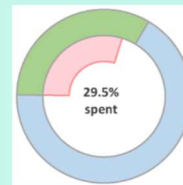


Budget: \$ 107,045,905  
Forecast: \$ 27,445,097  
Year-to-date: \$ 27,108,276 (25.3%)



## Contracted Services

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

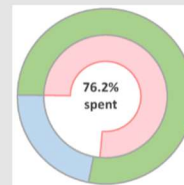


Budget: \$ 8,156,853  
Forecast: \$ 2,710,123  
Year-to-date: \$ 2,402,849 (29.5%)



## Other Services

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

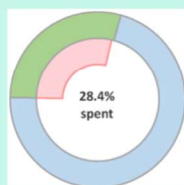


Budget: \$ 2,678,746  
Forecast: \$ 2,084,791  
Year-to-date: \$ 2,040,843 (76.2%)



## Supplies

General supplies, Technology, Maintenance, Small Equipment

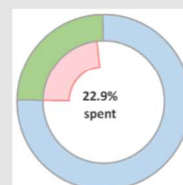


Budget: \$ 5,680,944  
Forecast: \$ 1,647,612  
Year-to-date: \$ 1,611,718 (28.4%)



## Other Expenditures

Contingency, Travel, Car Allowances, Renovations

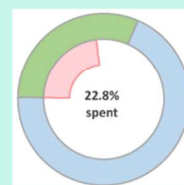


Budget: \$ 664,400  
Forecast: \$ 163,224  
Year-to-date: \$ 152,203 (22.9%)



## Transfers, SGF, & Capital/IMR

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



Budget: \$ 13,855,529  
Forecast: \$ 4,332,255  
Year-to-date: \$ 3,153,170 (22.8%)



## TYPES OF EXPENSES

### **Operations Overview**

As shown in the “Finance at a Glance” report, [Lethbridge School Division](#) is operating financially as anticipated based on the approved budget and the forecasted budget for November 30<sup>th</sup>, 2022.



In relation to the types of expenses, all of the major types are also within their forecasts. The following is a brief analysis on the types of expenses:

- **Salaries, Benefits & Professional Development** are slightly less than the forecasted budget. This reduction is somewhat due to the timing of staff being hired and related to the benefit costs being slightly less than projected. Reductions in benefits is typically a result of the timing of benefit contributions (some contributions start in January and can reach the contribution limits during the year).
- **Contracted Services** are slightly less than the forecasted budget. This is mostly due to the contracted services relating to services such as audit, legal and consultants being less than forecasted. They are being offset by utilities, transportation and maintenance costs that are higher than forecasted.
- **Other Services** are less than the forecasted budget. This is mostly related to rentals, printing and insurance costs being less than forecasted. This is being offset by memberships and the international program costs being higher than forecasted.
- **Supplies** are less than the forecasted budget. This is mostly due to some of the general school supplies and small equipment are still to be purchased.
- **Other Expenditures** are less than the forecasted budget. Included in this section are travel, car allowances, minor building renovations and contingency costs.
- **Transfers, SGF & Capital** are less than the forecasted budget. This mostly relates to School Generated Funds (SGF) expenditures are still to be incurred. These costs reductions are somewhat offset by the Infrastructure, Maintenance and Renewal (IMR) operating expenditures being slightly more than the forecasted amount (based on the timing of these IMR projects).

## **Financial Position**

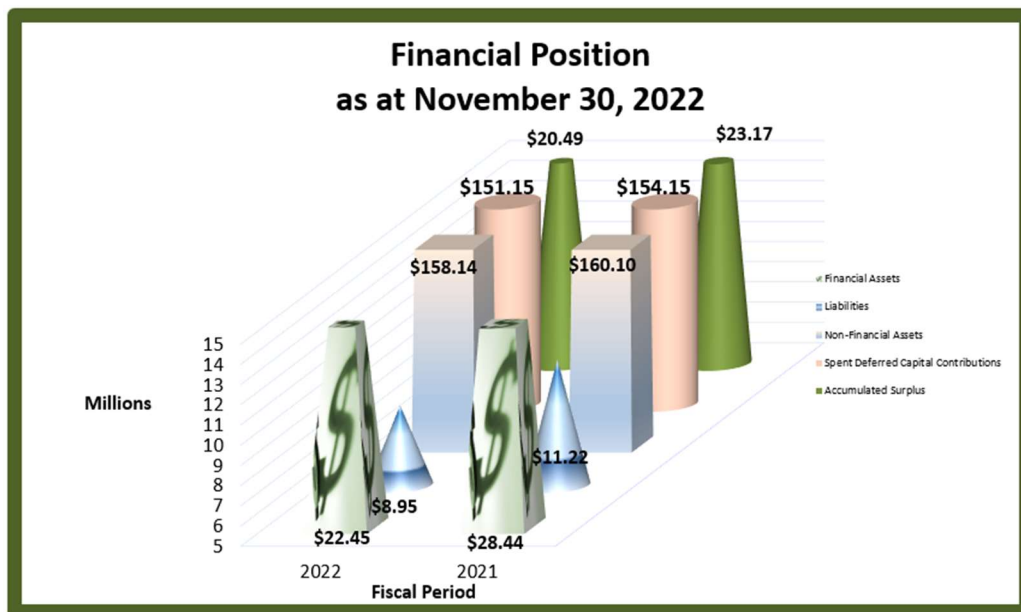
As at November 30, 2022, [Lethbridge School Division](#) has total financial assets of \$22.45 million and liabilities of \$8.95 million for net financial assets of \$13.50 million. A net financial asset position indicates that the Division has sufficient assets to cover its financial obligations.

The Division had net financial assets of \$13.50 million. Of this \$13.50 million, \$7.27 million is in operating reserves which have been restricted for future use with the majority related to instructional programming and school generated activities. Net financial assets also relate to \$471,484 of unrestricted reserves, \$6.02 million of capital reserves and \$320,000 of endowment funds.

There is \$158.14 million of non-financial assets (tangible capital assets, inventory of supplies, and prepaid expenses) which are represented mostly by supported capital assets of \$151.08 million, the Division's investment in capital assets of \$6.40 million, prepaid expenses, and other non-financial assets.

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

Together the Net Financial Assets, Non-Financial Assets, and Spent Deferred Capital Contributions (SDCC) equal the total Accumulated Surplus of \$20.49 million. The chart below compares the financial position of November 30<sup>th</sup> with the prior year.



**Lethbridge School Division**  
**STATEMENT OF FINANCIAL POSITION**  
As at November 30, 2022

	November 30, 2022	November 30, 2021
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents	\$6,602,685	\$13,140,172
Accounts receivable (net after allowances)	\$5,631,236	\$5,280,460
Portfolio investments	\$10,220,482	\$10,024,225
Other financial assets	\$0	\$0
<b>Total financial assets</b>	<b>\$22,454,403</b>	<b>\$28,444,857</b>
<b>LIABILITIES</b>		
Bank indebtedness	\$0	\$0
Accounts payable and accrued liabilities	\$6,460,181	\$8,120,888
Deferred contributions	\$2,251,228	\$2,873,797
Employee future benefit liabilities	\$234,014	\$228,277
Other liabilities	\$0	\$0
Long term debt		
Supported: Debentures and other supported debt	\$0	\$0
Unsupported: Debentures and capital loans	\$0	\$0
Capital leases	\$0	\$0
Mortgages	\$0	\$0
<b>Total liabilities</b>	<b>\$8,945,423</b>	<b>\$11,222,962</b>
<b>Net Financial Assets (Net Debt)</b>	<b>\$13,508,980</b>	<b>\$17,221,895</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets	\$157,470,305	\$159,353,802
Inventory of supplies	\$367,782	\$386,270
Prepaid expenses	\$305,819	\$355,408
<b>Total non-financial assets</b>	<b>\$158,143,906</b>	<b>\$160,095,480</b>
<b>Net assets before spent deferred contributions</b>	<b>\$171,652,886</b>	<b>\$177,317,375</b>
Spent deferred capital contribution (SDCC)	\$151,159,260	\$154,146,917
<b>Net assets</b>	<b>\$20,493,626</b>	<b>\$23,170,458</b>
<b>NET ASSETS (ACCUMULATED SURPLUS)</b>		
Unrestricted surplus	\$471,484	\$858,209
Operating reserves	\$7,279,521	\$9,227,609
<b>Accumulated Surplus from Operations</b>	<b>\$7,751,005</b>	<b>\$10,085,818</b>
Investment in capital assets	\$6,398,067	\$5,206,884
Capital reserves	\$6,024,680	\$7,557,882
Endowments	\$319,874	\$319,874
<b>Total Accumulated Surplus (Deficit)</b>	<b>\$20,493,626</b>	<b>\$23,170,458</b>

The statement above compares the Financial Position of the 1<sup>st</sup> quarter of 2022/2023 to the 1<sup>st</sup> quarter of the prior year for comparative purposes.

**Lethbridge School Division**  
**Notes to the Statement of Financial Position**  
*As at November 30th, 2022*

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**FINANCIAL ASSETS:**

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

**Cash and Cash Equivalents**

Cash at November 30, 2022 includes deferred contributions, endowment funds, and Accumulated Surplus from Operations.

**Accounts Receivable**

Accounts receivable at November 30, 2022 includes GST rebates receivable, capital contributions from the Province, and other miscellaneous funds owing to the Division.

**Portfolio Investments**

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

**Total Financial Assets as of November 30, 2022 are \$22.45 million.**

**Senator Joyce  
Fairbairn Middle  
School students  
participate in  
Terry Fox run**



**FINANCIAL LIABILITIES:**

**Accounts Payable**

Accounts payable at November 30, 2022 mostly includes payments for construction invoices/holdbacks, and employee benefits such as remittances to the Canada Revenue Agency, Local Authorities Pension Plan, and to the Alberta School Employee Benefit Plan.

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

### **Deferred Contributions**

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

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

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

### **Employee Future Benefits**

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

**Total Financial Liabilities as of November 30, 2022 are \$8.95 million.**

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

Net financial assets, which is the funds available (owing) after discharging the Division's financial obligations, is a **net asset position of \$13.50 million.**

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

**Total Net Assets as of November 30, 2022 are \$13.50 million.**



**Dance-a-Thon raises funds  
for Mike Mountain Horse  
Elementary School**

**NON-FINANCIAL ASSETS:**

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

**Tangible Capital Assets**

Tangible capital assets include land, buildings, equipment and vehicles used in the operations of the Division. These assets are amortized over their estimated useful lives to arrive at a net value of \$157.47 million as of November 30, 2022.

Supported capital activity during the year thus far includes capital modernization at Victoria Park High School through Capital Maintenance and Renewal (CMR) grant funding, and Alberta Infrastructure costs associated with the new elementary school being built in Garry Station in west Lethbridge and modulars at Coalbanks Elementary School and Chinook High School.

**Inventory of Supplies**

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

**Prepaid Expenses**

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

**Total Non-Financial Assets as of November 30, 2022 are \$158.14 million.**



**Lakeview hosts Feed the Bug food drive for 28<sup>th</sup> year**

**SPENT DEFERRED CAPITAL CONTRIBUTIONS (UDCC)**

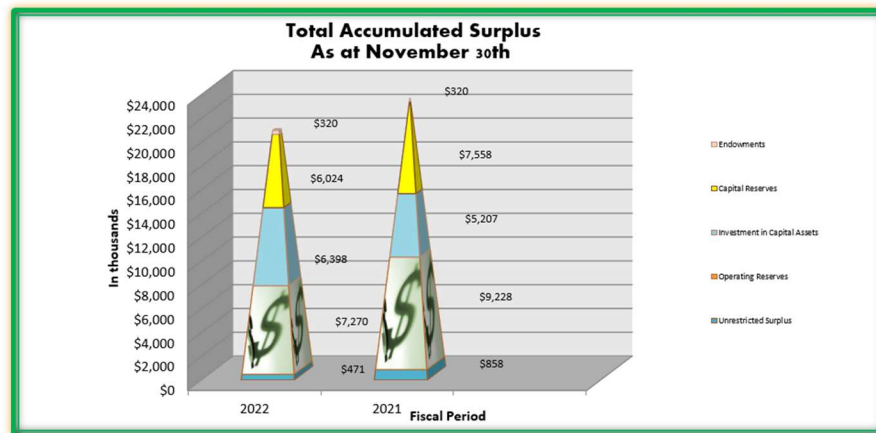
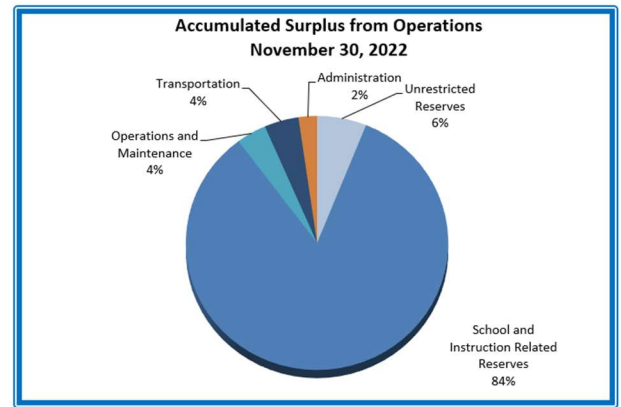
Spent Deferred Capital Contributions (SDCC) relates to deferred contributions related to the unamortized portion of supported capital assets (referred to as SDCC), which will be amortized into revenues in subsequent years to offset the amortization cost of supported capital assets. Supported Capital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

**Total SDCC as of November 30, 2022 are \$151.16 million**

### **ACCUMULATED SURPLUS:**

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

The restricted operating reserves consist of 84% related to school and instruction reserves which includes reserves held at school sites for future operating expenditures, reserves to be spent in the future for curriculum and system improvement, funds to support inclusive learning, funds to provide for the planning, programming and resources required for new school facilities, and unspent funds related to school generated activities.



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

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

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

**The total accumulated surplus for the Division which consists of both operating and capital funds is \$20.49 million. The total of net financial assets, non-financial assets, and the spent deferred capital contributions (SDCC) equal the total accumulated surplus at November 30, 2022.**

## Operations

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

The revised budget for the 2022-2023 school year reflects changes to the Division budget as of September 30<sup>th</sup>, 2022, based on the additional information received since the preliminary budget.

The Division originally planned on a projected student enrolment of 11,813 students in the preliminary budget. However, the operating budget was updated for the actual enrolment of 11,957 students. This increase in students made the Division eligible for an enrolment growth grant from Alberta Education for \$115,515.

The Division also received \$219,153 of Learning Disruption Grant (BOOST Program – for literacy and numeracy programs), \$50,000 for the Dual Credit program with Lethbridge College and the University of Lethbridge, \$360,000 for a new mental health wellness grant, \$66,000 for support to Ukrainian students (included in the Inclusive Education budget), \$1.08 million for teacher salary settlement (to cover salary increases from the new ATA agreement as was finalized after the preliminary budget submission) and \$540,800 of Facility Lease grant funding (flow-through funding for facility leases). Overall revenue, including use of reserves, in the revised budget increased by \$3.42 million over preliminary budget projections developed in May 2022.

In budget 2022-2023, \$4.3 million of one-time reserves will be utilized for Division and school-based priorities. The use of reserves was increased from the preliminary budget with additional reserves being utilized to ensure that the Division will meet Alberta Education's reserve cap of 3.15% at August 31, 2023 (the Division was at 5.29% at August 31, 2022).



LCI JV Rams  
volunteer at  
Lethbridge Soup  
Kitchen

**Lethbridge School Division**  
**STATEMENT OF OPERATIONS**  
For the period ended November 30, 2022

	Budget Information		Actual Results		Variances		Projection	
	Preliminary Budget 2022-2023 (May 2022)	Updated "September 30th" Operating Budget 2022-2023 (Sept 30th 2022)	Forecasted To November 30th	Actual Year Ended November 30th	% Expended Revised Budget	% Expended Forecast to November 30th	August 31st Pro-jection	Change from Updated Budget
<b>REVENUES</b>								
Government of Alberta	\$124,804,721	\$127,357,821	\$32,103,581	\$32,518,025	25.53%	101.29%	\$127,357,821	\$0
Federal and Other Government	\$388,944	\$388,944	\$0	\$0	0.00%	0.00%	\$388,944	\$0
Fees	\$4,755,305	\$3,995,105	\$1,618,747	\$571,413	14.30%	35.30%	\$3,995,105	\$0
Sales and services	\$594,000	\$594,000	\$452,915	\$263,334	47.70%	62.56%	\$594,000	\$0
Investment income	\$193,000	\$193,000	\$48,250	\$123,470	63.97%	255.90%	\$193,000	\$0
Donations and Other Contributions	\$2,520,000	\$2,520,000	\$971,112	\$517,447	20.53%	53.28%	\$2,520,000	\$0
Other Revenues	\$34,704	\$34,704	\$8,676	\$19,900	57.34%	229.37%	\$34,704	\$0
<b>Total Revenues</b>	<b>\$134,290,674</b>	<b>\$135,083,574</b>	<b>\$35,203,281</b>	<b>\$34,033,589</b>	<b>25.19%</b>	<b>96.68%</b>	<b>\$135,083,574</b>	<b>\$0</b>
<b>EXPENSES</b>								
Instruction - ECS	\$5,497,134	\$4,020,741	\$1,168,293	\$1,125,331	27.99%	96.32%	\$4,020,741	\$0
Instruction - Grade 1 to 12	\$104,633,861	\$108,859,697	\$29,080,496	\$27,639,915	25.39%	93.05%	\$103,859,697	\$0
Operations and Maintenance	\$17,152,865	\$17,523,243	\$5,736,497	\$5,189,533	29.62%	90.47%	\$17,523,243	\$0
Transportation	\$3,083,800	\$3,188,800	\$944,288	\$956,482	30.00%	101.29%	\$3,188,800	\$0
Administration	\$4,181,195	\$4,189,894	\$1,378,528	\$1,415,033	33.77%	102.65%	\$4,189,894	\$0
External services (Internal Services)	\$300,000	\$300,000	\$75,000	\$142,765	47.59%	190.35%	\$300,000	\$0
<b>Total Expenses</b>	<b>\$134,855,855</b>	<b>\$138,082,375</b>	<b>\$38,383,102</b>	<b>\$36,469,059</b>	<b>26.41%</b>	<b>95.01%</b>	<b>\$138,082,375</b>	<b>\$0</b>
<b>Operating surplus (deficit)</b>	<b>(\$1,565,181)</b>	<b>(\$2,998,801)</b>	<b>(\$3,179,821)</b>	<b>(\$2,435,470)</b>			<b>(\$2,998,801)</b>	<b>\$0</b>
Accumulated Surplus from Operations beginning of Year	\$10,080,124	\$10,080,124	\$10,080,124	\$10,080,124			\$10,080,124	
Transfers to/from capital reserves, endowments, & capital	(\$977,516)	(\$1,636,325)	(\$1,636,325)	(\$1,636,325)			(\$1,636,325)	
Accumulated Operating Surplus (ASO) at end of period	\$7,537,427	\$5,444,998	\$5,263,978	\$6,008,329			\$5,444,998	
School Generated Funds included in Accumulated Operating Surplus	(\$3,045,375)	(\$3,045,375)	(\$3,045,375)	(\$2,866,333)			(\$2,866,333)	
Adjusted Accumulated Operating Surplus (Adjusted ASO) at end of period	\$4,492,052	\$2,399,623	\$2,218,603	\$3,141,996			\$2,578,665	
Adjusted ASO as a % of budgeted expenditures (excluding SOF accounts)	3.33%	1.74%	1.62%	8.62%			1.89%	

### **About The Statement**

The above statement includes four main areas:

- The first area highlighted in **GREEN** is budget Information. The first budget information is the preliminary budget that was approved by the Board of Trustees in May 2022. The second column of budget information is the budget that has been revised after September 30<sup>th</sup> enrolment counts and is used as the new operating budget for the fiscal year.
- The second area highlighted in **LIGHT GREEN** is the forecast. The majority of the revenues and expenditures are expected to be consistent throughout the year, therefore, 25% of the budget is forecasted for each quarter. There are some specific transactions that are done at specific times during the year. The following are some of the significant transactions that impact the forecast:
  - Contributions to the ATA professional development fund and to the Christian Societies (for maintenance costs). These are paid in the 1st quarter.
  - Insurance premiums, leases, audit fees and international program revenues/expenses are typically paid/received in the 1st quarter.
  - Educational Assistants and other 10-month support staff are forecasted based on the number of hours in each period.
- The third area highlighted in **BLUE** is the actual results for the period.
- The fourth area highlighted in **TAN** is the variance area. This area provides information on the percent received/expended as compared to the September 30<sup>th</sup> operating budget and the percent received/ expended as compared to the updated forecast information.
- The fifth area highlighted in **PURPLE** is the projection. This information is the projected revenues and expenditures to August 31<sup>st</sup>, 2023. The projection will be the expected yearend results based on the current financial information and will likely change each quarter on best estimates. Rationale will be provided when the August 31<sup>st</sup> projection has changed from the updated budget (if required).

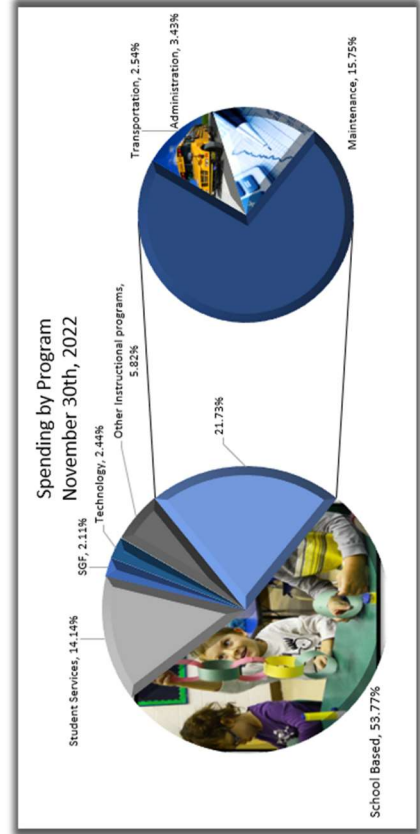
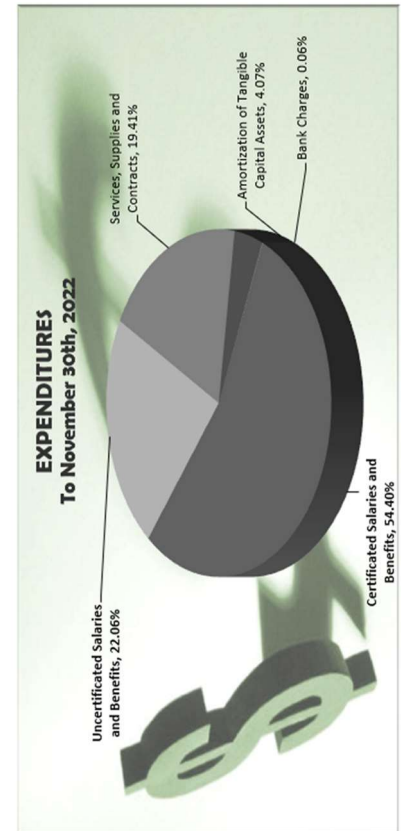
### **OPERATION RESULTS:**

For the three (3) months ended November 30<sup>th</sup>, 2022, \$34.03 million of revenues have been recorded which is 25.19% of budget. Based on the forecasted timing of revenues received/recognized, it was forecasted that a total of \$35.20 million would have been received in the reporting period. The actuals are under the forecasted amounts. This is due to fees, fundraising and donations being under forecasted amounts but are being offset by Alberta Education funding and investment income which the actuals were above the forecasted amounts for this quarter.

Expenditures are \$36.47 million as of November 30<sup>th</sup>, 2022, which is 26.41% of the budget. Based on the forecasted timing of expenditures being paid/recognized, it was forecasted that a total of \$38.31 million would have been incurred in the reporting period. The actuals were less than forecasted. Overall, the expenditures recorded are consistent with the forecasted budget as it accounts for 95.01% of the forecast. This is also an indicator that the budgets are being carefully monitored throughout the Division to ensure that the departments are not incurring cost overruns.

**Lethbridge School Division**  
**Schedule of Program Operations**  
For the period ended November 30, 2022

	Instruction (ECS)	Instruction (Grade 1 to 12)	Operations & Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL Budget	% Expended of Budget
<b>UPDATED BUDGET 2022-2023 (September 30th)</b>	\$4,020,741	\$108,859,697	\$17,523,243	\$3,188,800	\$4,189,894	\$300,000	<b>\$138,082,375</b>		
<b>EXPENSES</b>									
Certificated salaries and benefits	\$806,396	\$18,502,370	\$0	\$0	\$191,981	\$20,393	<b>\$19,321,120</b>	<b>\$78,251,610</b>	<b>24.69%</b>
Non-certificated salaries and benefits	\$564,432	\$5,414,252	\$1,227,189	\$22,730	\$573,597	\$14,028	<b>\$7,816,228</b>	<b>\$28,142,092</b>	<b>27.77%</b>
<b>SUB - TOTAL</b>	<b>\$1,170,828</b>	<b>\$23,916,622</b>	<b>\$1,227,189</b>	<b>\$22,730</b>	<b>\$765,558</b>	<b>\$34,421</b>	<b>\$27,137,348</b>	<b>\$106,393,702</b>	<b>26.51%</b>
Services, contracts and supplies	\$9,044	\$3,438,378	\$2,780,179	\$933,753	\$815,653	\$108,344	<b>\$7,885,352</b>	<b>\$26,070,838</b>	<b>30.25%</b>
Amortization of capital assets		\$185,208	\$1,182,165	\$0	\$33,922	\$0	<b>\$1,411,195</b>	<b>\$5,582,838</b>	<b>25.28%</b>
Interest and charges		\$35,138	\$0	\$0	\$0	\$0	<b>\$35,138</b>	<b>\$35,000</b>	<b>100.39%</b>
Losses on disposal of capital assets		\$0	\$0	\$0	\$0	\$0	<b>\$0</b>	<b>\$0</b>	<b>100.00%</b>
<b>TOTAL EXPENSES</b>	<b>\$1,179,872</b>	<b>\$27,585,348</b>	<b>\$5,189,533</b>	<b>\$956,483</b>	<b>\$1,415,033</b>	<b>\$142,165</b>	<b>\$36,469,034</b>	<b>\$138,082,375</b>	<b>26.41%</b>
<b>Total unexpended funds period to date</b>	<b>\$2,840,869</b>	<b>\$81,274,349</b>	<b>\$12,333,710</b>	<b>\$2,232,317</b>	<b>\$2,774,861</b>	<b>\$157,235</b>	<b>\$101,613,341</b>	<b>\$138,082,375</b>	<b>73.59%</b>
<b>% Expended of Budget</b>	<b>29.34%</b>	<b>25.34%</b>	<b>29.62%</b>	<b>30.00%</b>	<b>33.77%</b>	<b>47.59%</b>	<b>26.41%</b>		



*Lethbridge School Division*  
**Notes to the Statement of Operations**  
*For the three (3) months ended November 30th, 2022*

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**REVENUES:**

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

**Government of Alberta**

Government of Alberta (Alberta Education) funding represents over 94% of the Division's total operating funding. Student enrolment is one of the largest factors in determining the funding. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 25.6% of the total budget (or 101.29% of the forecasted funding).

**Federal and Other Government**

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

**Fees**

Reflects fees that are collected for optional programming fees, school generated activity fees, and preschool fees. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 14.30% of the total budget.

**Sales and Services**

Sales and services include international students, University of Lethbridge secondment payments and other school generated funds. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 47.70% of the total budget.

**Coalbanks Elementary  
School Annual Family  
Pumpkin Carving Night**



### **Investment Income**

Investment income includes interest earned on the Division's portfolio investments, which has traditionally been budgeted conservatively. Based on the forecasts for the 1<sup>st</sup> quarter, the Division has received 63.97% of the total budget which is higher than anticipated due to increased interest rates.

### **Donations and Other Contributions**

Donations and other contributions are revenues that have been received for school generated activities fundraising/donations and donations for the Ready Set Go programs. The Division has received 20.53% of the total budget.

### **Other Revenues**

Other revenues include rentals, gains on disposal of tangible capital assets, and other revenues. There are rental of facility space for external programs and operations such as the Southern Alberta Professional Development Consortia and the Boys and Girls Club of Lethbridge. There were no disposals of tangible capital assets in the first quarter of 2022.

**Overall, revenues are comparable to the operating budget as at November 30, 2022 as 25.19% of the operating budget (or 96.68% of the forecasted funding).**

### **EXPENDITURES:**

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

### **Instruction – ECS**

Instruction – ECS, represents expenditures from early education, which includes the early education program (preschool), kindergarten, and the program unit funding (PUF) for early learners requiring specialized supports. ECS expenditures are at 27.99% of the total budget, which are less than the forecasted costs.

### **Instruction- Grade 1 to 12**

Instruction Grade 1 to 12, represent expenditures from grade 1 to grade twelve, school generated activities and supporting programs such as Inclusive Education, Technology, Instructional support, counselling, Indigenous programming, and Institutional programs. Instructional expenditures are at 25.39% of the total budget. See the *Statement of Instructional (Grade 1-12) Program Expenditures* for details of the major programs within this functional area.

### **Operations and Maintenance**

Operations and maintenance expenditures represent spending on operating and maintaining the Division's schools and facilities. These expenditures include maintenance and caretaking personnel, utilities, contracted maintenance, and Infrastructure Maintenance and Renewal (IMR) projects. Maintenance expenditures are at 29.62% of the total budget. Actual costs are slightly under forecasted costs due to the timing of the projects can fluctuate during the year depending on scheduling and availability of products.

### **Transportation**

Transportation expenditures represent mainly the cost of contracted bussing to bus students who reside more than 2.4 km away from their resident school. These costs include the operation of buses provided by Southland Transportation Ltd. Costs include the provision of specialized bussing needs for students with disabilities. Transportation expenditures are at 30.00% of the total budget. The year-to-date costs are slightly more than forecast as the cost of fuel is higher than budgeted.

### **System Administration**

System administration expenditures represent the cost of the Board of Trustees, Finance, Human Resources, System Instructional Support, and the Office of the Superintendent. Administration expenditures are at 33.77% of the total budget. This is higher than forecasted due to slightly higher contracted services.

### **External Services**

An external service represents costs that are outside regular provincially mandated instruction and operations. The International Services program provides programming to students who attend the Division schools from other countries and pay a tuition fee to attend our schools. Costs include costs of homestay providers, student insurance, student recruitment and administration of the program. External (international) expenditures are at 47.59% of the total budget.

**Overall, expenditures are less than the operating budget as at November 30, 2022 as 26.41% of the operating budget (or 95.01% of the forecasted costs).**



**LCI's Choose Your Own Oz**

**Lethbridge School Division**  
**Schedule of Instructional (Pre K to Grade 12) Program Expenditures**

For the period ended November 30, 2022

PROGRAM	Budget Updated Budget 2022-2023 (Sept 30th 2022)	Forecast Forecasted To November 30th	Actual Results Actual Year Ended November 30th 2022	Variances		Projection	
				% Expended Updated Budget	% Expended Forecast to May 31st	August 31st Projection	Change from Updated Budget
<b>Early Education Programs</b>	\$2,488,804	\$1,076,141	\$885,066	35.55%	82.24%	\$2,488,804	\$0
School Based Instruction (K-12)	\$71,395,647	\$17,988,406	\$17,867,006	25.03%	99.33%	\$71,395,647	
Inclusive Learning Supports	\$10,572,361	\$3,312,795	\$3,156,732	29.85%	95.29%	\$10,572,361	\$0
Shared Instructional Services	\$10,439,869	\$2,621,770	\$2,626,616	25.16%	100.18%	\$10,439,869	\$0
School Generated Funds Activities	\$6,649,105	\$2,526,352	\$866,573	13.03%	34.30%	\$6,649,105	\$0
Technology	\$3,045,280	\$973,829	\$676,051	22.20%	69.42%	\$3,045,280	\$0
Institutional Programs	\$1,036,911	\$255,355	\$177,421	17.11%	69.48%	\$1,036,911	\$0
Division of Instructional Services	\$798,054	\$199,514	\$206,556	25.88%	103.53%	\$798,054	\$0
Indigenous Programming	\$639,097	\$159,774	\$161,566	25.28%	101.12%	\$639,097	\$0
Counselling Program	\$3,111,517	\$777,879	\$772,025	24.81%	99.25%	\$3,111,517	\$0
Other Instructional Programs	\$2,703,793	\$356,974	\$1,369,634	50.65%	383.68%	\$2,703,793	\$0
<b>Total Instructional (Pre K to Grade 12) Program Expenditures</b>	<b>\$112,880,438</b>	<b>\$30,248,789</b>	<b>\$28,765,246</b>	<b>25.48%</b>	<b>95.10%</b>	<b>\$112,880,438</b>	<b>\$0</b>

**Other Instructional Programs:**

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

**Institutional Programs:**

Harbor House School  
CAMP (Lethbridge Regional Hospital School)  
Pitavani School  
Stafford Ridge School (AADAQ)

**Inclusive Learning Supports:**

Inclusive Education  
English as a Second Language

*Lethbridge School Division*  
**Notes to the Schedule of Instructional (Pre K to Grade 12)**  
**Program Expenditures**  
*For the three (3) months ended November 30th, 2022*

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

**Early Education Programs**

These expenditures represent costs in early education programs (EEP), and program unit funding (PUF). Early education programs are at 35.56% of the total budget.

**School Based Instruction**

These expenditures represent expenditures at school sites. School Based Instruction expenditures are at 25.03% of the total budget. See the *Statement School Based Instruction Expenditures* for details of the each of the schools.

**Inclusive Learning Supports**

Inclusive Learning Supports includes expenditures Inclusive Education and English as a Second Language. Inclusive Education provides all students with the most appropriate learning environment and opportunities for them to achieve their potential. Inclusion is about ensuring each student receives a quality education no matter their ability, disability, language, cultural background, gender or age. The forecasted budget is increased from the standard 25.0% as the educational assistants are paid over 10 months. Therefore, a high portion is forecasted over the period based on scheduled hours worked. Inclusive Learning Supports expenditures are at 29.86% of the total budget which is expected.

**Shared Instructional Services**

Shared Instructional Services includes programs and expenditures that provide support to schools within the Division. Expenditures include administrative allowances, the provision for sick leave, elementary counseling, staff professional development and the employer share of teacher retirement fund costs that are supported by the Province.

The forecasted budget is increased from the standard 25.0% as the ATA Professional Development fund is contributed in the 2<sup>nd</sup> quarter. Shared Instructional Services expenditures are at 25.16% of the total budget.

**School Generated Funds Activities**

School Generated Funds (SGF) activities includes activities at the school level for students that are not of a curricular nature, such as clubs, international travel, groups, athletics, and the arts. These activities are normally funded through user fees, fundraising, and donations. SGF activity expenditures are at 13.03% of the total budget as there are many costs that are still to be incurred during the school year for these related SGF activities.

### **Technology**

The Technology program is based on a standards-driven plan to provide the infrastructure to support current and future needs, trends, and applications in the school division for the implementation of information and communication technology. Technology expenditures are at 22.2% of the total budget.

### **Institutional Programs**

Institutional Programs include Harbor House School, CAMP (Lethbridge Regional Hospital School), Pitawani School, and Stafford Ridge School (AADAC). Institutional Programs expenditures are at 17.11% of the total budget.

### **Division of Instructional Services**

The Division of Instructional Services (DIS) which provides curriculum and instructional support to schools and instructional programs. DIS expenditures are at 25.88% of the total budget.

### **Indigenous Education Program**

The Indigenous education program provides ongoing support for First Nations, Metis, and Inuit students in their efforts to obtain an education and provides opportunities for Indigenous students to study and experience their own and other cultures and lifestyles. Indigenous education expenditures are at 25.28% of the total budget.



**Division's Pathways to Reconciliation Project**

### **Counselling Program**

A comprehensive guidance and counselling program promotes the holistic development of students. The three-fold focus of counselling includes educational planning, personal and social development, and career preparation. Counsellors work with parents, teachers and community agencies to help students acquire the knowledge, skills, attitudes, and habits that enable students to reach their potential. Counselling Program expenditures are at 24.81% of the total budget.

### **Other Instructional Program**

These are the other instructional programs and initiatives that support early learning to grade 12 instruction other than those programs specifically listed above. These include Community Outreach School, Downtown LA, High School Off campus, Distant Learning Program, Poverty Committee, Making Connections, and the BOOST program. Other Instructional Program expenditures are at 50.66% of the total budget. The reason for this amount being higher than the other areas is due to the timing and complexities of each program.

**Overall, instructional (Pre-K to Grade 12) program expenditures are lower than the forecasted figures at November 30, 2022.**



**Ecole Agnes Davidson students win Fire Chief for a Day contest**

**Lethbridge School Division**  
**Schedule of School Based Instruction Expenditures**  
**For the period ended November 30, 2022**

	Budget Updated Budget 2022-2023 (Sept 30th 2022)	Forecast Forecasted To November 30th	Actual Results Actual Year Ended November 30th	Variances		Projection	
				% Expended Updated Budget	% Expended Forecast to November 30th	August 31st Projection	Change from Updated Budget
<b>SCHOOL</b>							
<b>High Schools:</b>							
Lethbridge Collegiate Institute	\$6,402,321	\$1,607,400	\$1,674,605	26.16%	104.18%	\$6,402,321	\$0
Winston Churchill High School	\$5,518,364	\$1,391,526	\$1,397,361	25.32%	100.42%	\$5,518,364	\$0
Chinook High School	\$7,039,161	\$1,772,885	\$1,765,785	25.09%	99.60%	\$7,039,161	\$0
Victoria Park High School	\$2,008,755	\$506,963	\$496,619	24.69%	97.84%	\$2,008,755	\$0
Immanuel Christian Secondary School	\$1,894,912	\$477,206	\$488,620	25.75%	102.27%	\$1,894,912	\$0
<b>Middle Schools:</b>							
GS Lakie Middle School	\$3,012,545	\$761,149	\$736,560	24.46%	96.82%	\$3,012,545	\$0
Wilson Middle School	\$4,098,887	\$1,027,700	\$1,017,674	24.81%	98.97%	\$4,098,887	\$0
Gilbert Paterson	\$4,493,488	\$1,131,897	\$1,113,483	24.78%	98.37%	\$4,493,488	\$0
Senator Joyce Fairbairn Middle School	\$3,606,013	\$915,823	\$930,209	25.80%	101.57%	\$3,606,013	\$0
<b>Elementary Schools:</b>							
Senator Buchanan	\$2,060,426	\$518,858	\$519,735	25.22%	100.17%	\$2,060,426	\$0
Immanuel Christian Elementary School	\$1,619,249	\$406,858	\$384,629	23.75%	94.54%	\$1,619,249	\$0
Ecole Agnes Davidson	\$3,311,171	\$834,612	\$812,270	24.53%	97.32%	\$3,311,171	\$0
Fleetwood-Bawden	\$2,026,743	\$511,879	\$482,260	23.79%	94.21%	\$2,026,743	\$0
Galbraith	\$2,113,805	\$555,952	\$507,238	24.00%	94.64%	\$2,113,805	\$0
Lakeview	\$2,311,521	\$582,347	\$570,892	24.70%	98.03%	\$2,311,521	\$0
General Stewart	\$840,771	\$213,200	\$224,146	26.66%	105.13%	\$840,771	\$0
Westminster	\$1,355,678	\$341,306	\$329,150	24.28%	96.44%	\$1,355,678	\$0
Lethbridge Christian School	\$1,448,183	\$364,092	\$397,297	27.43%	109.12%	\$1,448,183	\$0
Coalbanks Elementary School	\$3,468,647	\$871,629	\$809,332	23.33%	92.85%	\$3,468,647	\$0
Nicholas Sheran	\$2,366,542	\$598,760	\$591,130	24.98%	98.73%	\$2,366,542	\$0
Park Meadows	\$2,133,056	\$536,830	\$554,576	26.00%	103.31%	\$2,133,056	\$0
Dr. Robert Plaxton	\$2,252,923	\$566,641	\$568,839	25.25%	100.39%	\$2,252,923	\$0
Mike Mountain Horse	\$3,236,944	\$812,987	\$804,226	24.85%	98.92%	\$3,236,944	\$0
Dr. Probe Elementary School	\$2,775,540	\$699,906	\$691,770	24.97%	98.84%	\$2,775,540	\$0
<b>Total School Based Instruction Expenditures</b>	<b>\$71,395,617</b>	<b>\$17,988,406</b>	<b>\$17,867,106</b>	<b>25.03%</b>	<b>99.33%</b>	<b>\$71,395,617</b>	<b>\$0</b>

**Lethbridge School Division**  
**Schedule of School Generated Funds (SGF)**  
**For the period ended November 30, 2022**

	SGF Balances August 31st	Actual Results		SGF Balances August 31st	Change in SGF Increase (Decrease)
		Revenues up to November 30th	Expenses up to November 30th		
<b>SCHOOL</b>					
<b>UPDATED BUDGET 2022-2023 (September 30th)</b>	N/A	\$0,649,103	(\$0,649,103)	N/A	N/A
<b>High Schools:</b>					
Lethbridge Collegiate Institute	\$235,186	\$171,409	(\$227,969)	\$178,626	(\$56,560)
Winston Churchill High School	\$347,507	\$57,457	(\$80,623)	\$324,341	(\$23,166)
Chinook High School	\$199,491	\$119,441	(\$102,017)	\$216,915	\$17,424
Victoria Park High School	\$408,043	\$1,894	(\$20,754)	\$389,183	(\$18,860)
Immanuel Christian Secondary School	\$108,367	\$27,098	(\$40,954)	\$94,511	(\$13,856)
<b>Middle Schools:</b>					
GS Lakie Middle School	\$344,959	\$69,907	(\$76,687)	\$338,179	(\$6,780)
Wilson Middle School	\$195,412	\$63,111	(\$28,487)	\$230,036	\$34,624
Gilbert Paterson	\$181,321	\$30,036	(\$72,855)	\$138,502	(\$42,819)
Senator Joyce Fairbairn Middle School	\$154,140	\$0	(\$47,873)	\$106,264	(\$47,876)
<b>Elementary Schools:</b>					
Senator Buchanan	\$26,742	\$6,227	(\$1,803)	\$31,166	\$4,424
Immanuel Christian Elementary School	\$20,568	\$0	(\$2,667)	\$17,901	(\$2,667)
Ecole Agnes Davidson	\$140,416	\$11,248	(\$22,913)	\$128,746	(\$11,670)
Fleetwood-Hawden	\$89,574	\$768	(\$14,125)	\$76,176	(\$13,398)
Gallinath	\$93,292	\$894	(\$3,583)	\$90,601	(\$2,691)
Lakeview	\$59,756	\$13,531	(\$1,693)	\$71,589	\$11,833
General Stewart	\$4,076	\$1,049	(\$466)	\$4,659	\$583
Westminster	\$63,282	\$5,056	(\$15,887)	\$52,454	(\$10,828)
Lethbridge Christian School	\$19,995	\$10,389	(\$7,587)	\$47,797	\$2,802
Coalbanks Elementary School	\$25,962	\$27,789	(\$2,463)	\$63,505	\$27,543
Nicholas Sheran	\$44,415	\$8,359	(\$2,453)	\$50,336	\$5,901
Park Meadows	\$31,768	\$11,094	(\$5,323)	\$37,539	\$5,771
Dr. Robert Plaxton	\$17,613	\$7,106	\$0	\$24,719	\$7,106
Mike Mountain Horse	\$26,619	\$1,811	\$0	\$40,452	\$13,833
Dr. Prue Elementary School	\$176,891	\$29,835	(\$89,593)	\$117,136	(\$59,755)
<b>School Generated Funds</b>	\$3,045,375	\$687,531	(\$866,573)	\$2,866,333	(\$179,042)
Total SGF investment accounts (GLS)	\$0	\$0		\$0	\$0
<b>Total School Generated Funds</b>	\$3,045,375	\$687,531	(\$866,573)	\$2,866,333	(\$179,042)
% Expended of Budget		10.34%	13.03%		
% Expended of projected		27.17%	31.21%		

## *Lethbridge School Division*

### **Appendices**

*For the three (3) months ended November 30th, 2022*

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The Appendices include charts and graphs for the revenues and expenditures at November 30<sup>th</sup>, 2022. These charts/graphs compare the total operating budget, the forecast for the reporting period, and the year-to-date (YTD) amount.

#### **Revenues:**

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

#### **Expenditures:**

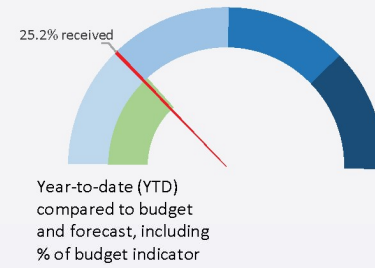
- **Summary of Expenditures**  
Compares the types of expenditures
- **Instruction – ECS**  
Reviews the total Pre-Kindergarten and Kindergarten instructional expenditures, including the breakdown by the types of expenditures.
- **Instruction – Grade 1 to 12**  
Reviews the total Grade 1 to Grade 12 instructional expenditures, including the breakdown by the types of expenditures.
- **Operations and Maintenance**  
Reviews the total Operations and Maintenance expenditures, including the breakdown by the types of expenditures.
- **Transportation**  
Reviews the total Transportation expenditures, including the breakdown by the types of expenditures.
- **System Administration**  
Reviews the total System Administration expenditures, including the breakdown by the types of expenditures.
- **External Services**  
Reviews the total External Services (international program) expenditures, including the breakdown by the types of expenditures.

## Lethbridge School Division Summary of Revenues Quarterly Reporting - November 30th, 2022

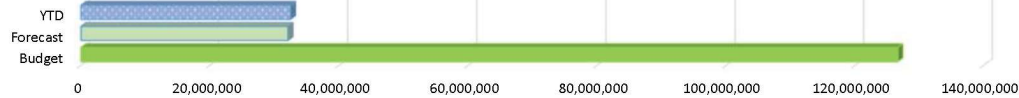
Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Government of Alberta	126,631,830	32,063,581	32,477,025	(413,444)	25.6%
Federal & First Nations	388,944	0	0	0	0.0%
Other School Authorities	40,000	40,000	41,000	(1,000)	102.5%
Fees	4,387,946	1,618,747	571,413	1,047,335	13.0%
Other Sales & Services	839,150	452,915	283,334	169,581	33.8%
Investment Income	193,000	48,250	123,470	(75,220)	64.0%
Gifts & Donations	408,000	149,016	70,409	78,607	17.3%
Rental of Facilities	34,704	8,676	19,900	(11,224)	57.3%
Fundraising	2,160,000	822,096	447,038	375,058	20.7%
Gain on Disposal	0	0	0	0	0.0%
	<b>135,083,574</b>	<b>35,203,281</b>	<b>34,033,588</b>	<b>1,169,693</b>	<b>25.2%</b>

**Total Revenue Tachometer:**



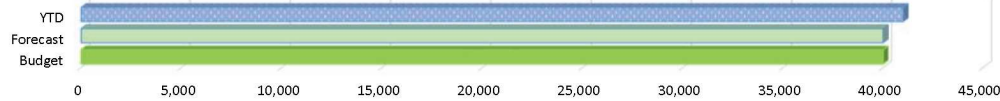
### Government of Alberta



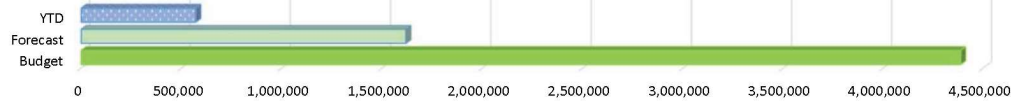
### Federal & First Nations



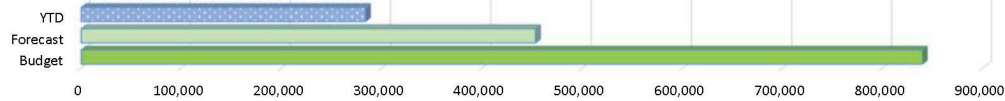
### Other School Authorities



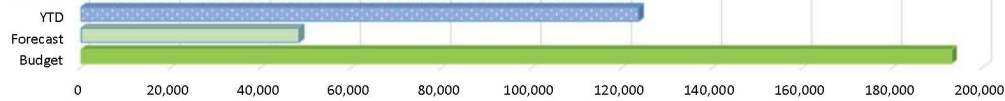
### Fees



### Other Sales & Services



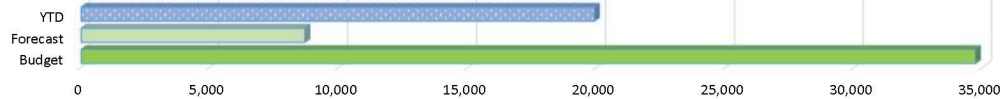
### Investment Income



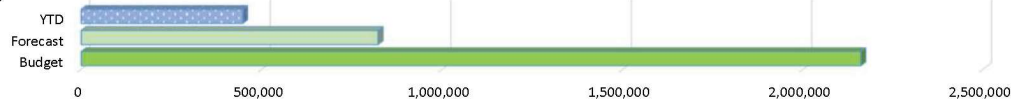
### Gifts & Donations



### Rental of Facilities



### Fundraising



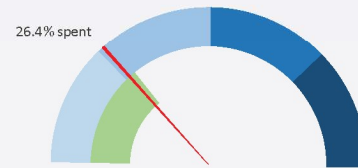


## Lethbridge School Division Summary of Expenses Quarterly Reporting - November 30th, 2022

Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	85,897,527	22,037,357	21,991,758	45,599	25.6%
Benefits	20,620,368	5,275,737	4,984,784	290,953	24.2%
Professional Development	528,010	132,002	131,733	269	24.9%
Contracted Services	8,156,853	2,727,869	2,402,849	325,020	29.5%
Other Services	2,678,746	2,078,541	2,040,843	37,698	76.2%
Supplies	5,680,944	1,632,744	1,611,694	21,050	28.4%
Other Expenditures	664,400	166,100	152,203	13,897	22.9%
Capital, Transfer & Projects	13,855,529	4,332,255	3,153,170	1,179,085	22.8%
	<b>138,082,377</b>	<b>38,382,606</b>	<b>36,469,034</b>	<b>1,913,572</b>	<b>26.4%</b>

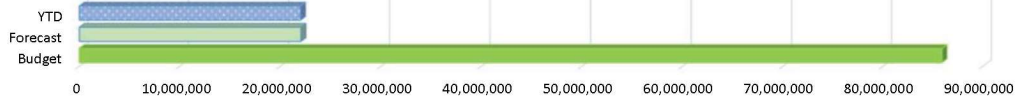
### Total Expense Tachometer:



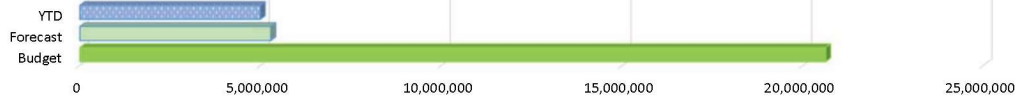
Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

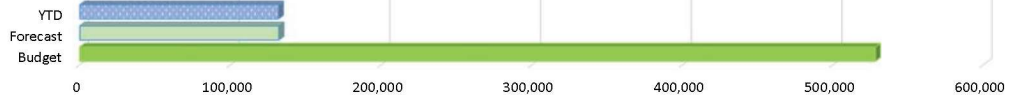
#### Salaries



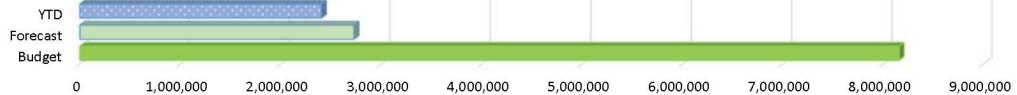
#### Benefits



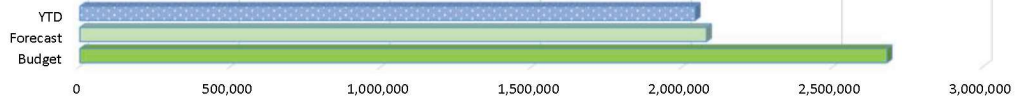
#### Professional Development



#### Contracted Services



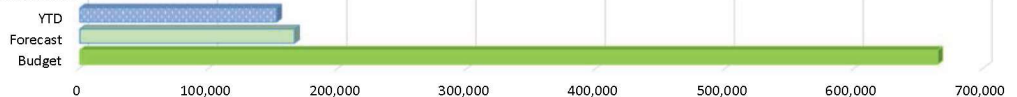
#### Other Services



#### Supplies



#### Other Expenditures





# Instruction - ECS Summary Quarterly Reporting - November 30th, 2022

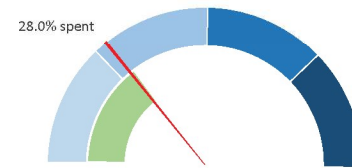
Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	3,327,653	974,815	983,214	(8,399)	29.5%
Benefits	601,305	170,532	136,561	33,971	22.7%
Professional Development	20,000	5,000	1,191	3,809	6.0%
Contracted Services	30,000	7,500	1,594	5,906	5.3%
Other Services	0	0	0	0	0.0%
Supplies	24,584	6,146	1,196	4,950	4.9%
Other Expenditures	17,199	4,300	1,575	2,725	9.2%
Capital, Transfer & Projects	0	0	0	0	0.0%
	4,020,741	1,168,293	1,125,331	42,962	28.0%

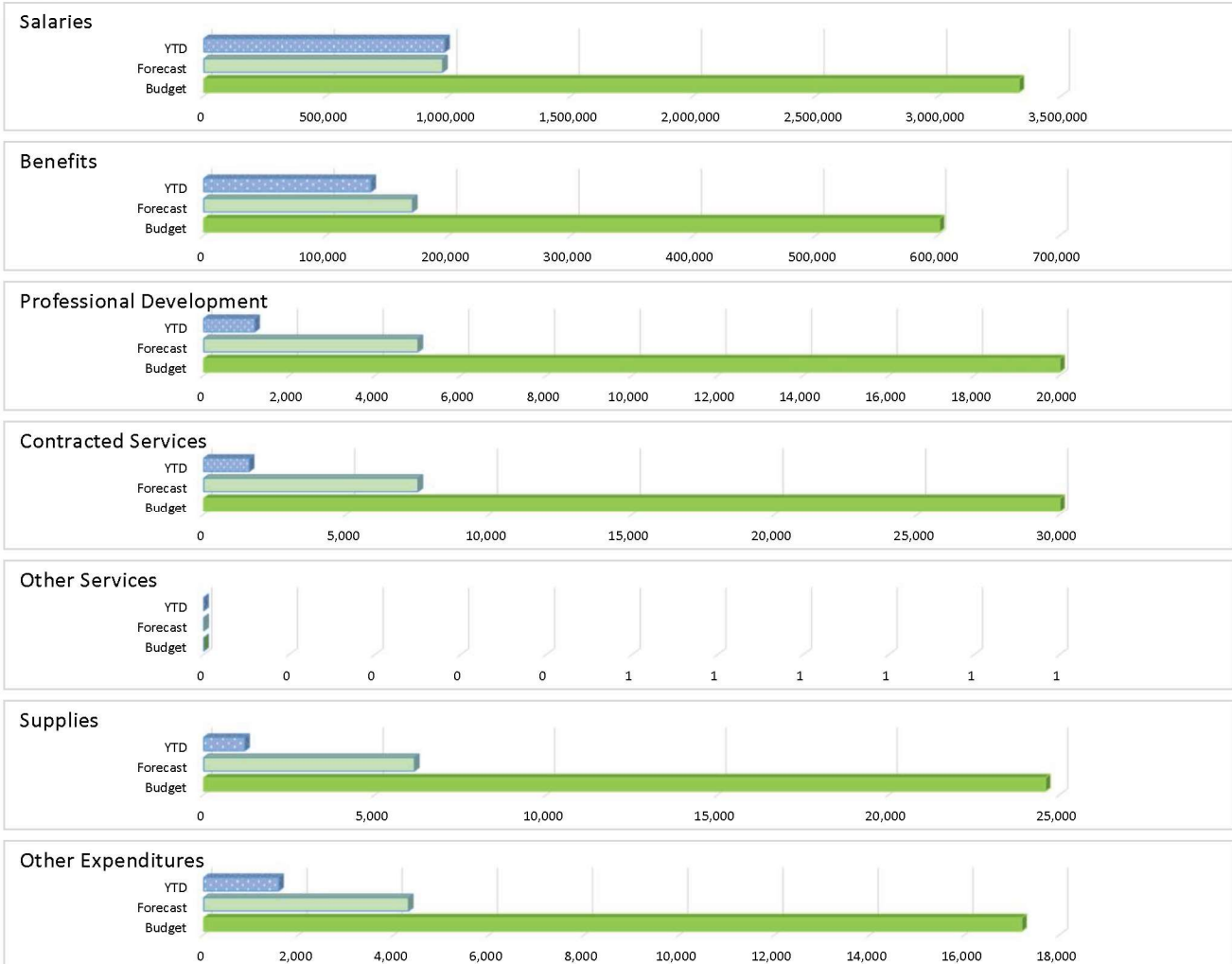
29.1%

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

## Total Expense Tachometer:



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





# Instruction - Grade 1 to 12 Summary Quarterly Reporting - November 30th, 2022

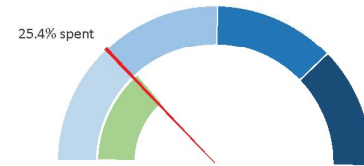
Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	75,867,950	19,401,310	19,378,720	22,590	25.5%
Benefits	18,371,240	4,679,495	4,445,606	233,889	24.2%
Professional Development	445,675	111,419	123,283	(11,864)	27.7%
Contracted Services	1,270,074	422,511	391,466	31,046	30.8%
Other Services	544,425	294,796	236,549	58,247	43.4%
Supplies	4,919,021	1,442,264	1,476,219	(33,955)	30.0%
Other Expenditures	433,269	108,317	134,734	(26,417)	31.1%
Capital, Transfer & Projects	7,008,044	2,620,384	1,453,339	1,167,045	20.7%
	108,859,697	29,080,496	27,639,915	1,440,581	25.4%

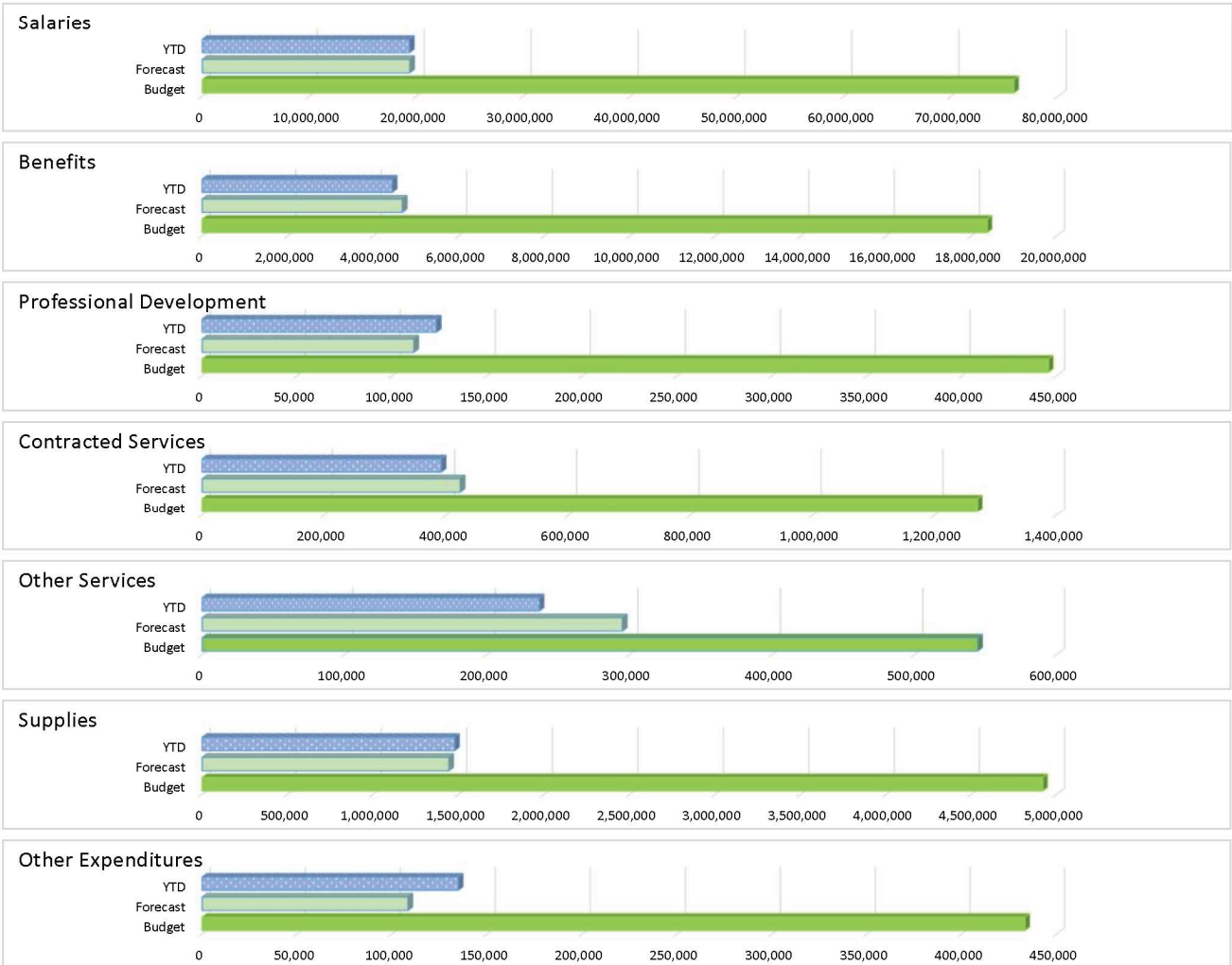
26.7%

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

Total Expense Tachometer:



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



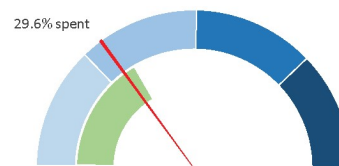


# Operations & Maintenance Summary Quarterly Reporting - November 30th, 2022

Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	4,020,410	1,005,102	950,765	54,337	23.6%
Benefits	1,107,778	276,944	276,748	196	25.0%
Professional Development	8,832	2,208	(1,134)	3,342	-12.8%
Contracted Services	3,469,100	1,208,225	839,218	369,007	24.2%
Other Services	1,590,981	1,412,481	1,344,883	67,598	84.5%
Supplies	598,873	149,718	115,415	34,303	19.3%
Other Expenditures	9,240	2,310	810	1,500	8.8%
Capital, Transfer & Projects	6,718,030	1,679,507	1,662,828	16,680	24.8%
	17,523,243	5,736,497	5,189,533	546,963	29.6%
			32.7%		

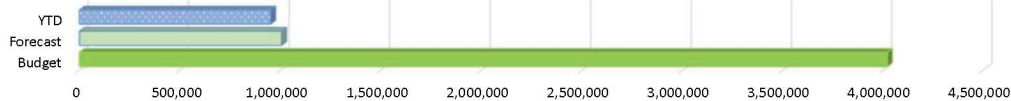
## Total Expense Tachometer:



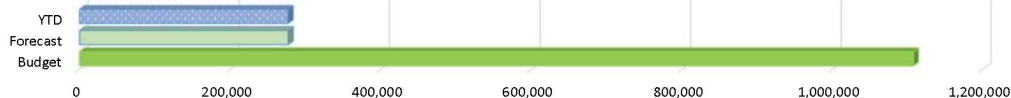
Year-to-date (YTD)  
compared to budget  
and forecast, including  
% of budget indicator

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

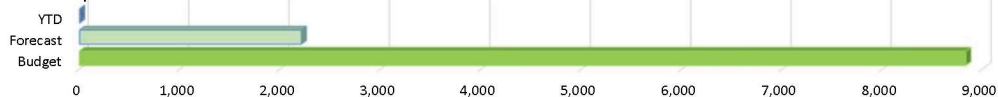
### Salaries



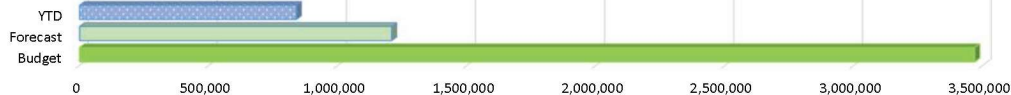
### Benefits



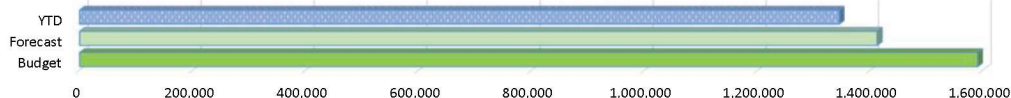
### Professional Development



### Contracted Services



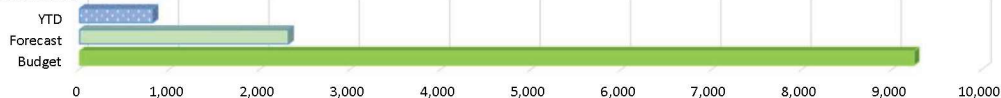
### Other Services



### Supplies



### Other Expenditures



## Transportation Summary

### Quarterly Reporting - November 30th, 2022

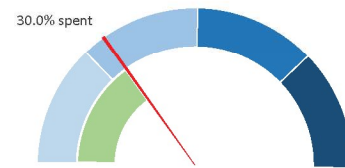
Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	98,211	24,553	17,807	6,746	18.1%
Benefits	28,702	7,176	4,923	2,252	17.2%
Professional Development	10,000	2,500	0	2,500	0.0%
Contracted Services	2,987,287	893,910	930,564	(36,654)	31.2%
Other Services	0	0	0	0	0.0%
Supplies	10,000	2,500	9	2,491	0.1%
Other Expenditures	2,000	500	0	500	0.0%
Capital, Transfer & Projects	52,600	13,150	3,180	9,970	6.0%
	<b>3,188,800</b>	<b>944,288</b>	<b>956,482</b>	<b>(12,195)</b>	<b>30.0%</b>

29.6%

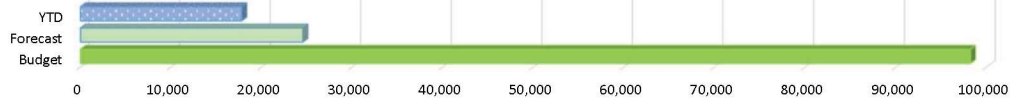
The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).

#### Total Expense Tachometer:

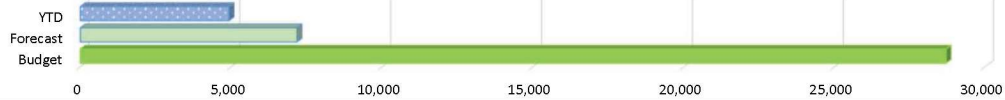


Year-to-date (YTD) compared to budget and forecast, including % of budget indicator

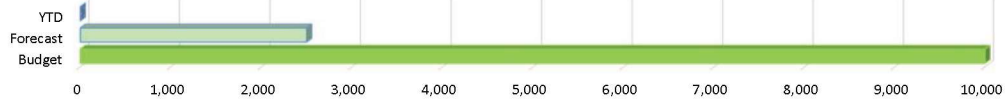
#### Salaries



#### Benefits



#### Professional Development



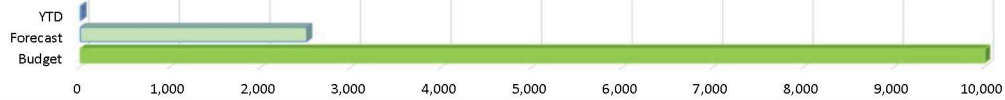
#### Contracted Services



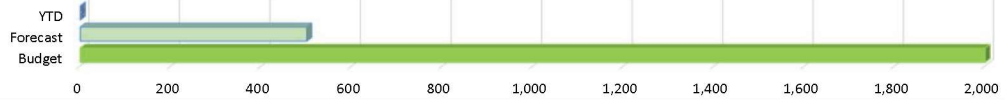
#### Other Services



#### Supplies



#### Other Expenditures



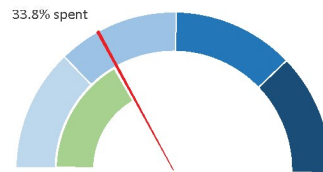
# System Administration Summary Quarterly Reporting - November 30th, 2022

Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	2,434,136	608,534	632,150	(23,616)	26.0%
Benefits	551,537	137,884	115,944	21,941	21.0%
Professional Development	43,503	10,876	8,394	2,482	19.3%
Contracted Services	400,392	195,723	239,666	(43,943)	59.9%
Other Services	486,840	357,140	352,246	4,894	72.4%
Supplies	123,465	30,865	18,042	12,824	14.6%
Other Expenditures	73,166	18,291	14,769	3,523	20.2%
Capital, Transfer & Projects	76,855	19,214	33,822	(14,609)	44.0%
	4,189,894	1,378,528	1,415,033	(36,505)	33.8%

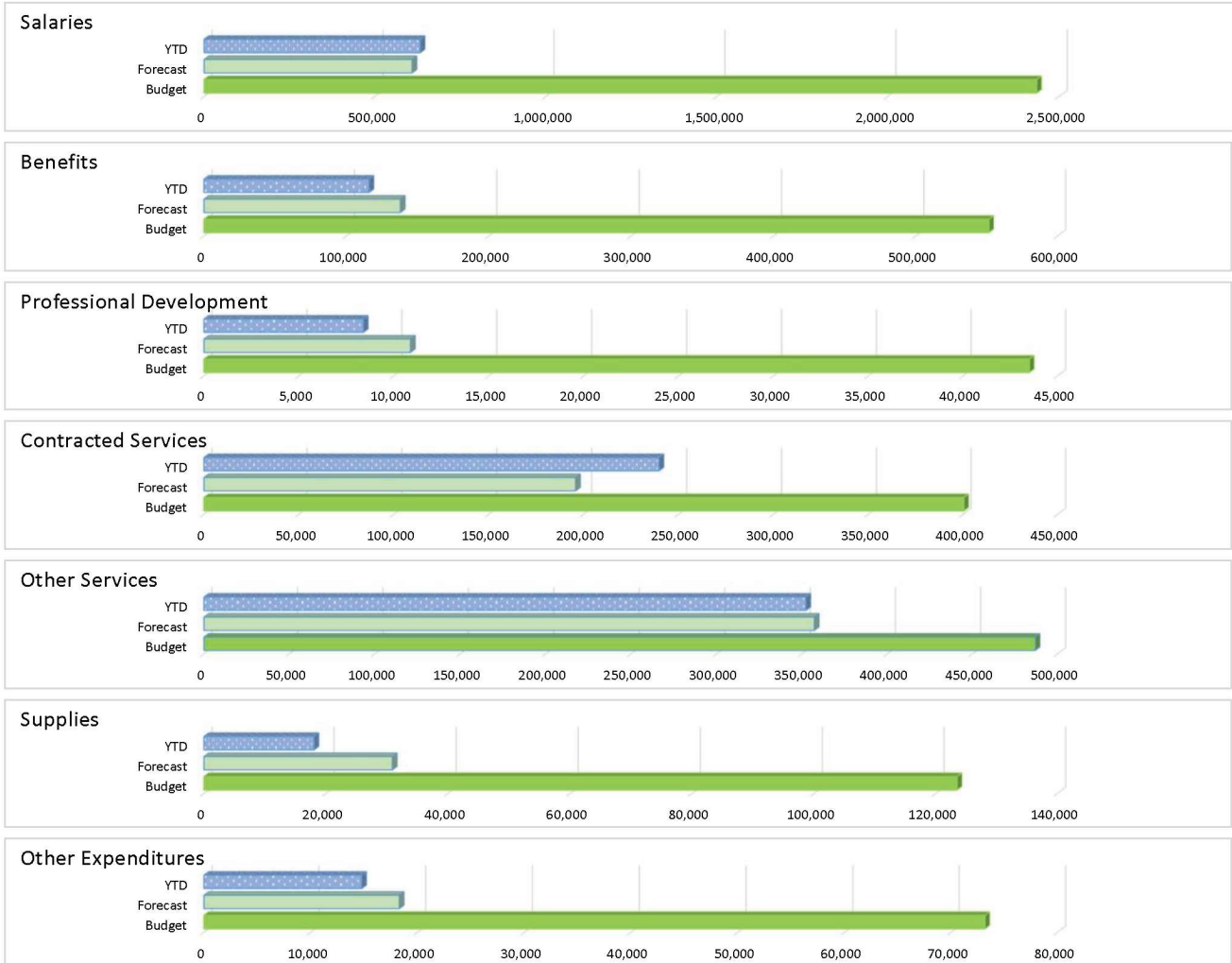
32.9%

## Total Expense Tachometer:



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

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).





## External Services Summary

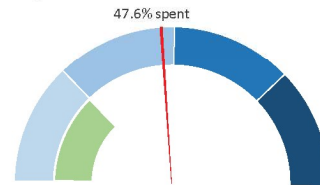
### Quarterly Reporting - November 30th, 2022

Financial Data as at January 10, 2023

	Budget	Forecast	YTD	Variance	YTD %
Salaries	94,151	23,538	29,103	(5,565)	30.9%
Benefits	14,823	3,706	5,002	(1,296)	33.7%
Professional Development	0	0	0	0	0.0%
Contracted Services	0	0	342	(342)	N/A
Other Services	56,500	14,124	107,189	(93,066)	189.7%
Supplies	5,000	1,250	814	436	16.3%
Other Expenditures	129,526	32,382	315	32,067	0.2%
Capital, Transfer & Projects	0	0	0	0	0.0%
	300,000	75,000	142,765	(67,766)	47.6%

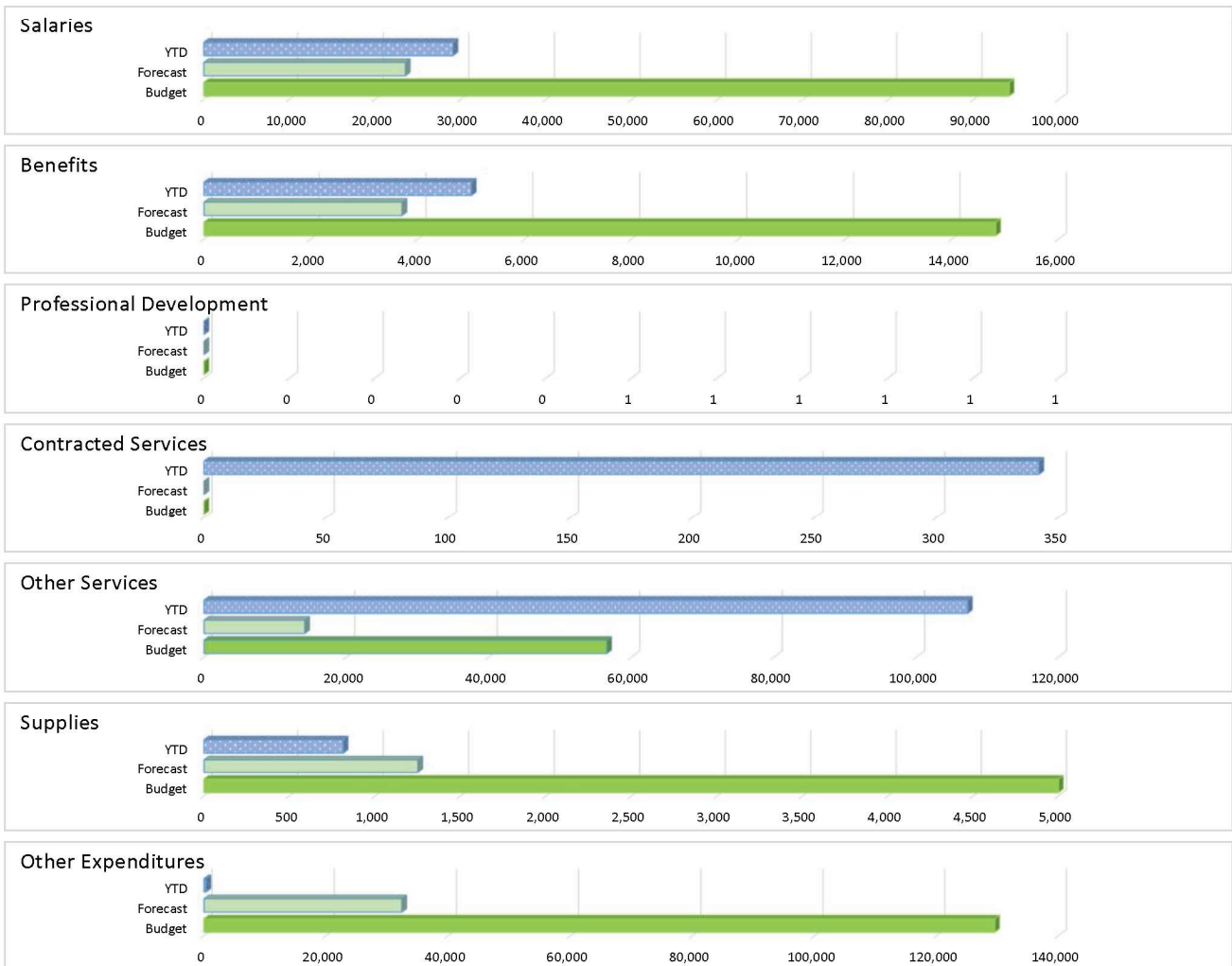
25.0%

#### Total Expense Tachometer:



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

The forecasted figures have been estimated based on the approved "September 30th" budget and the timing of the transactions and journal entries (i.e. regular transactions, such as payroll, are based on 25% of the approved budget).



## **MEMORANDUM**

January 24, 2023

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 those attending about great ideas, share successes, bring forward issues and concerns.

Upcoming dates for Community Conversations are as follows:

- Thursday, January 26 630-8pm at BGC Youth Center – 227 12B St
- Tuesday, February 14 1130am-1pm, Virtually on Teams – watch the website/facebook for the link
- Tuesday, March 7 130-300pm Lethbridge Fish and Game Association - 946 9 Ave S #922

### **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**

January 24, 2023

To: Board of Trustees

From: Andrea Andreachuk

**RE: Wellness Committee- January 16, 2023**

The Wellness Committee met on January 16, 2023

We started our meeting with a Territorial Acknowledgement.

Committee Members include, Bob White, Jenn Giles, Shelly David, Victoria Karmali, Ali Wensmann, Jen Day, DeeAnna Presley-Roberts, Mike Nightingale, Morag Asquith, Courtney Epp, Christina Peters, Edna Asem, Genny Steed and Andrea Andreachuk. We were also supported by Charlene Drader and were happy to have Allison Purcell and Rhonda Aos join us at our meeting. We all shared something we did over the holiday that contributed to our wellness.

Digital Wellness Program - Morag Asquith:

The Digital Wellness Team will deliver an exceptional, grassroots research-based division program targeting the promotion of digital wellness in our Division. Digital Wellness and digital misuse have become issues that impact the day to day functioning of our schools. The team will be staffed by a teacher with the proactive/prevention lens and a Family School Liaison Counsellor with a restorative/intervention lens. The teacher will develop relevant, developmentally appropriate lessons that will be piloted alongside classroom teachers. The Liaison Counsellor will present to schools or families as needed on issues or strategies to promote digital wellness. The team will work primarily with grades 3 - 10 students, teachers administrators and families and will coordinate with our counselling coordinator Jen Day and with Morag. We have some fabulous candidates for these positions with the target being a start in early February.

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".

Policy Review Update - The subcommittee met to discuss these policies:

504.2 Wellness in Schools - We will wait to see what updates come regarding the curriculum before we make changes to this policy.

504.11 Healthy Nutritional Choices - We will add a link to Alberta Nutrition Guidelines. The policy has been shared with Administrators in looking at healthy food choices and cultural awareness of food. Morag will be meeting with our Cafeteria provider in February and will share the policy with them as well, along with feedback from each school they serve.

Mike Nightingale and Rhonda Aos reported on the Wellness Initiative they shared with Teachers and Support Staff on the Collaborative Communities Day. The day went really well with engaged participants sharing honest and open feedback. The participants noted that being in the session and talking about wellness was a first step to wellness. We look forward to hearing more feedback when they meet again and thank them for their dedication to wellness for our staff. We appreciate Mike, Rhonda and their HR team for getting information out to our staff about all of the supportive services staff can access around counselling, financial counselling, nutritional services, helping staff navigate supporting their own parents as they age and require more supports, to name a few of the services provided.

At the next Health Champ Meeting they have arranged for a presentation by Victoria Hecker from AHS called, "Words Matter: Promoting a Positive Relationship with Food".

Division Wellness Challenges - DeeAnna Presley-Roberts:

January Jazzercise will roll out with the March Madness challenge due to the later school start in January.

February will be a Random Acts of Kindness campaign.

Over 235 staff along with family and friends participated in the Amazing Race with lots of positive feedback.

A survey will come out in May for feedback on the Wellness Challenges.

Student Inclusion and Wellness Forum February 1st, 2023: Morag provided an overview of this exciting event that will capture student voices from Grade 8 to 12 to help us shape and guide our education system. We were able to see the questions the students will discuss around feeling seen, heard and supported in school. Morag was able to receive a grant from the Desjardins Foundation of 3000 dollars that will enable all of the student participants to receive a gift that day!

Healthy Lethbridge: Andrea attends the Healthy Lethbridge Meetings throughout the year and also receives such informative emails from Healthy Lethbridge about exciting programs and events that occur in our city. She will share these emails with the members of the Wellness Committee so that they may share them with their learning communities and families. Morag shares information from Healthy Lethbridge with Health Champs and Garrett as it pertains to our Division's needs.

Other updates:

A second group of Student Nurses have started at GS Lakie and at Chinook. They are excited to work on projects with students.

AHS Illness Tracking - If illness in a school raises above a baseline, AHS will help the school track this information with the support of a nurse.

Indigenous Family Bingo Nights have been well attended and have helped build family/school relationships.

Andrea attended the Oldman River Health Advisory Council Meeting on February 17, 2023. AHS continues to actively recruit Family Doctors to Lethbridge and the surrounding area. 17 more Family Medicine Physicians have committed to Lethbridge. 4 have already started. For

families who are unattached to a clinic, please watch the Chinook Primary Care Network website for upcoming names of Doctors as they arrive and start looking for patients.

Dr. Aaron Low will be reaching out to Andrea to talk about any support they can give us, in letting our students know about exciting Health Care careers and the possibility of choosing such a career.

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

**Attachments:**

- Wellness Committee Terms of Reference

**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**

January 24, 2023

To: Board of Trustees

From: Genny Steed  
Board Chair

Re: Division School Council- January 16, 2023

**Background**

Genny Steed will provide an oral report on the Community Engagement Committee meeting held January 16th.

**Recommendation**

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

Respectfully submitted,  
Genny Steed

**MEMORANDUM**

January 24, 2023

To: Board of Trustees

From: Craig Whitehead  
Board Chair

Re: **Policy Advisory Committee- January 18, 2023**

**Background**

The Following policies were reviewed:

- **502. 3 Suspensions and Expulsions:** First reviewed on November 9<sup>th</sup>, 2022, PAC Meeting. Sent out to Stakeholders for feedback. Received feedback, amendments made. Policy is set for Board review at the January 24, 2023, Board Meeting.
- **605.1 Inclusive Learning Supports:** First reviewed on November 9<sup>th</sup>, 2022, PAC Meeting. Sent out to Stakeholders for feedback. Received feedback, amendment made. Policy is set for Board review at the January 24, 2023, Board Meeting.
- **500.1 Student Rights and Responsibilities:** First reviewed on November 9<sup>th</sup>, 2022, PAC Meeting. Sent out to Stakeholders for feedback. No feedback. Policy is set for Board review at the January 24, 2023, Board Meeting.
- **207.1 Lethbridge School Division Ward Boundary Review (Draft):** New Policy; not reviewed. Will keep policy available on file.
- **501.2 Eligibility for Early Childhood Services:** First review, amendments made. Policy to Stakeholders for feedback (due February 8<sup>th</sup>).
- **501.7 Non-Resident Students:** Not reviewed, moved to the February 8, 2023, PAC Meeting.
- **502.5 Student Transportation/Bussing:** Not reviewed, moved to next PAC meeting (February 8<sup>th</sup>).
- **503.5 Student Activities:** First review, amendments made. Policy to Stakeholders for feedback (due February 8<sup>th</sup>).
- **607.3 Instructional Resources:** First review, amendments made. Policy to Stakeholders for feedback (due February 8<sup>th</sup>).
- **802.2 Student Fees:** Not reviewed, moved to next PAC meeting (February 8<sup>th</sup>).

**Recommendation**

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

Respectfully submitted,  
Craig Whitehead