

Lethbridge School Division

Board of Trustees Regular Meeting Agenda

May 23, 2023

12:00 p.m.

Board Room / Microsoft Teams



12:00 p.m. **1. Move to In-Camera**

12:45 p.m. **2. Consent Agenda**

2.1	Joint City/ Board Committee Report	Enclosure 2.1
2.2	Community Engagement Committee Report	Enclosure 2.2
2.3	Policy Advisory Committee Report	Enclosure 2.3
2.4	FT Kindergarten Sub-Committee	Enclosure 2.4
2.5	Poverty Intervention Committee	Enclosure 2.5
2.6	Division School Council	Enclosure 2.6
2.7	Division Student Leadership	Enclosure 2.7
2.8	Board Budget Committee	Enclosure 2.8

3. Approval of Agenda

12:55 p.m. **4. Approval of Minutes**

If there are no errors or omissions in the minutes of the Regular Meeting of April 25, 2023 it is recommended that the minutes be approved by the Board and signed by the Chair.

12:57 p.m. **5. Business Arising from the Minutes**

5.1	Use of Technology in Schools Ad Hoc Committee	Enclosure 5.1
5.2	AR/AO Procedure Development Timelines	Enclosure 5.2

1:15 p.m. **6. Associate Superintendent Reports**

6.1	Business and Operations	Enclosure 6.1
6.2	Instructional Services	Enclosure 6.2
6.3	Human Resources	Enclosure 6.3

1:30 p.m. **7. Superintendent Reports**

7.1	Board Priorities Report	Enclosure 7.1
7.2	Donations and Support	Enclosure 7.2
7.3	Acknowledgements of Excellence	Enclosure 7.3
7.4	School Graduation / Yearend Celebrations	Enclosure 7.4
7.5	School Liaisons for 2023-2024	Enclosure 7.5
7.6	Calendar of Events	Enclosure 7.6

- 1:50 p.m. **8. Presentations**
- 8.1 2023-2024 Budget – Public Presentation Enclosure 8.1
- 2:30 p.m. 8.2 Edwin Parr Video Enclosure 8.2
- 8.3 Recognition of ASBA Honouring Spirit Indigenous Student Awards Enclosure 8.3
- 8.4 Recognition of iGEM team 2022 Grand Jamboree Gold medal winners Enclosure 8.4
- Note – recognition certificates will be presented at 3:30 for the two student groups*
- 2:45 p.m. **9. Action Items**
- 9.1 Authorization of Locally Developed Courses-Middle Enclosure 9.1
- 9.2 Authorization of Locally Developed Courses-High Enclosure 9.2
- 9.3 Board Value Statements Approval Enclosure 9.3
- 3:15 p.m. **10. Division Highlights**
- 3:30 p.m. **11. Board Chair Report**
- 11.1 Community Conversations Enclosure 11.1
- 11.2 Presentations to the Board Enclosure 11.2
- 11.3 Code of Conduct Policy/Procedure Review Enclosure 11.3
- 5:00 p.m. **Public Forum**
- Public Forum responses will be provided in the next Board meeting agenda.*
- 5:15 p.m. **12. Correspondence Sent**
- 12.1 Public Forum response to Nicole Williams from March 28, 2023 Board Meeting Enclosure 12.1
- 5:20 p.m. **13. Correspondence Received**
- 13.1 Minister LaGrange re: Galbraith Modernization Funds Enclosure 13.1
- 13.2 Alberta Education Funding Commitment Enclosure 13.2
- 5:30 p.m. **Adjournment**

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Christine Light
Trustee

Re: **Joint City/School Boards Committee – April 28, 2023**

In Attendance:

Lethbridge School Division

Christine Light, Trustee (Committee Chair)

Allison Purcell, Trustee

Cheryl Gilmore, Superintendent

Holy Spirit Catholic School Division

Cheralan O'Donnell, Trustee

Roisin Gibb, Trustee

Ken Sampson, Superintendent

Lisa Palmarin, Secretary Treasurer

City of Lethbridge

Ryan Parker, City Councillor

Jennifer Schmitt-Rempel, City Councillor

Sandra Dufresne, Intergovernmental and Advocacy Advisor

David Sarsfield, City Clerk's Office

Ahmed Ali, Transportation Engineering Manager for the City of Lethbridge,

Felipe Pereira-Albuquerque, Waste Diversion Engineer for the City of Lethbridge

Travis Grindle, Recreation Services Manager

Genesis Hevia Orio, Planner II for the City of Lethbridge

1. **Terms of Reference** updates reviewed and accepted. Terms are attached to this report.
2. The City of Lethbridge proposed to include FrancoSud on the Joint City and School Board Committee. All parties agreed to extending an invitation to FrancoSud. ToR will be updated to reflect this change.
3. **Harmonized School Zones:** Ahmed Ali, Transportation Engineering Manager for the City of Lethbridge, outlined the proposed harmonized school and playground zones in Lethbridge. The proposed plan consists of the following:
 - a. Change existing school zones to playground zones
 - b. Hours will be 7:30 a.m. to 9:00 p.m. all year round
 - c. Would be effective Q3 of 2023.

The report will be going to the Civic Works Standing Policy Committee on May 4, 2023

4. **Transportation Safety Plan:** The City has implemented safe crosswalks at many of the schools over the past couple of years to address mobility concerns. Stop signs have been redesigned to include reflector sleeves. Four-way stops are also being put in place as a safety measure. It was questioned if the Safety City program would be revived with the assistance of the School Boards. The past group dissolved. School Patrols were discussed. The activation of School Patrols is up to the individual school. Allison Purcell identified herself as the school safety patrol coordinator for Southern Alberta public schools. It is understood that Patrols are not the only solution to traffic concerns in school zones. A letter was sent from the Lethbridge School Division on behalf of the London Road Neighbourhood Association regarding traffic safety concerns on 13 Street South and 8 and 9 Avenue. The City will look at addressing traffic safety on 13 Street South. The letter will be circulated to the Committee members.

More information on the Transportation Safety Plan can be found at the following link:

<https://getinvolvedlethbridge.ca/transportation-safety-plan>

5. **Organics Recycling Implementation:** Both the Public and Separate Schools are working with the Busch Systems. Hauling would be done by Waste Connections who have their own organic processing facility. Felipe Pereira-Albuquerque, Waste Diversion Engineer for the City of Lethbridge, was available to answer questions.
6. **Alberta Municipalities Resolution:** The City of Lethbridge is presenting a resolution at the annual municipalities convention stating, *“That Alberta Municipalities advocate for the Government of Alberta to ensure provincial allocations of capital funding for school construction cover all costs of construction, including the servicing of school sites with the required infrastructure.”*

The School Boards pointed out that the provincial government was not likely to provide funding for developers. It was suggested that the City involve the School Boards so they could advocate on behalf of the City.

The Public School Board announced they had received approval to conduct a study on the West Side from the provincial capital planning branch. They will be starting it in the Fall.

7. **User Statistics for the Joint Use Access of City Facilities by the Schools and Community Access to School Gyms and Sports Fields:** Travis Grindle, Recreation Services Manager for the City of Lethbridge, provided information on the user statistics for the 2018 – 2019 school year. This year provided the best record as the pandemic did not impact it. There was a total of 1,043 bookings made by the schools into city facilities for a total value of \$173,335.44. Alternatively there were 1,292 bookings made by the City on behalf of community groups into school gymnasiums and sports fields for a total value of \$102,012.50.
8. **Victoria Park Area Redevelopment Plan Project:** Genesis Hevia Orio, Planner II for the City of Lethbridge, provided an update on the Victoria Park Redevelopment Plan Area. It is bound by 12 Avenue to the south, 13 Street to the west, 3 Avenue to the north, and Mayor Magrath Drive to the east. This Project was initiated in January 2022. It provides policies that are to be followed by any new development in the neighbourhood. The Neighbourhood Discovery and Visioning was completed last year. The draft plan is expected to be ready by the Fall when it will be presented to City Council for consideration; a Public Hearing will be required.

9. **Warehouse District Area Redevelopment Plan Project:** The last Open Houses are scheduled for May 25 at City Hall (11 a.m. – 2 p.m.) and Sonder Coffee Bar (3 – 7 p.m.). A Public Hearing will be held upon completion of the review of the Plan. 11-2 at City Hall
10. Updates on the Transportation Safety Plan, Organics Recycling Implementation, and the Victoria Park Area Redevelopment Plan will be provided at the October Meeting.

Next Meeting: October 25, 2023 (Lethbridge School Division Hosting)

Terms of Reference for the Joint Committee of the City of Lethbridge and Lethbridge School Boards

Current Members:

Jenn Schmidt-Rempel, Councillor, City of Lethbridge
Ryan Parker, Councillor, City of Lethbridge
Cheralan O'Donnell, Trustee, Holy Spirit Roman Catholic Separate School Division
Roisin Gibb, Trustee, Holy Spirit Roman Catholic Separate School Division
Christine Light, Trustee, Lethbridge School Division
Allison Purcell, Trustee, Lethbridge School Division

Membership:

- Two elected officials from each of the following: Lethbridge City Council, Lethbridge School Division, and Holy Spirit Roman Catholic Separate School Division.
- Administrative representatives from each of the City of Lethbridge, Lethbridge School Division, and Holy Spirit Roman Catholic Separate School Division.

Mandate:

- To discuss issues of common interest in the community regarding education, and to build and maintain a collaborative and mutually beneficial relationship to positively impact our community together. Support:
- Currently, City of Lethbridge will undertake the responsibility to provide administrative support for the committee for the agenda, notes, and distribution.

Agenda Process:

- Request for items to be sent out three weeks ahead of the meeting by the City of Lethbridge
- To be included on the agenda, all items require a paragraph description of the issue to be submitted so that each party can be prepared for the meeting. Any backup materials to any of the items (such as maps and presentations) are to be submitted with the item and to be included in the agenda package that is sent out
- Draft agenda to be sent out to participants a week ahead by the City of Lethbridge

- At the meeting itself, any of the parties can choose to receive the information on the topic without responding. Discussion may lead to establishing links to other members of the Administration teams. Any decisions made by this body will not bind any of the bodies.

Meetings:

- To be held three times a year: January – April – October
- Times of Meetings: 9:00 a.m. – 11:00 a.m.
- Location Rotates between the School Board Offices and City Hall

Other:

- Parties are encouraged to reach out to each other in between meetings if they have any concerns about specific issues, rather than waiting for the meeting itself.
- If a decision is needed from any of the parties, a written request should be made by the party to the appropriate jurisdiction, independent of the meeting.

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Genny Steed
Vice-Chair

Re: Community Engagement Committee Report

The ICE scholarship selection committee was formed with dates established for meeting, and the process for communication with applicants developed. Finalists will provide presentations on Thursday May 25 at the Education Centre.

Election forum dates and locations were reviewed.

The Committee discussed ideas about how the committee can support schools in their engagement efforts.

Recommendation

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

Respectfully submitted,
Trustee Genny Steed

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Craig Whitehead
Trustee

Re: **Policy Advisory Committee Report**

Policy 501.3: School Attendance Areas (Feedback due)

- Feedback was due, but this policy was not sent to the parent group. Policy to be re-sent with feedback due on June 7th at the next PAC meeting.

Policy 504.8: Involvement in Authorized Agencies (Feedback due)

- Regulation #1.1; changed “correctional” to “Youth Justice”
- Feedback was missed by Parent Group. Sent out for feedback and due on June 7th at the next PAC meeting.

Policy 501.1 Attendance at School (Feedback due)

- Regulation 2.7; changed “reporting truant students to the attendance officer” to “accessing the Attendance Officer for further strategies or proactively improve student engagement.”
- Missed feedback from Parent Group. Sent out for feedback and due on June 7th at the next PAC meeting.

Policy 404.6 Co-curricular and Extra-curricular Honoraria

- Regulation 2.2; added “Teaching Staff” and changed “employees” to “teachers” throughout the regulation.
- Added New Regulation #4; “Non-Teaching Staff – Subject to approval by the principal, non-teaching staff will be compensated at the rate of current substitute teacher to a maximum of 2.5 days through increments of .5.”
- Sent out for feedback and due on June 7th at the next PAC meeting.

Policy 607.3 Instructional Resources and Materials

- Policy Paragraph; replaced “provincial or locally authorized.” with “authorized, recommended, or approved resources.”
- Added Definitions:
 - Authorized Resources** – A resource successfully reviewed by Alberta Education that is relevant to at least one learning outcome within the provincially authorized curriculum.
 - Recommended Resource** – A resource that is part of a subset of authorized resources that align to knowledge elements within the provincially authorized curriculum.
 - Approved Resource** – A resource successfully reviewed using the Approval Resource Form 607.3A by a school leader for use in the local context.
- Regulations #1; replaced “Locally authorized” with “additional”

- Added New Regulation #2; “All resources and materials must comply with the Provincial Resource Review Guide by Alberta Education.”
- Added New Regulation #3; “Instructional resources and materials used to deliver substantive portion of the Program of Studies that are not defined as Authorized or Recommended are subject to approval using Form 607.3A prior to the utilization of the resource.”
- Added Regulation #4; “Parents have the right to be informed by the student’s school authority, and be provided notice, when courses, curriculum/programs of study, instructional materials, or instruction or exercised include subject matter dealing primarily and explicitly with religion or human sexuality.” (- From Provincial Resource Review Guide)
- Updated References
- Sent out for feedback and due on June 7th at the next PAC meeting.

Respectfully Submitted,
Craig Whitehead

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Christine Light
Trustee

Re: FT Kindergarten Sub-Committee Report

Background

On May 4, sub-committee members Christine Light, Kristina Larkin, and Andrea Andreachuk met to finalize the Zone 6 presentation for the proposed resolution on Full-Time Kindergarten with anticipation to present this resolution for support at the Alberta School Board Association Fall General Meeting in November, 2023.

The proposed resolution is as follows:

BE IT RESOLVED THAT, Alberta Education provide the opportunity for every school division to access new funds for fully funded, full-time (950 hours) Kindergarten to ensure students develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for future learning.

The presentation and discussion of this proposal occurred on Wednesday, May 17 at the Zone 6 meeting. The vote was CARRIED UNANIMOUSLY. Christine Light will provide an oral report on further details of this discussion.

Recommendation

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

Respectfully submitted,
Christine Light

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Kristina Larkin
Trustee

Re: **Poverty Intervention Committee**

Background

The Poverty Intervention Committee met on May 16, 2023. In Attendance: Kristina Larkin, Christine Light, DeeAnna Presley-Roberts, Melanie McMurray, Katie Nelson, Ciona Thompson, Carleen Meyer, Jamie Wahlburger, Victoria Hecker.

The meeting included:

1. Review and revision of Terms of Reference

These were revised, and will be submitted to the Board of Trustees for approval in September 2023. Effort was made to align to the strategic planning done by the committee in 2022-2023 school year, and to reflect the efforts of the committee to reduce the stigma attached to experiencing financial strain, by updating language.

2. Annual Review of Activities:

The review included submitted activities, and report of expenses and outcomes of the Family Support Team in collaboration with the Poverty Intervention Committee.

The presentation is attached for review.

The Committee and Trustees express a great deal of gratitude to DeeAnna and her team members for the work they support in the schools, and gratitude to the many school staff, students, and community members who have created significant impact in reducing the barriers created by systems of poverty and improving access to learning for those experiencing financial strain.

3. Updates from group members on behalf of their stakeholder groups.

Trends in needs seen throughout the division include supports needed to participate in graduation (dresses, etc), recreational supports, transportation costs (including the cost of the first month of transit as part of the City of Lethbridge's new subsidy which removes the cost of month two and three after eligible purchase of the first month).

4. Collaborating to begin a work plan and proposed budget with eligible expenses for 2023-2024:

These documents will be provided to the committee for final review before end of school year, and then submitted to the 2023-2024 Poverty Intervention Committee for use, to support action and impact. This measured approach to strategic planning, and reviewing processes while working to remain responsive to need was different than previous years with the committee. However, taking the time to rebuild and realign with needs is very aligned with the work being done in similar working groups and organizations throughout the community, as we work to realign to need post-Covid. The committee is enthusiastic about the impact happening today, and for the impact that is possible for next year with these streamlined priorities and tools. Discussion about the needs for financial or material resources to eliminate barriers was identified, and the 2023-2024 PIC will engage in work to identify funding sources,

5. Departing Committee Members

Finally, the Board of Trustees and the Poverty Intervention Committee would like to extend our gratitude to the following committee members who will be exiting the committee for the 2023-2024 school year:

- Melanie McMurray, ATA Vice Principal Representative. After completing the full three year term on the committee, Melanie is thanked for her significant efforts in advocacy, for sharing the needs and promising practices through her lens as an administrator and educator. We look forward to her continued efforts to reduce barriers to learning for all students experiencing financial strain, and appreciate her dedication to this work.
- Katie Nelson, ATA High School Teacher Representative. Katie is thanked for her one year term on the committee, in which she brought forward the voices of our valued high school students – their needs, their successes, their own student led efforts to create systemic and individual changes. We wish her well in her future endeavours!
- Char Taylor, CUPE 2843 Representative. After completing the full three year term on the committee, Char is thanked for her significant efforts in building awareness about the realities of poverty in the lives of the students she and her colleagues work with every day. Char was instrumental in supporting CUPE 2843 in offering a significant financial donation which created immeasurable impact to the students the CUPE 2843 team cares so much about. Char is thanked for her ongoing advocacy for her team and division students.

Recommendation

It is recommended that the board receive this as information.

Respectfully submitted,
Kristina Larkin

Poverty Intervention Committee

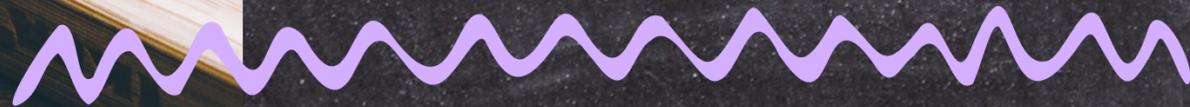


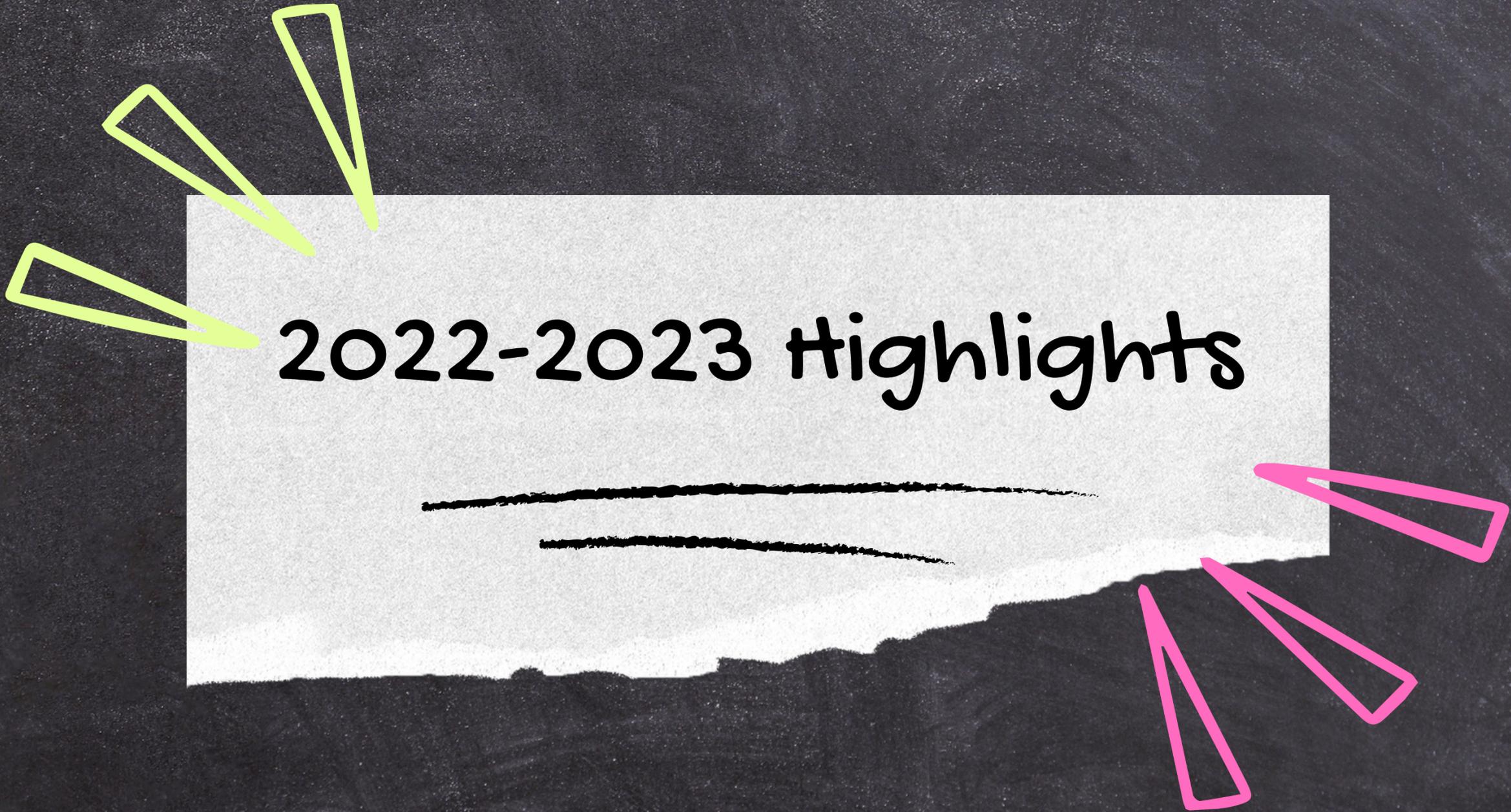
2022-2023



Poverty Intervention Committee (PIC)

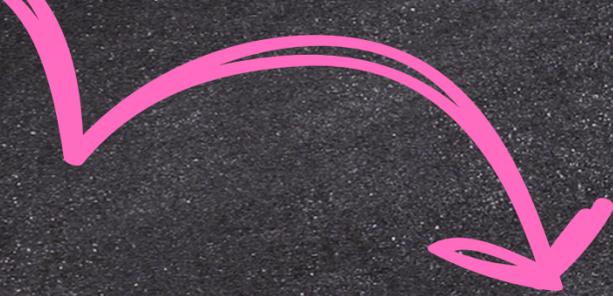
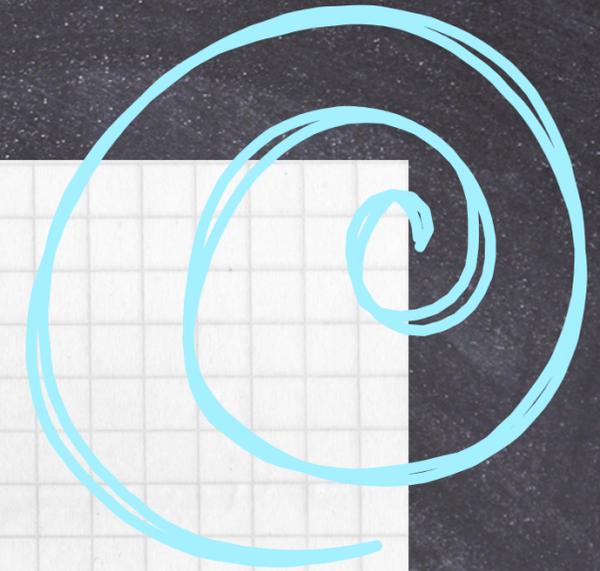
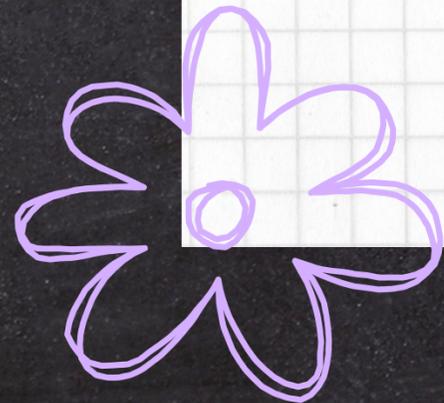
PIC has existed within Lethbridge School Division since the early 2000's. PIC's mission is to ensure that a foundation of supports of basic needs are available to all students, at every school within Lethbridge School Division to ensure all students can be successful, confident and respected.





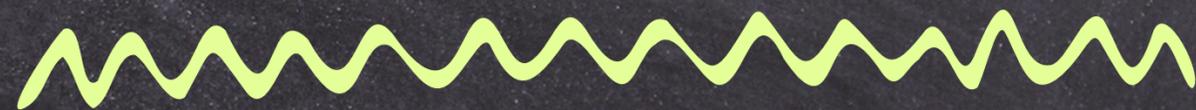
2022-2023 highlights

CUPE 2843 selects PIC
as charitable recipient



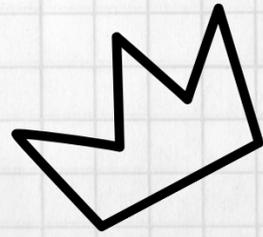


Wholesale Club donates stacks of grocery gift cards for division family's in need.

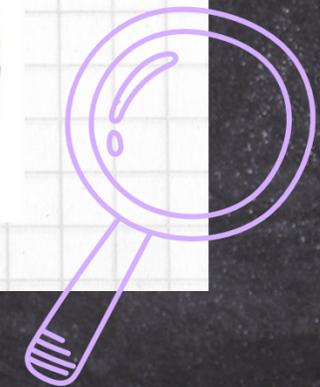


wholesale  TM
everything foodservice **club**





New Shoes just mean something





Imagine you are 12 years old. You are sitting in a wicked hot classroom because your school doesn't have air conditioning. The lesson is math blah! You are trying so hard to pay attention but the only thing you can think of is "Man, it's hot in here" and "when is it going to be break time?". Finally, the teacher says, "alright kids enough math for today, let's head to the gym." You slam closed your book and run down the 3 flights of stairs with your classmates. Today, the activity of choice is floor hockey – one of your favourites! You give it all you can and run non-stop. One of your favourite adults in the building, the FSLC, approaches you and asks "where are your runners?". You tell her you don't have any and your winter boots are just fine. The FSLC continues to watch you play floor hockey and you think "creeper!". The following week the FSLC takes you out of English class and says, "lets go kid, we are going shopping!" You and the FSLC meet with Hilary from the Family Support Program and Hilary says, "go ahead, pick whatever you want". You are unsure how to feel because you never ask for anything. You come from a good home and your parent works extremely hard to make sure that you have everything you need but, you think about how awesome gym class would be with a new pair of runners. You pick out the nicest pair of black Nike's and are excited to get back to the school. You feel immense gratitude and excitement. That afternoon during floor hockey you played the best game EVER!!!!



Panago North makes a monetary donation

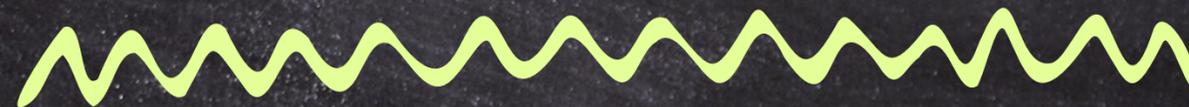


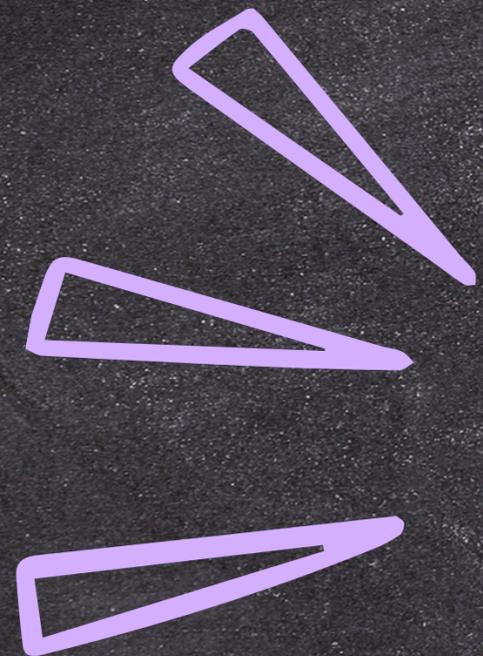


During the early hours of a Monday morning, we were informed of a devastating house fire that a family from our school had experienced. Upon engaging in conversation with the family, it was evident that they had lost all their possessions in the incident. Although we acknowledged that we would be unable to provide complete assistance, we were committed to providing any aid possible in terms of food, clothing, and gift cards.

Observing that the family had children attending two other schools, we took the initiative to reach out to these schools and inform them of our intentions to provide the family with hygiene products, clothing, and a \$300 Walmart gift card. Additionally, we extended the invitation for these schools to join in our efforts to support the family by contributing to our basket of aid. Fortunately, all the schools were able to work collaboratively and support the family in their time of need, thereby facilitating their recovery process.

We were also privileged to partner with Poverty Intervention, which generously provided the family with new bedding. Through our collective efforts, we were able to offer the family a sense of support and care during a challenging time.





**Efree sponsors
Weekends and More
(WAM)
for the month of March**



2022/2023 Stats

Weekends and More

147 Weekends and More Bags (WAM) have gone out to families in need

March was the heaviest utilized month due to changes in child tax benefit recipients

32 WAM went out in 2 weeks

Winter Attire

268 requests for winter attire were fulfilled between September-March.

These requests included gloves, toques, coats, boots and snowpants

Indoor Shoes

123 requests for indoor shoes

School Snacks

12 schools accessed funds through PIC to support universal snack provision at their schools.

3 High Schools

3 Middle Schools

6 Elementaries



569 Requests

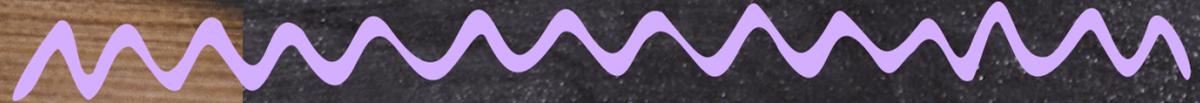
Shoes
22%



Misc.
5%

WAM
26%

Winter Attire
47%



"For me?"

"All I need is milk and eggs, thank you"

"This has helped me so much"

"It's such a relief knowing I can get help when I need it"

"I saw other kids with these but never thought I would have my own"

"I don't think you know the difference you made for my family"

"I thought I had to drop math because I couldn't afford the calculator"

"It's so great to see my kids look like the other kids at school"

"Thank you so much, this just allows me to breathe"

THANK
YOU



Financial Report

Poverty Intervention
Committee



Revenue

\$20,000
board
contribution
+
\$6,685
donations
=
\$26,685



Expenditures

WAM

\$9,849 spent on nonperishable food items and gift cards

MISC

\$853 in hygiene supplies

\$53,712 spent

CLOTHING

Coats, winter boots, snowpants, gloves, toques, basic undergarments, indoor shoes
\$31,010

SCHOOL PROVISION

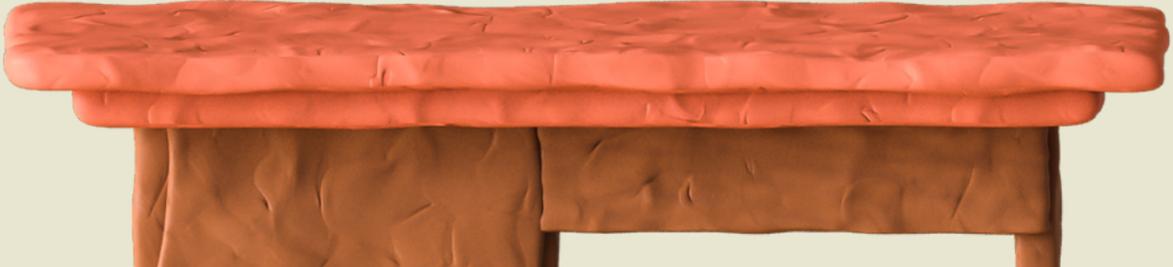
\$12,000 in snacks



ABCDEF GHIJKLM
NOPQRST UVWXYZ

Carry Over Balance

\$75,669



MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Genny Steed
Vice-Chair

Re: Division School Council Report

Division School Council met May 1, 2023 for a parent learning session from 6:30-7:00p.m. followed by our regular meeting at 7:00p.m.

The parent learning session featured our new Digital Wellness team, Cason Machacek and Sydnie Erlendson. Cason and Sydnie discussed the purpose of the Digital Wellness project, their roles within the project, and the nature of the work they are doing for schools, students, and families.

The Trustee Report was offered by Trustee Genny Steed. Highlights included:

- presentation from a parent on cell phone use in schools
 - creation of the AD Hoc committee for Technology in Schools
 - Ongoing budget processes
 - Review of discussion on ARAO procedure development
 - Election Advocacy

Alberta School Councils Association resolution outcomes from their annual meeting were reported on.

Superintendent's report highlights:
SOGI guidelines to be reviewed at June meeting
Election forum dates and locations
School Council Reporting Requirements
Learning opportunities for parents

Round table discussion: ideas for celebrating teachers during Education week.

Recommendation

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

Respectfully submitted,
Trustee Genny Steed

MEMORANDUM

May 17, 2023

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Division Student Leadership

Background

As the Board Representative for Division Student Leadership, I am pleased to share that the Southern Alberta Interscholastic Leaders (SAIL) Session occurred on May 9, 2023 at Lethbridge College.

On Tuesday May 8, students who had been engaged in the previous two sessions planning and organizing the Building Voices: Impacting Lives Conference participated in a pre-conference to prepare for their presentations.

On Wednesday May 9, students from many regional divisions participated in a full day of learning and activities for students engaged in leadership work at their schools and teachers. Keynote and sessions designed to provide all participants with ideas and directions to take back to their schools as they work to conclude the 2022-23 school year and prepare for leadership activities for 2023-2024.

Thank you to the students from Lethbridge School Division who represented themselves and our division very well, and thank you to the staff who supported their participation.

Recommendation

It is recommended that the board receive this as information.

Respectfully submitted,
Kristina Larkin

MEMORANDUM

May 17, 2023

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Board Budget Committee Report

Background

The Board Budget Committee met on May 9, 2023. In Attendance: Kristina Larkin, Allison Purcell, Genny Steed, Craig Whitehead, Andrea Andreachuk, Christine Light, Christine Lee, Avice Dekelver, Mike Nightingale, Regrets: Tyler Demers.

The committee reviewed:

1. Budget Documents: Infographic, Trustee Summary, Executive Summary
2. Draft agenda for Board public presentation – May 23rd, 2023
 - a. Feedback Questions from 2023/2024 Budget Presentation – To Review
3. Draft agenda for Board budget debate - May 29th, 2023
4. School Fees
5. Governance Budget

Next steps will include:

Budget presentation to the public will be held at 2:30pm on Tuesday May 23 and available for in person or livestream viewing. Following the public meeting, the video will be posted online for public viewing.

Public Feedback Survey will be open from Tuesday May 23 to morning of Monday May 29.

Board Budget Debate will be held at 3:30pm and available for in person or livestream viewing.

The committee and the Board of Trustees thank the many individuals and groups who have to date submitted feedback for the 2023-2024 Budget, as well as the committees and Finance staff for their work in completing these documents for public viewing.

Recommendation

It is recommended that the board receive this as information.

Respectfully submitted,
Kristina Larkin

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD April 25, 2023.

In Attendance:

Trustees: Christine Light; Allison Purcell; Genny Steed; Kristina Larkin, Tyler Demers, Craig Whitehead

Administrators: Cheryl Gilmore, Mike Nightingale, Morag Asquith, Christine Lee

Regrets: Andrea Andreachuk

The Chair called the meeting to order at 1:00 p.m.

1. Move to In-Camera

Trustee Christine Light moved:

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

*Move to In-Camera
7091/23*

Trustee Genny Steed moved to reconvene the meeting at 2:18 p.m.

2. Consent Agenda

Items moved from the Consent Agenda to the Regular Agenda

- Budget Committee
- Boundary Alignment Committee.
- Policy Advisory Committee.

3. Approval of Agenda

Amendments:

- Remove item 12.4 ASBA Zone 6 update.
- Addition of 12.4 Expulsion Committee Outcome
- Addition of 9.4 Refugee Position Statement
- Addition of 9.5 Non-Union Employee Compensation
- Addition of 9.6 Non-Union Associate Superintendent Compensation
- Addition of 12.5 School boundary Alignment Committee
- Addition of 12.6 Board Budget Committee
- Addition of 12.7 Policy Advisory Committee

*Approval of Agenda
7092/23*

Trustee Tyler Demers moved:

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

4. Approval of Minutes for March 28, 2023

Changes: on item 9.7 Add that Allison Purcell abstained due to conflict of interest and item 9.8 Andrea Andreachuk abstained due to conflict of interest.

Trustee Christine Light moved:

“The minutes of the regular meeting of March 28, 2023 be approved as amended and signed by the chair”

CARRIED UNANIMOUSLY

5. Business Arising from the Minutes

There was no business arising from the minutes.

*Business Arising from
the Minutes*

6. Associate Superintendent Reports

*Associate
Superintendent
Reports*

6.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

*Business and
Operations*

6.2 Instructional Services

Associate Superintendent Morag Asquith provided a written report.

Instructional Services

6.3 Human Resources

Associate Superintendent Mike Nightingale provided a written report.

Human Resources

7. Superintendents Report

*Superintendents
Report
Board Priority Report*

7.1 Board Priorities Report

Board Priorities were included in the agenda.

Donations and Support

7.2 Donations and Support

Donations and Support were included in the agenda.

*Acknowledgement of
Excellence*

7.3 Acknowledgement of Excellence

Acknowledgements of excellence and reports showcasing the accomplishments of Winston Churchill High School and Park Meadows Elementary School are included in the agenda.

Education Week

7.4 Education Week

A memo regarding the Education Week theme and apple basket distribution was included in the agenda.

7.5 Calendar of Events

Calendar of Events

Calendar of events is included in the agenda.

Additions:

- Poverty Intervention Committee May 16 at 1:00pm
- Change time of Board meeting on May 23rd to 12:00pm
- Confirmation if indigenous grad begins at 5:30 or 6pm

8. Presentations

8.1 Recognition of Provincial Champions

Two Provincial Gold medallist wrestlers from LCI, Ryder Lowry and Nolan Gobel were congratulated by the Board for their championship.

Public Member
Presentation

8.2 Public Member Presentation- Kaylee Low

Parent and community member, Kaylee Low, presented to the Board and provided recommendations regarding use of technology in schools.

Action Items
Policy Review

9. Action items

9.1 Policy Review

Revised policies and recommended changes were included in the agenda.

Policy 501.7 Non-Resident Students

- Recommend considering changing this to a procedure at a future date.
- Change item 3.1 to read “this category would include students with a parent/guardian who ordinarily resides in Alberta.”

Policy 501.2
7094/23

Trustee Craig Whitehead moved:

“That policy 501.7 Non-Resident Students to be approved as amended.”
CARRIED UNANIMOUSLY

Policy 502.5 Student Transportation

- Change “Bussing” to “Busing” throughout.

Policy 502.5
7095/23

Trustee Craig Whitehead moved:

“That the board adopt policy 503.5 Student Transportation be approved as amended.”

CARRIED UNANIMOUSLY

Policy 802.2 School Fees

- Add Independent Student after Guardians in item 10.

Trustee Craig Whitehead moved:

“That policy 802.2 School Fees be approved as amended.”

CARRIED UNANIMOUSLY

Policy 802.2
7096/23

9.2 Division Meal Allowance Rates

*Division Meal
Allowance Rates
7097/23*

Trustee Kristina Larkin moved:

“That the Board approve an increase to the Division Meal Allowances as indicated, effective August 1, 2023.”

CARRIED UNANIMOUSLY

9.3 Use of Technology in Schools

*Use of Technology in
Schools
7098/23*

Trustee Genny Steed moved:

“That the Board form an Ad Hoc committee for the purpose of exploring the use of technology in schools and recommending strategies to the Board which may include the development of belief statements and guiding principles.

CARRIED UNANIMOUSLY

9.4 Funding for Displaced Students, Refugee students and claimants Advocacy

- Associate Superintendent Morag Asquith will collect the number of students and trends that fall into the categories below.

Trustee Kristina Larkin moved:

“That the Board support the ASBA emergent position statement from Edmonton Public Schools, *Funding for Displaced Students, Refugee students and Claimants*, as well agree to be the seconder of the motion. This impacts the Division and the students within our Division in similar ways identified in the EPS background information.”

*Funding for Displaced
Students
7099/2023*

CARRIED UNANIMOUSLY

9.5 Non-Union Employee Compensation

*Non-Union
Compensation
7100/23*

Trustee Kristina Larkin moved:

“That the Board approve a 2% salary increase to non-union employees, excluding executive council, effective September 1, 2023.”

CARRIED

In Favor: Kristina Larkin, Allison Purcell, Christine Light, Tyler Demers

Against: Genny Steed, Craig Whitehead

9.6 Non-Union Compensation- Associate Superintendents

Trustee Kristina Larkin moved:

“That the Board approve a 3.75% salary increase for Associate Superintendents effective September 1, 2023.”

CARRIED

In Favor: Kristina Larkin, Allison Purcell, Christine Light, Tyler Demers

Against: Genny Steed, Craig Whitehead

10. Discussion Items

10.1 Anti-Racism/Anti-Oppression Procedure

Genny Steed recommended the Board follow up and begin to schedule collaborative discussions with the ARAO Admin Committee, DIPT and Division School Council to develop procedures. Morag Asquith confirmed the ARAO committee will be meeting April 26th and will be reaching out to collaborate with the named parties in May.

Craig Whitehead has requested the foundational documents of the Anti-Racism/Anti-Oppression Policy and confirmation that it is not rooted in a controversial race theory.

Public Forum- None

11. Division Highlights

Allison Purcell- Shout out to all Admin Professionals.

Kristina Larkin- DARE Art Gala, High School QSA, Lakie School Tour.

Craig Whitehead- Legally Blonde Junior at SJF, PSBAA meeting.

Genny Steed- Appreciates Schools taking the initiative for outdoor classrooms.

12. Board Chair Report

12.1 Art’s Alive and Well in Lethbridge Schools

Virtually Installed: Lethbridge Schools. Students. Art. Will go live on May 13th. The Board recognized Kathy Knelsen and Garrett Simmons for their efforts in coordinating this celebration of student art and organizing the virtual exhibit.

- 12.2 Alberta School Councils Association Conference and AGM
Allison Purcell gave an oral report regarding the conference on April 21-23.

Election Advocacy

- 12.3 Election Advocacy
Allison Purcell presented the developed document and postcard that highlighted each priority advocacy. The Board has committed to hosting an Education Forum event with Lethbridge Public Local ATA. The forum will be in West Lethbridge on Friday May 12th at 4:00 at G.S. Lakie. Holy Spirit School Division and the Holy Spirit ATA will be hosting Lethbridge East, the date and time is yet to be confirmed.

- 12.4 Expulsion Committee Outcome
Trustee Christine Light provided an oral report on the outcome of the expulsion committee that met on April 24, 2023.

Expulsion Committee

- 12.5 School Boundary Alignment Committee
Trustee Craig Whitehead presented an update from the School Boundary Alignment Committee meeting on April 3, 2023.

*School Boundary
Alignment Committee*

- 12.6 Board Budget Committee
Trustee Kristina Larkin presented an update from the Board Budget Committee on April 4, 2023.

*Board Budget
Committee*

- 12.7 Policy Advisory Committee
Trustee Craig Whitehead presented an update from the Policy Advisory Committee on April 5, 2023.

*Policy Advisory
Committee*

13. Correspondence

Correspondence

- 13.1 Letter from Minister LaGrange to Allison Purcell
13.2 Approval of funds for West Side Study

14. Adjournment

- Trustee Christine Light moved:
"That the board move into camera at 5:34 P.M."

*Move to in Camera
7102/23*

CARRIED UNANIMOUSLY

Craig Whitehead moved to reconvene the meeting at 6:02 P.M.

Trustee Allison Purcell moved:
“to adjourn the meeting at 6:02 P.M.”

Adjournment
7103/23

CARRIED UNANIMOUSLY

Allison Purcell,
Chair

Christine Lee,
Associate Superintendent
Business and Operations

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Genny Steed
Vice-Chair

Re: Use of Technology in Schools Ad Hoc Committee

Following conversation with the board, the following is proposed as next steps:

1. Assessment - for the purpose of understanding the needs and concerns within the division, as well as identifying current successes.

1.1 STRATEGY - SURVEYS: Surveys may be an effective method of gathering information. Surveys would be developed specific to staff, administrators, parents, and students. Included with the survey, would be an explanation of the intention for gathering the information, outlining the Board's desire to understand how cell phones and technology are being used in schools on a daily basis. Areas of interest include: technology's positive and negative affects on learning, technology contributions to student and staff wellness, the barriers to regulating use, and identifying what the Board can do to support.

1.2 STRATEGY - RESEARCH AND PARTNERSHIP: Gather valuable insight by asking others to add this discussion topic to their agendas, including the meeting of our Administrators, DSC, and individual school counsels.

1.3 STRATEGY - ROUND TABLE DISCUSSION: Organizing a student round table discussion would allow greater insight as well. Our digital wellness teacher may be able provide guidance for valuable research sources.

1.4 STRATEGY - Seek guidance from our digital wellness team.

2. Steps following assessment: A gained understanding will form a basis for us to determine a clear purpose for our committee. We will proceed from there.

Timeline: Begin the survey process in the fall.

Recommendation:

I request 2 volunteers to assist in developing Terms of Reference for the committee. I recommend the board receive this memo as information and continue to provide input.

Respectfully Submitted,
Trustee Genny Steed

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Cheryl Gilmore
Superintendent

Re: Anti-Racism & Anti-Oppression (AR/AO) Procedure Development Timelines

Background

At the April 25, 2023 Regular Board meeting, it was requested that Trustees be provided with an updated timeline of the work being done to develop the Procedure for Policy 103.1 *Anti Racism & Anti Oppression*.

The timeline for development is on the following page.

Recommendation

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

Respectfully Submitted,
Cheryl Gilmore

ARAO Committee Activities	
April 26 th Meeting	<ul style="list-style-type: none"> • Draft survey questions formed for future distribution to parents, guardians, caregivers, secondary students, staff, board members, and community members to provide perspective on building a culture free of racism and oppression.
May 3 rd Meeting to connect about timelines and review feedback	<p>Collected/Reviewed data by the ARAO committee:</p> <ul style="list-style-type: none"> • Town Hall feedback • Student Forum feedback • Admin Committee feedback • Individual/School perspective gathering
Meeting Preparation	<p>Individual review of ARAO Procedures from the following School Division:</p> <ul style="list-style-type: none"> • Delta School District • Vancouver School Board • Edmonton Public Schools • Hamilton-Wentworth District School Board
May 10 th Meeting	<ul style="list-style-type: none"> • Community survey completed and sent for formatting to Andy Tyslau and Garrett Simmons • Draft structure for ARAO Procedures
May 12 th Meeting	<ul style="list-style-type: none"> • Initial draft of ARAO Procedures completed
May 16 th Meeting	<p>Survey is sent out to Lethbridge School Division families with 2 key questions:</p> <ul style="list-style-type: none"> • To build an anti-racist and anti-oppressive culture, what systems or practices could the division and schools explore to support a learning community where all students, families and staff are valued for their unique identities? • Is there anything you would like to share about your own lived experience and what Lethbridge School Division needs to know about creating a culture that values all people?
May 18 th Meeting	<ul style="list-style-type: none"> • Timeline shared with Administrator Committee regarding Procedures and data collected from the Admin Survey
May 26 th Meeting	<ul style="list-style-type: none"> • Review data from ARAO Community survey • How does the data we gathered from the ARAO community survey help up add/change/clarify procedures?
June 12	<ul style="list-style-type: none"> • Gather feedback at Division School Council Meeting (short presentation/ round table conversation). Following meeting, committee will determine how the feedback informs the Procedure.

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Christine Lee
Associate Superintendent, Business and Operations

Re: **Business and Operations Report**

Background

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

Recommendations

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

Respectfully submitted,
Christine Lee

Business and Operations Report

kids

ARE OUR BUSINESS

May 2023



Lethbridge
SCHOOL DIVISION



Facility Services



SUMMER project

Summer is a busy time in the Facility Services department.

Summer students have been hired to help with grounds maintenance and caretaking duties.

Caretaking staff will be conducting full cleaning of our facilities including polishing up floors so schools look shiny and new for the start of the 2023-2024 school year.

IMR Projects

Garry Station Update

As seen below 30th street has been removed and the new Abitibi Road will be completed that is adjacent to the school site.



When school is out, our buildings get some work done. Some Infrastructure Maintenance and Renewal (IMR) Projects planned for this summer include:

Planning for boiler , cooling tower and air handling replacements at a few schools. New asphalt pathways to improve access in winter to schools, a variety of small safety matters. Replace some generators that are reaching end of life. More details will be provided as part of the Facilities Committee report in June.

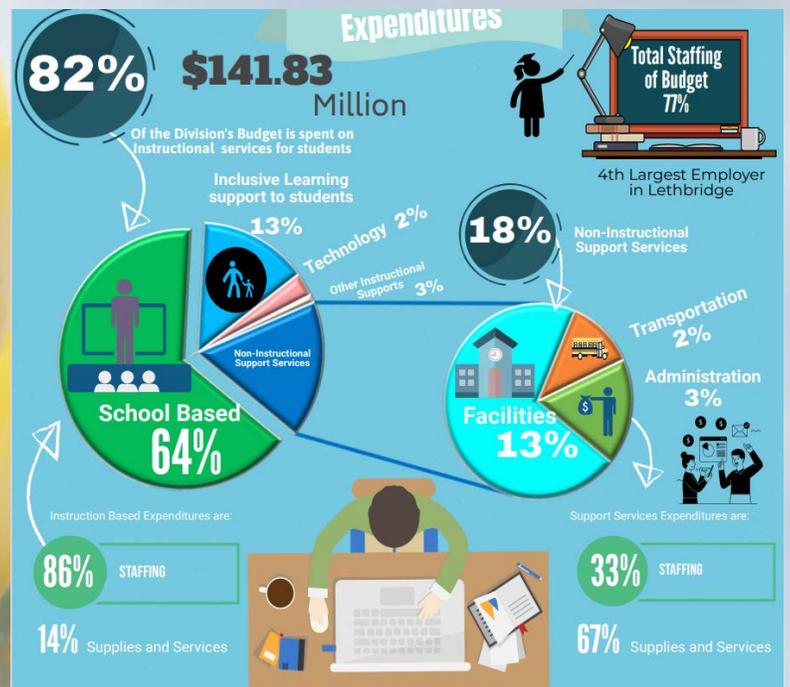
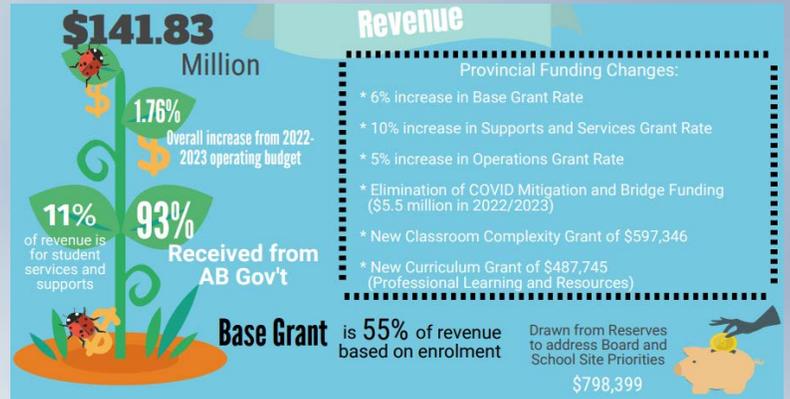
IMR funds are also used to support the Victoria Upgrade Project that will involve a lot of work this summer.

Finance

2023-2024 Budget Preparations



Presentation of the 2023-2024 Budget at the May board meeting. The presentation will be available online following the board meeting including a survey for commentary. The Board will discuss and approve the budget on May 29th.



Board Budget Committee of the whole was held May 9th to update the Board of Trustees on the draft budget and budget decisions made by the Instructional Budget Committee, school-based, and program administrators. The Instructional Budget Committee is comprised of one principal from each of Elementary, Middle, and High Schools, Director of Finance, and Executive Council. The committee balances available fiscal resources with consideration of board priorities (informed by town hall and strategic planning), board budget beliefs, school-based priorities, and the budget survey when considering funding allocations for the 2023-2024 budget.



Occupational Health and Safety

May is Mental Health Month

CMHA Mental Health Week

#MyStory May 1-7 2023



#MyStory

Within our stories is the mental health care we all need.

Storytelling is a fundamental part of being human. Stories help build connections and strong communities. Storytelling, in all its forms, supports mental health and reduces stigma.

Healthy Workplaces

mental or physical illness is illness

Hope you feel better soon

Your mental health is just as important as your physical health

CCOHS.ca
Canadian Centre for Occupational Health and Safety

HEALTH/SAFETY >

Health and Safety Corner

Is it time to spring clean your classroom?



Teachers are incredibly resourceful people!

We can and will find a use for anything. Sometimes this means we hang on to stuff because we can imagine using it to spark students' interest through an engaging lesson. The reality, sometimes, is that it begins to pile up; taking up valuable space and may minimize the effectiveness of the learning environment. A recent study (When visual stimula-

tion of the surrounding environment affects children's cognitive performance - ScienceDirect) has shown that students performed better on selected tasks in a low-load visual surrounding environment. Taking a few minutes to reflect on the purpose of the things in your classroom will help ensure that your carefully curated teaching space is also your students' effective learning space. As a bonus, a less cluttered classroom will reduce the likelihood of trips and falls and students bumping into things as the move around the room.

As seen in the Division Dispatch



Technology



HOW

AI

IS CHANGING THE
EDUCATION SYSTEM
FOR THE

BETTER

 MY ASSIGNMENT HELP

World's No. 1 Assignment Help Company since 2007

CUSTOMIZED COURSES AND MATERIALS

Thanks to machine learning, now, a branch of artificial intelligence finds patterns in the data, and teachers, with the help of this data, can glean actionable insights from student's performances.



HELPING TEACHERS TO FILL GAPS IN EDUCATION

Artificial intelligence is transforming classrooms as well as learning. Teachers are able to use technology in order to create customized content for specific subjects and students.



DIGITAL CONTENT

Artificial intelligence is used to create digital content for students of all ages and levels.



GRADING

Grading is very time consuming and stressful for teachers. AI can help teachers save time.



UNIVERSAL ACCESS FOR ALL STUDENTS

Artificial intelligence tools can help make classrooms available to students all around the world. This is helpful for students who speak different languages or have a visual or hearing disability.



SUPPORT OUTSIDE THE CLASSROOM

AI is able to support students when they are at home and having difficulty with homework or studying for a test.

May activities of the Technology Team

- Attended University of Alberta session on Artificial Intelligence (AI) in Education and one of the messages heard was the need to embrace AI tutoring for guiding students through the use of this tool.
- The department has been supporting the implementation of *School Engage* software that will be used for registration. Currently a transportation registration process is being created to register students for bussing for the 2023-2024 school year.
- The division is rolling out *AppLocker*. This software will help prevent malicious software from being installed by ensuring all software has a valid security certificate.
- Jesse Sadlowski has been invited to the Manitoba Teacher's Technology Conference as a representative of ATLE. Jesse will have an opportunity to learn about what other provinces are doing in the area of educational technology.
- The tech team is currently supporting schools as they develop schedules and timetables for the 2023-2024 school year.



As seen in the picture above, technology team members presenting an SAPDC 3D printing workshop that included educators from south zone school divisions. To date approximately 150 3D printers have been deployed through these sessions.

Transportation



3rd
Annual



Saturday
August 26th

11 a.m. to 3 p.m.
Nicholas Sheran Elementary School

 **BUS DRIVER APPRECIATION DAY**
Monday, May 1, 2023


The wheels on the bus go round and round...

Our bus drivers do challenging work. Let's recognize them for the care and effort they take to safely transport our students.



Distance Eligibility
to be in effect
September 2024

(no changes for the 2023-2024 school year)

Other Matters



X Provincial Election

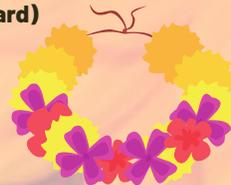
As seen in the picture below, on May 12th ATA Local 41, Holy Spirit Catholic School Division, and Lethbridge School Division hosted the Lethbridge West Candidate Forum for the provincial election.

On May 18th a candidate forum was held for the Lethbridge East Candidates.

The provincial election will be held on May 29th, 2023

May meetings/events worth noting:

- Executive Council meeting (weekly)
- USIC Risk Management and Claims Committee meeting (monthly)
- Risk Management call with broker (Marsh) (monthly)
- Principal meetings (elementary, middle, and high school) (monthly)
- Education Centre Leadership Team meeting (monthly)
- Administrator's Committee meeting (monthly)
- New Elementary School construction planning meetings (bi-weekly)
- Meetings related to CUPE collective bargaining and labor relations.
- Board Budget Committee Meeting (Committee of Whole Board)
- Community Engagement Committee meeting
- Education Centre Staff Meeting
- Recycling and Organics Committee Meeting
- ASBOA Zone 4 meeting
- WCHS and Victoria Park Generative Dialogue
- ATA Local 41 Lethbridge West Candidate Forum
- Business and Operations Director's meeting
- Edwin Parr Banquet
- OHS Management Committee Meeting
- ATA Working Conditions Meeting-May 24th
- Head Caretaker Meeting-May 26th
- Board Budget Debate- May 29th



Food Truck Fun - Education Centre Social Committee hosts *The Flying Hawaiian* food truck.



MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Instructional Services Report

Background

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

Recommendations

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

Respectfully submitted,
Morag Asquith

Associate Superintendent Report- Instructional Services May 2023

Upcoming events May/June 2023 !!!!

May 1- Grade 1 BOOST program starts
May 1- Secondary Numeracy Committee Meeting
May 4 and 5- Instructional Services meetings with Parkland School Division and Red Deer Public
May 4- Lethbridge College Dual Credit registration for 23/24 opens
May 11-CCYAC (Chinook Child and Youth Advocacy Centre) Leadership Advisory Meeting
May 15- Health Champ Meeting #3
May 15th- Learning Support Meeting
May 15- SW Regional VTRA Update
May 16- SAPDC Indigenous Committee
May 16- Poverty Committee Meeting
May 19th- Southwest Division Wellness Lead Meeting
May 23- Indigenous Grad
May 24- Indigenous Education Committee #3
May 24- Healthy Lethbridge Meeting
May 24- **Digital Wellness Day**
May 26- 2022-23 Wellness Grant reports due, Nutrition Grant 23-24 applications due
June 1st- Indigenous Honor Night- SJF
June 2- Wellness Grant application due for 2023-24
June 5- Wellness Committee Meeting #3
June 6- YMCA and High School Admin meeting- Alternate Suspension program
June 14- Diversity and Inclusion Parent Meeting
June 15- Zone 6- Indigenous Ed meeting – Horizon School Division
June 22- Division of Instructional Services- year end BBQ !
June 24- PRIDE parade !

Dual Credit and Work Experience

Morag Asquith has been busy writing applications for dual credit course codes, dual credit grant applications and dual credit grant reporting. This is a busy time of year Dual Credit registrations for the College opened May 4th, there are many options at the College and there are also offerings at the University. A dual credit application for course code was submitted May 1st for Astronomy, and approved by Alberta Education Chinook may be offering this course first semester of 2023-24. We are continuing to build our Intro to the Trades programming and are offering 4 new courses at the College in 23/24.

Dual Credit courses offered in the Fall 2023 at Lethbridge College are:

Botany, Ecology, Animal Science, Intro to Management, Graphic Communications, Interpersonal Relationships and Communication, Public Safety, Medical Terminology, Intro to Design Software, Health, Nutrition and Safety, Intro to Childhood Education, Foundations of Educational Assistance, Composition, Intro to the Trades and more!!!

Lethbridge College is offering Exploratory Days May 1-12 High School students in Grades 10-12 are invited to experience potential industries and careers in early May through a series of program-specific sessions, designed to invite authentic exploration.

2. Wellness

Wellness Grant reports for 2022-23 are due to Christina Peters by May 26th the following schools received Wellness Grants in the 2022/23 school year- Coalbanks, Dr. Probe, Fleetwood Bawden, Galbraith, Immanuel Christian Elementary, ICSS, Park Meadows, Senator Buchanan and Senator Joyce Fairbairn Middle School. Wellness Grant applications for the 2023-24 school year will be released to schools the first week of May! **They will be due June 2nd, 2023-24.**

Nutrition Grants applications for the 2023-24 school year have been sent out to Administrators and the **deadline for these applications is May 26th.**

Our Digital Wellness Team is connecting with schools throughout the division supporting them with providing digital wellness resources, supporting students who are struggling with digital wellness, presenting to staff and parents. May 24th Lethbridge School Division will be Digital Wellness day. There will be events planned, virtual sessions that staff and students can access and fun activities!!!!

“Think Outside” acknowledgement- Lethbridge School Division would like to officially say thank you to Helen Schuler staff for their involvement and support with “Think Outside” over the last three years. Think Outside has been a very well received initiative and we have fulfilled the goal to support our teachers to feel more comfortable teaching outside while also meeting grade level learning outcomes and incorporating Indigenous Ways of Knowing.

3. Student Hub- new program !

Over this last year high school principals have been meeting with Jen Day, Jackie Fletcher, and Morag Asquith to discuss some of the struggles they have been facing meeting the needs of students with complexity. One result of these “Think Tank” meetings is the initial start up of a “Student Hub” program that will be funded by the Alberta Education Complexity Grant that was received in this year’s budget. This program will likely service 20-30 high school students who currently cannot attend a school setting and are requiring high school course work/programming. Although Morag is still working on a site for this program, it will be outside of a school setting, and it will be supported by a Teacher and a Student Support Worker. There will be more information to share as we continue to build this program and hire staff. It will operate under our Victoria Park Alternative program umbrella.

4. Indigenous Education

We now are entering grad season! Our Indigenous Graduation will be taking place at Chinook May 23rd at 5:30 p.m.. The Indigenous Education staff will also be working alongside Senator Joyce Fairbairn to host an Honor Night for our Indigenous students June 1st at 5:30.

5. Middle School Complexity Grant allocation

Morag, Jackie Fletcher and Jen Day met with Middle and High School Principals following up from Instructional Budget Committee to determine how best to allocate a set amount of this budget to best support complexity in our middle and high schools. Principals were given 5 options to prioritize a vote of an allocation structure. The structure that was voted on was for the middle schools to receive this funding in a per pupil allocation. Now middle school principals are working with HR, Jackie and Jen potentially to determine how best to structure their allocation to support middle school students with complexity.

6. Spanish Bilingual Program

Joey Gentile at Coalbanks and Morag have been interviewing candidates for the Spanish Bilingual Program at Coalbanks. The staffing compliment for next years K-5 program is now full! We are grateful to Miguel Hernaiz, Spanish Lanugage Advisor from Alberta Education for the coordination of scheduling potential candidates to interview from Spain that are participating in a year long exchange to Alberta from Spain.

7. Inclusion and Diversity and Wellness Mapping updated

Despite the interruptions experienced by everyone in the system related to returning back to “normal” the division has accomplished a lot of work that was mapped to do at the beginning of the year.

	Date/completion	Status
ARAO Policy	-Completed September 2022	
ARAO Procedure	-Survey out to system and community week of May 15th	Was scheduled for this year but is still being worked on by ARAO Administrators Committee- deadline to be determined
Staff Wellness work	-worked on throughout the year in collaborative communities and employee groups (HR)	Will continue into next year with HR
Student Forum- Wellness and Inclusion	-February 1, 2023	-Principals at each school are identifying 3 goals from

		the data collated from the event and submitting to Instructional Services
Diversity and Inclusion Parent Table	-June 14th	The group will review the data generated from the Student Forum and provide feedback and connect.
SOGI Procedure revision	-January 2022 was posted on line	
Blackfoot Flag Raising Ceremony	-March 2023	-Naming and flag raising occurred
Indigenous Honor Night and Grad Ceremony	-May 23rd	-Pow Wow postponed to next year
Multi-Cultural/Faith Calendar	-Posted in September 2022 and will continue to be updated.	

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Mike Nightingale
Associate Superintendent, Human Resources

Re: **Human Resources Report**

Background

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

Recommendations

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

Respectfully submitted,
Mike Nightingale

Associate Superintendent, Human Resources
Report to the Board of Trustees
May 23, 2023



Supporting Schools

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

- Adding 13 teachers to the substitute list in the past four weeks.
- Adding 6 support staff to the substitute list in the past four weeks.
- Onboarding 31 new staff members in the past four weeks.
- Extending 20 teacher contracts in the past four weeks.
- Facilitating the hiring of 3 teachers in the past four weeks.
- Facilitating the hiring of 14 support staff in the past four weeks.

Other Highlights

- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended administrator meetings for elementary, middle school and high school.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended an Education Center Leadership Team meeting.
- Associate Superintendent Mike Nightingale and Director of Human Resources Rhonda Aos attended an administrative committee meeting.
- Associate Superintendent Mike Nightingale attended the Edwin Parr banquet.
- The HR Team is busy preparing for recognition events that will occur at the end of the school year.



2023 – 24 Staffing Update

- The staffing process for the 2023 – 24 school year continues.
- Administrative Assistant, Learning Commons Facilitators and Business Support positions have been posted.
- On May 23, round 1 postings for Educational Assistants, Advanced Educational Assistants and Student Support workers will be advertised.
- 68 teacher contract changes have been completed in the past 2 weeks.
- Round 1 teaching advertisements were posted on May 5 & 8. These positions are primarily probationary positions.
- The Division advertised 31 teaching positions in round 1. Over 680 teacher applications were received in this round.
- The Division advertised 8 positions in round 2 on May 12. These positions are primarily temporary positions.
- Open positions will be advertised until all positions are filled.



MEMORANDUM

May 23, 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. The Education Centre Leadership Team is currently working on the development of strategies to address the priorities. An update on progress will be provided in the form of a report each month starting in the October Board meeting.

Recommendation

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

Respectfully submitted,

Cheryl Gilmore
Superintendent



Division Domains and Priorities for 2022-2023

Division Domain: Local and Societal Context

Planning Considered: Pandemic Context, Population Diversity, Health and Wellness, Inclusive Education, Curriculum, Technology, Growth, Staff Demographics

Division Domain: Governance Outcomes

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
- Legislation, policy and regulation provides clarity regarding roles and responsibilities of education in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities, and in accordance with all statutory, regulatory and disclosure requirements.
- Curriculum is clearly articulated and implemented in a relevant and meaningful manner.
- Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

Division Domain: Student Growth and Achievement Outcomes

- Student achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students apply knowledge, understanding and skills in real-life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school community applies the resources needed to support Indigenous student achievement.
- Students are active, healthy and well.
- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.

Division Domain: Teaching and Learning Outcomes

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals, enables optimum learning.
- Professional Learning programs prepare teachers and leaders to meet the standards of professional practice.
- Teachers and leaders use a range of data arising from their practices to inform cycles of evidence-based continuous learning.

Division Domain: Learning Support Outcomes

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfill their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
- Infrastructure (technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

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

DOMAIN: GOVERNANCE

Engagement with Stakeholders

- The opening for the Art's Alive and Well in Schools happened on Saturday, May 15. The Exhibition is a partnership among the three school divisions in Lethbridge and Southern Alberta Art Gallery (SAAG). Thank-you to Kathy Knelsen and Karen Rancier for all of your work on organizing the event, and thank-you to Garrett Simmons for the "virtually installed" part of the show. You can check out the award winners on the website [Virtually Installed: Lethbridge Schools. Students. Art. | Lethbridge School Division \(lethsd.ab.ca\)](https://www.lethsd.ab.ca/virtually-installed)
- The AROA (Ant-Racism Anti-Oppression) committee put out a survey to all parents as part of gathering feedback for the AROA Procedure that will support the policy.
- Morag Asquith continues to participate every other month on the Leadership Advisory of the Chinook Child and Youth Advocacy Centre. It is exciting to see their building downtown Lethbridge take shape and get ready to support our community even more !
- The 2023- 2024 Operating Budget was presented on May 23rd. A survey has been posted for stakeholders to provide feedback on the budget. The board will review and approve the budget at a special meeting on May 29th.
- Director of Technology and Learning Jesse Sadlowski has been asked to be part of a Community of Interest (COI) group focusing on Cybersecurity. This new COI group has been started by the Ministry of Technology and Innovation. The group will hold monthly meetings to look at the current state of Cybersecurity and how organizations can better protect themselves.

Collaboration with other School Authorities, Municipalities, and Community Agencies

- Rhonda Aos met with CPHR Alberta for input into professional learning for the fall and winter.
- Morag Asquith and Joey Gentile have been working alongside Miguel Hernaiz, Asesor Tecnico for the Spanish Embassy and Alberta Education, lining up interviews with potential Spanish Teachers who are looking to teach abroad in Canada. They will be conducting interviews the week of the 24th.
- Instructional Services went on a "road trip" on May 4th and 5th to meet with Parkland School Division and Red Deer Public School Division to team and learn together.
- In partnership with Southwest Collaborative Support Services, our students who are blind or visually impaired will be partaking in a number of community outings/field trips focused on accessing our community in a safe and inclusive way. These activities present our students with opportunities to engage in new educational activities (such as pottery and drumming @ CASA) and how to access community activities when visually impaired. These activities also bring our students together to build social connections. These field trips are supported through our Alberta Education Low Incidence Support Grant which was received in December 2022.

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

Literacy

- Elementary schools continue to value support in looking at how the new literacy resources tie together to build a comprehensive literacy structure and inform practice – more time has been spent again this month with teachers building those connections through grade level meetings, whole school presentations, and one-on-one support.
- Support for Middle School teachers with narrative writing using a workshop model and thinking routines. Specifically, Jodie collaborated with grade 6 teachers in preparation for the PATs and did class demonstration lessons using small group writing instruction.
- Jodie supported Boost teachers with literacy instructional strategies and resources for the implementation of grade 1 starting in May.
- Jodie and Karen facilitated the final Elementary and Middle School Literacy Committee meetings of the year.
- Jodie, Michaela, and Karen have begun planning new curriculum implementation PL sessions for the fall.

Numeracy

- Michaela continues to facilitate elementary residencies with a focus on utilizing the workshop model to create thinking classrooms. Supporting the Foundational Skills Interview continues to be another area of focus for Michaela.
- She continues to provide best practice support for utilizing manipulatives to middle school through classroom demonstrations.
- Michaela and Karen facilitated the final Elementary and Secondary School Numeracy Committee meetings of the year.
- Michaela, Jodie, and Karen have begun planning new curriculum implementation PL sessions for the fall.

Experiential Learning including secondary initiatives:

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

- Lethbridge College “Exploratory Days” was hosted May 1-12- students grade10-12 are invited to experience potential industries and careers in early May through a series of program specific sessions.

Innovation and Technology

- All schools have been surveyed regarding the use of Smart Notebooks. We do have a small number of teachers who still utilize the software and find it very valuable. Currently, we are reviewing pricing and gaining feedback on rolling out the software for the few people who continue to use it. We are also reviewing other software that may have similar features
- Members of our Tech Team have started to offer short workshops on using Micro:bits. All of our elementary schools currently have a class set of Micro:bits that can be used to

teach computer science and computational thinking. With computer programming being added to the grade 1-3 science curriculum next year, we have seen more people reaching out wanting to learn more about the Micro:bits.

Early Learning

- Families have been notified of EEP placements for the 2023-2024 school year. As part of the registration process, new families were invited to a Pop-In on May 12 and follow-up speech and language assessments will be completed in May and June.
- Online weekly Parent Café meetings continue to be offered to families of children supported through Program Unit Funding in our early education programs. These focus on strategies to encourage skill development in play (i.e., supporting children through transitions, outdoor play ideas).
- Rochelle attended a Building Brains Together meeting with the University of Lethbridge on April 25 and will attend the Lethbridge Plays Steering Committee meeting on May 17.
- Rochelle participated in a *Strengthening Executive Skills to Promote School Success* workshop on May 1 and 2.

Indigenous Education

- Upcoming events include Honor Night and Indigenous Graduation Evening

Wellness

- Cason Machacek and Sydnie Erlendsen are finished their presentations to administrators and are hitting the ground running providing supports and digital wellness education to staff and students!!! They also presented to Division School Council at the beginning of May.
- The Human Resources team is continuing to promote Inkblot EFAP program with staff
- The Administrator Strategic Planning event April 20th discussed the data generated from the Wellness and Inclusion- Student Forum and will be submitting their 3 priorities that their schools will target/focus on, on May 11th for the upcoming 2023/24 school year it will be exciting to see the student's feedback materialize.

Diversity

- We continue to work closely with Lethbridge Family Services: Immigration Services to provide our newly arrived families with supports. Most recently, we have learned that LFS is unable to provide translation services to families that are not LFS clients. We are working to find a new translator service for our families to access for parent meetings, etc.
- Jackie completed staffing for complex student needs and continues to meet with families whose children require supports to meet learning complexities.
- Jen Day, counselling coordinator, has worked on streamlining the VTRA support process.
- Rebecca Adamson, inclusive education coordinator, has completed student observations to support positive behavior.
- Our Speech and Language Service Guide has been updated to reflect and focus resources according to need, impact, and available community supports.
- Carmen Carvalho (EAL Lead Teacher) and Saajan Sapkota (EAL Student Support Worker) continue to complete student intake interviews and communicate student needs with schools as they pertain to programming and registration.
- Carmen met with Lethbridge College Advisory Board to discuss the new SILP Program (Settlement, Integration, and Language Project) for newcomers.
- Carmen collaborated with Karen Smith and Quentin Boehr from the LC English Language Centre to schedule classroom visits/presentations for high school students.
- Carmen and Saajan continue to meet with schools to support EAL programming and to model instructional strategies; Carmen also supports school LSTs as they complete EAL Benchmarking for Alberta Education according to year-end requirements.
- Saajan performed at Wilson Middle School's Cultural Showcase in May. 18, 23 Along with Saajan's monthly supports, for individual students and families individual.

International Programs

- The Division International Program continues to grow exponentially for the 2023-24 school year. Recruitment has certainly paid off with a number of applications coming in for next school year.

DOMAIN: Teaching and Leading

PRIORITIES: ACHIEVEMENT AND INNOVATION

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 several schools to set up several training dates in May. 18, 23.
- On May 4th the tech department is hosting a student information workshop for all interested school admin who would like to brush up on the skills required to use our student information systems. We will also talk about workflows and processes when retrieving student data.

- On May 4th the Tech Department hosted a half day refresher workshop on using PowerSchool for Administrators. The session was open to all administrators who just want to better understand how they can leverage PowerSchool to pull reports and find information.
- Working with SAPDC the Tech Team, on March 10th, hosted a beginner 3D Printer Workshop for teachers. The course has been offered numerous times but continues to be requested by teachers and sells out quickly.
- A committee of administrators, along with Jackie, Rebecca, and Rochelle, are working on developing the Parabyte PL modules that will be used to provide professional learning to ALL educational assistants over the course of the 2023-2024 school year.
- A group of 22 educators from our school division travelled to Calgary to take part in a workshop focused on developing executive functioning skills with author Dr. Peg Dawson. Peg's book, Smart but Scattered, provides supports and strategies to help educators (and parents) understand the development of executive functioning skills in our students/children.
- The next scheduled CUPE Leadership subcommittee is May 23, 2023 with Rhonda Aos and Stacey Wichers facilitating. The subcommittee is working on training resources for CUPE 290 staff.

DOMAIN: Learning Supports
PRIORITIES: INCLUSION

Building Staff Capacity to Meet the Needs of all Learners

- Jen Day, counselling coordinator, has updated the counselling model to create equitable services for K-5 students.
- Jen also worked alongside high school principals to plan for programming options for students displaying violent and aggressive behaviors in schools.

Collaborative Partnerships to Support Learning

- Working with Jordan's Principle has allowed our school division to provide additional supports for many of our division students of Indigenous ancestry. This partnership has been greatly appreciated and accessed by many of our schools already this year.

Cross-Ministry Initiatives

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

- Modular classroom and washroom unit have arrived at Coalbanks Elementary School. Will be linked to the school and fit up for occupancy for the 2023-2024 School year.
- School Planning Funds for Galbraith Elementary School modernization were approved in 2023 Provincial budget. These funds will allow the division to continue work on project scope and preliminary design for eventual full project funding by Alberta Education.
- Design Build contract for the construction of the new K-5 school in Garry Station has been awarded to Ward Bros Construction. Construction of the new school will begin this summer.

MEMORANDUM

May 23, 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.

- Immanuel Christian Elementary received a \$1000 donation from the grandparents of a student during Christian Education Week.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: **Acknowledgements of Excellence**

Background:

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

Wilson Middle School Showcase:

Oki and hello! Wilson Middle School has been busy this school year!

Wilson has able to host a bingo night, a presentation on self-image by Jon Hansen, Live Different, an incredible performance by the Westwind Thunder, and a digital wellness presentation from Cason Machacek, the district Digital Wellness lead teacher, that all allowed parents and families to come into our building. We have also hosted several free hot dog lunches for our students.

We have been fortunate to have Jenna Bruised Head join us from the education center Monday to Thursday afternoons at Wilson. They have established our Niitsitapiisiinii class which is available for all students at Wilson to join as their period 7 exploratory. This class has been exploring many aspects of Indigenous culture. Many students at Wilson have loved this addition to our timetable. We appreciate the support that Jenna has provided us in this area as we continue to build our understanding and Indigenous ways of knowing. Brielle Young Pine, Brooke Young Pine, Rylee Crow Shoe, and Kenzi Bruised Head represented Wilson through Indigenous Dancing at Winston Churchill's recent culture day. We are so proud of how well they represented Wilson Middle School.

Our fine arts department has been hard at work with a fall production, festivals, fundraisers, and concerts. Our yearly fine arts production, Peter Pan, under the direction of Lauren Granberg and Lance McKay was seamlessly presented prior to the Winter Break. There was over 7 performances in 4 days and many elementary schools and community members came out to water. The Peter Pan performance was adapted to include Indigenous Characters. Our Grade 7-8 band recently travelled to the Edmonton Music Festival under the supervision of our fabulous band teacher, Erin George – Samuel. The students were awarded superior marks for all of their performances. This three-day trip required a lot of coordination and fundraising on behalf of the band students including selling 500 dozen donuts from Krispy Kreme Donutnuts. Our Grade 6 Band, Grade 7/8 band, and choir also participated in the local music festival. Our

grade 6 and grade 7/8 band were both awarded superior marks for their performance. The band season was capped off with a spring concert at Wilson on March 23rd which saw over 300 family members attend!

Our guitar and Rockband teacher, Jordon Grashuk, has done a phenomenal job in engaging our students in the Rockband program. Our term 2 group ended with an epic Rockband concert on March 22nd in front of parents and family members. Our rockband exploratory option now has a waiting list to get into and we are excited to see the growth of this program at Wilson.

Our badminton season is in full force, and it has been fun to watch the growth of our students as the season progresses. We look forward to track and field and our grade 5 spring basketball camps for our feeder elementary schools that are beginning soon.

Looking forward to the end of the school year, we are excited to be hosting our yearly cultural day. Over 50 students at Wilson are working hard preparing dancing, skits, and presentations for our April 28th. We look forward to celebrating the diversity and rich culture we have at Wilson. We also have 57 very excited middle schools counting down the days to our Toronto Trip in May. We will be heading to Niagara Falls, going up the CN tower, attending a Blue Jays game, experiencing the Hockey Hall of Fame and a dinner theatre, and exploring some local museums.

Coalbanks Elementary Showcase:

Welcome to Coalbanks Elementary School! We are a vibrant, growing, and bustling school that serves 650 students and their families from the community of Copperwood. Here at Coalbanks you will find a dedicated and collaborative staff committed to the success of student growth and achievement. We are diligent in our belief that every student can be successful given the right tools and structures to support a diverse learning community.

Our school priorities are grounded in sound pedagogical practice for both Literacy and Numeracy. Our student achievement data shows we are at or above the provincial average in both reading, writing and math. This is something that we celebrate! Coalbanks also celebrates innovation through our creative approach in our Learning Commons and Maker's Space. This is the hub of the school where students freely flow in and out to be imaginative and inventive through multiple outlets.

Some of our notable clubs are robotics, coding, Lego, leadership, team sports and book clubs. Coalbanks is also fortunate to have a state-of-the-art outdoor play space where students can engage with their peers and build strong friendships and connections. There is something for everyone at Coalbanks!

MAKER SPACE / LEARNING COMMONS AT COALBANKS



COALBANKS ROBOTICS CLUB IN MEMORY OF CHARLES MCINTYRE



COALBANKS LEGO CLUB



Senator Buchanan Elementary Showcase:

Thank-you for allowing us to share what is happening in our school.

We have had a very busy 2022-2023 school year at Senator Buchanan. We are a very caring, inclusive and diverse school community, supporting 297 students from Kindergarten through Grade 5. We are passionate about embracing differences and bringing awareness to wellness for our entire school community. In January 2021, we completed our massive renovation. However, with COVID-19 restrictions in places, this has been our first full year of fully enjoying all spaces.

We feel so supported by Executive Council seeing the needs in our building. We are thankful to have added one additional Kindergarten program and one additional Grade 1 class due to our high numbers in those lower grades in mid-September. We know the importance of the early years and are so grateful to have smaller class sizes in these grade levels.

We stay connected to our community in many ways. We hosted our annual Welcome Back event, serving over 700 bowls on Kona Ice to our community as we welcomed back families into the building. We tie this event to our AGM to encourage parent participation in our School Council. Our strength in community connection is evident throughout our building.

We also have a very active Grade 4/5 Leadership Council who represent our student perspective in our school. They help with many tasks within the building including having a voice in budget setting, purchasing and setting priorities for the school year. They are also very active in service learning and contribute to the community also spreading kindness and appreciation.

Our staff work collaborative in Grade Levelled Teams, meeting weekly for one hour to develop their further understandings in topics of their choice. They then engage in generative dialogue with administration and each other to further push curiosity and growth.

As a school, we continue our Character Education through the Circle of Courage. Our school awards and assemblies to support students in this program. We have embarked in professional learning as a staff to push our understandings of the Medicine Wheel and how to support our students in their learning. We have also tied our awards into a large art project outside our school, where each award becomes part of our medicine wheel around a tree.

We are very proud of our universal breakfast, lunch and snack programs. We can serve our entire building now in approximately 15-30 minutes. We cannot express our gratitude for the community support and funding we receive for this important part of our school.

We are happy to share with you that we have received several grants already this year. We have received grants from RBC, President's Choice, The Emerald Foundation and The Legacy Foundation to support our various projects in the school. We are excited to use these funds soon to further improve our school. We are looking forward to wrapping up our school year together as a community.

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

RE: School Graduations

Background:

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

School:	Events:
Chinook	Convocation June 28th at the school from 1:00-3:30 Gala May 12th from 5-11 (Speeches 6-8:30)
Churchill	June 28th at the Enmax 10:00-12:00 Evening Program- Doors open at 6 and Guests arrive to be seated at 6:30. Grand entrance 7pm followed by the evening program and a dance
ICSS	June 28 th at 4:00PM at the Trinity Reform Church.
LCI	Saturday May 27th- Convocation 9:30am, Grand March and Dance 6:30pm
Victoria Park	June 14th & 15 th 9am-3pm at Henderson Lake LASP Breakfast June 28th
Other	Indigenous Grad- May 23rd 5:00-7:00 Indigenous Honour Night June 1 st at SJF Queer Prom May 26 7-10pm

Recommendation:

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

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Cheryl Gilmore, Superintendent of Schools

RE: School Trustee Liaisons for 2023-2024

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

Recommendation

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

Respectfully submitted,
Cheryl Gilmore

Calendar of Events for Board of Trustees

May	24	Working Conditions Meeting (4:00)
	24	Indigenous Education Committee 9:00am; Education Centre
	27	LCI Convocation (9:30 at Enmax Centre)
	29	Board Budget Debate 3:30 pm, Education Centre
June	1	Indigenous Awards Night Senator Joyce Fairbairn Middle School (5:30)
	1-3	PSBAA Spring Conference Calgary
	4-6	ASBA Spring General Meeting Calgary/ Virtual
	7	Policy Advisory Committee 12:00pm; Education Centre
	7	Division Retirement Banquet Sandman Signature Lethbridge Lodge
	12	Division School Council 6:30 pm, Education Centre / Microsoft Teams
	13	Board Committee of the Whole (3:00 Education Centre)
	14-15	Victoria Park Convocation Henderson Lake
	16	Retirement Celebration Superintendent Cheryl Gilmore Dr. Robert Plaxton Elementary School (1:00)
	16	ATA Retirement Banquet
	21	National Indigenous People's Day
	27	Board Meeting 1:00 pm, Education Centre
	28	WCHS Convocation (10:00 – 12:00) at the Enmax Centre
	28	Immanuel Christian Secondary School 4:00PM; Trinity Reform Church.
28	Chinook High School Convocation (1:00-3:30) at the school	

MEMORANDUM

May 23rd, 2023

To: Board of Trustees

From: Christine Lee, Associate Superintendent, Business and Operations

RE: Presentation of the 2023-2024 Draft Operating Budget

Background

Avice DeKolver, Director of Finance, will be attendance to present the draft operating budget for the 2023-2024 school year. The documents attached provide high-level information about the budget. All budget information including the presentation will be posted to the Division website. A survey about the budget will be available after this presentation for the public to comment on the budget and budget information provided through a survey. The survey information will be gathered and presented to the Trustees for their meeting to review the budget for approval on May 29th at a special budget meeting.

Upon approval the budget will be submitted to Alberta Education on May 30th as required under the *Education Act*.

Recommendation

That Trustees receive the presentation as information.

Respectfully submitted,
Christine Lee

Lethbridge School Division



**G.S. Lakie Middle School Production
of Oz with a Twist**

2023-2024 Preliminary Budget



Prepared by the Division of Business and Operations
433, 15th Street South
Lethbridge, Alberta, Canada T1J 2Z4

*For more information, visit our website at:
www.lethsd.ab.ca*



Lethbridge School Division 2023-2024 Preliminary Budget Index to Summary Information

Note the information presented in this document is summary information only.

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LETHBRIDGE SCHOOL DIVISION

BOARD OF TRUSTEES BELIEF STATEMENTS FOR PREPARATION OF THE 2023-2024 BUDGET

Lethbridge School Division is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual division budget and to fiscally manage the Division's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as required by the *Education Act*.

Board Values:

Learning, Inclusion, Respect, Wellbeing, Leadership

- The Board believes the budget should be developed in the best interests of all students.
- The Board believes in a budget process that is open and transparent.
- The Board believes the budget shall provide for staffing to facilitate educational opportunities for all students.
- The Board believes in collaboration with municipalities, other boards, and community-based service agencies to effectively address the needs of all students which promotes the efficient use of public resources.
- The Board believes education at the primary level is foundational to student success, and as such is a priority.
- The Board believes funds need to be allocated to promote equitable access to educational opportunities and resources for all students.
- The Board believes in keeping Division and school levied fees as low as possible.
- The Board believes maintaining an uncommitted reserve is necessary for emergent and contingent situations.
- The Board believes opportunities for student learning are achieved by allocating funds to specific centralized programs and services.
- The Board believes in providing targeted opportunities to further board priorities within schools.

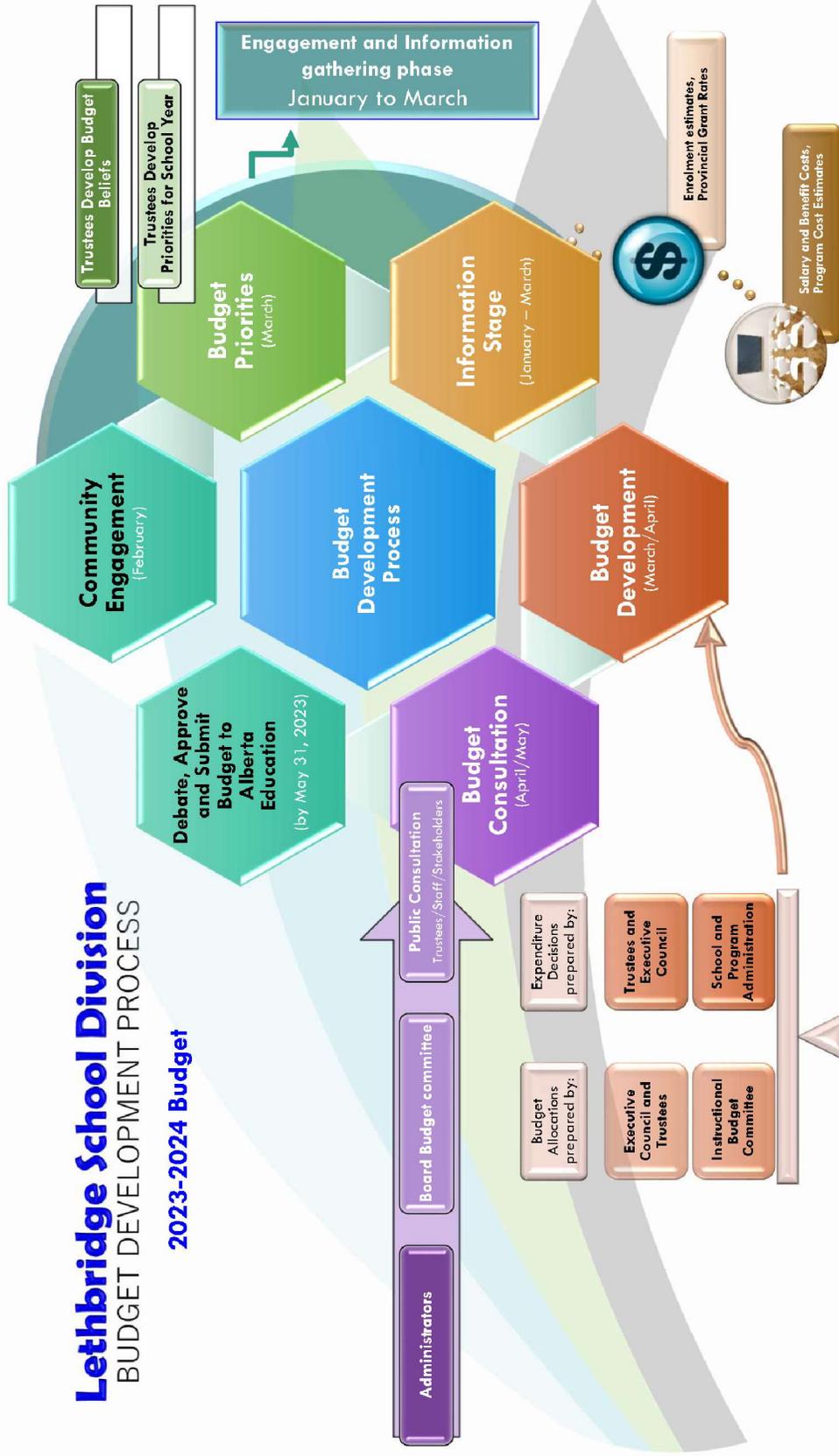
Board Priorities:

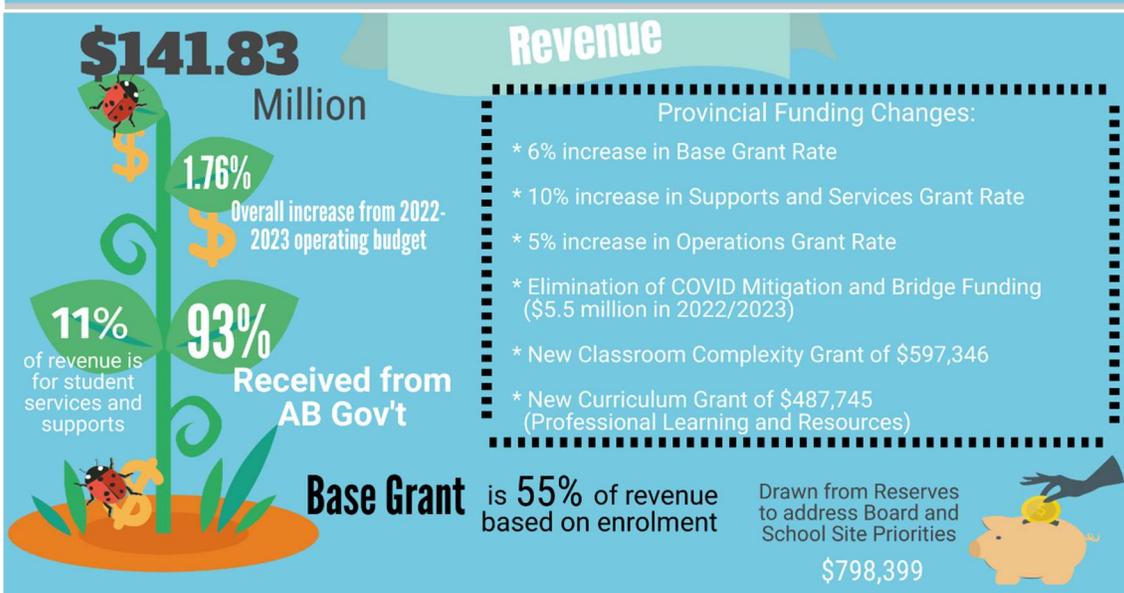
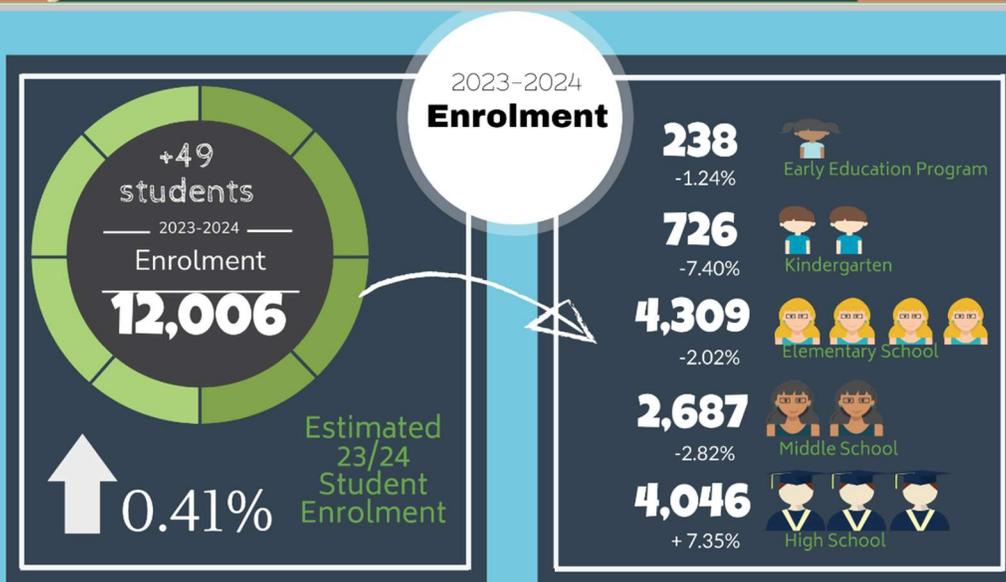
- Growing Learners and Achievement
 - Leading Learning and Building Capacity
 - Supporting Learning and Wellbeing

Lethbridge School Division

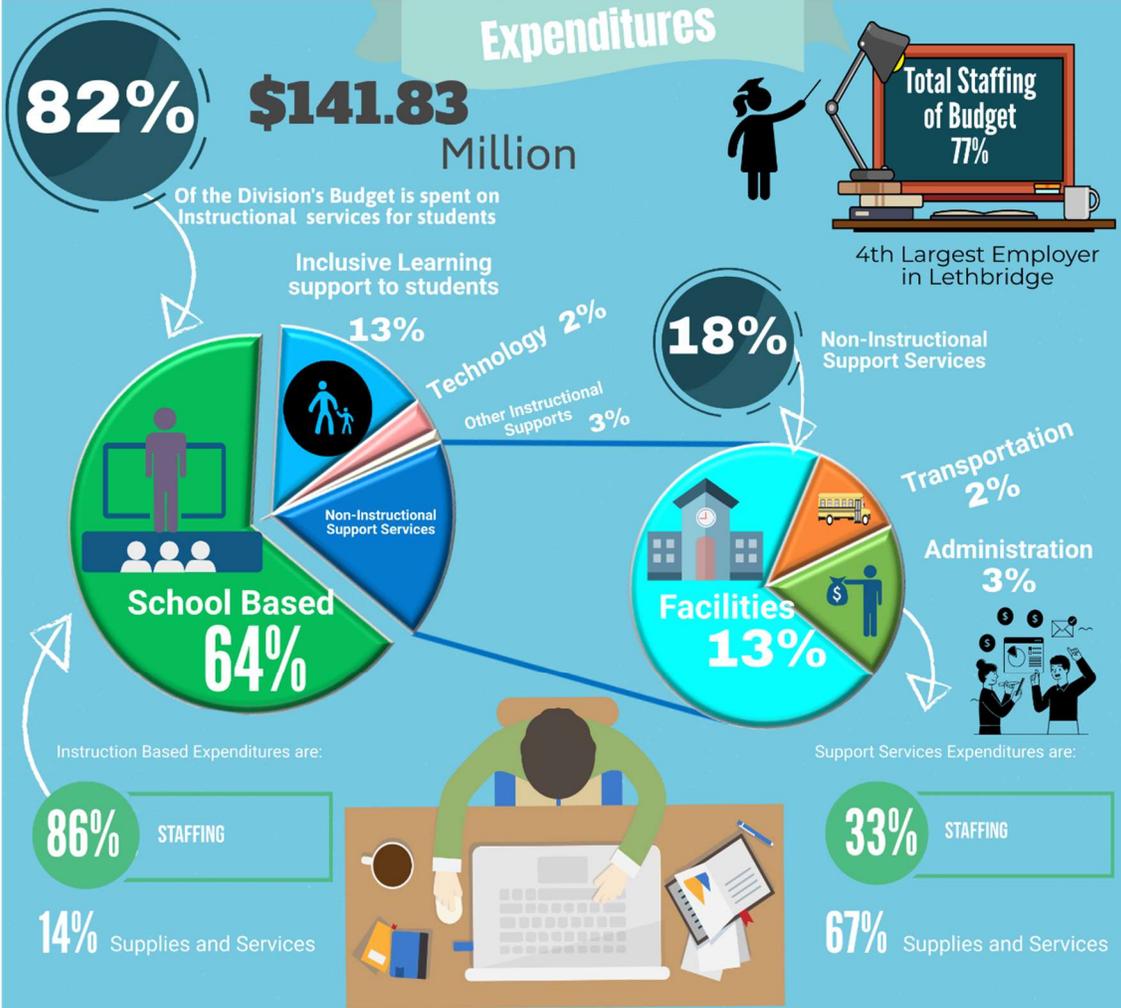
BUDGET DEVELOPMENT PROCESS

2023-2024 Budget





Expenditures



Values

Learning / Inclusion / Well-being / Respect / Leadership

Board Priorities

Leading Learning and Building Capacity



Supporting Learning and Wellbeing

Growing Learners and Achievement



Lethbridge School Division

2022-2023 Preliminary Budget

Executive Summary

Lethbridge School Division has a total operating budget of \$141.83 million and provides public education services to the citizens of the City of Lethbridge, Alberta, Canada.

The School Division was established in 1886 and proudly serves a community that grown to over 100,000 residents. Lethbridge School Division serves approximately 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.

Division Priorities and Strategies

The Board of Trustees held a consultation session with the education stakeholders of the community. After two years of virtual Town Halls, the Division was happy to once again welcome the stakeholders back to an in person session. Over 1,000 responses were received for the following two questions:



In what ways are we successfully supporting students to grow as learners?

Where do you see room for improvement in supporting students as learners?

There were five (5) main themes that emerged from the discussions and feedback our Division received from the Town Hall:

1. Learning (flexibility, technology)
2. Student Support and Resources
3. Opportunities
4. Mental Health and Wellness
5. Diversity and Inclusion



The feedback assisted the Board of Trustees in establishing priorities for 2023-2024.

Priorities:

Growing Learning and Achievement
Leading Learning and Capacity Building
Supporting Learning and Well-Being

Values:

Learning to inspire curiosity, creativity, critical thinking and ownership of learning in a culture of innovation.

Inclusion to create a safe and welcoming place where every person feels valued, respected, and can participate fully as a member of the community.

Well-Being to foster the physical, mental, and emotional wellness of every person in an optimal learning environment.

Respect to uphold a culture where every person treats each other with kindness, empathy and dignity.

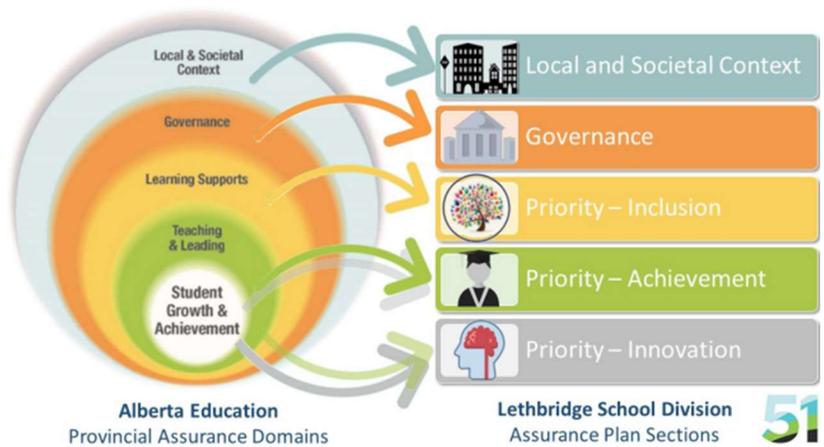
Leadership to empower every person to be responsible, ethical and effective leaders in their communities.

The Board of Trustees used this information to inform the belief statements for the development of the 2023-2024 budget and then the resources available are allocated with these priorities and values in mind.



Division Bands Participate in Lethbridge and District Music and Speech Arts Festival

Annually, Lethbridge School Division prepares an assurance plan to address the provincial assurance domains. The three domains align with the Division's three priorities and are discussed below.



Student Growth and Achievement

OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Metis, and Inuit experiences. The school community applies the resources needed to support First Nations, Metis and Inuit student achievement.
4. Students are active, healthy, and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback.

Teaching and Leading

OUTCOMES:

1. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
2. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
3. Collaboration amongst teachers, leaders, students and their families and other professionals enables optimum learning.
4. Professional learning programs prepare teachers and leaders to meet the standards for professional practice.
5. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning.

Learning Supports

OUTCOMES:

1. Learning environments are welcome, caring, respectful and safe.
2. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.
3. Education partners fulfill their respective roles with a shared understanding of an inclusive education system.
4. Students and their families work in collaboration with education partners to support learning.
5. Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning.
6. Infrastructure (technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.



Meritorious Budget Award Program

Lethbridge School Division is pleased to participate in the Association of School Business Officials (ASBO) International Meritorious Budget Award Program (MBA) for presentation of the 2023-2024 budget. The Division received its first MBA for excellence in the presentation of the 2006-2007 budget and the seventeen (17) subsequent years up to and including the 2022-2023 budget. Once the budget is approved by the Board of Trustees, the Division develops the 2023-2024 comprehensive budget report for the public and for the submission to ASBO for consideration for the Meritorious Budget Award.

Budget Process

The Division's budget process involves stakeholders to ensure there is involvement in the development of the budget from start to final approval. The Division undertook a number of consultations with stakeholders to discuss the current fiscal situation and to develop expenditure priorities for the 2023-2024 budget. An in person Town Hall meeting was held in February 2023 involving parents, students, staff, and the community to explore and discuss two main questions:

- In what ways are we successfully supporting students to grow as learners?
- Where do you see room for improvements in supporting students as learners?

The feedback on these questions influenced the development of Board priorities. The Board of Trustees developed belief statements in March 2023 and set priorities which guided the development of the 2023-2024 budget. The budget process and policies used to develop the budget remained relatively consistent from the development of the 2022-2023 budget.

New for the 2023-2024 was the creation of a budget engagement survey which sought input into the development of the instruction area of the budget. Using this tool, respondents had the opportunity to provide input into the percentage of the instruction budget that should be allocated to each area. A total of 419 responses were received and the feedback was considered in the development of the instruction budget for 2023/2024.

Information on funding and expenditure estimates was gathered and then the budget was developed in consultation with senior administration, school and program administrators, and trustees. Stakeholders, including parents, staff members, administration and trustees, are invited to review the online presentation of the budget in May 2023 to discuss the significant challenges in developing a fiscally responsible budget, how it relates to the priorities and strategies developed, and to gather feedback on the draft budget. Stakeholders are then encouraged to provide written comments on the budget to the Board for consideration at the budget debate May 29th, 2023. After final approval by the Board, the budget is then submitted to Alberta Education as required under legislation. Under legislation, the budget is to be submitted to Alberta Education by May 31st each year.

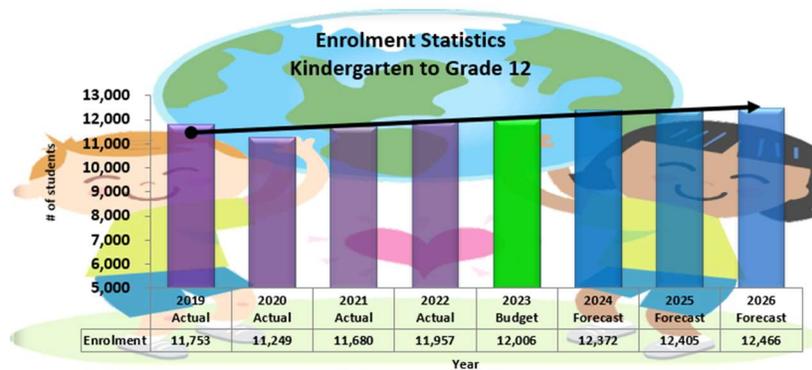
This budget is called the "Preliminary" budget version, although it is the legally adopted budget for purposes of meeting legislative requirements. The budget will be updated for actual known enrolments and other known changes as of September 30th, 2023.

Enrolment

Lethbridge School Division has 12,006 students projected to be enrolled in early education (pre-school) through Grade 12 in the 2023-2024 school year as compared to 11,957 in 2022-2023. This is an increase of 49 students or 0.41% from the prior year. These enrolment numbers are based on estimates submitted to Alberta Education in December 2022. Actual enrolment numbers for the 2023-2024 are then submitted on September 30th, 2023.

Elementary and Middle School show slight decreases. High School is anticipated to see the largest increase due to a large grade 8 class in 2022-2023 that will be entering high school in 2023-2024. The grade 8 class for 2022-2023 is the largest grade within the Division (with over 1,000 students).

Program	Actual				September 2023	Change	
	September 2019	September 2020	September 2021	September 2022			
Early Education	497	357	299	241	238	-3	-1.24%
Kindergarten	806	725	747	784	726	-58	-7.40%
Elementary (Grades 1 - 5)	4,467	4,111	4,279	4,398	4,309	-89	-2.02%
Middle School (Grades 6 - 8)	2,631	2,687	2,787	2,765	2,687	-78	-2.82%
High School (Grades 9 - 12)	3,352	3,369	3,568	3,769	4,046	277	7.35%
Total	11,753	11,249	11,680	11,957	12,006	49	0.41%
% Change		-4.29%	3.83%	2.37%	0.41%		



Historical enrolment data and other factors are used to predict enrolment for subsequent budget periods. The preceding chart illustrates the change in enrolment from September 2019 to September 2022 and projected enrolment over the next four years to September 2026. There has typically been an upward trend in enrolment due in part to the significant growth that the City of Lethbridge has experienced in prior years. In the four-year period 2023 to 2026 enrolments are projected to increase by 509 students or 4.24%.

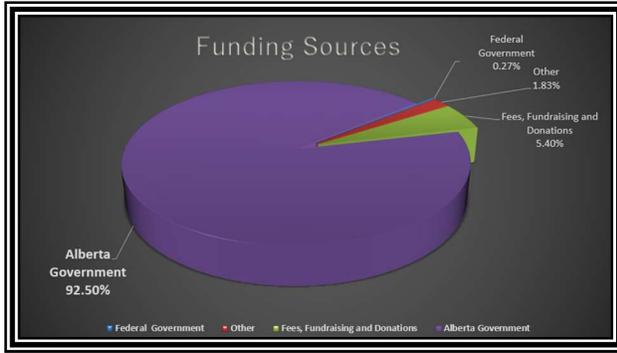
Enrolment fluctuations have a significant impact on future grant revenues as approximately 55% of the Division's funding is specifically for Base Instruction. The Provincial funding is based on a Weighted Moving Average (WMA) based on the following weighting for the 2023-2024 funding:

School Year	FTE	Weighting	WMA
2021-2022 Actual FTE Enrolment	10,990.0	20%	2,198.0
2022-2023 Estimated FTE Enrolment	11,312.0	30%	3,393.6
2023-2024 Projected FTE Enrolment	11,523.5	50%	5,761.8
Weighted Moving Average (WMA) FTE Enrolment			<u>11,353</u>

Due to the Weighted Moving Average (WMA), the Division will not be funded for 170.5 FTE students.

Provincially funded Full-Time Equivalents (FTE) enrolment is factored at 0.5 FTE for Early Education and KG programs

Funding Sources

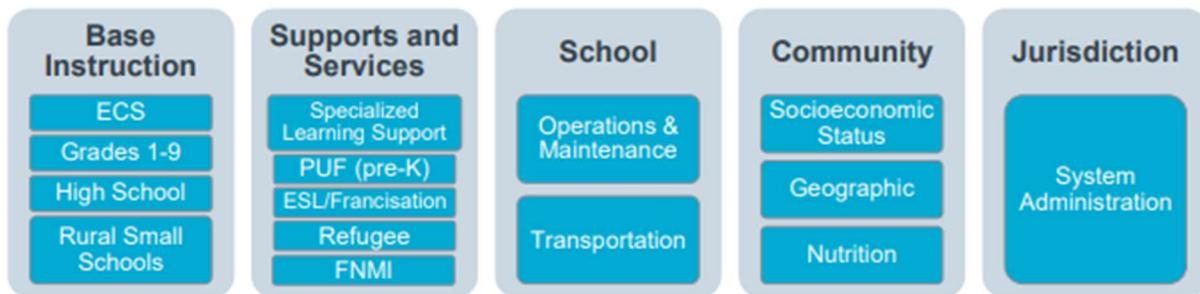


Lethbridge School Division is financially dependent on funding from the Province of Alberta. The School Division receives approximately 92.50% of its funding from the Provincial Government. The Division has control over other revenues such as school fees, school generated funds, outside grants, investment revenues, and one-time reserve funds, which comprise 7.5% of the Division's revenue.

Total budgeted revenues and allocations for 2023-2024 are \$141.83 million. Included in these revenues is approximately \$798,400 of prior year's reserves. Total revenues and allocations for the Division increased by 1.76% over 2022-2023.

Revenues and Allocations	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Alberta Education - Base Instruction	\$77,934,815	\$76,357,845	\$1,576,970	2.07%	\$74,747,458	\$3,187,357	4.26%
Alberta Education - Services and Supports	\$16,227,405	\$14,547,679	\$1,679,726	11.55%	\$14,549,077	\$1,678,328	11.54%
Alberta Education - Schools/Facilities	\$15,885,740	\$14,802,435	\$1,083,305	7.32%	\$14,790,441	\$1,095,299	7.41%
Alberta Education - Community	\$3,772,018	\$3,723,161	\$48,857	1.31%	\$3,723,161	\$48,857	1.31%
Alberta Education - Jurisdiction	\$4,253,325	\$4,092,216	\$161,109	3.94%	\$4,092,216	\$161,109	3.94%
Projects/Contracts	\$667,745	\$269,153	\$398,592	148.09%	\$0	\$667,745	100.00%
Other Provincial Revenue	\$803,279	\$1,304,787	(\$501,508)	-38.44%	\$606,101	\$197,178	32.53%
Teacher Pension Costs	\$6,500,000	\$6,500,000	\$0	0.00%	\$6,500,000	\$0	0.00%
Federal Government Funding	\$388,944	\$388,944	\$0	0.00%	\$388,944	\$0	0.00%
Other Revenues	\$9,452,773	\$8,012,800	\$1,439,973	17.97%	\$8,765,766	\$687,007	7.84%
Capital and Debt Services	\$5,145,860	\$5,084,555	\$61,305	1.21%	\$5,255,006	(\$109,146)	-2.08%
Total Operating Revenue	\$141,031,904	\$135,083,575	\$5,948,329	4.40%	\$133,418,170	\$7,613,734	5.71%
Prior Years Reserves (one-time funds)	\$798,399	\$4,298,912	(\$3,500,513)	-81.43%	\$2,542,697	(\$1,744,298)	-68.60%
Total Revenue and Allocations	\$141,830,303	\$139,382,487	\$2,447,816	1.76%	\$135,960,867	\$5,869,436	4.32%

Alberta Education funding falls into 5 main targeted grants:



Alberta Education - Base Instruction – 54.95% of Division Revenues

As part of the Provincial Funding Framework, the Base Instruction funding is based on the Weighted Moving Average (WMA) of funded full-time equivalent (FTE) student enrolment. The 2023-2024 WMA is calculated based the following:

- 20% of actual FTE enrolments of 2021-2022,
- 30% of the estimated final FTE enrolments of 2022-2023, and
- 50% of the projected funded FTE student enrolments for 2023-2024.

The Base Instruction grant is the largest grant the Division receives and is based on WMA enrolment amounts for ECS, Grades 1-9, High School and Outreach Programs. The WMA is set by Alberta Education for the 2023/2024 school year during the preliminary budget based on initial student enrolment projections. In September, the final student enrolment counts are updated but do not take account until the following budget year as part of estimated enrolments and as part of a prior year WMA adjustment.

The Base Instruction grant will see an increase of 6% in its grant rates for the 2023-2024 year. As well, included in this area of the budget is \$2.3 million of funding for teacher salary settlement to address the 2% salary grid increase for teachers for September 1, 2023.

Although, there is a 6% increase in the Base Instruction Grant, Lethbridge School Division will also see the elimination of Bridge Funding and COVID Mitigation Funding that the Division received for the last several years. It was anticipated that this funding would not continue for the 2023-2024 school year. The Division received \$5.5 million in 2022-2023 in relation to these two funding areas and over 99% of this funding was used to support instruction.

Alberta Education – Services and Supports – 11.44% of Division Revenues

As part of the Provincial Funding Framework, the Services and Supports funding includes various grants to support the specialized learning needs and/or groups of students that may require additional supports, such as through the Specialized Learning Supports (both for Kindergarten and Grades 1 to 12), Program Unit Funding (PUF), Moderate Language Delay, English as an Additional Language (EAL), First Nations Metis and Inuit Education, Refugee, and other Institutional Programs. Most of these grants also use the WMA to determine the funding levels.

For the 2023-2024 school year, the Services and Supports funding will see an increase of 10% in its grant rates. There is also a new classroom complexity grant that has been introduced for the 2023-2024 school year. This funding (\$597,346 for the 2023-2024 school year) can be used to address students' diverse needs within the classroom.

Alberta Education – Schools/Facilities – 11.20% of Division Revenues

As part of the Provincial Funding Framework, the Schools/Facilities funding includes Operations and Maintenance funding, Transportation, and Infrastructure Maintenance and Renewal (IMR) funding. There was a 5% increase in the Operations and Maintenance grant for the 2023-2024 school year. The Operations and Maintenance funding is allocated in a combination of the WMA enrolment and the facility space utilization.

School divisions apply for Capital Maintenance and Renewal (CMR) funding for specific projects. For 2023-2024, the Division will receive approximately \$778,000 in CMR funding. These funds are capital grants and not included in the operating budget. The CMR funding the Division will receive will continue to be used for the Victoria Park modernization project that started in the 2022-2023 school year.

A new transportation funding model will be implemented starting September 1, 2024 (for the 2024-2025 school year). The distance for eligible riders will change from 2.4 KM to 1.0 KM for grades K-6 and 2.0 KM for grades 7-12. The transportation grant rate for 2023-2024 will increase by 32% which will help address cost pressures for fuel and contracted bussing costs.

Alberta Education – Community – 2.66% of Division Revenues

As part of the Provincial Funding Framework, the Community funding is a category of provincial funding that includes various grants such as Socio-Economic, Geographic, and School Nutrition. These funding allocations

are specific provincial allocations based on the Division's factors and indexes compared to the province and the respective funding allocations.

For the 2023-2024 budget, Lethbridge School Division is receiving an increase of \$49,500 for its School Nutrition Grant which is dispersed throughout the Division.

Alberta Education – Jurisdiction – 3.00% of Division Revenues

As part of the Provincial Funding Framework, the Jurisdiction funding is specifically separated to identify the funding specifically for the board and system administration. Although this funding is based on a base allocation and WMA factors, the total grant is limited to a specific adjustment factor that reduces the funding to a specified portion of the Division's budget.

For the 2023-2024 budget, the grant amount has increased by approximately \$161,000.

Other Provincial Revenues:

Projects/Contracts – 0.47% of Division Revenues

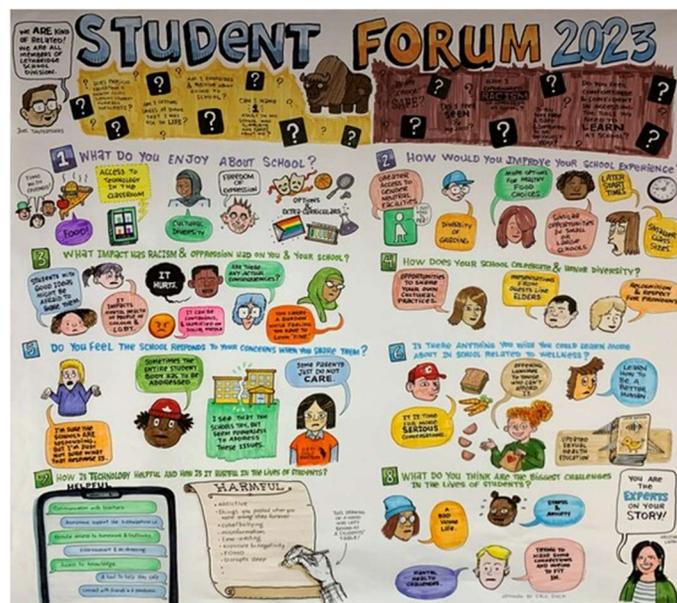
Project/contract funding is for specific one-time targeted grants that have been provided for specific projects/contracts. For the 2023-2024 budget, two Alberta Education specific grants have been included, \$487,745 for new curriculum funding and \$180,000 for the mental health in schools pilot program (known in the Division as the Digital Wellness program).

Other Provincial Revenues – 0.57% of Division Revenues

Other provincial revenue includes the provincially funded Making Connections programs for Alberta Mental Health and the Family Resource Network.

Teacher Pension Costs – 4.58% of Division Revenues

To appropriately account for current year teacher pension costs that are paid by the province of Alberta on behalf of school boards, the Division is required to record teacher pension costs paid as part of total Division revenues along with the corresponding expenditure as part of certificated salaries and benefit costs.



Artwork from First Division-wide Student Forum

Other Division Revenues:

Federal Government – 0.27% of Division Revenues

The revenues from the federal government relates to the funding received from Kainai Board of Education (KBE) for their students attending our Division.

Other Revenues – 6.66% of Division Revenues

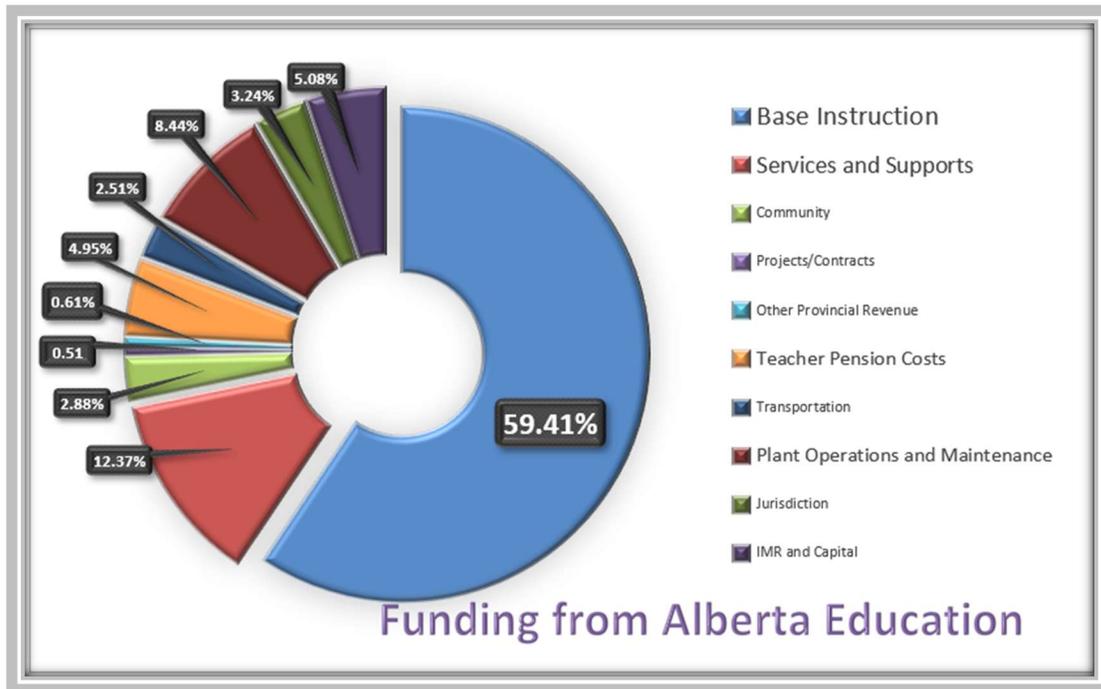
Other revenues include donations, fees and fundraising related to school generated activities, optional course fees, early education fees, and international student tuition fees.

Capital Block – 3.63% of Division Revenues

The capital block funding relates to the capital allocation revenues recognized for the supported tangible capital assets.

Prior Year Reserves – 0.57% of Division Revenues

Prior year reserves are the amounts of one-time reserves used to address priority areas. All reserve usage for the 2023-2024 preliminary budget are within instruction.



**Chart and percentages above are based on total Alberta Education funding (excludes other Division revenues)*

Provincial Revenue Estimates:

(Excluding reserves and other revenue sources)

	Projected 2023-2024	September 2022-2023	Total Change	% Change
Alberta Education Operating Grants	105,905,262	102,702,625	\$3,202,637	3.12%
Operations and Maintenance	11,069,462	10,419,912	\$649,550	6.23%
Transportation	3,292,559	2,848,800	\$443,759	15.58%
Capital and Debt Servicing	5,145,860	5,084,555	\$61,305	1.21%
Infrastructure Maintenance Renewal (IMR)	1,523,719	1,533,723	(\$10,004)	-0.65%
Jurisdiction	4,253,325	4,092,216	\$161,109	3.94%
Total	131,190,187	126,681,831	\$4,508,356	3.56%

Funding Allocations and Programs:

Funding is allocated to Division programs and services to ensure the programs meet the needs of the students and align with the Division’s priorities. Based on the available revenue sources, funding is allocated to the Division major program areas. The following is a comparison of the available revenue sources:

Revenues Sources	2023-2024 Preliminary Budget			2022-2023 Operating Budget			Variance from 22-23 Operating Budget			
	Operating Revenues	One-time Reserves	2023-2024 Preliminary Budget	Operating Revenues	One-time Reserves	2022-2023 Operating Budget	Operating Revenues	One-time Reserves	Variance from 22-23 Operating Budget	Change %
Alberta Government	\$131,190,187	\$0	\$131,190,187	\$126,681,831	\$0	\$126,681,831	\$4,508,356	\$0	\$4,508,356	3.56%
Fees, Fundraising and Donations	\$7,657,971	\$0	\$7,657,971	\$6,649,105	\$0	\$6,649,105	\$1,008,866	\$0	\$1,008,866	15.17%
Other Revenues	\$1,794,802	\$0	\$1,794,802	\$1,363,695	\$0	\$1,363,695	\$431,107	\$0	\$431,107	31.61%
Federal Government	\$388,944	\$0	\$388,944	\$388,944	\$0	\$388,944	\$0	\$0	\$0	0.00%
One-time Reserves	\$0	\$798,399	\$798,399	\$0	\$4,298,912	\$4,298,912	\$0	(\$3,500,513)	(\$3,500,513)	-81.43%
Total Allocations	\$141,031,904	\$798,399	\$141,830,303	\$135,083,575	\$4,298,912	\$139,382,487	\$5,948,329	(\$3,500,513)	\$2,447,816	1.76%

As shown above, there is a \$2.4 million increase in revenue from the 2022-2023 budget. This is mainly due to the increases in school generated funds (SGF) revenue and Alberta Education grant funding increase. This is offset by a decrease in one-time reserves for 2023-2024 as reserves were spent in 2022-2023 to meet Alberta Education’s reserve cap of 3.20% by August 31, 2023. The overall net effect was a 1.76% increase in funding available for allocations.

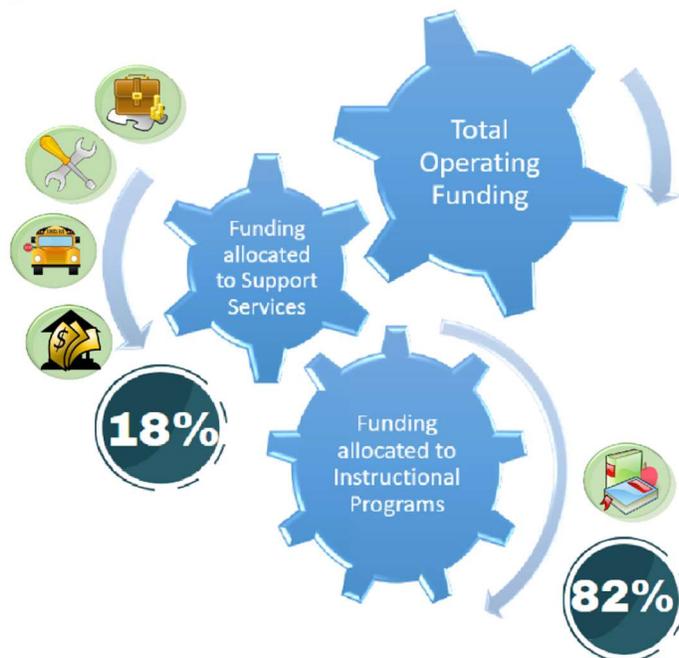
Funding Allocations	2023-2024 Preliminary Budget			2022-2023 Operating Budget			Variance from 22-23 Operating Budget			
	Operating Revenues	One-time Reserves	2023-2024 Preliminary Budget	Operating Revenues	One-time Reserves	2022-2023 Operating Budget	Operating Revenues	One-time Reserves	Variance from 22-23 Operating Budget	Change %
Instruction	\$115,941,206	\$798,399	\$116,739,605	\$110,333,659	\$3,778,912	\$114,112,571	\$5,607,547	(\$2,980,513)	\$2,627,034	2.30%
Administration	\$4,253,329	\$0	\$4,253,329	\$4,159,340	\$0	\$4,159,340	\$93,989	\$0	\$93,989	2.26%
Plant Operations and Maintenance	\$10,751,228	\$0	\$10,751,228	\$10,585,214	\$220,000	\$10,805,214	\$166,014	(\$220,000)	(\$53,986)	-0.50%
Transportation	\$3,332,559	\$0	\$3,332,559	\$2,888,800	\$300,000	\$3,188,800	\$443,759	(\$300,000)	\$143,759	4.51%
Capital and Debt Services	\$6,753,582	\$0	\$6,753,582	\$7,116,562	\$0	\$7,116,562	(\$362,980)	\$0	(\$362,980)	-5.10%
Total Allocations	\$141,031,904	\$798,399	\$141,830,303	\$135,083,575	\$4,298,912	\$139,382,487	\$5,948,329	(\$3,500,513)	\$2,447,816	1.76%

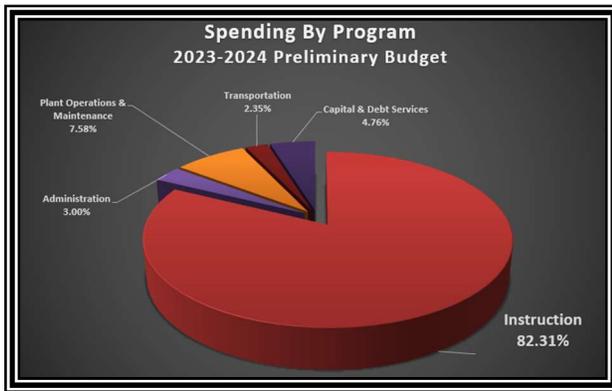
The five (5) major programs include Instruction, Administration, Plant Operations and Maintenance (POM), Transportation, and Capital and Debt Services. Many of these funding allocations are directly correlated to the types and amounts of funding provided for each area and the applicable restrictions that may be included in the funding.

The **Budget Allocation Model** first allocates the targeted/ restricted funding (as it must be used for that specific purpose), then allocates the remaining funding based on the Division and its priorities.

The **Support Services** areas of Administration, Plant Operations & Maintenance, Transportation, and Capital & Debt Services are funded by specific/ targeted provincial funding for their respective areas of supports. These represent approximately **18% of the total operating budget**.

The **Instructional Programs** represents approximately **82% of the total operating budget**. The Instructional Programs include some specific/ targeted provincial funding such as the Program Unit Funding (PUF), Institutional Programs, and School Nutrition Funding. The remaining operating funding is then available for allocations for schools and other institutional programs.





Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools to remain viable. The \$141.83 million of funding resources are allocated to five (5) major program areas including Instruction, Plant Operations and Maintenance, Transportation, Administration, and Capital and Debt Services.

The chart below compares spending by program of the 2023-2024 Preliminary Budget, the 2022-2023 Operating Budget, and with the 2022-2023 Preliminary Budget:

Spending by Program	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Instruction	\$116,739,605	\$114,112,571	\$2,627,034	2.30%	\$111,185,031	\$5,554,574	5.00%
Administration	\$4,253,329	\$4,159,340	\$93,989	2.26%	\$4,092,217	\$161,112	3.94%
Plant Operations and Maintenance	\$10,751,228	\$10,805,214	(\$53,986)	-0.50%	\$10,257,562	\$493,666	4.81%
Transportation	\$3,332,559	\$3,188,800	\$143,759	4.51%	\$3,088,800	\$243,759	7.89%
Capital and Debt Services	\$6,753,582	\$7,116,562	(\$362,980)	-5.10%	\$7,337,257	(\$583,675)	-7.95%
Total Expenditures and Transfers	\$141,830,303	\$139,382,487	\$2,447,816	1.76%	\$135,960,867	\$5,869,436	4.32%

Instruction Allocations – 82.31% of Division Spending

The Budget Allocation Model is a collaborative process through the Division’s Instructional Budget Committee (IBC), which includes representatives from elementary, middle, and high schools. It also includes members of board administration. This committee, through board priorities and consultation with our schools/groups within the Division, determines the funding allocations for the instructional programs.

Instruction is the allocation to all schools (elementary, middle, and high), Inclusive learning, technology and other instructional programs and services offered to provide educational opportunities to students within the Division. Some of the other instructional programs and services include Indigenous education, school generated funds (SGF), early learning, international students and other initiatives both within the Division and by Alberta Education (examples new curriculum funding and dual credit).

On the following page is a summary of certain budget items under instruction and how they align with the Board Priorities, Budget Engagement Tool Feedback, and the Instructional Budget Committee priorities.

Budget Item	Board Priorities	Budget Engagement Tool	Instructional Budget Committee
	Informed by Town Hall & Strategic Planning	Feedback	Priority

Inclusive Learning Supports	Growing Learners and Achievement	Inclusive Learning Supports	Supports for Inclusive Learning
- Approximately \$1,000,000 of funding allocated from K-12 Base Grant to support services	Supporting Learning and Wellbeing		

- New Classroom Complexity grant (approximately \$597,000)	Supporting Learning and Wellbeing	Support Wellbeing	Support Wellbeing
- To be allocated to:		Inclusive Learning Supports	Inclusive Learning Supports
VTRA Supports, E-Learning, Bridge Program at the Middle and High Schools and EA Supports at Elementary		Intervention Strategies	Intervention Strategies

- Mental Health in Schools Pilot Program (Digital Wellness Initiatives)	Supporting Learning and Wellbeing	Support Wellbeing	Maintain Counselling Supports
- Maintaining counselling supports at the middle and high school levels and additional money for elementary counselling supports			

- Continuance of Learning Loss Grant (BOOST program) for the 23/24 school year (exact amounts to be announced from Alberta Education in the future)	Growing Learners and Achievement	Intervention Strategies	
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- Maintain Lead Teachers and support teachers in the classroom	Leading Learning and Building Capacity	Intervention Strategies	
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- Early Education Program has been right sized to reflect the continued decrease in enrolment. Not supported by Alberta Education but is supported from a transfer from the K-12 Base Grant (approximately \$485,000)	Growing Learners and Achievement	Intervention Strategies	
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- Maintaining Elementary allocation to support increased costs and staffing	Growing Learners and Achievement	Maintain Class Size	Maintain Class Size
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- Allocated funding to secondary schools to address enrolment growth and salary costs	Growing Learners and Achievement	Maintain Class Size	Maintain Class Size
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- Maintained technology evergreening capital fund to ensure planned and equitable replacements of technology	Growing Learners and Achievement	Technology and Other Materials to Support Learnings	
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- New Curriculum funding from Alberta Education for resources and professional learning opportunities (Division receiving \$487,745)	Leading Learning and Building Capacity		
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The increase in instructional expenses of 2.30% is a combination of the following:

- An increase (approximately \$2.9 million or 3.81%) in certificated staffing is due to an increase in salary costs (4% increase in average teacher rate for 2023-2024).
- A decrease (approximately \$226,000 or -1.10%) in uncertificated staffing due to the right sizing of the early education programs due to declining enrolment in the last number of years. Early Education is not funded specifically by Alberta Education. Funds have been allocated from the K-12 Base Grant to support Early Education.
- An increase (approximately \$408,000 or 11.80%) in contracted and general services from an increase in professional learning (from the new curriculum funding), increase in international student homestay costs (offset by international student revenue), and increase in insurance premiums.
- An increase (approximately \$482,000 or 4.21%) in supplies from an increase in school generated funds, and in general supplies (new curriculum funding and classroom complexity grants).
- A decrease (approximately \$977,635 or -71.83%) in contingency and capital purchases from a decrease in the technology evergreening transfer as well as in 2022-2023 many of the schools used excess reserves to purchase capital items (furniture and equipment) for the individual school's needs.

Administration Allocations – 3.00% of Division Spending

The allocation to Administration directly correlates to the specific provincial funding the jurisdiction (covering Board and System Administration). There was approximately \$161,000 increase in the funding for these areas for 2023-2024 (from the 2022-2023 preliminary budget). Administration includes Board Governance, Business and Finance, Human Resources, Office of the Superintendent, and System Instructional Support.

This funding increase has been used to cover increased costs of salaries and benefits, Board Governance memberships and professional learning, and consultants.

Plant Operation and Maintenance (POM) – 7.58% of Division Spending

The allocation to Plant Operation and Maintenance (POM) directly correlates to the specific provincial funding within the schools/facilities. Based on the 2023-2024 grant funding, the POM allocation resulted in a \$166,014 increase as the POM grant rates were increased from the prior year. However, the overall budget is less than in 2022-2023 as the Division utilized \$220,000 of one-time reserves to support the continued pressures in this program due to inflation. This funding was no longer available for the 2023-2024 year.

The Plant Operations and Maintenance activities relate to the Division's responsibility for the construction, operation, maintenance, safety and security of all school buildings. Expenditures also include the transfer of maintenance dollars to Lethbridge Christian School and Immanuel Christian School Societies for the maintenance of these society owned facilities.

Transportation – 2.35% of Division Spending

The allocation to the Transportation program directly correlates to the specific provincial funding within the schools/facilities (for Transportation). There was a 15.58% increase (or approximately \$443,760) in the grant funding for the 2023-2024 school year, however this is being offset by increased bussing costs due to a 2% service contract increase, increased fuel charges, and additional buses being added. The Division is continuing to provide the coordination of transportation services for another school division so that both divisions can maximize the combined services (fee revenues for services).

As well, in 2022-2023, \$300,000 was used from reserves in the Transportation budget to help offset raising costs. This funding is no longer available for the 2023-2024 school year.

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is provided to transport students who live a walking distance of 2.4 kilometers or greater away from their resident school.

Capital and Debt Services – 4.76% of Division Spending

The allocation to Capital and Debt Services directly correlates to the specific provincial funding for Infrastructure, Maintenance and Renewal (IMR) and the specific projected capital allocation revenues for the supported tangible capital assets.

Capital and Debt Services includes the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). For the 2023-2024 school year, the Division saw a \$10,000 decrease in its IMR funding.

Expenditures by Program and Object	Instruction	Administration	Plant Operations and Maintenance	Transportation	Capital and Debt Services	Total
Certificated Staffing	\$80,178,818	\$749,509	\$0	\$0	\$0	\$80,928,327
Uncertificated Staffing	\$20,402,425	\$2,301,070	\$5,209,174	\$129,947	\$0	\$28,042,616
Contracted and General Services	\$3,874,144	\$1,041,913	\$2,435,651	\$3,140,012	\$0	\$10,491,720
Supplies	\$11,900,817	\$81,937	\$416,403	\$10,000	\$0	\$12,409,157
Utilities	\$0	\$47,600	\$2,690,000	\$0	\$0	\$2,737,600
Capital and Debt Services	\$0	\$0	\$0	\$0	\$6,753,582	\$6,753,582
Transfers - Contingency/Other	\$33,401	\$31,300	\$0	\$52,600	\$0	\$117,301
Total Operating Expenditures	\$116,389,605	\$4,253,329	\$10,751,228	\$3,332,559	\$6,753,582	\$141,480,303
Transfers - Reserve Allocations	\$350,000	\$0	\$0	\$0	\$0	\$350,000
Transfers - Board Funded Capital	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures and Transfers	\$116,739,605	\$4,253,329	\$10,751,228	\$3,332,559	\$6,753,582	\$141,830,303

Expenditures by Object

Lethbridge School Division will spend approximately \$108.92 million on staffing, which is about 77% of the Division’s \$141.83 million budget.

The chart below compares the expenditures of the 2023-2024 Preliminary Budget, the 2022-2023 Operating Budget, and with the 2022-2023 Preliminary Budget:

Expenditures by Object	2023-2024 Preliminary Budget	2022-2023 Operating Budget	Variance from 22-23 Operating Budget	Change %	2022-2023 Preliminary Budget	Variance from 22-23 Operating Budget	Change %
Certificated Staffing	\$80,928,327	\$77,915,397	\$3,012,930	3.87%	\$76,333,514	\$4,594,813	6.02%
Uncertificated Staffing	\$28,042,616	\$28,142,092	(\$99,476)	-0.35%	\$27,792,974	\$249,642	0.90%
Contracted and General Services	\$10,491,720	\$10,287,013	\$204,707	1.99%	\$9,476,047	\$1,015,673	10.72%
Supplies	\$12,409,157	\$11,965,887	\$443,270	3.70%	\$11,438,462	\$970,695	8.49%
Utilities	\$2,737,600	\$2,510,600	\$227,000	9.04%	\$2,477,600	\$260,000	10.49%
Capital and Debt Services	\$6,753,582	\$7,116,561	(\$362,979)	-5.10%	\$7,337,257	(\$583,675)	-7.95%
Transfers - Contingency/Other	\$117,301	\$124,828	(\$7,527)	-6.03%	\$108,513	\$8,788	8.10%
Total Operating Expenditures	\$141,480,303	\$138,062,378	\$3,417,925	2.48%	\$134,964,367	\$6,515,936	4.83%
Transfers - Reserve Allocations	\$350,000	\$1,320,109	(\$970,109)	-73.49%	\$996,500	(\$646,500)	-64.88%
Transfers - Board Funded Capital	\$0	\$0	\$0	0.00%	\$0	\$0	0.00%
Total Expenditures and Transfers	\$141,830,303	\$139,382,487	\$2,447,816	1.76%	\$135,960,867	\$5,869,436	4.32%

Certificated Staffing – 57.02% of Division Spending

Approximately \$80.88 million is expended on teaching staff (certificated staffing), which includes all staff that hold a teaching certificate (i.e., classroom teachers, principals, directors and superintendents). There is an approximate \$3.0 million increase (or 3.70%) to certificated staffing costs from the 2022-2023 operating budget. Average teacher costs are projected to increase about 4% from 2022-2023 operating budget due to salary grid increases, grid movement and benefit costs. Much of this increase is from a 2% salary grid increase for certificated staff for September 1, 2023. The Division received specific funding (\$2.3 million) to help with these cost increases.

Uncertificated Staffing – 19.77% of Division Spending

Approximately \$28.04 million is spent on support staff (uncertificated staffing), which includes all other support staffing (i.e., educational assistants, administrative support/assistants, caretaking, maintenance, and other support staffing). The Division expects an increase in average support staff costs in 2023-2024, the majority of the increase relates to the increased benefit costs.

There is an approximate \$99,000 decrease (or -0.35%) to uncertificated staffing costs from the 2022-2023 operating budget. Much of this decrease is from the right sizing to the early education programs throughout the Division, as more families are deciding to have their preschoolers remain in subsidized daycare programs.

Staffing levels have been maintained in other areas, in particular the Inclusive Learning supports budget.

Contracted and General Services – 7.40% of Division Spending

Contracted and General Services are expected to increase from 2022-2023 by \$204,707 (or 1.99%). The majority of this increase is from higher insurance premiums and higher bussing contractor costs.

Supplies – 8.79% of Division Spending

Supplies are expected to increase from 2022-2023 by \$443,270 (or 3.70%). The majority of the increase is due to the increase in School Generated Funds (SGF) activity costs (which correlates directly with the increased SGF fee revenue) and additional resources to be purchased from the new curriculum grant.

Utilities – 1.93% of Division Spending

Utilities are expected to increase from 2022-2023 by \$227,000 (or 9.04%). While the Division has entered into fixed contracts for the majority of its utility expenses, there are increases in admin and carbon tax fees.

Capital and Debt Services – 4.76% of Division Spending

Capital and Debt Services expenses directly correlate to the revenue allocation which includes amortization, and the Infrastructure Maintenance and Renewal (IMR) grant for the 2023-2024 year. This area has decreased due to less IMR funding received and less budgeted amortization.

Transfers – Contingency/Other – 0.08% of Division Spending

Contingencies and Commitments are projected to be similar to the 2022-2023 operating budget.

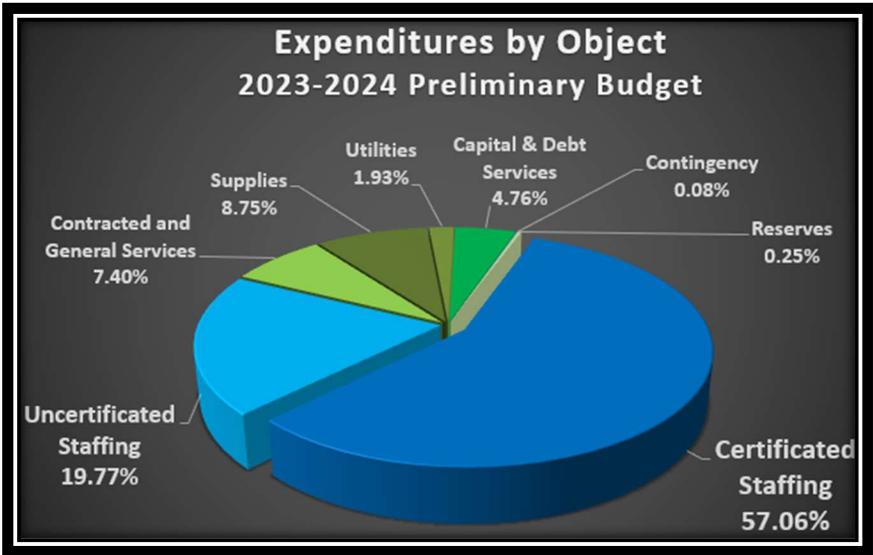
Transfers – Reserve Allocations – 0.25% of Division Spending

Reserve Allocations includes the operating funding to be set aside for future use, including the \$350,000 funding saved for the technology evergreening capital reserves (saved for future large evergreening cycles). The Division is able to obtain significant cost savings by replacing technology in large evergreening cycles (economies of scale) compared to replacing technology on an annual basis.

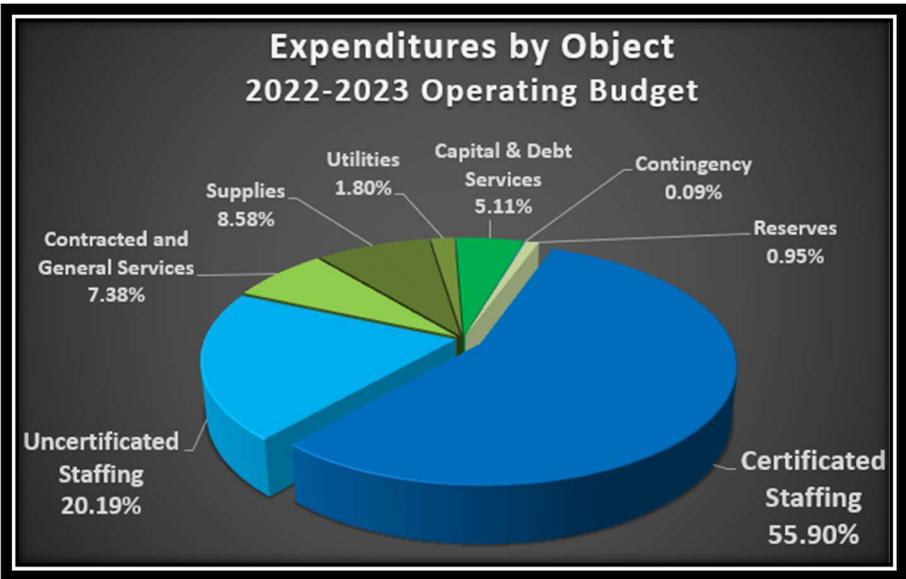
Transfers – Board Funded Capital – 0.00% of Division Spending

Board Funded Capital includes the operating funding used for Division funded capital such as major furniture and equipment replacements.

In 2021-2022, the cost was approximately \$11,913 to educate a full time equivalent (FTE) student in [Lethbridge School Division](#) as compared to the provincial average of all public school authorities of \$11,665 per FTE student (most recent info available from 2020-2021). In 2022-2023 this cost is estimated to be \$12,064 per FTE student (know the actual cost once the year-end is completed). For 2023-2024, the cost is estimated to be \$12,194 for FTE student. The Board implements a responsible fiscal plan to ensure that resources entrusted to the Division are spent efficiently, effectively, and reflects the Board’s priorities to provide the best learning opportunities for [Lethbridge School Division](#) students.

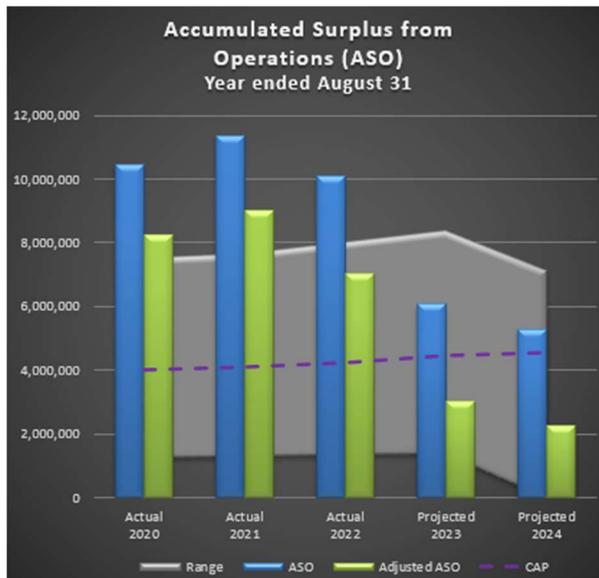


Expenditures for the 2023-2024 budget are compared with budgeted expenditures from 2022-2023 to illustrate the similarity between the two years.



Financial Impact

The Division has been able to build the Accumulated Surplus from Operations (ASO) as the Division has been fiscally responsible and set funds aside for long-term planning and future projects.



In accordance with Public Sector Accounting Standards (PSAS), the unspent school generated funds (SGF) is included in the Division's ASO. The "Adjusted ASO" excludes these unspent SGF funds which are held at the schools. The Adjusted ASO is typically reviewed and compared to expenditures to review the financial health of the Division.

The province has declared a limit on reserves with a maximum Adjusted ASO of 3.20% by the end of 2022-2023 (August 31, 2023). The Division continues to monitor its reserve balances to ensure proper planning is being done to meet this limit.

	Actual	Actual	Actual	Projected	Projected
School Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adjusted ASO ratio	6.61%	7.07%	5.29%	2.18%	1.58%

In budget 2022-2023, there was a total of \$4.00 million in reserve funds planned to be utilized to balance expenditures. The Division allocated \$540,000 to supporting counselling at the middle and high school levels and \$25,000 for Spanish Resources for the new Grade 6 at G.S. Lakie. Operations and Maintenance will use \$220,000 of its reserve to support with budget pressures due to increased costs. Transportation will use \$300,000 of its reserve to support with budget pressures due to increased costs. System administration will use \$23,700 to cover the Board of Trustees membership for the Public School Board of Alberta. Lastly, the remaining \$1.85 million are carry forward funding to be allocated to specific school or departments for spending priorities.

In budget 2023-2024, there was a total of \$798,000 in reserve funds planned to be utilized to balance expenditures. The entire amount is to be used within instruction and will be used within specific schools or departments for staffing.

The Division will need to monitor the ASO in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students, minding the reserves cap and the financial health of the Division. The amount of the ASO will be dependent on future financial resources from Alberta Education and expenditure decisions made by the Division.

Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within [Lethbridge School Division](#) and consequently makes up 77% of the Division's budget. The Division will employ 657 full-time equivalent (FTE) teachers and 454 full-time equivalents (FTE) support staff in 2023-2024.

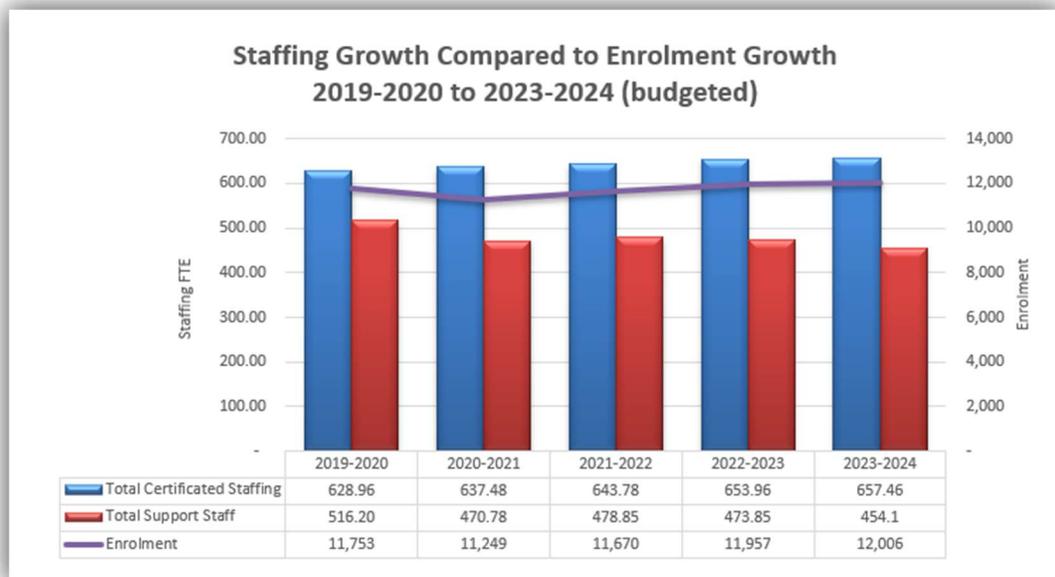


The Division spends 57% of the budget on teaching staff. For the 2023-2024 school year, there is an overall increase of 3.5 FTE throughout the Division. The main increase is at the high school level, where the largest growth in the Division is anticipated.

Teacher Staffing (Certificated):				
	2023/2024	2022/2023	FTE Change	% Change
Elementary Schools	288.40	288.40	0.00	0.00%
Middle Schools	128.08	129.58	(1.50)	(1.16%)
High Schools	190.14	183.44	6.70	3.65%
Inclusive Learning & Early Learning	25.00	24.85	0.15	0.60%
Other Instructional	11.25	11.20	0.05	0.45%
Classroom Teachers	642.86	637.46	5.40	0.85%
Other Certificated Staffing	14.60	16.50	(1.90)	(11.52%)
Total Teacher Staffing	657.46	653.96	3.50	0.54%

The Division spends 20% of the budget on support staff. For the 2023-2024 school year, there is an overall decrease of 19.75 FTE throughout the Division. The main decrease in Educational Assistants (the largest group within the support staff) is within the early learning program, that will be right sized going forward due to the decreased enrolment over the last number of years as a result of the COVID-19 pandemic and the \$10 a day daycare subsidy now available to more families. The decrease in the Other Support Staffing is from a decrease in Early Education Managers as the number of programs are decreasing.

Support Staffing (Uncertificated):				
	2023/2024	2022/2023	FTE Change	% Change
Grade 1 - Grade 12	183.59	185.63	(2.05)	(1.10%)
Specialized Learning Supports - Severe KG	17.25	17.45	(0.20)	(1.15%)
Program Unit Funding (PUF)	11.62	24.80	(13.18)	(53.15%)
Early Education Program (EEP)	3.60	3.77	(0.17)	(4.51%)
Educational Assistants	216.05	231.65	(15.60)	(6.73%)
Other Support Staffing	238.05	242.20	(4.15)	(1.71%)
Total Support Staffing	454.10	473.85	-19.75	(4.17%)



Capital Plan

All new school facilities are funded from the Province of Alberta through Alberta Education in consultation with Alberta Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

The Division's comprehensive Three (3) Year Capital Plan (2023-2024 to 2025-2026) provides details on the Division's capital planning processes and priorities, reviews utilization, and provides details on the Division's plans for capital projects and modernizations. The Capital Plan is available to the public on the Division's website.

Construction on the new westside elementary school that was announced as part of the provincial budget in 2021 is scheduled to start construction in the summer of 2023. It is anticipated this new 900 student school will be opened for the 2025-2026 school year. It will be the Division's first two story elementary build since the 1950s when Senator Buchanan Elementary School and Westminster Elementary School were constructed.



Designs for new west side elementary school

The Division's number one modernization priority in the Capital Plan is the modernization of Galbraith Elementary School, the Division's oldest elementary school that resides in north Lethbridge. The Division received planning funds to begin the pre-design work for this project in the 2023 budget.

The Division's Capital Maintenance and Renewal (CMR) funding will be used to begin the upgrade of Victoria Park High School which has been approved by the Board of Trustees and Alberta Education. The update of Victoria Park will be done over a 3 to 4 year period in phases as CMR and IMR funding is available. The project will cost approximately \$4.2 million. Priority areas for the upgrade include ventilation, air conditioning, and accessibility to all learning spaces.

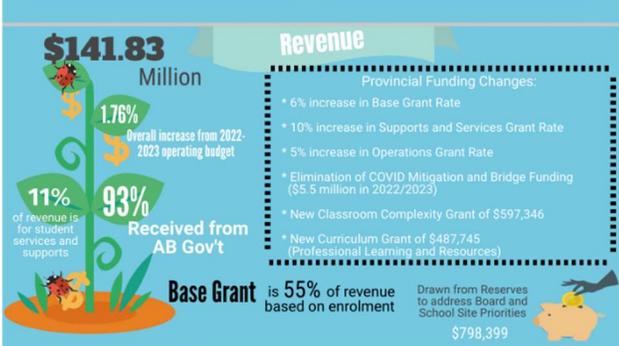
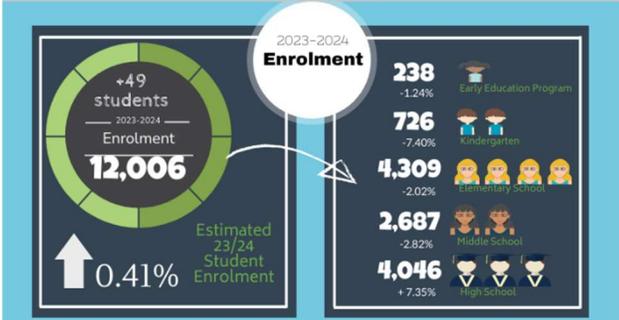


The elected Board of Trustees of [Lethbridge School Division](#) for the period October 2021 to October 2025:

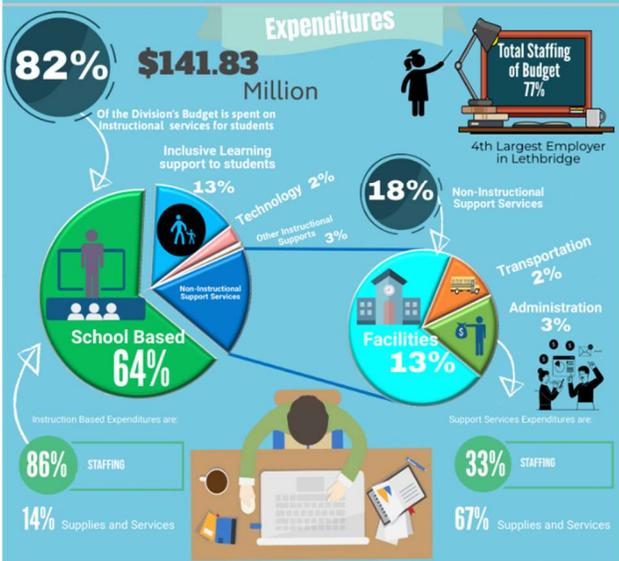
- Allison Purcell, Chair*
- Genny Steed, Vice Chair*
- Andrea Andreachuk*
- Tyler Demers*
- Kristina Larkin*
- Christine Light*
- Craig Whitehead*

Senior administration for [Lethbridge School Division](#):

- Cheryl Gilmore, Superintendent*
- Morag Asquith, Associate Superintendent, Instructional Services*
- Christine Lee, Associate Superintendent, Business and Operations*
- Mike Nightingale, Associate Superintendent, Human Resources*



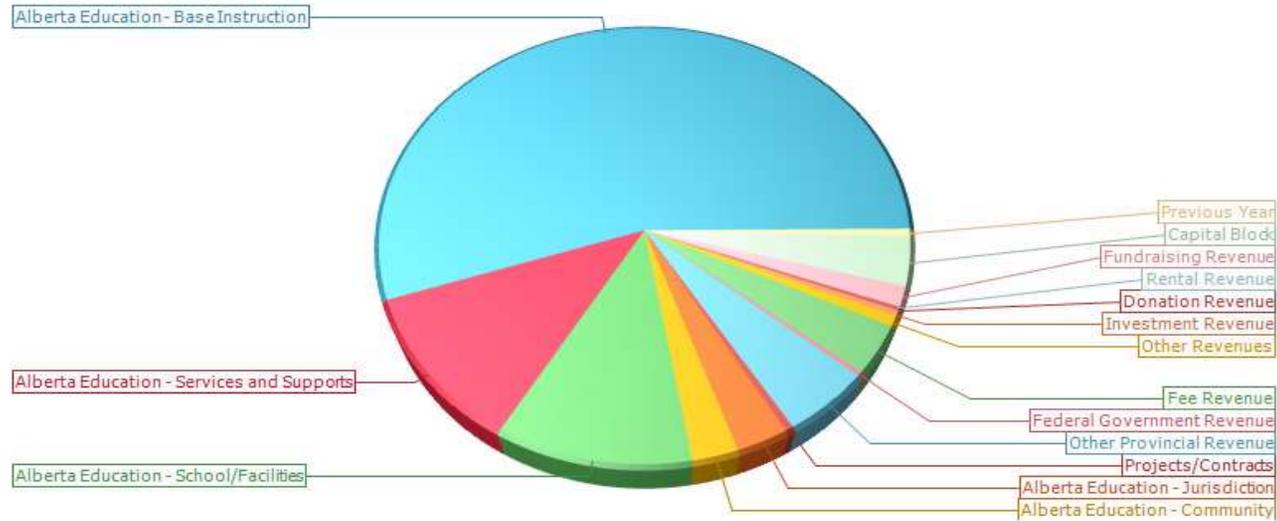
[Lethbridge School Division](#) prides itself on providing outstanding educational opportunities for the students of the City of Lethbridge and believes in its mission “**Lethbridge School Division is inclusive, forward-thinking, and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens**”. For further information about [Lethbridge School Division](#) view the Division’s Three-Year Education Plan and Annual Education Results Report and the Audited Financial Statements on the Division’s website at www.lethsd.ab.ca. The website is a great resource to provide further information about [Lethbridge School Division’s](#) schools services, and resources.



Revenue and Allocations

Lethbridge School Division
2023-2024 Preliminary Budget

Lethbridge School Division

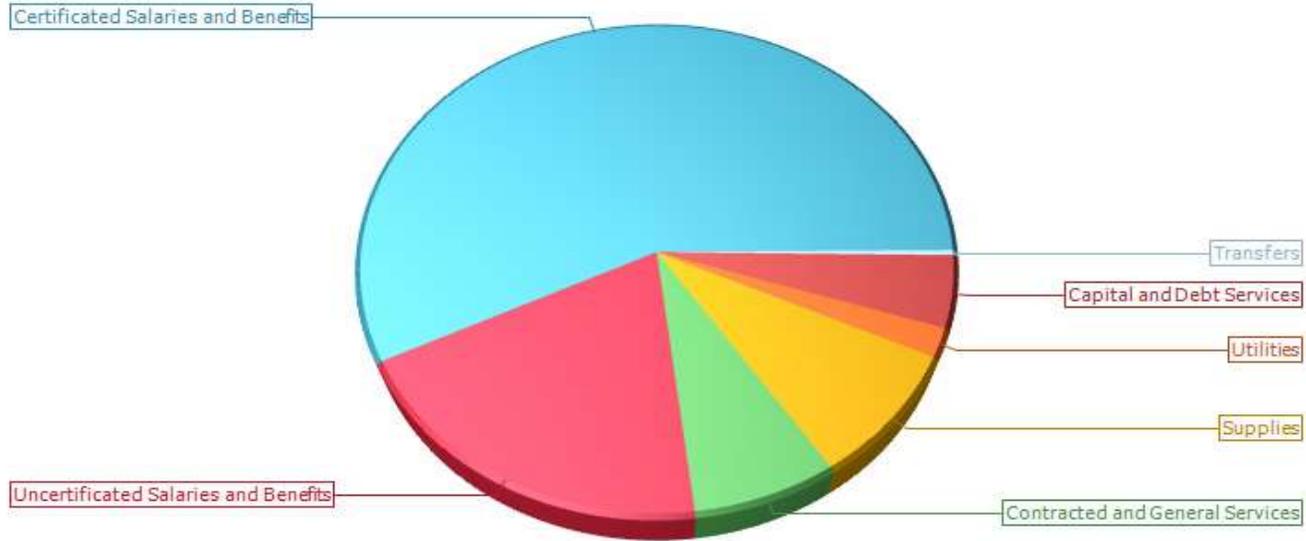


Category	Amount	Percentage
Alberta Education - Base Instruction	\$77,934,815	55%
Alberta Education - Services and Supports	\$16,227,405	11%
Alberta Education - School/Facilities	\$15,885,740	11%
Alberta Education - Community	\$3,772,018	3%
Alberta Education - Jurisdiction	\$4,253,325	3%
Projects/Contracts	\$667,745	0%
Other Provincial Revenue	\$7,303,279	5%
Federal Government Revenue	\$388,944	0%
Fee Revenue	\$5,228,261	4%
Other Revenues	\$1,089,150	1%
Investment Revenue	\$587,059	0%
Donation Revenue	\$368,000	0%
Rental Revenue	\$20,304	0%
Fundraising Revenue	\$2,160,000	2%
Capital Block	\$5,145,860	4%
Previous Year	\$798,399	1%
Total Revenue and Allocations to Budget Center	\$141,830,303	

Expenditures

Lethbridge School Division
2023-2024 Preliminary Budget

Lethbridge School Division



Category	Amount	Percentage
Certificated Salaries and Benefits	\$80,928,327	57%
Uncertificated Salaries and Benefits	\$28,042,616	20%
Contracted and General Services	\$10,491,720	7%
Supplies	\$12,409,157	9%
Utilities	\$2,737,600	2%
Capital and Debt Services	\$6,753,582	5%
Transfers	\$467,301	0%
Total Expenditures	\$141,830,303	

Overview - Revenue and Expenditures

Lethbridge School Division
2023-2024 Preliminary Budget

Lethbridge School Division

Revenue and Allocations to Budget Center

Alberta Education - Base Instruction	2023-2024 Preliminary Budget		2022-2023 September 30th Budget
Kindergarten - Base Funding		\$3,084,731	\$3,001,074
WMA Rate - ECS Base Instruction	\$3,246.06		\$3,062.32
Weighted Moving Average - ECS Students	950.30 FTE		980.00
Grades 1-9 - Base Funding		\$52,582,277	\$48,442,840
WMA Rate - G1-9 Base Instruction	\$6,492.12		\$6,124.64
Weighted Moving Average - Gr 1-9 Students	8,099.40 FTE		7,909.50
Grades 10-12 - Base Funding		\$19,925,050	\$17,863,796
G10-12 (Yr 1-3) Base Instruction	\$19,070,208		\$17,266,514
G10-12 (Yr 4) Base Instruction	\$342,784		\$276,895
G10-12 (Yr 5+) Base Instruction	\$22,138		\$22,064
Online - Full Time	\$0		\$0
Online - Part Time	\$0		\$0
Summer school	\$489,920		\$298,323
Outreach Program Funding		\$250,000	\$150,000
Total Number of Outreach Sites	1 sites		1
Outreach Base Funding	\$250,000.00		\$150,000.00
Home Education		\$0	\$0
WMA Rate - Home Education	\$1,717.00		\$1,717.00
Weighted Moving Average - Home Education	0.00 FTE		0.00
Stabilization Funding		\$2,332,980	\$6,778,865
Projected WMA Clawback		(\$240,223)	\$121,271
Total Alberta Education - Base Instruction		\$77,934,815	\$76,357,845
% of Revenue and Allocations to Budget Center		55%	55%

Alberta Education - Services and Supports	2023-2024 Preliminary Budget		2022-2023 September 30th Budget
Program Unit Funding (PUF)		\$1,128,270	\$1,027,650
PUF - Standard Code 47 - Half Day	\$696,960		\$659,700
PUF - Standard Code 47 - Full Day	\$0		\$0
PUF - Profound Code 47 - Half Day	\$116,160		\$109,950
PUF - Profound Code 47 - Full Day	\$0		\$0
PUF - Code 41-46 - Half Day	\$315,150		\$258,000
PUF - Code 41-46 - Full Day	\$0		\$0
Specialized Learning Supports - KG Severe		\$1,056,660	\$955,500
SLS-KG - Standard Code 47 - Half Day	\$655,380		\$594,000
SLS-KG - Standard Code 47 - Full Day	\$0		\$0
SLS-KG - Profound Code 47 - Half Day	\$109,230		\$99,000
SLS-KG - Profound Code 47 - Full Day	\$0		\$0
SLS-KG - Code 41-46 - Half Day	\$292,050		\$262,500
SLS-KG - Code 41-46 - Full Day	\$0		\$0
Specialized Learning Support		\$9,135,518	\$8,136,209
Learning Support - Multi-Disciplinary Teams	\$7,161,458		\$6,360,266
Learning Support - Mental Health	\$978,397		\$889,503
Learning Support - Jurisdiction Compositions	\$995,664		\$886,441
Moderate Language Delay (Code 48)		\$127,600	\$104,000
Classroom Complexity Grant		\$597,345	\$0
English as a Second Language (ESL/FSL)		\$672,738	\$623,460
WMA Rate - ESL	\$1,320.00		\$1,200.00
Weighted Moving Average - ESL	509.65 FTE		519.55
Refugee		\$1,534,885	\$1,717,100
WMA Rate - Refugee	\$6,050.00		\$5,500.00
Weighted Moving Average - Refugee	253.70 FTE		312.20
First Nations Metis and Inuit (FNMI)		\$1,243,639	\$1,140,970
FNMI Student Self Identification	\$1,014,024		\$873,239
FNMI Truth & Reconciliation	\$43,911		\$103,348
FNMI Demographics	\$185,704		\$164,384
Institutional Program Grants		\$861,133	\$1,287,133
Projected WMA Clawback		(\$130,383)	(\$444,344)
Total Alberta Education - Services and Supports		\$16,227,405	\$14,547,679
% of Revenue and Allocations to Budget Center		11%	10%

Alberta Education - School/Facilities	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Operations and Maintenance	\$10,789,641	\$10,126,934
Baseline POM Funding	\$2,828,609	\$2,680,972
Utilized Space	\$6,486,289	\$5,941,198
Under-utilized Space	\$1,474,743	\$1,504,765
Transportation	\$3,292,560	\$2,848,800
SuperNet Funding	\$287,976	\$287,976
Infrastructure Maintenance and Renewal Grant Revenue	\$1,523,719	\$1,533,723
Projected WMA Clawback	(\$8,156)	\$5,002
Total Alberta Education - School/Facilities	\$15,885,740	\$14,802,435
% of Revenue and Allocations to Budget Center	11%	11%

Alberta Education - Community	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Socio-Economics Status	\$2,206,818	\$2,209,863
Geographic	\$1,265,700	\$1,263,298
Nutrition	\$299,500	\$250,000
Total Alberta Education - Community	\$3,772,018	\$3,723,161
% of Revenue and Allocations to Budget Center	3%	3%

Alberta Education - Jurisdiction	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
System Administration	\$4,253,325	\$4,092,216
Overall Base Admin Funding	\$4,830,262	\$4,825,841
Base Factor - System Admin	0.88056 Factor	0.84798
Total Alberta Education - Jurisdiction	\$4,253,325	\$4,092,216
% of Revenue and Allocations to Budget Center	3%	3%

Projects/Contracts	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Learning Disruption Grant	\$0	\$219,153
Mental Health in Schools Pilot Program	\$180,000	\$0
New Curriculum Funding	\$487,745	\$0
Dual-Credit Grant	\$0	\$50,000
Total Projects/Contracts	\$667,745	\$269,153
% of Revenue and Allocations to Budget Center	0%	0%

Other Provincial Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Alberta Mental Health - MC#3	\$388,325	\$388,325
ASCE Grant	\$0	\$11,500
Facility Lease Grant	\$0	\$540,831
Family Resource Network - MC#5	\$90,000	\$90,000
French Immersion Revenue	\$231,454	\$274,131
Support for Ukrainian Students	\$93,500	\$0
Teacher Pension Costs Paid by Government	\$6,500,000	\$6,500,000
Total Other Provincial Revenue	\$7,303,279	\$7,804,787
% of Revenue and Allocations to Budget Center	5%	6%

Federal Government Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
First Nation's Revenue	\$388,944	\$388,944
First Nations ECS Enrollment	0 students	0
First Nations 10-12 Enrollment	17 students	17
First Nations 1-9 Enrollment	21 students	21
First Nation's Gr. 10-12 Tuition Rate	\$10,032	\$10,032
First Nation's ECS Tuition Rate	\$5,016	\$5,016
First Nations Gr. 1-9 Tuition Rate	\$10,400	\$10,400
Total Federal Government Revenue	\$388,944	\$388,944
% of Revenue and Allocations to Budget Center	0%	0%

Fee Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Fees for Optional Courses or Materials	\$224,290	\$232,841
Fee Revenue Collected	\$224,290	\$232,841
School Fees - School Generated Funds	\$5,003,971	\$3,995,105
Total Fee Revenue	\$5,228,261	\$4,227,946
% of Revenue and Allocations to Budget Center	4%	3%

Other Revenues	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Early Education Program Fees	\$60,000	\$160,000
Lethbridge FCSS - MC#4	\$197,233	\$197,233
Miscellaneous Sales Revenue	\$138,802	\$138,802
Teacher Secondment Revenue	\$153,115	\$153,115
Transportation Consulting Services	\$40,000	\$40,000
Tuition Fees (Foreign)	\$500,000	\$300,000
International Student Tuition Fees	\$500,000	\$300,000
Total Other Revenues	\$1,089,150	\$989,150
% of Revenue and Allocations to Budget Center	1%	1%

Investment Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Interest and Investment Income	\$587,059	\$193,000
Total Investment Revenue	\$587,059	\$193,000
% of Revenue and Allocations to Budget Center	0%	0%

Donation Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Gifts and Donations	\$368,000	\$408,000
Total Donation Revenue	\$368,000	\$408,000
% of Revenue and Allocations to Budget Center	0%	0%

Rental Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Rentals - Facilities	\$20,304	\$34,704
Total Rental Revenue	\$20,304	\$34,704
% of Revenue and Allocations to Budget Center	0%	0%

Fundraising Revenue	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Fundraising Revenue	\$2,160,000	\$2,160,000
Total Fundraising Revenue	\$2,160,000	\$2,160,000
% of Revenue and Allocations to Budget Center	2%	2%

Capital Block	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Amortization of Capital Allocations	\$5,145,860	\$5,084,555
Total Capital Block	\$5,145,860	\$5,084,555
% of Revenue and Allocations to Budget Center	4%	4%

Previous Year	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Instruction Surplus/(Deficit) Carry Forward	\$798,399	\$3,356,811
Maintenance Surplus/(Deficit) Carry Forward	\$0	\$220,000
Transportation Surplus/(Deficit) Carry Forward	\$0	\$300,000
Administration Surplus/(Deficit) Carry Forward	\$0	\$124,700
Previous Year Committed funds	\$0	\$297,401
Prior Year Committed funds	\$0	\$297,401
Total Previous Year	\$798,399	\$4,298,912
% of Revenue and Allocations to Budget Center	1%	3%

Total Revenue and Allocations to Budget Center	\$141,830,303	\$139,382,486
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Expenditures

Certificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Certificated Salaries and Benefits	\$80,928,327	\$77,915,397
% of Expenditures	57%	56%

Uncertificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Uncertificated Salaries and Benefits	\$28,042,616	\$28,142,092
% of Expenditures	20%	20%

Contracted and General Services	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Alberta Home and School AGM Registration Fees	\$9,200	\$9,200
Board Communications	\$8,000	\$8,000
Building Maintenance	\$705,501	\$724,393
Grounds Maintenance	\$133,719	\$87,000
Insurance/Bond Premium	\$1,259,800	\$1,077,350
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$84,675	\$86,036
Professional Learning	\$913,931	\$768,973
Auditor	\$41,500	\$31,500
Legal Services	\$30,000	\$30,000
Computer Services	\$225,000	\$217,000
Consultants	\$782,356	\$779,049
Election Expenses	\$12,000	\$12,000
Employee Assistance Expense	\$720	\$720
Postage	\$32,950	\$33,200
Telephone	\$219,020	\$214,570
Wide Area Network (WAN) Communications	\$321,688	\$321,688
Bussing Costs	\$2,933,012	\$2,801,761
Bus Pass Purchases	\$140,000	\$140,000
Bussing - Field Trips	\$53,155	\$59,094
Equipment Repair	\$198,309	\$185,379
Building Rentals & Leases	\$19,600	\$560,431
Equipment Rental/Leases	\$68,835	\$70,335
Server Evergreen	\$70,000	\$70,000
Dues/Fees	\$365,704	\$199,608
ASBA Membership Fees	\$70,000	\$70,000
Membership Zone 6	\$3,000	\$3,000
Printing	\$336,531	\$342,682
Advertising	\$28,233	\$32,700
Advertising & Recruitment of Personnel	\$6,000	\$6,000
Banquets and Lunches	\$79,500	\$67,240
Miscellaneous Services	\$306,618	\$252,116
Joint Use Agreement - City of Lethbridge	\$212,000	\$212,000
Grant Transfer to Societies	\$454,600	\$454,600
Operational Health and Safety (OHS)	\$20,000	\$20,000
Employee Recognition	\$20,000	\$15,000
Technology Department Costs	\$23,501	\$29,544
Multimedia Infrastructure Repairs	\$5,000	\$5,000
Travel and Subsistence	\$113,503	\$99,129
Car Allowances	\$108,195	\$114,351
Co-curricular	\$52,364	\$52,364
Total Contracted and General Services	\$10,491,720	\$10,287,013
% of Expenditures	7%	7%

Supplies	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$7,657,971	\$6,649,105
Special Events	\$1,500	\$1,500
Early Education Program	\$1,200	\$1,200
Supplies	\$3,334,746	\$3,146,791
Learning Commons	\$75,431	\$94,220
Computer Supplies and Software	\$691,785	\$711,745
Textbooks	\$147,631	\$170,972
Furniture and Equipment (Under \$5000)	\$303,442	\$473,896
Computer Purchases	\$195,451	\$419,059
Commitments from prior year	\$0	\$297,401
Total Supplies	\$12,409,157	\$11,965,888
% of Expenditures	9%	9%

Utilities	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Electricity	\$1,628,000	\$1,545,000
Gas	\$917,000	\$773,000
Water and Sewer	\$192,600	\$192,600
Total Utilities	\$2,737,600	\$2,510,600
% of Expenditures	2%	2%

Capital and Debt Services	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Amortization of Capital Assets	\$5,229,863	\$5,582,838
Infrastructure Maintenance and Renewal	\$1,523,719	\$1,533,723
Interest on Capital Debt	\$0	\$0
Total Capital and Debt Services	\$6,753,582	\$7,116,561
% of Expenditures	5%	5%

Transfers	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Capital Purchases (Over \$5000)	\$414,438	\$1,320,109
Transfers to (-) / from other sites (+)	\$0	\$0
Reserves	\$18,864	\$64,631
Contingency (Unallocated Expense)	\$33,999	\$60,196
Total Transfers	\$467,301	\$1,444,936
% of Expenditures	0%	1%

Total Expenditures	\$141,830,303	\$1,393,824,876
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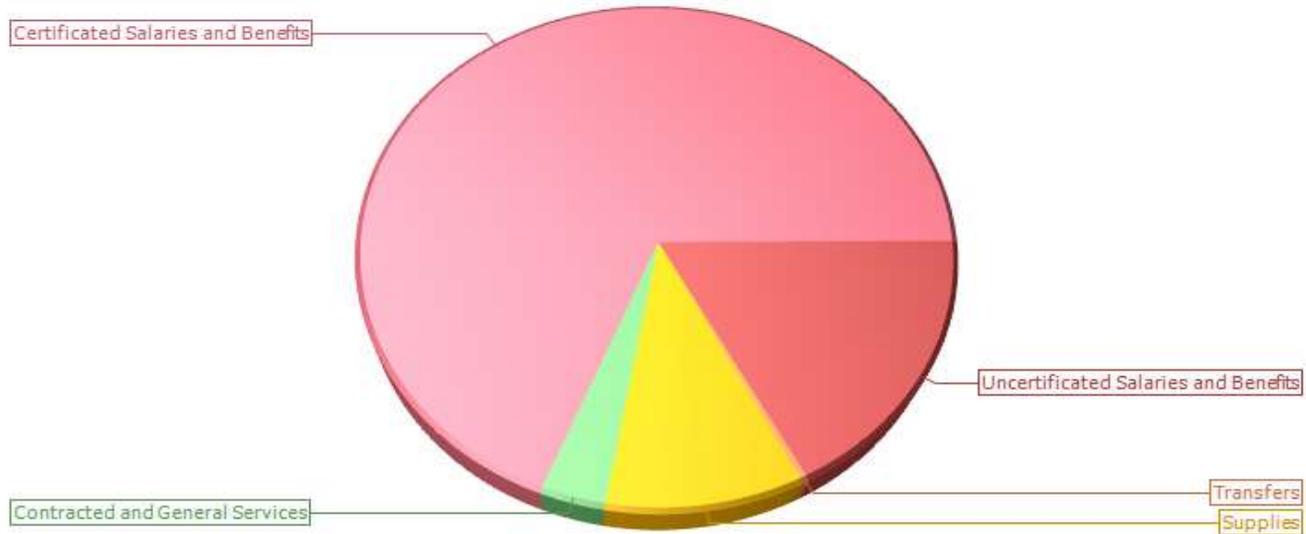
Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$141,830,303	\$139,382,486
Total Expenditures	\$141,830,303	\$139,382,486
Variance	\$0	\$0

Instruction

Lethbridge School Division
2023-2024 Preliminary Budget

Total Instruction



Category	Amount	Percentage
Certificated Salaries and Benefits	\$80,178,818	69%
Contracted and General Services	\$3,874,144	3%
Supplies	\$11,900,817	10%
Transfers	\$383,401	0%
Uncertificated Salaries and Benefits	\$20,402,426	17%
Total Expenditures	\$116,739,605	

Instruction

Lethbridge School Division
2023-2024 Preliminary Budget

Total Instruction

Revenue and Allocations to Budget Center

Basic Program Allocation	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Basic Program Allocation	\$116,739,605	\$114,112,572
% of Revenue and Allocations to Budget Center	100	100%

Total Revenue and Allocations to Budget Center	\$116,739,605	\$114,112,572
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Expenditures

Certificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Certificated Salaries and Benefits	\$80,178,818	\$77,187,961
% of Expenditures	69%	68%

Uncertificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Uncertificated Salaries and Benefits	\$20,402,426	\$20,628,753
% of Expenditures	17%	18%

Contracted and General Services	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Building Maintenance	\$176,191	\$195,083
Insurance/Bond Premium	\$173,500	\$37,500
District Health and Wellness Committee	\$24,000	\$24,000
Extra Curricular	\$84,675	\$86,036
Professional Learning	\$845,599	\$706,638
Consultants	\$649,156	\$688,101
Postage	\$27,800	\$28,050
Telephone	\$131,520	\$127,070
Wide Area Network (WAN) Communications	\$321,688	\$321,688
Bussing - Field Trips	\$53,155	\$59,094
Equipment Repair	\$109,209	\$109,719
Building Rentals & Leases	\$19,600	\$19,600
Equipment Rental/Leases	\$43,835	\$45,335
Server Evergreen	\$70,000	\$70,000
Dues/Fees	\$306,651	\$152,408
Printing	\$304,531	\$310,682
Advertising	\$3,233	\$7,700
Banquets and Lunches	\$27,000	\$21,000
Miscellaneous Services**	\$301,618	\$247,116
Technology Department Costs	\$23,501	\$29,544
Multimedia Infrastructure Repairs	\$5,000	\$5,000
Travel and Subsistence	\$38,763	\$41,363
Car Allowances	\$81,555	\$87,711
Co-curricular	\$52,364	\$52,364
Total Contracted and General Services	\$3,874,144	\$3,472,802
% of Expenditures	3%	3%

Supplies	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Services, Contracts and Supplies School Generated Activities	\$7,657,971	\$6,649,105
Special Events	\$1,500	\$1,500
Early Education Program	\$1,200	\$1,200
Supplies	\$2,946,306	\$2,758,822
Learning Commons	\$75,431	\$94,220
Computer Supplies and Software	\$629,885	\$649,845
Textbooks	\$147,631	\$170,972
Furniture and Equipment (Under \$5000)	\$265,442	\$439,896
Computer Purchases	\$175,451	\$399,059
Commitments from prior year	\$0	\$297,401
Prior Year Committed funds	\$0	\$297,401
Total Supplies	\$11,900,817	\$11,462,019
% of Expenditures	10%	10%

** Includes international program recruitment(\$94,500), Career Transitions (\$50,000), IPP Software for Inclusive Learning (\$58,000) and remainder are misc expenses accounts within school and instructional services locations.

Transfers	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Capital Purchases (Over \$5000)	\$414,438	\$1,320,109
Transfers to (-) / from other sites (+)	(\$83,900)	(\$83,900)
Reserves	\$18,864	\$64,631
Contingency (Unallocated Expense)	\$33,999	\$60,197
Total Transfers	\$383,401	\$1,361,037
% of Expenditures	0%	1%

Total Expenditures	\$116,739,605	\$114,112,572
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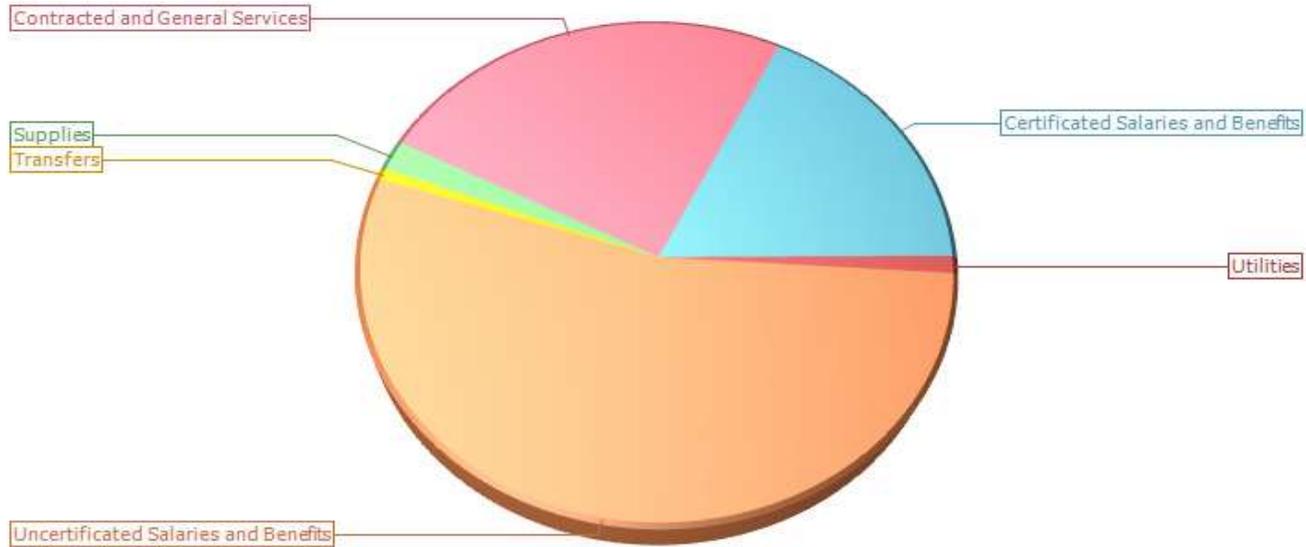
Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$116,739,605	\$114,112,572
Total Expenditures	\$116,739,605	\$114,112,572
Variance	\$0	\$0

Administration

Lethbridge School Division
2023-2024 Preliminary Budget

Total Administration



Category	Amount	Percentage
Certificated Salaries and Benefits	\$749,509	18%
Contracted and General Services	\$1,041,913	24%
Supplies	\$81,937	2%
Transfers	\$31,300	1%
Uncertificated Salaries and Benefits	\$2,301,070	54%
Utilities	\$47,600	1%
Total Expenditures	\$4,253,329	

Administration

Lethbridge School Division
2023-2024 Preliminary Budget

Total Administration

Revenue and Allocations to Budget Center

Basic Program Allocation	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Basic Program Allocation	\$4,253,329	\$4,159,340
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$4,253,329	\$4,159,340
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Expenditures

Certificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Certificated Salaries and Benefits	\$749,509	\$727,435
% of Expenditures	18%	17%

Uncertificated Salaries and Benefits	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Uncertificated Salaries and Benefits	\$2,301,070	\$2,258,238
% of Expenditures	54%	54%

Contracted and General Services	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Alberta Home and School AGM Registration Fees	\$9,200	\$9,200
Board Communications	\$8,000	\$8,000
Building Maintenance	\$20,000	\$20,000
Insurance/Bond Premium	\$148,450	\$227,700
Professional Learning	\$49,500	\$43,503
Auditor	\$41,500	\$31,500
Legal Services	\$30,000	\$30,000
Computer Services	\$225,000	\$217,000
Consultants	\$78,200	\$45,422
Election Expenses	\$12,000	\$12,000
Employee Assistance Expense	\$720	\$720
Postage	\$5,150	\$5,150
Telephone	\$28,000	\$28,000
Equipment Repair	\$5,000	\$5,000
Equipment Rental/Leases	\$25,000	\$25,000
Dues/Fees	\$57,053	\$45,200
ASBA Membership Fees	\$70,000	\$70,000
Membership Zone 6	\$3,000	\$3,000
Printing	\$32,000	\$32,000
Advertising	\$25,000	\$25,000
Advertising & Recruitment of Personnel	\$6,000	\$6,000
Banquets and Lunches	\$50,000	\$43,740
Miscellaneous Services	\$3,000	\$3,000
Employee Recognition	\$20,000	\$15,000
Travel and Subsistence	\$67,500	\$50,526
Car Allowances	\$22,640	\$22,640
Total Contracted and General Services	\$1,041,913	\$1,024,301
% of Expenditures	24%	25%

Supplies	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Supplies	\$55,937	\$55,466
Furniture and Equipment (Under \$5000)	\$16,000	\$12,000
Computer Purchases	\$10,000	\$10,000
Total Supplies	\$81,937	\$77,466
% of Expenditures	2%	2%

Utilities	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Electricity	\$18,000	\$15,000
Gas	\$27,000	\$23,000
Water and Sewer	\$2,600	\$2,600
Total Utilities	\$47,600	\$40,600
% of Expenditures	1%	1%

Transfers	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Transfers to (-) / from other sites (+)	\$31,300	\$31,300
Total Transfers	\$31,300	\$31,300
% of Expenditures	1%	1%

Total Expenditures	\$4,253,329	\$4,159,340
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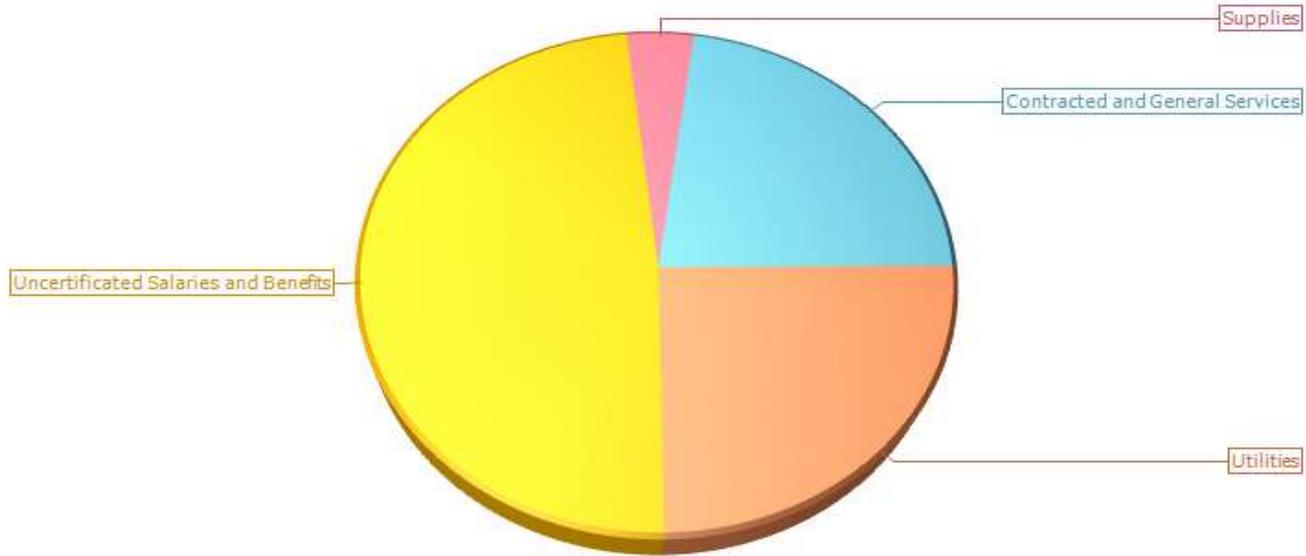
Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$4,253,329	\$4,159,340
Total Expenditures	\$4,253,329	\$4,159,340
Variance	\$0	\$0

Plant Operations and Maintenance

Lethbridge School Division
2023-2024 Preliminary Budget

Plant Operations and Maintenance



Category	Amount	Percentage
Contracted and General Services	\$2,435,651	23%
Supplies	\$416,403	4%
Uncertificated Salaries and Benefits	\$5,209,174	48%
Utilities	\$2,690,000	25%
Total Expenditures	\$10,751,228	

Plant Operations and Maintenance

Lethbridge School Division
2023-2024 Preliminary Budget

Plant Operations and Maintenance

Revenue and Allocations to Budget Center

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Basic Program Allocation		
Total Basic Program Allocation	\$10,751,228	\$10,805,214
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$10,751,228	\$10,805,214
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Expenditures

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Uncertificated Salaries and Benefits		
Total Uncertificated Salaries and Benefits	\$5,209,174	\$5,128,188
% of Expenditures	48%	47%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Contracted and General Services		
Building Maintenance	\$509,310	\$509,310
Grounds Maintenance	\$133,719	\$87,000
Insurance/Bond Premium	\$937,850	\$812,150
Professional Learning	\$8,832	\$8,832
Telephone	\$59,500	\$59,500
Equipment Repair	\$84,100	\$70,660
Building Rentals & Leases	\$0	\$540,831
Dues/Fees	\$2,000	\$2,000
Banquets and Lunches	\$2,500	\$2,500
Miscellaneous Services	\$2,000	\$2,000
Joint Use Agreement - City of Lethbridge	\$212,000	\$212,000
Grant Transfer to Societies	\$454,600	\$454,600
Operational Health and Safety (OHS)	\$20,000	\$20,000
Travel and Subsistence	\$5,240	\$5,240
Car Allowances	\$4,000	\$4,000
Total Contracted and General Services	\$2,435,651	\$2,790,623
% of Expenditures	23%	26%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Supplies		
Supplies	\$332,503	\$332,503
Computer Supplies and Software	\$61,900	\$61,900
Furniture and Equipment (Under \$5000)	\$22,000	\$22,000
Total Supplies	\$416,403	\$416,403
% of Expenditures	4%	4%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Utilities		
Electricity	\$1,610,000	\$1,530,000
Gas	\$890,000	\$750,000
Water and Sewer	\$190,000	\$190,000
Total Utilities	\$2,690,000	\$2,470,000
% of Expenditures	25%	23%

Total Expenditures	\$10,751,228	\$10,805,214
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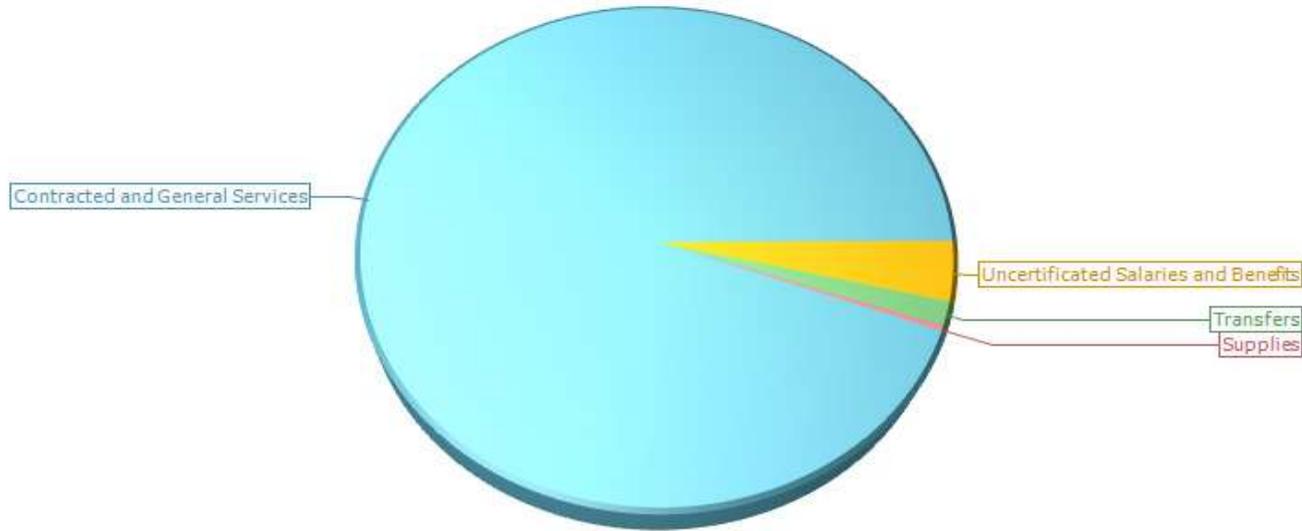
Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$10,751,228	\$10,805,214
Total Expenditures	\$10,751,228	\$10,805,214
Variance	\$0	\$0

Transportation

Lethbridge School Division
2023-2024 Preliminary Budget

Transportation



Category	Amount	Percentage
Contracted and General Services	\$3,140,012	94%
Supplies	\$10,000	0%
Transfers	\$52,600	2%
Uncertificated Salaries and Benefits	\$129,947	4%
Total Expenditures	\$3,332,559	

Transportation

Lethbridge School Division
2023-2024 Preliminary Budget

Transportation

Revenue and Allocations to Budget Center

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Basic Program Allocation		
Total Basic Program Allocation	\$3,332,559	\$3,188,800
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$3,332,559	\$3,188,800
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Expenditures

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Uncertificated Salaries and Benefits		
Total Uncertificated Salaries and Benefits	\$129,947	\$126,913
% of Expenditures	4%	4%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Contracted and General Services		
Professional Learning	\$10,000	\$10,000
Consultants	\$55,000	\$45,526
Bussing Costs	\$2,933,012	\$2,801,761
Bus Pass Purchases	\$140,000	\$140,000
Travel and Subsistence	\$2,000	\$2,000
Total Contracted and General Services	\$3,140,012	\$2,999,287
% of Expenditures	94%	94%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Supplies		
Computer Purchases	\$10,000	\$10,000
Total Supplies	\$10,000	\$10,000
% of Expenditures	0%	0%

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Transfers		
Transfers to (-) / from other sites (+)	\$52,600	\$52,600
Total Transfers	\$52,600	\$52,600
% of Expenditures	2%	2%

Total Expenditures	\$3,332,559	\$3,188,800
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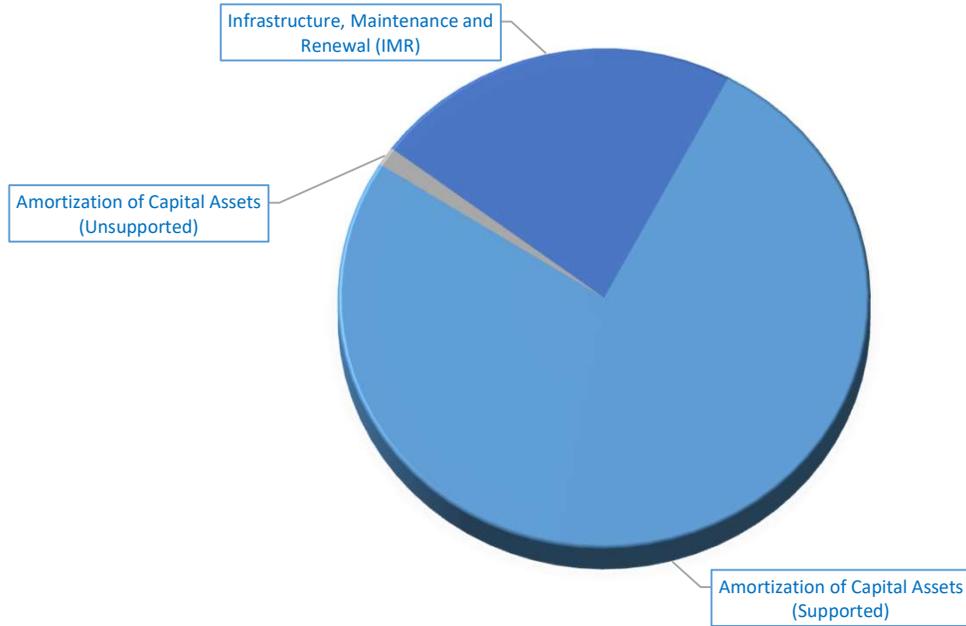
Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$3,332,559	\$3,188,800
Total Expenditures	\$3,332,559	\$3,188,800
Variance	\$0	\$0

Capital and Debt Services

Lethbridge School Division
2023-2024 Preliminary Budget

Capital and Debt Services



Category	Amount	Percentage
Amortization of Capital Assets (Supported)	\$5,145,860	76%
Amortization of Capital Assets (Unsupported)	\$84,003	1%
Infrastructure, Maintenance and Renewal (IMR)	\$1,523,719	23%
Total Expenditures	\$6,753,582	

Capital and Debt Services

Lethbridge School Division
2023-2024 Preliminary Budget

Capital and Debt Services

Revenue and Allocations to Budget Center

Basic Program Allocation	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Basic Program Allocation	\$6,753,582	\$7,116,561
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	\$6,753,582	\$7,116,561
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Expenditures

Capital and Debt Services	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Amortization of Capital Assets	\$5,229,863	\$5,582,838
Infrastructure Maintenance and Renewal	\$1,523,719	\$1,533,723
Total Capital and Debt Services	\$6,753,582	\$7,116,561
% of Expenditures	100%	100%

Total Expenditures	\$6,753,582	\$7,116,561
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Summary

	2023-2024 Preliminary Budget	2022-2023 September 30th Budget
Total Revenues and Allocations To Budget	\$6,753,582	\$7,116,561
Total Expenditures	\$6,753,582	\$7,116,561
Variance	\$0	\$0

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Cheryl Gilmore
Superintendent of Schools

Re: **Edwin Parr video**

Background

The Alberta School Boards Association Edwin Parr banquet was hosted on May 17, 2023. The Division Edwin Parr nominee Jamel Sayyad, a Winston Churchill teacher, was in attendance for the banquet. The video presented for Jamel will be shared at the meeting.

Recommendation

It is recommended the Board receive this report as information.

Respectfully submitted,
Cheryl Gilmore

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Recognition of ASBA Honouring Spirit Indigenous Student Awards

Alberta School Board Association (ASBA) recognizes outstanding Indigenous students across the province annually with the Honouring Spirit: Indigenous Student awards.

These awards celebrate exceptional students nominated by members of their education communities, based on their exemplary leadership, honour, courage, and commitment to their cultures and education paths.

Lethbridge School Division Board of Trustees is proud to recognize the following students who have been recognized by ASBA.

Jordyn Davis, Dr. Gerald Probe Elementary School, was one of 12 students in the province recognized as a recipient of the award.

The following students were recognized as Honourable Mentions:

Alyssa Iron Heart, G. S. Lakie Middle School

Maria John, Winston Churchill High School

Kanye Melting Tallow, Winston Churchill High School

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Allison Purcell, Board Chair

Re: Recognition of iGEM team 2022 Grand Jamboree Gold Medal Winners

The iGEM Competition is an annual, worldwide synthetic biology event aimed at undergraduate university students, as well as high school and graduate students. The iGEM Competition gives students the opportunity to push the boundaries of synthetic biology by tackling everyday issues facing the world. Multidisciplinary teams work together to design, build, test, and measure a system of their own design using interchangeable biological parts and standard molecular biology techniques.

University of Lethbridge instructor, Laura Keffer-Wilkes, has been the primary investigator for the Lethbridge High School iGEM team since 2018.

A number of Lethbridge School Division students were part of the team that reached the pinnacle of achievement after a prestigious trip to France by winning the gold at the iGEM 2022 Grand Jamboree in October.

A story highlighting this accomplishment is on the Division website [Division students playing key role in high school iGEM team once again | Lethbridge School Division \(lethsd.ab.ca\)](#)

Lethbridge School Division Trustees are proud to recognize the outstanding achievement of the following students:

Chinook High School:

Lisa Sallah

Morteza Faraji

Jayabhishek Chaudhary

LCI:

Marie Metz

Grace Cofell

Priyanshi Patel

WCHS:

Amber Quo

Aubrey Nilsson

Karma Patel

Masataro Tatsuno

Raiyana Shams

Amanda Dang

Samreet Mutti

Steven Yang

Zitong Wu

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: **Authorization of Locally Developed Courses – Middle School**

Background

Alberta Education requires that all locally developed grade 7 to 9 courses be authorized for use by the Board of Trustees. As the middle schools and high schools have expanded their educational opportunities for students, it has become necessary to create several locally developed courses to adhere to Alberta Education policy. Karen Rancier, Director of Curriculum and Instruction, has worked closely with the secondary schools to develop course outlines and student learning outcomes for each course. Although the courses are categorized by school, it is recommended that the courses be approved for use in all Division schools. A full description of all requested courses is attached below.

Chinook High School

Critical Thinking 9

Gilbert Paterson Middle School

Rugby 6

Thrive 6, 7, 8

G.S. Lakie Middle School

Dance – Hip Hop 6, 7, 8

Dance Performance 6, 7, 8

Film & Photography 6, 7, 8

Introduction to Chess 6, 7, 8

Lights, Camera, Action 6, 7, 8

Marine Bio 6, 7, 8

S.E.T. – Science, eGames, Tech 6, 7, 8

Student Dance Creations 6, 7, 8

Wellness & Cosmetology 6, 7, 8

Winston Churchill High School

Dance 9

IB Prep & Math Skills 9

Reading Café 9

Wilson Middle School

Archery 6, 7, 8

Babysitting 6, 7, 8

Broadcasting 6, 7, 8

Cosmetology 6, 7, 8

History of Rock n Roll 6, 7, 8

Mindful Activities 6, 7, 8

Recommendation

That the Board of Trustees approve the use of the above Locally Developed Grade 6 to 9 courses in all Division middle and high schools from September 1st, 2023, to August 31st, 2027.

Respectfully submitted,

Morag Asquith



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: CHINOOK HIGH SCHOOL

GRADE LEVEL OFFERED: GRADE 9

TITLE OF COURSE: CRITICAL THINKING: GAME THEORY

IMPLEMENTATION DATE: 2023-2024 SCHOOL YEAR

<i>Course Philosophy</i>	Students will learn rules, strategy and critical thinking skills associated with different board, card and strategy games. This will give students an opportunity to engage with their thinking, skills, logic, probability, chance and pattern recognition associated with these games.
<i>Rationale for the Course</i>	To introduce students to strategic thinking while learning new games and improving critical thinking skills, mental math, and pattern recognition.
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> Identify and demonstrate positive behaviors that show respect for self and others Apply rules and refine ways to improve strategy associated with specific games Use experimental or theoretical probabilities to represent and solve problems involving uncertainty
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> Apply and explain effective procedures for identifying and comprehending strategy and rules in context Reflect on new understandings and its value to self and others Choose appropriate types of evidence and strategies to clarify ideas and information associated with the games Use mental math in numbers-based games Recognize, describe and work with numerical and non-numerical patterns Demonstrate an understanding of the role of probability in society
<i>Anticipated Enrollment Per Year</i>	20-35 students
<i>Special Facilities or Equipment Required</i>	Cards, board games and some technology for digital games
<i>Learning Resources to be Used</i>	Lecture notes, handouts, cards, board games, computers
<i>How Will Students be Assessed?</i>	Students will be assessed on their ability to make decisions and identify their patterns of thinking and decision making associated with the games.

This will be done through discussion, written self-reflections, assignments associated with specific games and statistics and a final project.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL:

GRADE LEVEL OFFERED:

TITLE OF COURSE: RUGBY

6

IMPLEMENTATION DATE: SEPTEMBER 2023

Course Philosophy

Rugby is a fun way for students to learn values such as fair play, sportsmanship, and teamwork skills. In addition to learning these values students are provided an avenue to learn about health and improve physical fitness

Rationale for the Course

Introducing rugby to students early provides them ample time to build a solid foundation of basic rugby skills. Students will develop a sense of camaraderie and an appreciation for values such as fair play. In addition to developing rugby skills, they will be equipped with skills that are transferable outside rugby.

Statement of General Learner Expectations

- Basic understanding of rugby and its rules
- Building teamwork and communication skills
- Developing an appreciation for sportsmanship and fair play
- Improved fitness

Statement of Specific Learner Expectations

- Learn the skills of passing, catching and kicking
- Understanding basic positions and the roles of each position
- Basic understanding of offense and defense
- Ability to participate in drills and scrimmages to practice skills
- Understanding safety protocols to avoid injury during game play
- Set individual goals and work on them during the term

Anticipated Enrollment Per Year

25-30 per term

Special Facilities or Equipment Required

Rugby balls (size 4)

Rugby flag belts

Learning Resources to be Used

Videos: Highlighting good gameplay, strategies, and techniques

Websites: offering instructional videos, resources, and strategies for teaching rugby

Guest coaches – reaching out to 2-3 Horns players to host certain sessions

How Will Students be Assessed?

Students will be provided a rubric at the beginning of the term and the rubric will be modified throughout the term as we learn different skills and techniques

The rubric will cover the following categories:

- **Participation**
- **Skills and abilities**
- **Teamwork and sportsmanship**
- **Understanding of rules**



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GILBERT PATERSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6, 7, & 8

TITLE OF COURSE: THRIVE

IMPLEMENTATION DATE: OPTION CLASS: 2023/2024

<i>Course Philosophy</i>	<p>Journeying towards a happier, healthier you!</p> <p>In this course, the concept of wellness will be explored. Students will be encouraged to learn how to improve physical, emotional, and social wellbeing. They will explore ways to incorporate physical activity into daily lives, develop mindfulness and relaxation techniques, build communication skills, and much more.</p> <p>The hope is that students will have gained a better understanding of the different aspects of wellness, developed new skills and strategies for improving their overall wellbeing, and have a clearer idea of how to continue to prioritize wellness beyond the course.</p>
<i>Rationale for the Course</i>	<p>The middle school years can be a time of significant change and challenge for many students, as they navigate new social and academic pressures. Developing and maintaining good health and wellness practices during this time is crucial for students to thrive both in and out of the classroom. By offering a wellness option class, students can learn about and engage in practices that support their physical, emotional, and social wellbeing. The class can also help students develop the skills and knowledge needed to make informed decisions about their health and wellbeing, which can have a positive impact on their lives long after they leave middle school.</p>
<i>Statement of General Learner Expectations</i>	<ul style="list-style-type: none"> · Engage in discussions and activities that promote personal growth and self-awareness. · Learn about different aspects of wellness and how they are interconnected. · Explore ways to continue prioritizing their wellness beyond the course.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> · Set personal wellness goals and practice self-reflection. · Build new skills and strategies for improving their overall wellbeing. · Develop healthy habits and routines that support their physical, emotional, and social health.
<i>Anticipated Enrollment Per Year</i>	180-220 students

Special Facilities or Equipment Required

Classroom

Learning Resources to be Used

- Computer
- Various forms of media
- Opportunities for guest speakers

How Will Students be Assessed?

Students will be required to complete various projects.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: BEGINNER HIP HOP

IMPLEMENTATION DATE: SEPT 2023

<i>Course Philosophy</i>	Through the provision of knowledge about dance and the opportunity to develop physical, social and emotional skills, the dance program is intended to foster technical proficiency, historical appreciation and positive self-concept. Classes foster positive group interactions in a supportive, non-threatening and challenging environment. Students become creators, performers, historians, critics and patrons.
<i>Rationale for the Course</i>	It has become evident that many students interested in dance curriculum appreciate the opportunity to specialize in a particular dance discipline. The Hip-Hop curriculum provides this opportunity and allows students to progress at their own level.
<i>Statement of General Learner Expectations</i>	<ol style="list-style-type: none"> 1. The students will be able to demonstrate respect, organization and engagement 2. The student will be able to appreciate, identify and recognize basic hip-hop history 3. The student will be able to identify recognize, and demonstrate specific hip-hop dance techniques. 4. The student will be able to understand and demonstrate the process and elements of composition.
<i>Statement of Specific Learner Expectations</i>	<ol style="list-style-type: none"> 1.The students will be able to demonstrate respect, organization and engagement 2.The student will be able to appreciate, identify and recognize basic hip-hop history 3.The student will be able to identify recognize, and demonstrate specific skills in a variety of hip-hop dance genres 4.The student will be able to understand and demonstrate the process and elements of composition.
<i>Anticipated Enrollment Per Year</i>	65-95 students
<i>Special Facilities or Equipment Required</i>	<p>large open space with a floor appropriate for tap dance</p> <ul style="list-style-type: none"> - full-length mirrors along a wall - windows for fresh air ventilation - audio and video equipment

- class set of tap shoes in various sizes
- tap shoe sanitization spray

Learning Resources to be Used

Locally Developed Course - Dance (Edmonton Public Schools, 2006)
Guest teachers
Dance performance videos and documentaries

How Will Students be Assessed?

Assessment for this course will be both formative and summative. Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece.

- Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment. –
- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: DANCE PERFORMANCE (HIP HOP OR FUSION)

IMPLEMENTATION DATE: SEPT 2023

<i>Course Philosophy</i>	<p>Dance Performance is a process driven, production based discipline which provides a dance experience extending beyond the classroom and is designed to culminate with a demonstration of learning through a public performance with professional standards of production values.</p>
<i>Rationale for the Course</i>	<p>Dance Performance develops performance skills and techniques through the exploration of increasingly more complex knowledge, attitudes, values and behaviours associated with the professional performance artist. Pivotal to this course is a commitment to building meaningful partnerships between student performers and the professional arts community.</p>
<i>Statement of General Learner Expectations</i>	<p>Dance performance acknowledges that students need a performance experience that moves beyond the traditional dance class to a collaborative full-scale dance production. The focus of the course encompasses all elements of the performance.</p> <p>Upon completion of this program, students will:</p> <ol style="list-style-type: none"> 1. Acquire competency as a member of a performance ensemble 2. Identify and apply dance concepts, creative expression, artistic perception and technical proficiency in the creation of a dance performance. 3. Apply the the required steps in the creative process in the completion of a dance production. 4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece 5. Aesthetic Valuing - Respond to, analyze and interpret their own and others' performance demonstrating an understanding of the process of critical reflection and analysis
<i>Statement of Specific Learner Expectations</i>	<ol style="list-style-type: none"> 1. Acquire competency as a member of a performance ensemble <ol style="list-style-type: none"> 1.1 demonstrate respect, responsibility and commitment to the performance ensemble 1.2 demonstrate leadership in a performance ensemble 1.3 establish supportive healthy relationships within the performance

ensemble

1.4 demonstrate the dance techniques of artistic unity as it creates the dynamics of the

performance piece

1.5 contribute and apply appropriate constructive feedback and performance notes from

members of the ensemble

1.6 demonstrate understanding and respect of roles and responsibilities within a dance

performance ensemble

1.7 demonstrate effective use of rehearsal time

1.8 demonstrate effective use of time outside of class to prepare

1.9 demonstrate collaboration and teamwork

1.10 contribute purposeful ideas through the creative process as an ensemble member

1.11 demonstrate appropriate rehearsal and performance etiquette

1.12 establish personal goals for dance performance

2. Identify and apply dance concepts, creative expression, artistic perception and

technical proficiency in the creation of a dance performance.

2.1 demonstrate appropriate motor skills and technical expertise for expressive use of the

body: rhythmic movement, imitative movement, sensory awareness, interpretive movement,

spacial awareness

2.2 Perform in multiple dance genres

2.3 demonstrate physical coordination and control when performing locomotor and axial movement phrases from a variety of genres (body articulation, agility, balance, strength)

2.4 demonstrate a variety of movement patterns and phrases with increased focus on agility, balance, speed and coordination

2.5 demonstrate appropriate physical warm up techniques appropriate for performance

2.6 demonstrate understanding of stages of rehearsal process

2.7 memorize and perform performance choreography

2.8 demonstrate improvisational skills during the creative process

2.9 select specific dance vocabulary to describe movement and dance elements

3. Apply the the required steps in the creative process in the completion of a dance production.

3.1 demonstrate the ability to problem solve within a dance performance production process

3.2 demonstrate commitment to the rehearsal and performance process

3.3 integrate and understand appropriate stage directions

3.4 demonstrate concentration, focus and commitment to all performance choices in rehearsal and performance

3.6 demonstrate appropriate technique to support the physical nature of the dance performance piece

4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece

4.1 demonstrate respect for self

4.2 demonstrate respect for others (including peers, instructor, guest artist, etc)

4.3 demonstrate appropriate dance etiquette

5. Aesthetic Valuing - Respond to, analyze and interpret their own and others' performance demonstrating an understanding of the process of

critical reflection and analysis

5.1 critique dance works to improve understanding of choreographic structure and artistic presence

5.2 use select criteria to compare, contrast, and assess various dance forms

5.3 analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal performance choices

Anticipated Enrollment Per Year

180 students per year including all grade levels

Special Facilities or Equipment Required

- a sprung dance floor is required for the adequate teaching of dance
- full length mirrors along a wall
- windows for fresh air ventilation
- female and male changing facilities
- storage facilities for equipment and supplies
- stereo system, video and projector with screen
- access to performance theatre with appropriate sound and lighting
- safety mats and manipulatives (such as ribbons, scarves, hoops etc.)
- **music reflecting a wide range of styles**

Learning Resources to be Used

Locally Developed Course: Dance Performance (Edmonton Public Schools, 2013)

Guest teachers

Dance performance videos and documentaries

How Will Students be Assessed?

The dance performance curriculum approaches assessment as both formative and summative.

Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece.

Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.

- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances

An important component of this curriculum is the students' ability to accept and respond appropriately to constructive criticism.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL:

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: FILM AND PHOTOGRAPHY

IMPLEMENTATION DATE: 2023

Course Philosophy	Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing. Students will learn about different genres of film, camera angles and other key parts of making a film and take their own pictures using the same ideas to create a term end portfolio.
Rationale for the Course	The aim of this course is to enhance the regular Language Arts Program of Studies, help students gain a better understanding of how to improve their picture taking ability and appreciation of photos.
Statement of General Learner Expectations	<p>The aim of this course is to enable each student to understand and appreciate language in a variety of situations for communication, personal satisfaction and learning in accordance to some of the general outcomes already outlined in the Language Arts Program of Study.</p> <ul style="list-style-type: none"> • General Outcome 1: Students view films to explore thoughts, ideas, feelings and experiences. • General Outcome 2: Students will view films to comprehend and respond personally and critically to film. • General Outcome 3: Students will view films to enhance the clarity and artistry of communication • General Outcome 4: Students will view films to respect, support and collaborate with others
Statement of Specific Learner Expectations	<p>The students will:</p> <ul style="list-style-type: none"> • Consider the ideas of others • listen and respond constructively to alternative ideas or opinions-select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information • identify, connect, and summarize in own words, the main ideas of various films, experience films • justify own point of view about print and film using evidence from films • identify genres of film- predict and discuss the consequences of events or characters' actions, based on information in film

- talk about experiences similar or related to those in film, identify and explain conflict, and discuss how it develops and may be resolved
- discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in film
- identify the narrator's perspective, and explain how it affects the overall meaning of a film
- explain how sound and image work together to create effects in film.

Anticipated Enrollment Per Year

30 students per year

Special Facilities or Equipment Required

Classroom, projector, ACF Films website, iPads, laptops

Learning Resources to be Used

ACF Films, Internet Resources

How Will Students be Assessed?

- Recalling of Information
- Listening and Recording
- Comprehension Skills
- Testing
- Discussion Questions
- Photography Portfolio



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6, 7, 8

TITLE OF COURSE: INTRODUCTION TO CHESS FOR MIDDLE SCHOOL

IMPLEMENTATION DATE: 2023-2024 SCHOOL YEAR

Course Philosophy

The Introduction to Chess class for middle school students aims to provide an interactive and engaging environment for students to learn and appreciate the game of chess. The course philosophy emphasizes the importance of building a strong foundation in the fundamental rules and strategies of the game. Additionally, the class aims to foster critical thinking skills, problem-solving skills, and concentration in students through the game of chess. The class will also explore the history of the game and its notable players to inspire students' interest in the broader world of chess. The course philosophy ultimately aims to cultivate an appreciation for chess as a stimulating and enjoyable recreational activity that provides long-term cognitive benefits.

Rationale for the Course

The Introduction to Chess class for middle school students is designed to provide a unique and intellectually stimulating learning experience. Chess is widely recognized as a game that promotes the development of cognitive and analytical skills, making it an ideal activity for middle school students to learn. The course rationale is based on the belief that learning the game of chess can help improve students' focus, concentration, problem-solving skills, and critical thinking abilities. Additionally, the course aims to introduce students to the history and cultural significance of chess, providing them with a comprehensive understanding of the game. Finally, by teaching the rules and strategies of chess, the course will encourage students to develop a lifelong appreciation for this ancient and revered game.

Statement of General Learner Expectations

By the end of the Introduction to Chess class, students are expected to have a solid understanding of the rules and basic strategies of the game of chess. They should be able to set up the board, move each piece according to its rules, and identify basic tactics such as forks, pins, and skewers. Additionally, they will have learned about the history and cultural significance of chess and how the game promotes cognitive development. Through playing chess against their peers, students will have developed their critical thinking, problem-solving, and concentration skills. Students are expected to participate actively in class discussions, ask questions, and engage in the class material fully. Lastly, students are expected to apply the knowledge and skills learned in the course outside of the classroom by playing chess with friends and family or joining a chess club.

Statement of Specific Learner Expectations

By the end of the Introduction to Chess class, students are expected to:

1. Understand the basic rules of chess, including the movements and values of each piece.
2. Demonstrate the ability to set up the chessboard correctly.
3. Identify and understand basic tactics such as forks, pins, and skewers.
4. Understand basic opening principles, such as controlling the center and developing pieces.
5. Develop the ability to think critically and solve problems through chess analysis.
6. Understand the history and cultural significance of chess.
7. Demonstrate the ability to record and analyze their chess games using notation.
8. Develop the ability to concentrate and maintain focus during extended games.
9. Engage in respectful and constructive peer-to-peer chess play.
10. Apply the knowledge and skills learned in the course by playing chess outside of the classroom.

Students will be expected to participate in class discussions, ask questions, and engage with the material actively. In addition, students will be assessed through quizzes, assignments, and in-class chess games. By the end of the course, students will have developed a strong foundation in the game of chess and the associated cognitive skills.

Anticipated Enrollment Per Year

30 students

Special Facilities or Equipment Required

Chess boards

Learning Resources to be Used

Chess.com

Chess for Educators: How to Organize and Promote a Meaningful Chess Teaching Program, by Karel Van Delft

How Will Students be Assessed?

Students will be assessed in various ways throughout the Introduction to Chess class, including the following:

1. In-class Participation: Students will be expected to participate actively in class discussions and activities, including asking and answering questions related to the material covered in the course.
2. Assignments: Students will be given assignments related to the rules, strategies, and history of chess. These assignments may include reading comprehension, problem-solving, or critical thinking tasks.
3. Quizzes: Students will take quizzes to assess their understanding of the rules, strategies, and tactics of chess. These quizzes will help students identify areas of strength and weakness in their knowledge.
4. In-class Chess Games: Students will play chess games against each other in class, which will help them apply their knowledge of the game and develop critical thinking and problem-solving skills.
5. Final Exam: At the end of the course, students will take a final exam to assess their understanding of the material covered throughout the course.

Assessment will be based on a combination of the above methods, and students will be given feedback on their performance throughout the course. The purpose of assessment is to help students identify areas of strength and weakness and to provide them with opportunities to improve their understanding of the game of chess.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: LIGHTS CAMERA ACTION!

IMPLEMENTATION DATE: SEPTEMBER 1 2023

<i>Course Philosophy</i>	This unique course offers students the chance to learn about the technology, practical and creative side of video/ film construction.
<i>Rationale for the Course</i>	This course encourages students to be creative with technology that they already have with them. Films are ubiquitous and highly engaging in our culture and students will develop skills to critically think about what makes a good film.
<i>Statement of General Learner Expectations</i>	Students will create short films or commercials with intentional meaning and plot. The student will be the producer, actor, composer and promoter of their films.
<i>Statement of Specific Learner Expectations</i>	Students will demonstrate an understanding of what the message is in a short film. Students will convey meaning and create a plot in a short film or commercial. Students will demonstrate how to film with a camera or phone camera. Students will practice video cutting and editing skills to fine-tune the final cut of their film.
<i>Anticipated Enrollment Per Year</i>	25
<i>Special Facilities or Equipment Required</i>	Cameras, tri-pods and computers with Adobe Premiere pro software
<i>Learning Resources to be Used</i>	Cameras, tri-pods and computers with Adobe Premiere pro software

How Will Students be Assessed?

Students will be assessed objectively with written exams on equipment, film terminology and software usage. Subjective assessment will be on creative work of their movie/films.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL:

GRADE LEVEL OFFERED: 6, 7,8

TITLE OF COURSE: MARINE BIOLOGY

IMPLEMENTATION DATE: SEPTEMBER 2023

<i>Course Philosophy</i>	This marine biology class will explore the largest biome on Earth; the ocean and all the organisms that co-exist in it. Students will learn about the relationships between different organisms and their environment found living or near the salt water.
<i>Rationale for the Course</i>	<p>Many students have never visited the ocean before, and even if they have they do not have a true appreciation for the organisms that call it home. This class will provide an in depth look at abiotic factors including temperature, salinity, currents, pollution, and depth of the ocean. We will then focus on biotic organisms and provide students with critical thinking activities about how humans impact the ocean, captivity, and rehabilitation programs.</p> <p>This course will also give students a precursor to Unit E: Fresh and Saltwater Systems in grade eight science.</p>
<i>Statement of General Learner Expectations</i>	<p>We will be building and expanding students knowledge from the grade six science program of studies "Skills" section.</p> <p>General Learner Expectations</p> <p>Students will: 6–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Specific Learner Expectations</p> <p>Students will show growth in acquiring and applying the following traits:</p> <ul style="list-style-type: none"> • curiosity • inventiveness and open-mindedness • perseverance in the search for understandings and for solutions to problems • flexibility in considering new ideas • critical-mindedness in examining evidence and determining what the evidence means • a willingness to use evidence as the basis for their conclusions and actions • a willingness to work with others in shared activities and in sharing of experiences • appreciation of the benefits gained from shared effort and cooperation • a sense of personal and shared responsibility for actions taken • respect for living things and environments, and commitment for their care.

Anticipated Enrollment Per Year

This course will run for at least one term in the 2023-2024 school year. The anticipated enrollment will be 20+ students.

Special Facilities or Equipment Required

There are no special facilities needed. The class will be run in a regular classroom.

Learning Resources to be Used

Videos
Journal Articles
National Geographic Readings
Documentaries

How Will Students be Assessed?

Students will be assessed using projects, assignments, tests, and quizzes.

- Classwork 50%
- Quizzes 10%
- Projects 40%



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: S.E.T – SCIENCE, EGAMES, TECH

IMPLEMENTATION DATE: SEPTEMBER 2023

Course Philosophy

Are you someone who enjoys science, technology and gaming? Combining skill sets that overlap is the design of this course. It is designed to spark curiosity and creativity in the S.E.T. domain (science, engineering and technology). Students will be introduced to computer skills, basic coding, eGaming, retro tech, and current and popular science topics that everyone wishes they could learn more about but don't get to in a regular science curriculum.

Rationale for the Course

The S.E.T. focus is a push for students to keep up with current changes in that domain. Currently, many Canadians are leaders in various related fields, and this course is designed to allow students to discover their passions for science and technology. It is introductory and exploratory in nature.

Statement of General Learner Expectations

Communicating, Inquiring, Decision Making and Problem Solving Students will access, use and communicate information from a variety of technologies. Students will seek alternative viewpoints, using information technologies. Students will critically assess information accessed through the use of a variety of technologies. Students will use organizational processes and tools to manage inquiry. Students will use technology to aid collaboration during inquiry. Students will use technology to investigate and/or solve problems. Students will use electronic research techniques to construct personal knowledge and meaning.

Statement of Specific Learner Expectations

DIV 3-C1, C3, C5
Science 4C, 5A, 5B

Anticipated Enrollment Per Year

60-90

Special Facilities or Equipment Required

Computer Lab/Laptop Cart, Coding Disks, relevant software already installed

Learning Resources to be Used

Internet websites, Microsoft Office, TEAMS.

How Will Students be Assessed?

This will be a project-based course with three main projects culminating in a final project.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: GS LAKIE

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: STUDENT DANCE CREATIONS

IMPLEMENTATION DATE: SEPT 2023

<i>Course Philosophy</i>	Student Dance Creations is a process driven, choreography based discipline. The class is designed to culminate with a demonstration of learning through in class performances.
<i>Rationale for the Course</i>	Student Dance Creations develops choreographic skills and techniques through the exploration of increasingly more complex knowledge, attitudes, values and behaviours associated with the role of an Artistic Director. Pivotal to this course is the ability for students be innovative and collaborative with others. They will go behind the scenes and learn the building blocks necessary for a memorable, thought provoking and impactful dance performance.
<i>Statement of General Learner Expectations</i>	<p>Student Dance Creations allows students to be expressive and creative in their choreographic process. Students will demonstrate critical thinking, collaboration, musicality, creativity and problem solving during their Artistic journey. The focus of this course encompasses all elements of choreography, theatre direction and performance.</p> <p>Upon completion of this program, students will:</p> <ol style="list-style-type: none"> 1. Acquire competency as a member of a performance ensemble and as an Artistic Director 2. Identify and apply dance concepts, creative expression, artistic perception and technical proficiency in the creation of a dance performance. 3. Apply the required steps in the creative process in the completion of a dance production. 4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece 5. Aesthetic Valuing - Respond to, analyze and interpret their own and others' performance demonstrating an understanding of the process of critical reflection and analysis
<i>Statement of Specific Learner Expectations</i>	<ol style="list-style-type: none"> 1. Acquire competency as a member of a performance ensemble and an Artistic Director <ol style="list-style-type: none"> 1.1 demonstrate respect, responsibility and commitment to the performance ensemble 1.2 demonstrate leadership in a performance ensemble and as an Artistic Director 1.3 establish supportive healthy relationships within the performance ensemble 1.4 demonstrate the dance techniques of artistic unity as it creates the dynamics of the performance piece 1.5 contribute and apply appropriate constructive feedback and performance notes from members of the ensemble

1.6 demonstrate understanding and respect of roles and responsibilities within a dance performance ensemble

1.7 demonstrate effective use of rehearsal time

1.8 demonstrate effective use of time outside of class to prepare

1.9 demonstrate collaboration and teamwork

1.10 contribute purposeful ideas through the creative process as an ensemble member and **choreographic director**

1.11 demonstrate appropriate rehearsal and performance etiquette

1.12 establish personal goals for dance performance and choreography

1.13 demonstrate the use of a variety of choreographic devices

1.14 coordinate elements of costuming, lighting design, spacial mapping, scheduling and planning for a dance performance

2. Identify and apply dance concepts, creative expression, artistic perception and technical proficiency in the creation of a dance performance.

2.1 demonstrate appropriate motor skills and technical expertise for expressive use of the body: rhythmic movement, imitative movement, sensory awareness, interpretive movement, spacial awareness

2.2 Perform in multiple dance genres

2.3 demonstrate physical coordination and control when performing locomotor and axial

movement phrases from a variety of genres (body articulation, agility, balance, strength)

2.4 demonstrate a variety of movement patterns and phrases with increased focus on agility, balance, speed and coordination

2.5 demonstrate appropriate physical warm up techniques appropriate for performance

2.6 demonstrate understanding of stages of rehearsal process

2.7 memorize and perform performance choreography

2.8 demonstrate improvisational skills during the creative process

2.9 select specific dance vocabulary to describe movement and dance elements

3. Apply the the required steps in the creative process in the completion of a dance production.

3.1 demonstrate the ability to problem solve within a dance performance production process

3.2 demonstrate commitment to the rehearsal and performance process

3.3 integrate and understand appropriate stage directions

3.4 demonstrate concentration, focus and commitment to all performance choices in

rehearsal and performance

3.6 demonstrate appropriate technique to support the physical nature of the dance

performance piece

4. Demonstrating an understanding of interpersonal skills within the creation of a dance performance piece

4.1 demonstrate respect for self

4.2 demonstrate respect for others (including peers, instructor, guest artist, etc)

4.3 demonstrate appropriate dance etiquette

5. Aesthetic Valuing - Respond to, analyze and interpret their own and others'

performance demonstrating an understanding of the process of critical reflection and analysis

5.1 critique dance works to improve understanding of choreographic structure and artistic presence

5.2 use select criteria to compare, contrast, and assess various dance forms

5.3 analyze evolving personal preferences about dance styles and choreographic forms to

identify change and development in personal performance choices

Anticipated Enrollment Per Year

30-90 students per year including all grade levels

Special Facilities or Equipment Required

- a sprung dance floor is required for the adequate teaching of dance
- full length mirrors along a wall
- windows for fresh air ventilation
- female and male changing facilities
- storage facilities for equipment and supplies
- stereo system, video and projector with screen
- access to performance theatre with appropriate sound and lighting
- safety mats and manipulatives (such as ribbons, scarves, hoops etc.)
- **music reflecting a wide range of styles**

Learning Resources to be Used

Locally Developed Course: Dance Performance (Edmonton Public Schools, 2013)
Guest teachers
Dance performance videos and documentaries

How Will Students be Assessed?

The dance performance curriculum approaches assessment as both formative and summative.

Students will be assessed as they integrate the theory and skills acquired through the process of developing and implementing a dance performance piece. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.

- teacher observation
- performance rubric
- student choreography rubric
- conferences
- guided questions and interviews
- mentor and coaching observations
- self and peer evaluations
- anecdotal records
- recordings of performances

An important component of this curriculum is the students' ability to accept and respond appropriately to constructive criticism.



Lethbridge School Division Locally Developed Course

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: G.S. LAKIE MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: WELLNESS AND COSMETOLOGY

IMPLEMENTATION DATE: FALL 2023

<i>Course Philosophy</i>	Students in this class will focus on the art of self-care and they will learn strategies to improve their overall physical and mental wellness.
<i>Rationale for the Course</i>	Managing stress and anxiety is a major challenge for many students in Middle School today. Students need time embedded into the school day to promote all aspects of wellness.
<i>Statement of General Learner Expectations</i>	<ol style="list-style-type: none"> 1. Students will learn intentions, choices, and actions leading toward an optimal state of well-being 2. Students will engage in learning opportunities through which they discover their interests in practical and purposeful ways 3. Students connect strategies for well-being to life opportunities and lifelong learning
<i>Statement of Specific Learner Expectations</i>	<ol style="list-style-type: none"> 1. Students will connect daily routines and planned physical activities with active living goals 2. Students will participate in a variety of moderate-to-vigorous physical activities 3. Students will learn and practise a variety of mindful activities to reduce stress and increase mental focus 4. Students will explore activities to promote social, environmental, physical and mental wellness 5. Students will explore various forms of self care and self expression 6. Students will collaborate, share, create and celebrate with others in order to build community and sense of belonging

<i>Anticipated Enrollment Per Year</i>	25-75
<i>Special Facilities or Equipment Required</i>	Multipurpose facility, Yoga mats, Student Material Supply list
<i>Learning Resources to be Used</i>	<p>Alberta Programs of Study - Physical Education and Wellness</p> <p>Alberta Programs of Study - CTF - Cosmetology</p> <p>Community Guest Teachers</p> <p>Teacher Counselling and Wellness program site</p>
<i>How Will Students be Assessed?</i>	<p>Assessment for this course will be both formative and summative. Assessment is continuous and utilizes a variety of strategies, creating a multi-dimensional approach, creating balanced assessment.</p> <ul style="list-style-type: none"> - teacher observation - engagement and cooperation rubric - student conferences - guided questions and interviews - mentor and coaching observations - self and peer evaluations - anecdotal records



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WINSTON CHURCHILL HIGH SCHOOL

GRADE LEVEL OFFERED: 9

TITLE OF COURSE:

IMPLEMENTATION DATE: FALL 2023

Course Philosophy

This course is being provided to give students an opportunity to explore dance within a school setting. In addition to technique class, dancers study theory, anatomy and dance history to expand their understanding of the art form. This course is intended to encourage students to find their voice and artistic expression through various dance forms. The goal of this course is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance.

Rationale for the Course

Dance 9 is intended to provide opportunities for students who would like to pursue dance beyond the Alberta Physical Education Program of Studies. It also offers students the opportunity to study dance as an integral part of fine and performing arts programs. Dance 9 is designed for students at various points of their study of dance and who have had little or no experience with dance upon entry into this course series.

Statement of General Learner Expectations

The aim of the Dance 9 course is articulated through four general outcomes. These four general outcomes serve as the foundation of the Dance 9 course series and identify what students are expected to know and be able to do upon completion of the course. The general outcomes are interrelated and interdependent A Students will develop the foundations of dance. B Students will acquire competency through a variety of dance genres and traditions. C Students will develop self-expression, creativity and communication through dance. D Students will understand and appreciate dance.

Statement of Specific Learner Expectations

1.Acquire - A. Student has identified and can perform the basic foundations of dance. B. Student can identify and demonstrate a variety dance genres and traditions. C. Student has begun to develop self-expression and creativity through dance. D. Student demonstrates an appreciation of dance. 2. Adapt- A. Student can identify and expressively perform the basic

foundations of dance. B. Student can identify, perform, and expand upon a variety of dance genres and traditions. C. Student will passionately develop self-expression, creativity, and communication through dance. D. Students will deeply understand and uniquely appreciate dance. Apply - A. Student has skillfully identified, and can create and perform the basic foundations of dance. B. Student can identify, demonstrate, and create a variety of dance genres and traditions. C. Student has developed self-expression and creativity through dance. D. Student passionately understands and has their own unique appreciation for dance and how it can extend beyond the classroom.

Anticipated Enrollment Per Year

1 – 2 sections of 20 students in the third or fourth quarter.

Special Facilities or Equipment Required

An open space, with the capability to play music. Wall mirrors and a dance barre would be also ideal.

Learning Resources to be Used

n/a

How Will Students be Assessed?

Students will be assessed using the acquire, adapt, apply grading scale. Self assessment, and observation will be used.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WINSTON CHURCHILL HIGH SCHOOL

GRADE LEVEL OFFERED:9

TITLE OF COURSE: IB PREP & MATH SKILLS

IMPLEMENTATION DATE: FALL 2023

<i>Course Philosophy</i>	<p>IB is a rigorous and demanding program. This option will give an advantage in math because it is the first course completed in IB and instruction goes fast. We will extend the grade 9 curriculum to cover Trigonometry, Integral and Rational Exponents, Radicals and Factoring Quadratics. The goal is also to set students up for more success in general so we will be delving into mindfulness practice and time management. These are key skills that will assist current Gr. 9 students with their sights on the IB program.</p>
<i>Rationale for the Course</i>	<p>We have found that students need extension in certain areas of the Gr. 9 math Curriculum to help them find success in Math 10i. We have also noticed that the stress and expectations placed on students can be more of a stress than students expect. We would like to help them build skills to work with these expectations and find the balance that works best for them.</p>
<i>Statement of General Learner Expectations</i>	<p>Grade 9 math Extension. Numeracy skills. Time Management skills.</p>
<i>Statement of Specific Learner Expectations</i>	<p>Math extension – Trigonometry, Integral and Rational Exponents, Factoring. How to be mindful during stress inducing times. Strategies to prioritize commitments. Strategies to prioritize studies and extra curricular activities. Strategies to balance school/life.</p>
<i>Anticipated Enrollment Per Year</i>	<p>30 – 40 students</p>
<i>Special Facilities or Equipment Required</i>	<p>Classroom and access to laptops/computers</p>
<i>Learning Resources to be Used</i>	<p>Absolute Value Math 10-C workbook</p>
<i>How Will Students be Assessed?</i>	<p>Anecdotal comments will be used, no number grades. The comment will reference whether the students is at the Acquire, Apply or Adapt stage of growth and if they are recommended to apply to IB.</p>



Lethbridge School Division

Locally Developed Course Outline

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SCHOOL: WINSTON CHURCHILL HIGH SCHOOL

GRADE LEVEL OFFERED:9

TITLE OF COURSE: READING CAFE

IMPLEMENTATION DATE: FALL 2023

<p><i>Course Philosophy</i></p>	<p>This course is being provided to help students build their love of reading. Students will be getting more exposure to literature and will be able to develop their own sense of who they are as a reader as they begin high school. The course is intended to create a sense of confidence for readers, regardless of their interests or reading level, and to develop the necessary skills to continue reading for the love of it as they progress through school and life</p>
<p><i>Rationale for the Course</i></p>	<p>The rationale for this course is to increase reading stamina, and to increase exposure to a multitude of texts in Grade 9. This course allows for reading time during the day to help students de-stress, while pairing the mindfulness of reading with the academic benefit of increasing vocabulary and comprehension.</p>
<p><i>Statement of General Learner Expectations</i></p>	<p>1. I explore my interests and passions while making personal connections to literature. 2. I develop skills that enhance my reading abilities.</p>
<p><i>Statement of Specific Learner Expectations</i></p>	<p>1. <u>Acquire</u>: Identify your interests and passions. Discuss interests and passions that people have. Explain why understanding your interests and passions is useful. <u>Apply</u>: Explain ways that you explore your interests and passions through literature. Determine how to challenge your interests and passions through varied reading. <u>Adapt</u>: Create a public sphere that allows you to explore your interests and passions. Reflect on representation of interests and passions in various texts. 2. <u>Acquire</u>: Identify reading rate. Discuss the importance of comprehension and vocabulary. Explain why reading is important. <u>Apply</u>: Justify the skills you use when selecting appropriate novels and working with vocabulary. Assess the strengths and limitations you have when reading for pleasure. Practice skills to enhance reading quality and stamina. <u>Adapt</u>: Encourage others to engage with meaningful texts. Strengthen your ability to read a wide variety of challenging texts .</p>
<p><i>Anticipated Enrollment Per Year</i></p>	<p>50-75 students (it can be run as a quarter option, semester option, or full year option depending on enrolment)</p>
<p><i>Special Facilities or Equipment Required</i></p>	<p>N/A</p>
<p><i>Learning Resources to be Used</i></p>	<p>Students will be accessing classroom libraries, learning commons, and</p>

public libraries in order to find books that interest them throughout the course.

How Will Students be Assessed?

There will be levels of projects that represent acquire, apply, and adapt in accordance with the CTF structure. For example, a student who completes a “reader’s profile” detailing their interests in different texts will have met the acquire stage of the “I explore my interests and passions while making personal connections to literature.” learning outcome. A student who creates a website reviewing their favourite books will be meeting the adapt stage for the same learning outcome.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL:

GRADE LEVEL OFFERED:

TITLE OF COURSE: ARCHERY

6-8

IMPLEMENTATION DATE: SEPT 2023

Course Philosophy

To teach the basics of archery to students and develop their skills to carry on archery after leaving the program. This is used as an introductory course to a sport many students would not have the opportunity or idea to engage with archery outside of school and to hopefully allow students to engage with an activity that they can do for their lifetime.

Rationale for the Course

To introduce students to the sport of archery and give them opportunity to develop skills as well as engage in different forms and styles of archery.

Statement of General Learner Expectations

Students are expected to engage in the sport of archery in a safe, and positive manner.

Statement of Specific Learner Expectations

Students will understand safety protocols to engage in archery in a safe manner
 Students will learn the cause and effect of form mistakes and use problem solving skills to fix their own personal form deficiencies.
 Students will learn the inner workings of a bow and arrow and understand the terminology involved within archery
 Students will learn about mental resiliency and how this relates to archery

Anticipated Enrollment Per Year

20 students per term, 60 students total per year

Special Facilities or Equipment Required

Bows, Arrows, Targets, Netting

Learning Resources to be Used

NASP certification learning, internet based resources, previous personal coaching experiences/archery experience.

How Will Students be Assessed?

Students will be assessed on their participation and attitude within the activity and their ability to coachable in improving form and ability. There will also be a theory of archery safety and terminology component to the course.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL:

GRADE LEVEL OFFERED: 6/7/8

TITLE OF COURSE: BABYSITTING

IMPLEMENTATION DATE: 2023 (RENEWAL OF PREVIOUS COURSE)

<i>Course Philosophy</i>	This course will provide students with the basic skills necessary to care for younger children, using the Canadian Safety Council Babysitter Training Course as its guiding document.
<i>Rationale for the Course</i>	The Babysitting course will offer students the opportunity to explore the basic knowledge and skills of childcare that are required when providing care for younger children and babies. The aim of this course is to prepare and equip students to become responsible, knowledgeable, compassionate, and safe babysitters. This course is intended to walk students through the babysitting course outlined by the Canada Safety Council.
<i>Statement of General Learner Expectations</i>	The Babysitting course will allow students to explore the skills required to provide care for younger children and babies. They will be introduced to the following: The rights and responsibilities of a babysitter, child development and play, care and nutrition for babies, toddlers, preschoolers and school-aged children, creating safe environments and how to handle basic emergencies, as well as the business of babysitting.
<i>Statement of Specific Learner Expectations</i>	<p>Students will be introduced to and will learn the following:</p> <ul style="list-style-type: none"> • The rights and responsibilities of the babysitter, child and parent • Care for babies: holding, diapering, feeding, sleeping, how to settle a crying baby • Care for toddlers: diapering, dressing, feeding, sleeping • Care for preschoolers: toilet learning, dressing, feeding, sleeping • Care for school-aged children: feeding and sleeping • Appropriate foods and toys for each age and stage • Dangers associated with each age and stage • Appropriate activities (indoor and outdoor) for each age and stage • Responsibilities associated with outdoor play (pedestrian, bike, playground safety, sunscreen, bug spray, winter play) • Basic Nutrition for each developmental stage • How to handle sick and exceptional children • The business of babysitting (qualities of a great babysitter, practice interviews, resume and business card creation, business plan creation, how to keep clients, how to manage a business schedule, maintaining house rules and routines, and staying safe) • How to handle emergencies/first aid (see Note below)

***NOTE:** There is no certification required by the Canadian Safety Council to teach their babysitting course. The teacher's manual states the following: "The Canada Safety Council recommends that you do not provide instruction on the techniques of rescue breathing unless you hold a valid first aid instructor certificate" (Pg. 108 – Babysitter Training Course Instructor's Manual). It also states: "Please stress to your students that the first aid covered in this session merely provides them with a basic understanding of how to handle some of the emergencies that may arise when children are left in their care. Students should be encouraged to enroll in a St. John Ambulance first aid course. Cardiac Pulmonary Resuscitation (CPR) is also advised." (Pg. 109 – Babysitter Training Course Instructor's Manual). *

Anticipated Enrollment Per Year

The anticipated enrollment per year is between 60-90 students, depending on how many terms the course is offered for. However, due to the hands-on nature of the course, there may be limits placed on the maximum number of students enrolled.

Special Facilities or Equipment Required

- The Canadian Safety Council Babysitter Training Course Instructor's Manual
- The Canadian Safety Council Babysitter Training Student Guide (1 per student)
- Infant Models to practice diapering, dressing, etc. (borrowed from Curriculum Resource Centre)
- Guest speakers to address specific topics

Learning Resources to be Used



How Will Students be Assessed?

Students will be assessed both formatively and summatively via the following: informal practical observations, project-based assessments, and formal testing. Formative and Summative Assessments may include:

- Upon successful completion of the course test (set by the Canadian Safety Council), students will receive a "Canadian Safety Council Babysitter Training Course" certificate
- Class discussions and role-playing activities: Showing proper diapering, dressing, swaddling, and feeding techniques on baby models, mediating child to child disputes, handling conversations with parents or strangers, etc.
- Creation of activity materials for possible musical activity, story, craft, active indoor game and active outdoor game that is appropriate for each of the following: infant, toddler, preschooler, school-aged child
- Canada Food Guide Online Assignment and finding a simple, nutritious recipe that could be made while babysitting (all recipes will be put together to make a babysitters recipe book)
- Resume and business plan creation
- Mock Scenarios: calling 911 (what information should I provide, how do I stay calm), interviewing with a parent, dealing with strangers safely, reactive animals
- Creating a "kid kit" (a kit of activities to bring along while you are babysitting)



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6, 7, 8

TITLE OF COURSE: BROADCASTING

IMPLEMENTATION DATE: 2023-2024

<i>Course Philosophy</i>	Broadcasting is the distribution of audio or video content to a dispersed audience via any electronic mass communications medium. Learning in technology education requires presenting experiences that teach students to apply process thinking and critical thinking skills. Design thinking is a process for investigating ill-defined problems, acquiring information, analyzing knowledge, prototyping ideas, and positing solutions. Students enrolled in Introduction to Broadcasting will be presented with production challenges. Through visual mediums students will be required to demonstrate their knowledge of the design process. Additionally, production challenges will introduce students to technological systems such as camerawork, audio production, and digital editing.
<i>Rationale for the Course</i>	Students in Broadcasting will experience video and audio production challenges which will help to develop visual media literacy skills. Through an approach that promotes firsthand experimentation, the course will prepare students for more advanced offerings within the broadcasting umbrella and provide students a core set of transferable skills.
<i>Statement of General Learner Expectations</i>	Students in Broadcasting will work with a variety of video/audio recording and editing technologies, as well as storytelling and scriptwriting assignments. The ability to create video-based projects will allow students to explore visual media which is so prevalent in society today. This experience will hopefully spark an interest in video journalism, comedy, public service, school initiatives, community activities, and much more
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Understand the techniques effective speakers use to make convincing presentations • Select an appropriate oral presentation form for a specific purpose and audience • Learn how to organize a chosen topic into cohesive storyboard format • Learn how to effectively conduct and interview, including question composition and logistical camera set-up • Select and use conventions of broadcast news and appropriate techniques to produce a new segment • Use appropriate production techniques to create a media work • Understand the various stages and responsibilities in the production of a news broadcast • Learn how to apply composition techniques to their own video skills

- Identify and use important visual codes (such a long-shot, close-up, camera angle) that are used on television and in movies and recognize that these codes affect meaning
- Learn how to organize their recorded video into a coherent sequence using video editing programs (e.g., iMovie or Moviemaker), including voice recording

Anticipated Enrollment Per Year Fifty students per year.

Special Facilities or Equipment Required Access to WMS Multi-Media Lab and equipment. Use of software including Adobe Premiere Pro and Adobe PhotoShop, use of smartphones or iPads to record video, use of green screen backgrounds for special effects.

Learning Resources to be Used Teacher developed resources (print materials, PowerPoint presentations, materials researched from a variety of sources, e.g., PBS News Hour Student Reporting Labs materials).

How Will Students be Assessed? Student learning will be assessed using rubrics created for specific broadcasting projects that will focus on the specific learner expectations. Students will also be assessed on group work metrics as projects in class will require team students to collaborate with each other.



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 8 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6, 7, AND 8

TITLE OF COURSE: COSMETOLOGY

IMPLEMENTATION DATE: 2023-2024

<i>Course Philosophy</i>	At Wilson Middle School we provide as many different learning opportunities as possible for our students. Through this cosmetology course, students will be given the opportunity to experience the theory and practical learning of the art and science of beauty care. Through taking this course, students will develop valuable skills that they can use throughout their lives. In addition, the artistic skills of cosmetology students will provide students with an opportunity to explore their creativity.
<i>Rationale for the Course</i>	Cosmetology classes provide hands-on learning, so students can receive real-world experience and preparation for many aspects of life such as skin care, hairstyling, nail services, and more. Through cosmetology experiences, students experience professional development to the development of a healthy body and mind. Students will learn skills that foster effective communication and positive human relations and collaboration skills. This course will provide students with practical skills that can foster a creative outlet for artistic expression.
<i>Statement of General Learner Expectations</i>	By the end of this course students will be able to apply practical skills such as hair hygiene, styling, and skin care.
<i>Statement of Specific Learner Expectations</i>	Students will analyze and apply the principals of basic hairstyling fundamentals and theory. Students will apply their learned hair and skin techniques on fellow classmates and models (friends within the school). This includes: -Nail services -Hair services -Spa services
<i>Anticipated Enrollment Per Year</i>	90-100 students (over three terms)
<i>Special Facilities or Equipment Required</i>	Basic Cosmetology supplies will include clips, combs, mirrors, nail polish, facial masks, cuticle files and elastics.
<i>Learning Resources to be Used</i>	<ul style="list-style-type: none"> • The students will access the instructor’s knowledge and expertise (Red Seal Certification). • Reference material will be from the cosmetology textbook: Salon Fundamentals by Pivot Point International INC.

How Will Students be Assessed?

Formative:

- Check ins
- Group discussions
- Practice models (tutorial)
- Manikin work
- Questionnaires
- Observations

Summative:

- Theory: worksheets and assignments based on course materials and textbook
- Practical: hands-on experiences assessed through skill-based rubrics



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6-7-8

TITLE OF COURSE: HISTORY OF ROCK N ROLL

IMPLEMENTATION DATE: 2023-24 SCHOOL YEAR

<i>Course Philosophy</i>	The history of rock course aims to explore the cultural significance of one of the most powerful forms of popular music in western society. We will delve into the musical, social, economic, and political events that shaped the evolution of rock from its origins (pre 1970) and to present day (mid 2000s).
<i>Rationale for the Course</i>	The rationale for this course is to provide students with a deep appreciation for the cultural significance of rock n roll music and to inspire them to use this knowledge to engage with the world critically and creatively. Our primary focus will be to analyze music as an art form, but also examine its relationship to a broader historical and cultural context. We will study the ways that rock n roll intersected with multiple issues and its role in shaping youth culture and social movements.
<i>Statement of General Learner Expectations</i>	Students in “History of Rock n Roll” will develop strong critical listening and analytical skills to better understand music. Through exploration of course material, students will explore the historical context and evolution of music. Students (even those with no musical training) will have the opportunity to listen to many variations of Rock music and form opinions about the time period from which the music came. Students will be working individually, in groups, and in their classroom community to develop their skills at describing, analyzing, and critiquing music compositions and song lyrics.
<i>Statement of Specific Learner Expectations</i>	<ul style="list-style-type: none"> • Analyze and interpret musical structures and lyrics • Develop an understanding of music and how it is reflected in a broader societal context • Use critical listening skills to analyze songs, looking for unique qualities in melody, harmony, rhythm, and lyrics • Develop a sense of historical and cultural context for the music by researching and presenting on specific historical events, artists and movements • Engage in respectful and thoughtful discussion
<i>Anticipated Enrollment Per Year</i>	20 per term
<i>Special Facilities or Equipment Required</i>	None

Learning Resources to be Used

- “What’s That Sound? An Introduction to Rock and Its History” by John Covach
- Live videos of artist performances and music videos

How Will Students be Assessed?

Student learning will be assessed through project-based assessments throughout the term. These projects will be assessed using rubrics created specifically for this course. Students will also be assessed using individual-based rubrics as well as group work metrics when applicable.



Lethbridge School Division

Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that do not use an Alberta Education program of study. Board approval is required to offer these courses.

SCHOOL: WILSON MIDDLE SCHOOL

GRADE LEVEL OFFERED: 6, 7, & 8

TITLE OF COURSE: MINDFUL ACTIVITIES

IMPLEMENTATION DATE: 2023-2024 SCHOOL YEAR

Course Philosophy

The Mindful Activities course teaches students practical tools and techniques to cultivate mindfulness and well-being in their daily lives. The course emphasizes experiential learning through mindful activities such as bonsai tree cultivation, sand garden creation, sculpting, and knitting. These activities are designed to develop awareness, attention, and intention, promoting a deeper connection with oneself, others, and the world around them.

The course philosophy is grounded in the belief that mindfulness is a skill that can be learned and developed through intentional practice and flow. Mindfulness has numerous benefits, including reducing stress, increasing resilience, improving focus and concentration, enhancing emotional regulation, and promoting overall well-being. Students will learn how to integrate mindfulness into their daily routines, empowering them to be more present, compassionate, and mindful of their thoughts, emotions, and behaviors.

The Mindful Activities course values inclusivity, respect, and diversity, recognizing that mindfulness practices can be adapted to meet the unique needs and experiences of individuals from different backgrounds and cultures. The course promotes a non-judgmental attitude towards oneself and others, fostering self-awareness, self-acceptance, and empathy. Ultimately, the course seeks to empower students to live more fulfilling, meaningful, and purposeful lives by providing them with practical tools and techniques to cultivate mindfulness.

Rationale for the Course

Wilson has a number of students that struggle with anxiety, yet they enjoy artistic endeavors as a method to alleviate stress and express their creativity. Through activities such as bonsai tree cultivation, sand garden creation, sculpting, and knitting, students can develop awareness, attention, and intentionality throughout their day. We want to support students in developing their self-regulation skills. We understand that when students are anxious, they are worried about the past or future; mindfulness activities help rewire the brain to connect to the present. With that, students are then able to increase their time of being grounded throughout the day. Beyond school this course will allow students to develop transferable skills of regulation to their everyday lives. Activities that engage multiple senses and have a flow to them regulate our nervous systems.

Statement of General Learner Expectations

Students will be able to identify and implement mindfulness strategies that will reduce their overall stress and anxiety and increase their overall wellness and attention.

Statement of Specific Learner Expectations

Students will be able to identify moments when they are feeling anxious, increased stress or loss of attention and be able to successfully use mindfulness to

regulate their nervous systems.

Students will integrate art and creative tasks as ways to be more mindful and present in their day to day lives.

Anticipated Enrollment Per Year

16-24

Special Facilities or Equipment Required

This course will take place in the Art Room. It requires the following materials and equipment (some of which is already in the Art Room):

- Clay and kiln
- Bonsai soil mix, tree cuttings, root growth hormone, UV lights
- Sand, small rocks
- Yarn and knitting needles

Learning Resources to be Used

- Mindfulness resources such as:
 - Headspace
 - Calm
- <https://www.bonsaiempire.com/>
- <https://www.proflowers.com/blog/mini-zen-garden>

How Will Students be Assessed?

- Reflections/Journals: Students will be assessed on their ability to reflect on their own personal mindfulness practice by sharing their own thoughts, feelings, and experiences
- Teacher observations: a rubric created for this course will be used to assess student focus, attention, and level of engagement
- Mindfulness-based assessments: Students will be assessed using various activities. For example, the "Mindfulness Attention Awareness Scale". These assessments will be used to measure student progress over time
- Students will be assessed on mindful listening activities, movement exercises, and breathing exercises
- Self-assessments for stress, anxiety, and attention given at regular intervals throughout the term
- Self-assessments regarding the individual's level of self-regulation

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Morag Asquith
Associate Superintendent, Instructional Services

Re: Authorization of Locally Developed Courses – High School

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses set to expire on August 31st, 2023. Division high schools have requested the renewal of all current expiring courses, as well as the addition of new ones. We ask the Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students.

Course Name	Version	Course Code	First Approved Year	Last Approved Year	Status
Advanced Acting/Touring Theatre 15	3 Credits (2023-2027)	LDC1975	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC1975	2023-2024	2026-2027	Continued
Advanced Acting/Touring Theatre 25	3 Credits (2023-2027)	LDC2975	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC2975	2023-2024	2026-2027	Continued
Advanced Acting/Touring Theatre 35	3 Credits (2023-2027)	LDC3975	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC3975	2023-2024	2026-2027	Continued
Astronomy 15	3 Credits (2022-2026)	LDC1947	2023-2024	2025-2026	New
Astronomy 25	3 Credits (2022-2026)	LDC2947	2023-2024	2025-2026	New
Astronomy 35	3 Credits (2022-2026)	LDC3947	2023-2024	2025-2026	New
Ballet 15	5 Credits (2023-2027)	LDC1412	2023-2024	2026-2027	Continued
Ballet 25	5 Credits (2023-2027)	LDC2412	2023-2024	2026-2027	Continued
Ballet 35	5 Credits (2023-2027)	LDC3412	2023-2024	2026-2027	Continued
Band 15	3 Credits (2021-2025)	LDC1439	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC1439	2023-2024	2024-2025	New
Band 25	3 Credits (2021-2025)	LDC2439	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC2439	2023-2024	2024-2025	New
Band 35	3 Credits (2021-2025)	LDC3439	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC3439	2023-2024	2024-2025	New
Chamber Ensemble 15	3 Credits (2021-2025)	LDC1417	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC1417	2023-2024	2024-2025	New
Chamber Ensemble 25	3 Credits (2021-2025)	LDC2417	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC2417	2023-2024	2024-2025	New
Chamber Ensemble 35	3 Credits (2021-2025)	LDC3417	2023-2024	2024-2025	New

Course Name	Version	Course Code	First Approved Year	Last Approved Year	Status
	5 Credits (2021-2025)	LDC3417	2023-2024	2024-2025	New
Chemistry (IB) 25	3 Credits (1904-2024)	LDC2241	2023-2024	2023-2024	Continued
	5 Credits (2000-2024)	LDC2241	2023-2024	2023-2024	Continued
Contemporary Dance 25	5 Credits (2023-2027)	LDC2467	2023-2024	2026-2027	Continued
Contemporary Dance 35	5 Credits (2023-2027)	LDC3467	2023-2024	2026-2027	Continued
Dance 15	3 Credits (2023-2027)	LDC1413	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC1413	2023-2024	2026-2027	Continued
Dance 25	3 Credits (2023-2027)	LDC2413	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC2413	2023-2024	2026-2027	Continued
Dance 35	3 Credits (2023-2027)	LDC3413	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)	LDC3413	2023-2024	2026-2027	Continued
Dance Composition 35	5 Credits (2023-2027)	LDC3477	2023-2024	2026-2027	Continued
Design Thinking for Innovation 15	3 Credits (2021-2025)	LDC1131	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC1131	2023-2024	2024-2025	New
Design Thinking for Innovation 25	3 Credits (2021-2025)	LDC2131	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC2131	2023-2024	2024-2025	New
Design Thinking for Innovation 35	3 Credits (2021-2025)	LDC3131	2023-2024	2024-2025	New
	5 Credits (2021-2025)	LDC3131	2023-2024	2024-2025	New
ESL Introduction to Canadian Studies 15	5 Credits (2023-2027)	LDC1212	2023-2024	2026-2027	Continued
ESL Introduction to Canadian Studies 25	5 Credits (2023-2027)	LDC2212	2023-2024	2026-2027	Continued
ESL Introduction to Science 15	5 Credits (2023-2027)	LDC1213	2023-2024	2026-2027	Continued
Guitar 15	5 Credits (2022-2026)	LDC1568	2023-2024	2025-2026	New
Guitar 25	5 Credits (2022-2026)	LDC2568	2023-2024	2025-2026	New
Guitar 35	5 Credits (2022-2026)	LDC3568	2023-2024	2025-2026	New
Jazz Dance 25	5 Credits (2023-2027)	LDC2469	2023-2024	2026-2027	Continued
Jazz Dance 35	5 Credits (2023-2027)	LDC3469	2023-2024	2026-2027	Continued
Portfolio Art 35	3 Credits (2023-2027)	LDC 3158 (or new assigned code – TBD)	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)		2023-2024	2026-2027	Continued
Yoga 15	3 Credits (2023-2027)	LDC 1449 (or new assigned code – TBD)	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)		2023-2024	2026-2027	Continued
Yoga 25	3 Credits (2023-2027)	LDC 2449 (or new assigned code – TBD)	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)		2023-2024	2026-2027	Continued
Yoga 35	3 Credits (2023-2027)	LDC 3449 (or new assigned code – TBD)	2023-2024	2026-2027	Continued
	5 Credits (2023-2027)		2023-2024	2026-2027	Continued

Recommendation:

That the Board of Trustees approve the continued use of **Advanced Acting/Touring Theatre 15, 25, 35 (LDC1975, 2975, 3975)** for 3 & 5 credits until **August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the acquisition of **Astronomy 15, 25, 35 (LDC1947, 2947, 3947) for 3 credits until August 31, 2026**, to provide enhance program offerings to students.

That the Board of Trustees approve the continued use of **Ballet 15, 25, 35 (LDC1412, 2412, 3412) for 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the acquisition of **Band 15, 25, 35 (LDC1439, 2439, 3439) for 3 and 5 credits until August 31, 2025**, to enhance program offerings to students.

That the Board of Trustees approve the acquisition of **Chamber Ensemble 15, 25, 35 (LDC1417, 2417, 3417) for 3 and 5 credits until August 31, 2025**, to enhance program offerings to students.

That the Board of Trustees approve the continued use of **Chemistry (IB) 25 (LDC2241) for 3 & 5 credits until August 31, 2024**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Contemporary Dance 25, 35 (LDC2467, 3467) for 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Dance 15, 25, 35 (LDC1413, 2413, 3413) for 3 & 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Dance Composition 35 (LDC3477) for 5 credits until August 31, 2024**, to provide continuance of program offerings to students.

That the Board of Trustees approve the acquisition of **Design Thinking for Innovation 15, 25, 35 (LDC1131, 2131, 3131) for 3 and 5 credits until August 31, 2025**, to enhance program offerings to students.

That the Board of Trustees approve the continued use of **ESL Introduction to Canadian Studies 15, 25 (LDC1212, 2212) for 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **ESL Introduction to Science 15 (LCD1213) for 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the acquisition of **Guitar 15, 25, 35 (LDC1568, 2568, 3568) for 3 and 5 credits until August 31, 2026**, to enhance program offerings to students.

That the Board of Trustees approve the continued use of **Jazz Dance 25, 35 (LDC2469, 3469) for 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Portfolio Art 35 (LDC3158) for 3 & 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

That the Board of Trustees approve the continued use of **Yoga 15, 25, 35 (LDC 1449, 2449, 3449) for 3 & 5 credits until August 31, 2027**, to provide continuance of program offerings to students.

Respectfully submitted,

Morag Asquith

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: Board Values Statements Approval

Background

Following feedback from the school communities via a survey, Trustees reached consensus at the Board Strategic Planning session in March of five values for the School Division that will guide decision-making. A sub-committee developed statements for the values they felt represented what was discussed by trustees as important about each value at the Strategic Planning session.



Recommendation

It is recommended that the Board approve the Values Statements as presented.

Respectfully submitted,
Allison Purcell

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Allison Purcell
Board Chair

Re: **Community Conversations**

Background

Trustees host monthly Community Conversations at various venues across the city. Allison will provide an oral update on plans for a June date.

Recommendation

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

Respectfully submitted,
Allison Purcell

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Christine Light
Trustee

Re: Presentations to the Board

Background

In previous years, staff members have made presentations to the Board during public meetings for the purpose of informing the Board of the work of the Division, building capacity of understanding to allow for clearer context in decision making, and providing opportunity for Board members to meet and connect with staff members from various departments.

Not only did these presentations present positive opportunity for board members, but for members of the public as well. With the shift of information sessions being moved to Committee of the Whole, community members can no longer access the information sessions. This is detrimental to the opportunity of collaborative partnership with students, staff, and parents. Continuing to live-stream board meetings allow more members of the public access and participate in these presentations.

All members of our Division Community benefit from informed understanding of the happenings within Lethbridge School Division.

Recommendation

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

Respectfully submitted,
Christine Light

MEMORANDUM

May 23, 2023

To: Board of Trustees

From: Christine Light

Re: **Code of Conduct Policy/ Procedure Review**

Background

Policy 202.1 states: Trustees shall conduct themselves in an ethical and prudent manner. This includes the proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall behave and communicate in a manner that reflects respect for the dignity and worth of all individuals and maintains the integrity of the Board.

Though **Appendix 202.1.A Trustee Code of Conduct** delineates proper and appropriate conduct of Board members, the process to follow should a breach in trustee conduct occur, is vague. To uphold the value of accountability of board members to each other, to members of the school division, and to policy, a clear, concise, and appropriate process should be laid out.

Recommendation

It is recommended that Policy 202.1 Trustee Code of Conduct, along with Appendix 202.1A Trustee Code of Conduct be reviewed and updated to reflect a clear and robust process of accountability for trustees.

Respectfully submitted,
Christine Light

Lethbridge School Division

Board of Trustees

433 -15 Street South

Lethbridge, AB T1J 2Z4

Phone: 403.380.5300 | Fax: 403.327.4387

www.lethsd.ab.ca



May 12, 2023

Nicole Williams
214070 TWP 9-4
Lethbridge County
T1J 5R4
Sent via email

Good day Nicole,

Thank-you for attending the Regular Board meeting on March 28, 2023, and sharing your perspective regarding Lethbridge School Division Policy 103.1 *Anti-Racism & Anti-Oppression* during the Public Forum portion of the meeting.

Trustees appreciate hearing the perspective of community members regarding policy. We recognize that some policies elicit a range of response, and it is important for us to hear and understand the breadth of responses from parents and community members.

Trustees take public forum statements seriously and take them into consideration when engaged in decision making that falls under the topic that was presented.

Sincerely,

A handwritten signature in black ink, appearing to read "Allison Purcell", is written above the typed name.

Allison Purcell
Board Chair

cc: Board of Trustees
Superintendent



Office of the Minister

AR120448

APR 21 2023

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

Dear Ms. Purcell: *Allison,*

On behalf of the Government of Alberta, I am pleased to advise you that the following project for The Lethbridge School Division is approved for **planning funding** as part of the school capital approval announcements on March 1, 2023:

- Modernization of Galbraith Elementary School.

This is a new category of funds that is intended to support site readiness for priority projects, with the goal of clarifying the anticipated scope, schedule and cost of a project. Additional details on how this program fits into the provincial capital planning process can be found at alberta.ca/planning-and-building-schools.aspx.

School authorities are not required to complete every stage (i.e., pre-planning, planning, design) to be eligible for construction funding. Depending on readiness and ability to complete the required steps prior to construction, projects may accelerate at different rates. For example, if a school authority completes both pre-planning and planning stages at the same time, it could move from pre-planning straight through to design or full funding.

Although this does not constitute full project approval at this time, this investment represents a commitment to this project as a high-priority need, and to move to construction funding when the readiness activities are complete and the project is construction ready. Planning funds are intended to allow for further development of project scope and site investigation work, and to help clarify potential risks and identify mitigating strategies and costs. The goal is to remove barriers and better position the project for consideration of design and construction approval in a future budget cycle.

.../2

Ms. Allison Purcell
Page Two

You will be contacted in the near future with additional details and to arrange a kick-off meeting. We encourage your division staff to continue to work with Alberta Infrastructure and Alberta Education staff, who are available to provide assistance and guidance as needed.

The Alberta Infrastructure contact for this project is Mark Latimer, Senior Project Manager Planning and Site Readiness, who can be reached at mark.latimer@gov.ab.ca or 780-717-7024 (toll-free by first dialing 310-0000).

The Alberta Education contact for this project is Ross Newton, Manager, Capital Planning South, who can be reached at ross.newton@gov.ab.ca or 780-717-0560.

I wish you success with the development of this important project.

Sincerely,

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

Adriana LaGrange
Minister

cc: Honourable Nathan Neudorf
Minister of Infrastructure

Cheryl Gilmore
Superintendent of Schools

April 28, 2023

Dr. Cheryl Gilmore, Superintendent
Lethbridge School Division
433 15th Street South
Lethbridge AB T1J 2Z4

By email: Cheryl.Gilmore@lethsd.ab.ca

Dear Cheryl:

Thank you for meeting to discuss Lethbridge School Division's education plan on October 20, 2022 and annual education results report (AERR) on February 13, 2023. I appreciated learning about your accomplishments, challenges, and priorities for planning and reporting within your school authority. I value our dialogue focusing on your education plan and AERR documents and processes and how they support continuous improvement and provide assurance to your stakeholders.

Lethbridge School Division has now completed and posted an education plan for the 2022/23 school year and an annual education results report for the 2021/22 school year.

We have now concluded our first full cycle of the Assurance Framework. As a reminder, all school authorities must align both their 2023/24 education plan, due May 31, 2023, and their 2022/23 AERR, due November 30, 2023, to the Assurance Framework planning and reporting requirements as outlined in sections B and L of the 2023-2024 Funding Manual. Alberta Education will continue to provide you and your staff with additional resources about planning and reporting in the System Assurance File Exchange on Education's extranet site. Education prepared these tools in response to common questions and comments from system leaders to help in the preparation of your education plan and annual results report.

If I can be of further assistance in your planning or reporting process, particularly as you continue to develop your education plan for 2023-24, please contact me at shelley.wyman@gov.ab.ca or 780-427-2272 (toll-free by first dialing 310-0000). I trust that ongoing dialogue will support your priority areas of achievement, inclusion and innovation.

Sincerely,

Shelley Wyman
Field Services Consultant
South Services

cc: Allison Purcell, Board Chair, Lethbridge School Division
Cathy Rasmussen, Director, South Services
Corporate Records