Lethbridge School Division

Board of Trustees Regular Meeting Agenda

May 28, 2024 2:30 p.m. Board Room / Microsoft Teams



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

2:30 p.m. 2. Territorial Acknowledgement

3. Consent Agenda

3.1	Facilities Committee	Enclosure 3.1
3.2	School Boundary Alignment Committee	Enclosure 3.2
3.3	Division School Council	Enclosure 3.3
3.4	Policy Advisory Committee	Enclosure 3.4
3.5	Poverty Intervention Committee	Enclosure 3.5
3.6	Board Budget Committee	Enclosure 3.6

4. Approval of Agenda

2:35 p.m. 5. Approval of Minutes

If there are no errors or omissions in the minutes of the Regular Meeting of April 23, 2024, it is recommended that the minutes be approved by the Board and signed by the Chair.

2:37 p.m. 6. Business Arising from the Minutes

2:40 p.m. **7.** Associate Superintendent Reports

7.1	Business and Operations	Enclosure 7.1
7.2	Instructional Services	Enclosure 7.2
7.3	Human Resources	Enclosure 7.3

3:00 p.m. 8. Superintendent Reports

8.1	Board Priorities Report	Enclosure 8.1
8.2	Donations and Support	Enclosure 8.2
8.3	Acknowledgements of Excellence	Enclosure 8.3
8.4	School Graduation / Yearend Celebrations	Enclosure 8.4
8.5	School Liaisons for 2024-2025	Enclosure 8.5
8.6	Calendar of Events	Enclosure 8.6

3:30 p.m.	9.	Prese	ntations	
		9.1	Alberta Esports Championship 2024 Gold Medal W	inners
				Enclosure 9.1
3:45 p.m.	10.	Action	ı Items	
		10.1	Approval of an International Trip- New York (LCI)	Enclosure 10.1
		10.2	Approval of an International Trip- Europe (LCI)	Enclosure 10.2
		10.3	Approval of an International Trip- Ireland (WCHS)	Enclosure 10.3
		10.4	Authorization of Locally Developed Courses-Middle	e Enclosure 10.4
		10.5	Authorization of Locally Developed Courses-High	Enclosure 10.5
		10.6	Policy Review	Enclosure 10.6
			10.6.1 Policy 609.1 Assessment of Student Achieve	
			10.6.2 Appendix 502.1 Student Code of Conduct	
		10.7	Division Assurance Plan	Enclosure 10.7
4:45 p.m.	11.	Divisio	on Highlights	
5:00 p.m.	12.	Board	Chair Report	
·		12.1	Social Studies Curriculum	Enclosure 12.1
		12.2	ASCA Conference	Enclosure 12.2
		12.3	Spanish Bilingual Program	Enclosure 12.3
5:00 p.m.	Pu	blic Fo	rum	
	Pul	blic For	um responses will be provided in the next Board mee	rting agenda.
5:15 p.m. 13. Correspondence Sent				
		13.1	Public forum response to Amber Murray	Enclosure 13.1
5:20 p.m.	14.	Corre	spondence Received	
5:30 p.m.	Ad	journm	nent	



Lethbridge School Division

Facilities Committee

Minutes

May 21st, 2024

Committee Members:

Genny Steed, Committee Chair
Tyler Demers, Trustee
Allison Purcell, Trustee
Christine Lee, Associate Superintendent, Business and Operations
Daniel Heaton, Director of Facility Services
Chris Chapman, Coordinator, Maintenance

1. Project Updates

a. West Lethbridge Elementary School
The school is progressing nicely, with a few delays due to weather. The name of the new school will be revealed on May 30th, 11 am, at the school site.

b. Galbraith Design Phase

A design session was held with the staff of Galbraith this morning. Staff met with consultants from GAA Architecture to provide ideas on how the school could be configured in the modernization. This consultation is part of the planning process for the modernization.



c. West Side Study

The study is still progressing and has taken longer than anticipated due to the number of third parties that are being consulted (city of Lethbridge, developers, etc) to gather information to inform the study. Data from the study will inform then need for new school spaces not just in west Lethbridge but in all areas of the city into the future.

2. IMR/CMR

a. Victoria Park Upgrade-

The upgrade has moved from the planning phase to construction phase. A temporary emergency generator has been put in place with a new generator being installed this summer. The generator is necessary to meet the power needs of the school and Education Centre.

b. Capital Maintenance and Renewal (CMR) emergent spending:

As the Division received a significant increase in CMR funding for 24/25 and there are some significant emergent maintenance issues, some of the CMR will be used to address these issues while maintaining the Victoria Park Upgrade project. These emergent needs, include a Cooling Tower and Boiler at LCI and the replacement of the swamp cooler at Gibert Patterson. These projects are emergent as equipment has reached end of life and could fail. The increase to CMR from previous \$750,000 to \$1.9 million is considered one-time and therefore the Division is taking the opportunity to utilize the additional funds for these emergent facility needs.

c. IMR Plan Sept 2024 to August 2025

Plans include supporting emergent items as above, addressing any other emergent matter, and supporting some work on improving accessibility measures.

3. Coalbanks Modular Classrooms

Prep sheets and estimated budgets have been sent to Alberta Education and Alberta Infrastructure for review and approval. Once approved the units are ordered for production. Not estimated timeline for arrival and installation has been received.

Concern has been raised about fencing still in place and landscaping to be completed at the school. This was not done knowing we would be brining in modulars into those spaces within the year. Once the modulars are in place the fencing will be removed and landscaping restored.

4. Building Accessibility

Accessibility within the Division was discussed.

1. <u>Listing of buildings that have not accessibility and those that do not have full accessibility to all areas of a building:</u>

Schools with no accessibility (eg elevator where two or more floors)

• Westminster, Senator Buchanan, Victoria Park (In progress)

School with accessibility, but it is inconvenient or not to all areas of the school:

- Gilbert Paterson, LCI, WCHS, Galbraith (in progress with modernization plan)
- Note re LCI elevator: Anyone needing routine access to the elevator may request a fob from administration for the school year. A sign will be placed by the elevator to provide this information or how to get assistance.

2. Other accessibility measures taken over last few years:

- Have replaced stairs with ramps, when possible, eg. Westminster and Buchanan
- Accessible washrooms have been installed, eg. Nicholas Sheran and Park Meadows. There are some accessible washrooms at LCI.
- Operable doors installed at all schools.

3. Potential review:

Daniel connected with an Accessibility Consultant while at conference. The
consultant will be in Lethbridge in a few weeks and Daniel will see information
and costs of a potential study that could be conducted for a review of
accessibility needs, and costs. See what we can do now with limited funds or
save funding for future work as bigger projects.

Unfortunately, \$1.5 million a year in Infrastructure Maintenance and Renewal funding does not go a long way to address the many facilities related matters that need to be addressed across 20 schools. The Division does its best to balance priority needs amongst the schools.

5. Safety Monitors

An update on the pilot project will be provided in the fall. Christine will work in the fall with school administration piloting the safety monitors on communication protocols to parents, protocols to response on incidents, and administrative procedures related to use and set up of the monitors in washrooms and change rooms. As a reminder these devices do not video tape or record, they detect smoke or vape, loud noises, occupancy, and key words to create an alert for a response by administration.

May 28th, 2028

To: Board of Trustees

From: Craig Whitehead, Trustee

RE: School Boundary Alignment Committee Meeting, May 22, 2024

In attendance:

Craig Whitehead, Committee Chair
Allison Purcell, Trustee
Christine Light, Trustee
Mike Nightingale, Superintendent
Christine Lee, Associate Superintendent, Business and Operations
Morag Asquith, Associate Superintendent, Instructional Services
Daniel Heaton, Director of Facility Services
Cheryl Shimbashi, Transportation Coordinator

Regrets: Robbie Charlebois, Associate Superintendent, Human Resources

Meeting Highlights:

- The committee met to have a quick review of the survey results of options that were presented at the Open House on April 30th, 2024.
- 448 responses were received and as such a lot of data to review and consider.
- Responses to the survey will be reviewed in detailed and further information will be gathered based on the responses received. This information will be brought back to the committee in September for further consideration.
- The raw survey data will be provided to the Board of Trustees.
- The committee will work to have a recommendation package for the Board of Trustees by late September.
- The final decision on the boundary realignment for west Lethbridge Elementary Schools needs to be completed on or before the end of November.

Respectfully submitted,

Craig Whitehead, Trustee Chair, School Boundary Alignment Committee

May 28, 2024

To: Board of Trustees

From: Genny Steed, Trustee

RE: DIVISION SCHOOL COUNCIL REPORT

Meeting Report:

Division School Council met May 6, 2024 for a parent learning session lead by Sup. Mike Nightingale on the Anti-Racism Anti-Oppression policy. Digital access to the presentation, Policy, Procedure, and Appendix are available on the division website. Time was provided for questions and answers. Full details are included in the minutes.

In response to business arising from the minutes, it was noted that School Council Funds have been deposited for each council. Discussion regarding the management of past council minutes included a request to have paper copies made available for accessibility. Council members were invited to attend Immanuel Christian's "Intentional with Technology" presentation by Kaylee Low, as well as G.S. Lakie's learning session with Madison Cameron, and to invite their school community parents as well.

The Trustee Report was offered by Trustee Genny Steed inviting input as the budget is being developed and Assurance report priorities are being finalized. The report highlighted the upcoming community conversations, the "Virtually Installed" showcase of student artwork, and the upcoming DIPT (Diversity and Inclusion Parent Table) scheduled for May 30.

An update was provided from attendees of the Alberta School Council General Meeting reporting that discussion was had around Bill 20 and the importance of parents advocating as they feel appropriate. A handout was provided with a list of resolutions that were voted on and the outcomes of each vote.

The superintendent's report addressed the work being done in filling staffing gaps before year end, as well as budget development efforts.

Representatives of the Policy Advisory Committee reported that only 3 feedback submissions had been received for the student achievement policy and discussion ensued concerning effective communication of policy feedback opportunity. It was requested that all parents/guardians of the division receive email notification. The Board's annual review of 502.1 welcoming, safe, and respectful schools and the student code of conduct appendix was discussed.

Round Table discussion centred on plans to celebrate end of year in schools and idea sharing.

Recommendation

It is recommended that the Board receive this report as information. Respectfully submitted,
Trustee Genny Steed

May 28, 2024

To: Board of Trustees

From: Genny Steed, Trustee

RE: POLICY ADVISORY COMMITTEE REPORT

Meeting Date: MAY 1, 2024

In Attendance:

Mike Nightingale, Genny Steed, Christine Light, Allison Purcell, Rod Scott, Kevin McBeath, Maggie Taylor, Nathan Pearson, Carrie Boschman (via TEAMS), Viviana Lartiga, Skye Curtis, Kelsi Cook

Allison reported that the Alberta Minister of Education met with the Alberta School Board Association to provide an update regarding the recent Provincial cell phone use survey. At the time, the province had received approximately 50,000 responses. Request was made to share survey highlights specific to our Division (survey respondents provided first 3 digits of their postal codes). The province reported intent for policy implementation by fall 2024.

Feedback on Policy 609.1 Assessment of Student Achievement included 3 submissions which were included in discussion. The committee requested recommendation to the board for consideration of combining policy 609.1 with 609.2 Report Cards as the board completes policy work with the hired consultant. Use of the word "strategies" in regulation 1.3 did not receive full consensus. The word "tools" was added. Further adjustments have been suggested to the board according to feedback received and compliance with the Education Act and are included in the board meeting package.

It was noted that the Education Act requires the Board to annually review that Student Code of Conduct, included as an appendix to 502.1 Welcoming, Caring, Respectful and Safe Learning Environments. Discussion included questions of board process and the role of the committee in meeting this requirement. The committee recommends that the board seek future stakeholder feedback for both 502.1 Welcoming, Caring, Respectful and Safe Learning Environments and Appendix 501.2 Student Code of Conduct, but that further review by the committee be tabled until after the work with the consultant has been completed. The question was raised as to whether 501.2 should remain an appendix, or if it should be a policy.

Policy 609.2 Report Cards was discussed including conversation as to whether the term "report cards" is current and appropriate. Adjustments were made to the policy according to feedback

gathered by representatives and the policy, including suggested amendments, has been posted for stakeholder feedback on the division website. Digital feedback is due June 3.

Policy 607.4 Responsible Use of Technology was tabled due to the anticipate provincial update. It was noted that a section regarding A.I. would be appropriate.

The Committee was made aware of the request to complete a committee review and provided with the accompanying document. The committee will discuss during the June 5 meeting.

The committee will meet again June 5.

Recommendation

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

Respectfully submitted,

Trustee Genny Steed

Poverty Intervention Committee—May 14, 2024

ROLE	MEMBER	ATTENDANCE
Chair, Trustee	Christine Light	Υ
Trustee	Genny Steed	Y (1:45)
Interim Instructional	Morag Asquith	Regrets
Lead		
Family Support	DeeAnna Presley-	Y (2:00)
Supervisor	Roberts	
CUPE 2843	Jamie Westlund	Υ
CUPE 290	John Cahoon	Regrets
ATA Principal	Jeni Halowski	Υ
ATA Vice Principal	Catherine Thorsen	Regrets
ATA High School	Jena UrselSemach	Υ
Teacher		
ATA Middle School	TBD	
Teacher		
ATA Elementary	Stuart Nish	Υ
Teacher		
Counselling	TBD	
Coordinator		
Counselling	Carleen Meyer	Υ
Representative		
Indigenous Education	Joel Tailfeathers	Υ
Coordinator		
DSC Representative	Sara Algren	Υ
AHS Representative	<u>Victoria</u>	<u>Y</u>
	<u>Hecker/Heather</u>	
	<u>Osmond</u>	
<u>Community Partner</u>	<u>Luke Watson</u>	<u>Y</u>
<u>Representative</u>		

- 1. Terms of Reference were reviewed. At this time no changes were made. Suggestions to consider were discussed in the Committee Assessment discussion.
- 2. Committee Assessment feedback points:
 - Clearly defined roles for specific positions
 - Do all members need to be present for all meetings?
 - Possible structure: each meeting focuses on different level (elementary, middle, high)
 - 'Needs Assessment' to help give direction of focus
 - Barriers:
 - o Representative for EAL population would be beneficial

- Where do people go for help? Beyond the website discussion
- Definition of 'Poverty' within the committee (food, clothing, short/long term, financial strain, emergent?)
- Broader and stronger communication
- Fundraising sub-committee update: the sub-committee has not met since the first
 meeting. Genny Steed will gather the committee to set a communication plan for the
 2024/2025 committee regarding fundraising events. Specifics of fundraising to also be
 discussed.
- 4. Family Support Supervisor Update:
 - First year to break even; under budget for this year despite increase of WAM
 Bag requests; decrease in winter attire requests
 - \$74,000 available to begin the 2024/2025 school year
 - 10 schools utilizing PIC funding
 - Ready-Set-Go registration opens in May vis parallel Church website. This program typically serves 1200+ students
 - Family Support experienced a 20% increase from last year
- 5. Tri-High Challenge Video Presentation:
 - This initiative brings the most amount of food to the Food Bank
 - The challenge includes food and money
- 6. Member Updates:
 - Luke (Community Partner Representative)
 - EFree Church helped a family acquire a speaking/listening device for a student; helped a single dad pay utilities; Kids Ministry will be collecting money for PIC for the 24/25 school year
 - Joel
 - o Congratulated and thanked DeeAnna for all her work
 - DeeAnna
 - Thanked PIC and the Board on behalf of Family Support—their support allows them to break down barriers that would otherwise not be possible
 - Christine
 - Thanked the staff who work directly with students and their families, extending support in such a way each person feels seen and knows dignity and support

Next Meeting: October, 2024

Respectfully submitted, Christine Light

May 21, 2024

To: Board of Trustees

From: Kristina Larkin, Trustee

RE: Committee Report – Board Budget Committee

Background

Board Budget Committee met on May 7 to review preliminary documents from the budget development process.

Updates were provided to the board and discussion about the board and division priorities, funding manual for 2024-2025, and any notable changes.

The Public Budget Presentation took place on May 21, 2024, and the following information can be found on the division website at https://www.lethsd.ab.ca/our-district/plans-reports/financial-reporting:

- Preliminary Budget Executive Summary (video)
- <u>Preliminary Budget Infographic</u>
- Preliminary Budget How Students are Supported Infographic
- 2024-2025 Alberta Education Funding Manual

Feedback on the 2024-2025 Preliminary Budget can be made here until **Monday May 27** at **9am** by clicking this link:

https://lethbridgesd.qualtrics.com/jfe/form/SV 7QyKFQjXYMuDwfs

The Board Budget Debate will take place on **Monday May 27 at 3pm**.

Recommendation

It is recommended that the Board accept this report as provided.

Respectfully submitted,

Kristina Larkin

MINUTES FROM THE MEETING OF THE BOARD OF TRUSTEES OF LETHBRIDGE SCHOOL DIVISION HELD April 23, 2024.

In Attendance:

Trustees: Allison Purcell; Genny Steed; Kristina Larkin, Andrea Andreachuk, Tyler

Demers, Craig Whitehead, Christine Light

Administrators: Mike Nightingale, Christine Lee, Robbie Charlebois,

Regrets: Morag Asquith

Trustee Allison Purcell called the meeting to order at 1:04 p.m.

1. Move to In-Camera

Trustee Andrea Andreachuk moved:

"that the Board move to In-Camera."

Move to In-Camera

7253/24

CARRIED UNANIMOUSLY

Genny Steed arrived at 1:05 p.m.

Trustee Christine Light moved to come out of the in-camera meeting at 2:19 p.m. with a short recess.

Reconvene Meeting

Allison Purcell reconvened the meeting at 2:32 p.m.

2. Territorial Acknowledgement

A territorial acknowledgement was read and congratulations were shared to Sturgess Big Bull from Galbraith Elementary for receiving the ASBA Honouring Spirit Award.

Territorial

Acknowledgement

Trustee Craig Whitehead moved:

"that the Board move to in-camera at 2:37 p.m."

Move to in-camera

7254/24

CARRIED UNANIMOUSLY

Trustee Christine Light moved to come out of the in-camera meeting at 2:57 p.m.

Reconvene Meeting

Consent Agenda

3. Consent Agenda

Committee Reports:

- 3.1 Division School Council
- 3.2 School Boundary Alignment Committee
- 3.3 Policy Advisory Committee
- 3.4 Spirit of 51 Committee

Trustee Christine Light requested to move item 3.3 Policy Advisory Committee to 13.3 under the regular agenda. As there were no objections, the consent agenda was approved as amended.

4. Approval of Agenda

Additions to the Agenda:

None

Trustee Christine Light moved:

"to approve the agenda, as presented."

Approval of Agenda

7255/24

CARRIED UNANIMOUSLY

5. Approval of Minutes for March 26, 2024

Approval of Minutes from March 26, 2024 7256/24

Trustee Andrea Andreachuk moved:

"The minutes of the regular meeting of March 26, 2024 be approved as presented and signed by the chair"

CARRIED UNANIMOUSLY

6. Business Arising from the Minutes

Business Arising from

the Minutes

Associate

7. <u>Associate Superintendent Reports</u>

7.1 Business and Operations

Associate Superintendent Christine Lee provided a written report.

Reports Business and Operations

Superintendent

7.2 Instructional Services

Associate Superintendent Morag Asquith provided a written report.

Instructional Services

7.3 Human Resources

Associate Superintendent Robbie Charlebois provided a written report.

Human Resources

8 Superintendents Report

8.1 Board Priorities Report

Board Priorities were included in the agenda.

Superintendents

Report

8.2 <u>Donations and Support</u>

A memo outlining the generous donations to schools has been included in the agenda.

Donations and Support

Board Priority Report

8.3 Acknowledgement of Excellence

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

Acknowledgement of Excellence

8.4 Education Week

A memo outlining how the Division celebrated Education Week was included in the agenda.

Education Week

8.5 Calendar of Events

Calendar of Events was included in the agenda. Items to be added:

Calendar of Events

- Public Budget Presentation May 21st at 1:00 p.m.
- May 7th Board Budget Committee
- May 14th Committee of the Whole.
- PSBAA Spring Convention May 30th
- ICE Scholarship Deadline May 6th

9 Presentations

None

Presentations

Action Items

10 Action items

10.1 Approval of international Trip- LCI

Trustee Craig Whitehead moved:

"That the Lethbridge Collegiate Institute trip to New Zealand in April 2025 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed."

For: Craig Whitehead, Kristina Larkin, Andrea Andreachuk, Allison Purcell, Genny Steed, Tyler Demers

Against: Christine Light

Approval of International Trip- LCI 7257/24

CARRIED

10.2 Approval of international Trip- Chinook

Trustee Kristina Larkin moved:

"That the Chinook High School trip to Iceland in April 2025 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed."

Approval of International Trip-Chinook 7258/24

CARRIED UNANIMOUSLY

10.3 Policy Review

Craig Whitehead Moved:

"That we would table Policy 601.2.1 and 600.2 until it can be reviewed with the Board and Consultant David Steele." $\frac{1}{2} \sum_{i=1}^{n} \frac{1}{2} \sum_{i=1}^{n} \frac{1}{2}$

For: Craig Whitehead,

Against: Christine Light, Genny Steed, Kristina Larkin, Andrea

Andreachuck, Tyler Demers, Allison Purcell

Table Policy Review 7259/24

DEFEATED

Public Forum:

Amber Murray spoke in concern over the summary of Town Hall Feedback and issue of including the term ideology under the Governance section. As well as concern over the Division's preparedness for the Alberta governments legislated policies regarding transgender children in the fall and the safety of all students if there are further student walk-outs or protests.

Policy 601.2.1 School Year:

- Amend the names of breaks listed to "Christmas/ Winter Break", "Easter/Spring Break" and "Family Day Break."
- Amend item 2.7 to "provide for two half days for Parent Teacher Interviews in the fall and one half day for Parent Teacher Interviews in the spring"

Trustee Christine Light moved:

"That the Board adopt the revisions to Policy 601.2.1 School Year as amended."

For: Craig Whitehead, Tyler Demers, Allison Purcell, Christine Light, Andrea Andreachuk, Kristina Larkin

Against: Genny Steed

CARRIED

 Andrea Andreachuk requested an additional amendment to item 1 to include the addition of 475 hours for Kindergarten.

Trustee Andrea Andreachuk moved:

"That the Board adopt the revisions to Policy 601.2.1 School Year as amended."

CARRIED UNANIMOUSLY

Amend Policy 601.2.1 7261/24

Amend Policy 601.2.1 7260/24

Policy 600.2 School-Based Decision Making:

Trustee Christine Light moved:

"That the Board adopt the revisions to policy 600.2 School-Based Decision Making as presented."

Policy 600.2 7262/24

CUPE 2843 MOA

7263/24

CARRIED UNANIMOUSLY

10.4 CUPE Local 2843 Memorandum of Agreement

Trustee Christine Light moved:

"That the Memorandum of Agreement between the Board of Trustees of Lethbridge School Division and the Canadian Union of Public Employees No. 2843 dated the 11th of April, 2024 be approved."

For: Christine Light, Kristina Larkin, Andrea Andreachuk, Craig

Whitehead, Tyler Demers, Genny Steed

Against: Allison Purcell

CARRIED

10.5 Committee Review

Kristina Larkin moved

"That each Board Committee Chair & Liaison complete the provided Committee Assessment Form and submit to the Board Chair before June 6th.

For: Kristina Larkin, Andrea Andreachuk, Christine Light, Allison

Purcell, Genny Steed, Tyler Demers

Against: Craig Whitehead

Committee Review

Trustee Tyler Demers moved:

"To extend the meeting past 6:00 p.m."

CARRIED UNANIMOUSLY

11 Division Highlights

Allison- Tech team and lakeview hands on computer learning. Appreciation of work experience students leading that session and for the opportunity of students teaching students, Earth Club going into Agnes Davidson, Education Week Celebrations,

Christine- Celebration of a staff member at Galbraith through the ATA Education week nominations, Apple Deliveries, Rugby Games.

Andrea- Assisting the ATA in their presentation of recognition of teachers nominated for Education Week, Apple Deliveries. Thank you to Garrett Simmons for his work supporting Education Week.

7264/24

Extend the Meeting 7265/24

Division Highlights

Kristina- Delivering Apples for Education Week,

Tyler- Apple Deliveries

Genny- Lakeview Tech Team hands on learning opportunity to take apart and put back together old computers

Board Chair Report Art's Alive and Well in Lethbridge Schools

12 Board Chair Report

12.1 Art's Alive and Well in Lethbridge Schools

A memo outlining the upcoming events Virtually Installed and Art's Alive and Well in Schools was included in the agenda.

Welcome Back Breakfast

12.2 Welcome Back Breakfast

Direction was given to proceed with planning a pancake breakfast event the same as August 2023.

Community Conversations

12.3 Community Conversations

Wednesday May 15 at 9-10am Redwood Franks Café.

Policy Advisory Committee Report

12.4 Policy Advisory Committee

Highlight that policy 502.1 Welcome Caring and Safe Learning Environments was directed to the Policy Consultant for review and consideration.

Correspondence Sent Public Forum Response to Nicole Williams

13 Correspondence Sent

13.1 Public Forum Response to Nicole Williams

A copy of the Public Forum Response letter to Nicole Williams was included in the agenda.

Public Forum Response to Amber Murray

13.2 Public Forum Response to Amber Murray

A copy of the Public Forum Response letter to Amber Murray was included in the agenda.

14 Adjournment

Trustee Christine Light moved:

Move to in-camera

7265/24

"To move to in-camera at 6:11p.m."

CARRIED UNANIMOUSLY

Reconvene Meeting

Trustee Kristina Larkin moved to return to the regular meeting at 7:09pm"

Adjournment 7266/24

Trustee Christine Light moved:

"To adjourn the meeting at 7:09pm"

CARRIED UNANIMOUSLY

Allison Purcell,	Christine Lee,
Chair	Associate Superintendent
	Business and Operations

May 28, 2024

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

LETHBRIDGE SCHOOL DIVISION



BUSINESS AND OPERATIONS REPORT

MAY 2024



Education Is Our Business

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MEETINGS AND EVENTS

FACILITY SERVICES





K-5 Elementary School in Garry Station

Aerial photos taken on May 9th by Mike Harris of Lethbridge Headshots.

A beautiful spring day for photographs of the school. The top photo shows the sports fields greening up with the community of Garry Station in the background. The second photo is the front of the school off the future parking lot.







Architectual rendering of a classroom, provided by FWBA Architects. The arrow is pointed to the classroom wing in the school.

WEST LETHBRIDGE ELEMENTARY SCHOOL BOUNDARY OPEN HOUSE











April 30th, 2024

4:30 - 8:00 PM At G.S. Lakie Middle School 50 Blackfoot Blvd W

This is a drop-in opportunity to view preliminary options to realign elementary school boundaries in west Lethbridge

ABOUT THE OPEN HOUSE



- This open house is an opportunity to see preliminary options that have been created to change west Lethbridge elementary school boundaries effective for September 2025. These changes are designed to create boundaries for the new K-5 School in Garry Station as well as address growth and capacity concerns at Mike Mountain Horse and Coalbanks Elementary Schools. The open house is also an opportunity to provide feedback to the School Boundary Alignment Committee on the options and other necessary considerations prior to final recommendations to the Board of Trusteep
- Board of Trustees.



will be available to provide feedback on the options presented

On April 30th the Division hosted an Open House to review potential options to realign west Lethbridge Elementary School boundaries for 2024-2025. The Open House was attended by approximately 200 people. Attendees and the public also had the opportunity to provide input via an online survey. There were 448 responses to the survey.

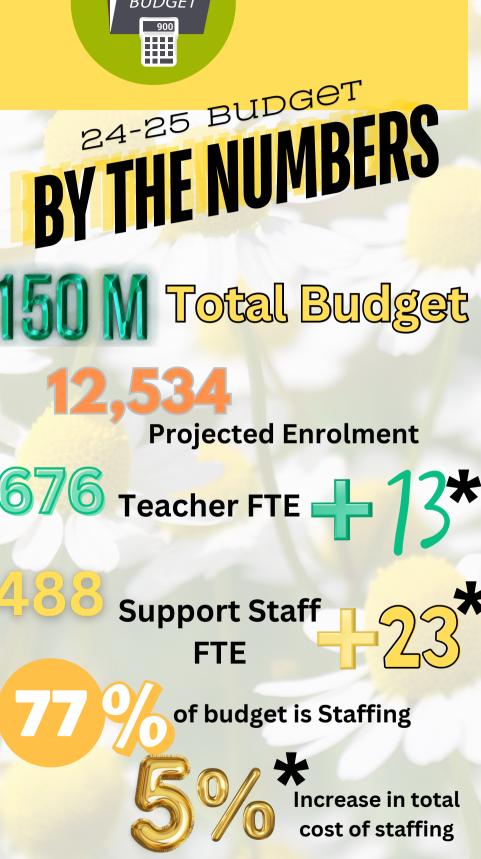
The School Boundary Alignment Committee will review the feedback from the survey, gather any further data required, and will develop recommendations for new boundaries and other considerations that impact west Lethbridge schools, to the Board of Trustees in the fall of 2024. Any new boundaries created will come into effect for the 2025-2026 school year.

FINANCE



2024-2025 **Budget**

Work has now concluded on preparing the 2024-2025 budget. Preparation of the budget include submitting enrolment projections to Alberta Education for Budget 2024 funding, preliminary cost estimates, and engagement sessions with the Board of Trustees and Administrators on budget priorities. The Town Hall was held on February 6th to provide further information to inform the development of the 2024-2025 budget. The Board of Trustees met on March 7th and 8th for strategic planning sessions to review data gathered and develop priorities for the 2024-2025 school year that informed the development of the budget. The Province of Alberta presented Budget 2024 at the end of February. The School Division received its funding profile right before the spring break. The Instructional Budget Committee reviewed the budget and discussed funding allocations based on priorities and the Board Budget Belief Statements. Lethbridge School Division has an estimated increase in enrolment, however due to the funding formula not every student is funded. The Division worked on balancing enrolment growth and priority spending while addressing increased inflationary costs of salaries, benefits, resource costs, and utilities while preparing the budget. The draft budget was presented on May 21st and submitted for Board approval on May 27th. Once approved the budget is submitted to Alberta Education on or before May 31st.



LETHBRIDGE SCHOOL DIVISION



OCCUPATIONAL HEALTH AND SAFETY

As seen in the Division Dispatch

HEALTH/SAFETY >

Health and Safety Corner

Tick talk

With spring arriving, it's time to talk about Ticks!

From ticktalkcanada.com, "there is generally good awareness of Lyme disease and the risks ticks pose to human and animal health, but there remain gaps in knowledge concerning awareness and adherence to appropriate tick preventative behaviours for both people and their pets, and understanding Lyme disease in animals."

What can you do?
According to ticktalkcanada.
com, be aware of when ticks
are active and avoid locations
where ticks can be found. If
you can't avoid them, make



sure to do a tick check on yourself after visiting those areas. Remove ticks promptly if they are found. In addition to awareness and avoidance, see the chart above, where there are other tick-control measures to better protect yourself.





Seen here our **Re3 Heroes** from Dr. Robert Plaxton Elementary School visiting the City of Lethbridge Waste and Recycling Centre. These heroes received the trip as winners of the Re3 Hero Contest in November.



Source:https://www.ccohs.ca/events/safety-and-health-week

TECHNOLOGY









- On May 3rd and 4th Lethbridge School Division hosted the first **Alberta ESports Championship** for middle and high school students. The event had students participating from as far east as Ontario and as far north as Ft. McMurray. See photos from the two-day event on this page and next. Big thank you to all the sponsors of the event.
- Logics Academy has been visiting schools throughout Lethbridge School Division over the course of the last few weeks. On Monday, April 29, Logics stopped by Lethbridge Christian School. Logics is working with both students and staff, demonstrating effective use of Office 365, among other things.
- On June 3rd the Technology Department will be meeting with middle school and high school technology teachers and administrators. Topics include evergreening, technology updates, curriculum and assessment, educational initiatives, and more including ESports implementation.

















PECIPE 3

How to Host A
Successful Esports Championship

1- vision and committed leadership

18 - Tech Staff Support

250 - Registered Players

1000+ - Visitors/Supporters

Lots of Sponsors & Donations

And

32 AMAZING VOLUNTEERS



TRANSPORTATION

SAVE THE DATE

Saturday August 17th

The 4th annual *My 1st Ride* event will be held on Saturday August 17th at Children of St. Martha's School in west Lethbridge. This free family event will be from 10 am to 2 pm and is hosted by Southland Transportation, Holy Spirit Catholic Schools and Lethbridge School Division. The event is a great opportunity for students to learn about school bus safety and take that first ride on the school bus. Of course there will be hamburgers, hot dogs, chips, and Tim Hortons coffee and donuts.





Seen to the right, Southland bus drivers enjoying a BBQ to celebrate School Bus Driver Appreciation Day!



New Transportation Eligibility for the 2024-2025 School Year.

Effective for the 2024-2025 school year, students in Kindergarten to grade 6 are eligible for transportation if they are attending a school 1 k.m. or greater from their residence in the school boundary. For grades 7 to 12, the new eligibility distance will be 2 k.m.

MEETINGS AND EVENTS

- Garry Station Elementary Construction meetings (bi-weekly)
- Leadership Team Meetings (monthly)
- Administrator's meetings (monthly)
- Levelled Principal Meetings (monthly)
- Urban Schools Insurance Consortium (USIC) Risk Management and Claims Committee (monthly)
- Marsh and Division risk management discussion (monthly)
- Board Budget Committee Meeting
- Board Committee of the Whole
- Alberta ESports Championship, May 3rd and 4th
- Southland Transportation BBQ, School Bus Driver Appreciation Day
- Joint Use Agreement management committee, quarterly meeting
- USIC Lunch and Learn Safety in CTS and Woodshop Classes
- Occupational Health and Safety Management Committee Meeting
- Edwin Parr Banquet, Tabler
- Galbraith Elementary School Modernization, Design Session with staff
- Facilities Committee meeting
- Presentation of the 2024-2025 Draft Budget
- Alberta Teachers Association and Lethbridge School Division Working Conditions Committee Meeting
- School Boundary Alignment Committee Meeting
- Board Budget Debate and Approval of 2024-2025 Budget



Wilson Middle School production of Frozen



Celebrating Edwin Parr Nominee Mahaliah Peddle, teacher at Gilbert Paterson Middle School. at the ASBA Zone 6 Edwin Parr Awards Banquet



HELLO MY NAME IS

The Board of Trustees met on May 14th to review the New School Naming Committee's recommendations. A name has been selected, but you are going to have to wait for the reveal day!

On May 30th at 11 am the name of the new K-5 School in Garry Station will be announced. Stay tuned!



May 28, 2024

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 2024

A Note from Morag:

Finally the sun is out and those warm summer months are nearby!! All our Departments in the Division of Instructional Services (DIS) are rocking and rolling enjoy the outdoors and being active! Happy Spring!!!! Congratulations graduates....a special year for me as well as my oldest child is graduating....wow now I genuinely understand the emotions I have witnessed as an educator at these ceremonies I have attended for the last 27 years!!! A very special time.

On March 1st the Government of Alberta issued an announcement that the College of Alberta Psychologist will serve as a regulating body for counsellors in Alberta. Currently, the only regulated counselling streams in Alberta are for psychologists and social workers. Regulating counselling has the potential to impact the way we provide counselling in schools. While we don't know what that impact may be yet, it is good for our system to remain informed about professional trends that potentially can impact the services and supports we provide our students. We so value and need all the counselling and social emotional support our Wellness Teams provide to our students in our schools.

May 22nd is our second annual "Digital Wellness Day". We hope all schools support this day!!!! This year, the heart of the day celebrates "Away for the Day" and the importance of disconnecting to reconnect with our in real-life connections. We recognize that technology can support learning and has value, what we have also learned from the work that Sydnie and Cason have been doing is that "balance" is important. Furthermore, we have learned the tremendous importance (more than ever) the role our schools play in enriching face to face connection and relationship building for our students in our schools.

It is Wellness and Nutrition Grant application season, as well as Wellness Grant final reports. Applications for the 2024-25 Grant applications are due June 7th and the 2023-24 Wellness Grant reports are due May 24th.

ngual Spanish Bili

Brad Dersch, Joey Gentile and Morag Asquith had the pleasure of interviewing Spanish Bilingual teacher candidates from Spain on line in April.

We are currently working with HR on potentially securing one of the applicants who will be an outstanding team member for our already amazing Spanish Bilingual team at Coalbanks or G.S. Lakie.

Culture Day fashion show. OE, J.HE WORLD

Unaamina Evanta

May	opcoming Events
1	Middle School Numeracy Committee Mtg
3	Deadline for Dual Credit Start Up Grant
3	SWCSS Leadership Meeting
3	E Sports Championship Opening Ceremonies
9	Chinook Child and Youth Advocacy Centre— Leadership Advisory Committee Meeting
10	U of L Dual Credit Agreement Meeting
13	Health Champs Meeting #3
13	Report Card Committee Meeting
14	Division Placement Committee Meeting
14	Poverty Intervention Committee Meeting
14	LST Meeting (pm) - Lethbridge Public Library
16	SAAG Opening Ceremony
17	Healthy Schools—Regional Wellness Leads Meeting
17	Intro to the Trades Presentations at Lethbridge College
21	Indigenous Graduation at LCI
23-24	College of Alberta School Superintendents— Medicine Hat
27	Learning Commons Facilitator Meeting
29	Indigenous Education Committee Meeting
30	Indigenous Awards Night—Gilbert Paterson
30	Diversity and Inclusion Parent Night— Instructional Support Plans
June	

Wellness Committee Meeting #3

Wellness Grant Deadline for 2024-25

Nutrition Grant Deadline for 2024-25

Indigenous Peoples Day

Pride Parade

3

7

21

22

ASSOCIATE SUPERINTENDENT REPOR Instructional Services

May 2024

Curriculum and Instruction

Erin has been busy supporting our Lead Teacher Team as new curriculum workshops have been hosted.

May 13th the Report Card Committee is meeting for a second time reviewing different report card templates through the province. We are hopeful to develop a report card that fulfills all the criteria the committee has identified.

Erin is also hosting "Vretta" professional learning workshops so that оиг staff (including administrators) will feel comfortable with using this technology to support test administration (currently just PATs and Diplomas).

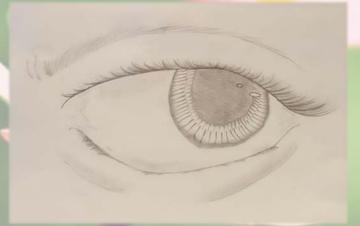
Lastly Erin has been preparing for the second professional learning opportunity, May 16th with the Administrators PL committee and working alongside JaCobi Smigel who is facilitating "Digitally Installed" 2024 there is some amazing artwork our students are doing!!! Here are some amazing entries...



Rainbow Flower Mike Mountain Horse Gr. 2

Realistic Eye

G.S. Lakie Gr. 2





Lone Sapling Chinook High School Gr. 12

KinderCare Pilot Program

As a follow up to the budget presentation last week, we are planning on proceeding with two pilot programs of KinderCare for the 2024-2025 school year.

Thank-you to the elementary schools who indicated interested in piloting a KinderCare Program. There were a number of schools expressing interest. Morag and Rochelle worked through the information, taking into consideration a variety of factors, such as City of Lethbridge data on daycare space availability in each sector of the city, school demographics, kindergarten numbers etc.

We have recommended that for the pilot year, we proceed with KinderCare at Senator Buchanan School and Nicholas Sheran School, should enrollment be sufficient.

Indigenous Education

This is the time of year where we have lots of events to celebrate!!! Our Indigenous Education Committee meeting is May 29th, the Indigenous Awards night is May 30th and the Indigenous Graduation is May 21st. Our whole team has been getting all the decorations, awards, and coordinating drumming/dancing, etc. for these events. The team is already looking at next years calendar planning for BINGO nights, Orange Shirt Day, Indigenous Peoples Day, MMIWG, Truth and Reconciliation Day, Louis Riel Day, Rock your Mocs Day and many others. The work of our Team in support of these days is very much appreciated and facilitates so much valuable learning in our schools for students and staff.

Work Experience, Dual Credit and Registered Apprenticeship

Andrew Krul hosted a RAP (Registered Apprenticeship Program) evening April 30th at the College where students showcased their amazing skills and passion for the RAP they are accessing.

High School students grades 10-12 are invited to experience potential industries and careers with **Exploratory Days** a series of program-specific sessions at Lethbridge College. Sessions will be held on the College campus from 9 a.m. to 2:30 p.m. May 7-9th.

This year as of May 4th, our **Work Experience Team** has generated 3,313 credits (492 students) in Work Experience, 1106 in RAP credits (registered apprenticeship)(118 students), and 64 credits (16 students) for the Green Certificate for the 2023-24 year. **AMAZING!!!**

It has been confirmed with Careers (NextGen) that we will continue the agreement that partially funds our Student Support- Careers position that started in February for the 2024-25 school year. Sara Roncin's work supporting careers and post-secondary experiences (work experience) has been greatly appreciated in our high schools!

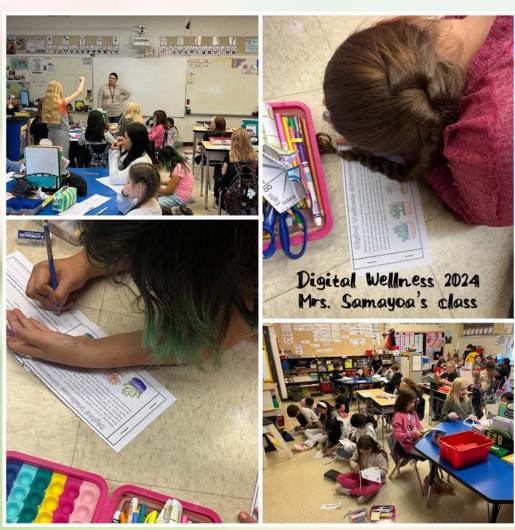
ASSOCIATE SUPERINTENDENT REPORT Instructional Services May 2024

As a way to showcase *Digital Wellness Day* on May 22nd, the Division was asked to "*Capture the Candid Moment*".

"The highlighted photos truly exemplify connection, enjoyment, and ease of play!"

- Cason Machacek, *Digital Wellness Teacher*









May 28, 2024

To: Board of Trustees

From: Robbie Charlebois

Associate Superintendent, Human Resources

Re: Human Resources Report

Background

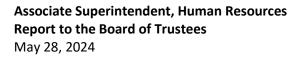
The May report of the Associate Superintendent, Human Resources is attached.

Recommendations

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

Respectfully submitted, Robbie Charlebois







Supporting Schools

The Human Resources department has been diligently supporting staff and schools so they can support our amazing students. The month of May brings excitement as we find ourselves fully engaged in staffing matters. Notable highlights include:

Staffing updates as of April 17, 2024

- Staff onboarded
 - o 14 teachers
 - 6 support staff/casuals
- ATA
 - 10 teachers hired (temporary contracts)
 - 19 teacher contracts extended
 - o 21 teachers added to the substitute list
 - Retirements
 - 5 early retirements
 - 12 retirements
- CUPE 290
 - o One permanent caretaker
 - One temporary caretaker
- CUPE 2843
 - o 5 hires (reasons: leave replacements)
 - o 2 new EA substitutes
- Non-Union
 - o 2 hires
 - 2 Temporary positions

Other Highlights

- Carrie Fahl and Madalynn Guzowski attended the Teamworks Community Job Fair and Resource Fair on May 14, 2024

- HR Inkblot Photo Contest ran from April 8 26. Schools sent photos of staff members signing up and creating accounts with Inkblot, as well as downloading the ASEBP App. The contest promoted benefits awareness and opportunities for staff.
 - Congratulations to Westminster Elementary School for participating in the photo contest and winning a free lunch for their school staff!





MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale

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 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,

Mike Nightingale Superintendent

2023-2024 DIVISION PRIORITIES REPORT TO THE BOARD

PRIORITY: GOVERNANCE

Engagement with Stakeholders

- Director of Learning, Erin Hurkett continues to meet with the Report Card Committee reviewing templates of different divisions to determine next steps with our report cards.
- The 2024-2025 Draft Budget was presented on May 21st and posted to the Division Website.
- Morag Asquith, Associate Superintendent and Wayne Pallett, Principal of Lethbridge Collegiate Institute, met with Zone 6 Directors and the University of Lethbridge to discuss dual credit planning and courses for the upcoming 2024-25 school year on May 10th.
- Human Resources (Carrie Fahl and Madalynn Guzowski) attended the Teamworks
 Community Job Fair & Resource Fair on May 14, 2024
- From May 14th 16th Cam Findlay and Jill Wilson from the Tech Department attended the 2024 ATLE SIS Administrators Conference in Edmonton. This event provided training sessions and discussions on PowerSchool and other related products for users across the province.
- Morag Asquith and representation from Holy Spirit met with LPS, Emergency Services,
 Victim Services, to discuss common language and responses to emergencies that impact schools.

Collaboration with other School Authorities, Municipalities, and Community Agencies

- Our inclusive education team, Jackie Fletcher, Carmen Carvalho, Saajan Sapkota, along with several staff from Winston Churchill High School and Jen Day, Counselling Coordinator have planned a Community Conversations meeting with a number of Community agencies and organizations to discuss the supports our city offers for our immigrant youth, in particular mental health supports. This meeting will take place on Friday, May 24.
- Jackie Fletcher, Director Inclusive Education will be meeting with Catalyst/Autism Society to discuss possible collaboration and to learn more about how they can support our division and our students.
- Morag Asquith, Associate Superintendent met with the Leadership Advisory for the Chinook Child and Youth Advocacy Centre to finalize the memorandum of agreement to be signed by each stakeholder on the Leadership Advisory- Children's Services, Alberta Justice, Lethbridge Police Service, R.C.M.P., Blood Tribe Police Service, Blood Tribe Children's Services and Piikani Child and Family Services. The goal is for each of the participants to coordinate their

- roles and to provide complimentary assistance to one another in performing their duties and delivering effective services for children at the Chinook Child Youth Advocacy Centre.
- On May 22, a group of 19 students and 2 staff members, from Claresholm had the
 opportunity to visit Senator Joyce Fairburn Middle School. They toured the facilities and
 engaged with both staff and students who are active participants in the school's esports
 program. Additionally, the students from Livingston Range were treated to a brief
 presentation on esports, followed by a collaborative session with Senator Joyce Fairbairn
 School students, where they explored various aspects of an introductory esports program.
- Arts Alive and Well Gallery is taking place throughout May and the beginning of June.
 Students across Lethbridge schools submitted artwork for both the Southern Alberta Arts Gallery (SAAG) and virtual exhibit.

PRIORITY: GROWING LEARNING AND ACHIEVEMENT

Literacy

- Jodie Babki, Literacy Lead Teacher supported Grade 6 Language Arts and Literature (ELAL) teachers at G.S. Lakie Middle School with professional learning focused on the new ELAL curriculum. This included understanding content, year plans, developing a scope and sequence, identifying resources, and specific unit planning incorporating best practices in literacy instruction.
- There was a continued focus on developing resources and content knowledge on morphology as related to the new curriculum for teachers in K-6.
- Jodie Babki attended a professional learning session on morphology with Mary Beth Stevens through SAPDC.
- Jodie participated in a Vretta meeting to learn about the new platform to support its rollout in schools.
- Jodie provided a residency at G.S. Lakie Middle School to support Grade 6 teachers with explicit vocabulary instruction and morphology work.
- Jodie compiled spring data from the F & P Benchmark Assessment Tool.
- Several Grade 6 teachers across the division will be field-testing the Grade 6 ELAL Provincial Achievement Tests.

Numeracy

- Lead Teacher, Michaela Demers facilitated a Numeracy PL at Coalbanks Elementary on May 21st (AM) with a focus on scope and sequence of new math curriculum.
- Michaela Demers facilitated a numeracy PL at General Stewart Elementary on May 21st
 (PM) with a focus math resources and manipulatives aligned to new curriculum.

- Michaela Demers has updated and is collecting feedback on the Foundational Skills
 Interview, an additional assessment tool used to understand the mathematical thinking of
 "at-risk" students.
- Data collection on "at-risk" students is taking place through re-assessment using the Alberta Education numeracy screening assessment tool, as well as Elk Island Catholic's approved math assessment and the MIPI. This data will be provided to Alberta Education in the Fall.
- Elementary and Secondary Numeracy Committee meetings were held on April 30th and May 1st. Topics of discussion included manipulatives, effective instructional practices, and authentic data collection from assessments.
- Grade 6 teachers across the division will be field testing grade 6 Math Provincial Achievement Tests.

Science

- New science curriculum sessions took place on April 24th and May 3rd for Grade 4/5 teachers. A new science curriculum session was also hosted on April 26th for Grade 6 teachers.
- Lethbridge College was able to present all the remaining curriculum workshops and share information about the STEM kits that will be available to teachers.
- Michaela Demers is providing support to teachers with coding outcomes using Microbits.
- Jodie Babki is providing support to teachers with vocabulary instruction using morphology
- Several teachers will be piloting the new k-6 Social Studies curriculum in 2024/2025. Piloting
 is optional.

Experiential Learning including secondary initiatives:

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

Lethbridge College has developed STEM Kits where lessons have been correlated to science
and math concepts for K-12 students. The kits include tools and materials used in the trades
and will be accessible to teachers to utilize for learning activities next school year. 4 kits
have been provided to the school division so far that will be housed in the Curriculum
Resource Center. We expect the remaining 5 kits from the college by the end of the year.

- Innovation and Technology (Mike Nightingale/Morag Asquith/Jesse Sadlowski/Erin Hurkett)
- On June 4, a technology appointed teacher from each school, is invited to attend the annual review meeting organized by the Technology Department. This end-of-year gathering offers our educators a chance to share their insights and feedback on the support and services provided by the Technology Department. Additionally, administrators are warmly welcomed to join and contribute their valuable feedback as well.
- Jesse Sadlowski, Director of Technology, Andy Tyslau, Principal of Dr. Plaxton School and Mike Wever, teacher from Coalbanks Elementary School, are collaborating once more with Ryan Harper Brown and the University of Lethbridge in the NMED4850 course. This class at the UofL includes Education and New Media students who are developing a VR360 experience tailored for students in grades 1-5. Spanning a duration of six weeks, the course employs specialized VR equipment to facilitate and craft the educational content.
- The Technology Department extends its gratitude to the board and all participants who contributed to the success of the inaugural Alberta Esports Championship. Recognized as the largest event of its kind in Canada, the championship was made possible thanks to the collective efforts of those who organized and volunteered at the event. With over 300 students competing, the tournament has significantly influenced our innovative approaches to student support. Zone 6 continues to cement its reputation as a pioneer in innovation, equipping students with essential life skills and programming knowledge vital for thriving in today's technological world. Please see a short study of the event and how it impacted our community. Projected Economic Impact | Alberta Esports Championship (aec2024.ca)

Early Learning

- Families who completed the expression of interest process have been notified of their Early Education Program (EEP) placement for the 2024-2025 school year. As part of the registration process, new families were invited to a Pop-In on April 26 and follow-up speech and language assessments will be completed in May and June.
- For the 2024-2025 school year, a pilot KinderCare program will be offered at Senator Buchanan School and Nicholas Sheran School. This is an optional program that allows for all day kindergarten programming.
- Rochelle Neville, Coordinator of Early Learning, attended a Building Brains Together strategic planning meeting with the University of Lethbridge on May 8.
- Rochelle Neville will attend a meeting with Alberta Health Services on May 29 to discuss the transition of children into early education programming and kindergarten. She also met with a private preschool to support the transition of children entering kindergarten.
- Rochelle Neville attended Welcome to Kindergarten events at Lethbridge Christian School and Lakeview Elementary School in May.

Indigenous Education

- The Indigenous Education Team partnered with LCI to host the Indigenous Education Graduation on May 21 over 150 guests attended and 35+ graduates were celebrated.
- We are looking forward to the Indigenous Education Awards being hosted at Gilbert Paterson on May 30th.

Wellness

- Wellness Grants and Nutrition Grant applications out to schools are due June 7th to Instructional Services. Wellness Committee is scheduled to take place June 3rd.
- Morag Asquith, Associate Superintendent, Instructional Services received the 2024 PHE
 Canada Impact Award- this award honours an individual, group, or organization for their
 exemplary and unique contribution to physical and health education and or healthy school
 communities through the development of innovative resources, practices, pedagogy or
 research.
- The Digital Wellness Team hosted Digital Wellness- Awareness Day May 22 the theme was "Disconnecting to Reconnect", purposeful and intentional wellness education and activities were developed for each developmental level by the team and shared out to schools

Diversity

- Jackie Fletcher, Director of Inclusive Education and the Inclusive Education team is hosting
 the Inclusion and Diversity Parent Round Table on the topic of Individual Support Plans
 (ISP's) and parent involvement in their creation and review. This event will take place on
 May 30
- Saajan Sapkota, Student Support Worker, has been supporting our students and their families with 2024-2025 school registrations, while continuing to complete intake interviews with Carmen Carvalho, English as Second Language (ESL) Lead Teacher, for our new students.
- Saajan Sapkota has been connecting with Calgary Language Assessment and Referral Centre (CLARC) to arrange assessment dates and times and has been booking interpreter services for parent meetings. Saajan also plays an important role in helping our families to access Family Supports for Children with Disabilities (FSCD) applications/funding.
- Saajan Sapkota has been connecting with our English for Access Programs, joining them on field trips, helping students identify post-high school goals, and leading a middle school reading group
- Carmen Carvalho has been developing a scope and sequence (and accompanying instructional materials) for beginner English as an Additional Language (EAL) readers at the

- middle school level. Recently, Carmen has also completed an EAL residency support at Gilbert Paterson and Winston Churchill High School
- Carmen Carvalho has attended the Lethbridge Local Immigration Partnership Community
 Partnership Council, (LIP CPC) meeting with community stakeholders (with a focus on
 Lethbridge supports for newcomer families), and attended the EAL Advisory Committee
 Meeting (with a focus on EAL Benchmark Assessments)
- Finally, Carmen Carvalho is organizing CLARC language assessments for high school students that are pursuing post-secondary options
- Jim Kerr, Student Engagement Consultant has been working with all Success in Schools Plans
 in schools to assist in any way and communicate the set-up of the final meetings of the year
 for the students that are in care with Children and Family Services
- Jim Kerr has been busy meeting with families to discuss appropriate placements and supports for the 2024-2025 school year. Jim Kerr has also met with several families who have students that are struggling to engage in learning. The foundation of these meetings is to listen to understand their current situations, then working with the family to discuss strategies to try and break down barriers that are in place for the young people that we serve
- Jim Kerr continues to meet with community organizations and agencies to discuss caseloads and how the system of education can assist in impacting a young person
- Jackie Fletcher, Director Inclusive Education has finalized the spring allocation of Educational Assistants (EA's) and continues to meet with schools around supports that newly registered students will require in the new school year
- Jackie Fletcher has also been supporting schools in parent meetings to identify supports that may benefit their child in their learning

PRIORITY: LEADING LEARNING AND CAPACITY BUILDING

Administrator Professional Learning

- Administrator professional learning took place on May 6. The topic of learning was assessment clarity.
- Several administrators attended professional learning with Natalie Vardabasso, whose focus is best practice in assessment.

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

- Jackie Fletcher will be meeting with Catalyst/Autism Society to discuss possible collaboration and to learn more about how they can support our division and our students.
- Human Resources provided a How to use the Job Application System/Q&A on the Staffing Process on May 9, 2024, for support staff

- Members of the Human Resources team attended the April 24, 2024, Atrieve Release
 Webinar
- The final Foundations of Parabytes session was provided to Educational Assistants on May 21, 2024, by School Administrators
- Rebecca Adamson, Inclusive Education Coordinator, has completed the last scheduled Supporting Individuals through Valued Attachments (SIVA) training session with our Division Staff. The total number of staff certified this year is 165. Woohoo!

PRIORITY: SUPPORTING LEARNING AND WELLBEING

Building Staff Capacity to Meet the Needs of all Learners

- At the Health Champ Meeting the Health Champs identified several pressures/challenges our schools are experiencing related to student needs:
 - -Cellphone use impacting learning and concerning language and topics on social media
 - -Social/emotional support for students- anxiety, conflict resolution for students, Challenges with communication, complex behaviors that upset students.
 - -Increasing population- more students using more resources, learning spaces, daily gym time is less which isn't good for self-regulation

Cross-Ministry Initiatives

- Morag Asquith, hosted the 3rd Health Champ Meeting of the Year where AHS
 (Comprehensive School Health) shared additional resources related to vaping and
 professional learning.
- Management of Growth and Support of Learning Spaces/ Provision of Programs (Christine/Avice/Morag/Mike/Robbie)
- As announced in Budget 2024, the Galbraith Elementary School Modernization has moved to the planning stage. Planning means that schematic design may be started along with preparation to be prepared for construction. As part of this planning, a meeting was held with school staff on May 21st to gather information to further inform the modernization design.
- The Board of Trustees and Boundary Alignment Committee hosted an Open House at G.S.
 Lakie Middle School on April 30th to seek feedback from the west Lethbridge community on proposed options to realign boundaries in West Lethbridge. A survey was posted online to get feedback on the proposed options.

Teacher Induction Program

• A final TIP session will be held on May 23rd. The focus will be reflection on cultures of thinking within the classroom and feedback for upcoming TIP.

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale

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.

- Nicholas Sheran Parent Council ran a Dance-A-Thon FUNdraiser and raised over \$6300 for Nicholas Sheran School
- Aaron Fitchett donated \$100 to the Nicholas Sheran Breakfast Program
- Stephen Woodcock applied for a grant through the TD Friends of the Environment Foundation They have issued \$8000 to go towards an Indigenous Medicine Garden at Nicholas Sheran
- Gilbert Paterson received a \$1000 donation to our Choir Program to help with the cost of provincials from Katrina Goth.

Recommendation:

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

Respectfully submitted, Mike Nightingale

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale

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!

All of our sports teams have represented Wilson well throughout the year. Gio Gomez won gold in the U13 Cross Country LSAA City Championships. Corigan McIntyre and Rylee Cruse also finished in the top 10 within their running age category. Our volleyball and basketball teams managed to win one or more of the tournaments that they attended this year. Our Senior boy's basketball team made it to the LSAA City Championships this year. They narrowly lost in the finals to Gilbert Paterson. In grade 6 badminton, Lanaya Bereza and Avery Cruse won Girls Doubles and Rehema Musagara received silver in girls singles at the LSAA City Badminton Championships.

In April, our fine arts department put on the incredible production of Frozen Jr. Over 100 students participated in this production. There were 11 shows over 4 days. Sold out crowds every evening and many northside elementary schools were able to attend our morning performances. Our grade 7 & 8 bands have been preparing for there trip to the Edmonton Music Festival in mid May. All of our bands competed in the Lethbridge Music Festival in March. Our grade 6 & 8 band were awarded superior scores and our grade 7 band received excellent scores.

Wilson continues to pride ourselves on celebrating the rich diversity within our building and providing as many opportunities as possible to our students. We were able to use funds from our school council to get an esports club running. It is amazing to see so many students coming out and enjoying this new activity. We continue to take students on Outdoor education canoe trips to Nicolas Sheran, grade 6 social studies and science trips to the University of Lethbridge and City Hall, our entire grade 8 population did there annual Waterton Hike, the grade 7s are

off to the Telus Sparks Science center in Calgary in a few weeks, and guitar students have put on several excellent rockband concerts this year. At the end of March, students had the opportunity to participate in Holi celebration in our school field. We also have a group of students heading to Buffalo Rock Tipi Camp outside of Fort Macleod. Students will spend the night sleeping in a tipi, participate in some educational programming that explores the parallels between Indigenous and Western Science and connection to the land.

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 Cooperwood. 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. In saying that, we are very pleased and proud of our accomplishments around literacy and numeracy. For this current year, the percentage of students that are at or above grade level is 70% when it comes to literacy.

We have also made numeracy a school priority as well and we are pleased to share that 96% of our students in Grades 1-3 are at or above the grade level expectation in Math. In grade 4 we have 86% at or above grade level expectation when it comes to numeracy. Our grade 5s did not complete the Elk Island numeracy assessment. They completed the MIPI assessment as they were still using the older curriculum. However, our grade 5s performed very well with 76% being at or above grade level with regards to numeracy skills. 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. We have even started our first Coalbanks Esports club for our Grade 4/5 students, which has been a huge hit. We will be hosting our first Esports tournament at Coalbanks on May 24th.

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. Coalbanks offers a variety of co-curricular opportunities (robotics, chess, crochet, Esports, volleyball, basketball, walking/running club, dance, skipping club, handbells, choir, that every child can participate in. There is something for everyone at Coalbanks.

Senator Buchanan Elementary Showcase:

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

We have had a very busy 2023-2024 school year at Senator Buchanan. We are a very caring, inclusive and diverse school community, supporting 292 students from Kindergarten through Grade 5. We are passionate about embracing differences and bringing awareness to wellness for our entire school community.

We feel so supported by Executive Council seeing the needs in our building. We are thankful for both Executive and the Board to support our diverse population and always hearing what we need to best support our community.

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. Each year, our out-going Grade 5 Leadership students leave behind a school gift. We are currently working towards an outdoor learning space for all students to enjoy.

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 wards 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 happily upgraded our fridges and freezers to commercial equipment which allows us to store more food for our school. The Roost has evolved into a wonderful space to meet the nutritional needs of our students.

We are happy to share with you that we have received several grants already this year and have done lots of fundraising. We have received grants from RBC, President's Choice, and The

Legacy Foundation to support our various projects in the school. We continue our partnerships with The City of Lethbridge, The Lethbridge Hurricanes, Zrim Masonry, Canterra Seeds, MyCity Care, Lakeview Bakery, Cobs Bread, EFree Church, Bridge Community Church and the Chinese Opera Society to support our students. 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.

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale

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.

Graduations:

School:	Events:
ICSS	June 26 th 4:00pm at Trinity Reformed Church
Chinook	Grad Gala May 10 th at University of Lethbridge, Grad Convocation June 26 th
	4:00pm in Chinook Gymnasium
Vic Park	June 13 9:00-3:00, June 14 9:00-noon
LCI	Sat May 25, Ceremony at 9:30, grand march at 6:30pm
Winston	June 27th 10am at the Enmax
Churchill	
Other	Indigenous Awards Night Thursday May 30 at 5:30 at Gilbert Paterson

Service Awards:

Galbraith	June 26th	12:30 p.m.
ICES	June 26th	TBD
ICSS	June 14th	5:30 p.m.
Lethbridge	June 26th	9:00 a.m.
Christian		
Park Meadows	June 26th	2:00 p.m.
Park Meadows Senator Buchanan	June 26th June 26th	2:00 p.m. 12:30 p.m.
Senator Buchanan	June 26th	12:30 p.m.

Dr. Plaxton	June 26th	1:00 p.m.
Davidson	June 26th	1:00 p.m.
Fleetwood	June 26th	12:35 p.m
Gilbert Paterson	June 26th	12:00 p.m.
Lakeview	June 26th	12:00 p.m.
LCI	June 27th	8:30 a.m.
Chinook	June 26th	7:45 a.m.
Coalbanks	June 7th	12:15 p.m.
Dr. Probe	June 26th	12:00 p.m.
G.S. Lakie	June 26th	11:30 a.m.
MMH	June 26th	12:30 p.m.
Nicholas Sheran	June 26th	1:00 p.m.
SJF	June 26th	1:00 p.m.
Ed. Centre/Attwell	June 12th	12:00 p.m.
Victoria Park	June 26th	10:00 a.m.

Friends of 51

School	Date	Time
ICES	May 6	10:00 a.m.
G.S. Lakie	June 10	7:00 p.m.
Fleetwood	June 26	11:00 a.m.
Wilson	June 14	8:15 a.m.
Nicholas Sheran	June 5	9:30 – 10:30 a.m.
Dr. Probe	June 26	9:00 a.m.
Senator Buchanan	June 19	9:30 a.m.

Recommendation:

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

Respectfully submitted, Mike Nightingale

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale, Superintendent of Schools

RE: School Trustee Liaisons for 2024-2025

Background:

Mike will provide an update on School Trustee Liaison Assignments for 2024-2025.

Recommendation

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

Respectfully submitted, Mike Nightingale

Calendar of Events for Board of Trustees

eams

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale, Superintendent of Schools

RE: Alberta Esports Championship 2024 Gold Medal Winners

Background:

Two teams from Lethbridge Collegiate Institute took home gold at the Alberta Esports Championships 2024 held in Lethbridge earlier this month. Lethbridge School Division proudly hosted the event, which saw 18 Division technology staff support the competition throughout the weekend. LCI's provincial championships were in Valorant Gold and Rocket League.

The Valorant Gold roster included Matthew Fedoruk, Gavin De Jong, Gabriel Gorner, Isaac Gill and Rocco D'agnone. The head coach was Mike Harrison. The Rocket League roster included Kade Fraser, Parker Taylor, Alex Vervecken and Agrim Paudel. The coaches were Will Kellett and Cam Findley.

Recommendation

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

Respectfully submitted, Mike Nightingale

MEMORANDUM:

May 10, 2024

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Approval of an International Trip

Background:

Samuel Yamamoto from Lethbridge Collegiate Institute is requesting approval to take approximately 55 grade 9-12 students on an International Trip to New York, NY, USA from April 16^{th} – April 21^{st} , 2025. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$3000.00 in Canadian funds.

Recommendation:

That the Lethbridge Collegiate Institute trip to New York in April of 2025 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,
Morag Asquith

Carnegie 2025 Itinerary

Wednesday, April 16, 2025

Depart for Calgary Airport
Depart for NYC through group airline fare

Thursday, April 17, 2025

Explore NYC Lunch on our own Dinner at Hard Rock Cafe

Friday, April 18, 2025

Breakfast at hotel
AIM experience (music workshop/clinic)
Explore NYC & Lunch on our own
Dinner at Ellen's Stardust Diner
Broadway Show

Saturday, April 19, 2025

Breakfast at hotel
Carnegie Hall Performance
Statue of Liberty Tour
Little Italy Dinner

Sunday, April 20, 2025

Breakfast at hotel Depart for Calgary

Monday, April 21, 2025

Possible early morning arrival depending on flight times

Proposal to the Lethbridge School Division School Board

Subject: LCI Gold Symphonic Band Performance at Carnegie Hall

Dear School Board Members,

I am writing to propose an extraordinary opportunity for the students of LCI Gold Symphonic Band - a performance at the prestigious Carnegie Hall in New York City on April 19, 2025. This invitation is a testament to the dedication and talent of our students and presents a unique chance for them to showcase their musical abilities on an international stage.

Educational Benefits:

Participation in this event offers numerous educational benefits to our students. Performing at Carnegie Hall is a once-in-a-lifetime experience that will enhance their musical skills, cultural understanding, and personal development. It provides an opportunity to engage with renowned musicians, experience different styles of music, and gain insight into the professional world of performance.

Proposed Itinerary:

Wednesday, April 16, 2025

Depart for Calgary Airport
Depart for NYC through group airline fare

Thursday, April 17, 2025

Explore NYC
Lunch on our own
Dinner at Hard Rock Cafe

Friday, April 18, 2025

Breakfast at hotel
AIM experience (music workshop/clinic)
Explore NYC & Lunch on our own
Dinner at Ellen's Stardust Diner
Broadway Show

Saturday, April 19, 2025

Breakfast at hotel
Carnegie Hall Performance
Statue of Liberty Tour
Little Italy Dinner

Sunday, April 20, 2025

Breakfast at hotel Depart for Calgary

Monday, April 21, 2025

Possible early morning arrival depending on flight times

Cost per Student and Provisions for Affordability:

The cost per student for this trip is approximately \$3000.

We understand that this may pose a financial challenge for some families. To ensure that all students have the opportunity to participate, we have implemented provisions for affordability:

- Fundraising Opportunities: We will organize various fundraising activities to assist students in covering the cost of the trip. These initiatives will be inclusive and accessible to all students, allowing them to contribute towards their expenses through collective efforts.
- 2. Scholarship Program: For students facing financial hardship, we will establish a scholarship program supported by community donations and sponsorships. This program will provide assistance to eligible students, ensuring that financial constraints do not hinder their participation.

Benefits of Music Performance and Rehearsal:

Music performance and rehearsal are integral components of the educational experience, offering students a platform to develop essential skills such as discipline, teamwork, and self-expression. Through rigorous practice and collaboration, students cultivate their artistic abilities and learn the value of dedication and perseverance. The opportunity to perform at Carnegie Hall represents the culmination of their hard work and dedication, validating their commitment to excellence in music education.

In conclusion, the invitation to perform at Carnegie Hall is a momentous occasion for the LCI Gold Symphonic Band and a testament to the outstanding musical talent within our school community. We believe that this experience will not only enrich the lives of our students but also serve as a source of pride for the Lethbridge School Division, the City of Lethbridge, Alberta, and Canada as a whole. We humbly request your support in making this dream a reality for our students.

Thank you for considering our proposal. We look forward to the opportunity to represent our school and community on the prestigious stage of Carnegie Hall.

Sincerely,

Samuel Yamamoto Lethbridge Collegiate Institute Instrumental Music Director

MEMORANDUM:

April 29, 2024

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Approval of an International Trip

Background:

Gordon Vatcher from Lethbridge Collegiate Institute is requesting approval to take approximately 42-45 Grade 9-12 students on an International Trip to Berlin, Amsterdam, Paris and London from April $16^{th} - 27^{th}$, 2025. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$4500 in Canadian funds.

Recommendation:

That the Lethbridge Collegiate Institute trip to Berlin, Amsterdam, Paris and London in April 2025 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,
Morag Asquith





From Vimy to Juno: History of Canada in the World Wars

10 or 12 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Berlin (2); Amsterdam (2); Vimy region (1); Normandy region (1); Paris (2); London (2).

Sightseeing tours led by an expert:

Berlin; Sachsenhausen Concentration Camp Memorial Site; National Liberation Museum; Amsterdam; Paris; London.

Entrances included: Cold War Panel Discussion; Groesbeek Canadian War Cemetery; Freedom Museum; Anne Frank House; Essex Farm Cemetery; In Flanders Fields Museum; Last Post Ceremony at the Menin Gate; Vimy Ridge Historic Site; Beaumont-Hamel Newfoundland War Memorial; Juno Beach Centre; Churchill War Rooms or HMS Belfast.

Optional Excursions: Volendam & Zaanse Schans; Versailles.

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Berlin!

Day 2: Berlin

Afternoon: Arrive in Berlin

Welcome to historic Berlin, once again the German capital. For many years the city was defined by the wall that separated its residents, but since the monumental events that ended Communist rule in the East, Berlin has re-emerged as a treasure of arts and architecture with a vibrant heart.

5:00pm: Group dinner at a restaurant in central Berlin

7:00pm: Travel by private motorcoach to the hotel in Berlin

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Berlin

6:00am: Wake-up call 7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to

central Berlin

10:00am: Guided sightseeing of Berlin

On your guided bus tour over to the Eastern sector, pass the Reichstag, former seat of the parliaments of the German Empire and the Weimar Republic. Arrive at the Brandenburg Gate, once the symbol of the undeclared Cold War, and now the symbol of a reunited Berlin. It was at this gate that the famous images of East and West Berliners dancing atop the crumbling Berlin Wall were filmed and broadcast around the world. As you see Checkpoint Charlie and remnants of where the Berlin Wall actually stood, imagine the bleak watchtowers and piercing spotlights that guarded "the border" until November 1989.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Guided excursion to Sachsenhausen Concentration Camp Memorial Site

Located north of Berlin, Sachsenhausen was a German concentration camp that operated from 1936 to 1945. It was primarily used by Nazi forces as a detention camp for political prisoners. From 1945 to 1950, it was referred to as "Special Camp #7" by occupying Stalinist Soviet forces who also used it to house political prisoners.

5:00pm: Panel Discussion about the Cold War

Today, learn about German history from those who lived it as you participate in a panel discussion about life in East and West Germany. Hear the Cold War memories from both a "Wessi" (someone from West Germany) and an "Ossi" (someone from East Germany). Find out where they were and how they experienced the fall of the Wall, as well as their reflections on how their lives and the country changed in the years after.

6:30pm: Group dinner at a restaurant in central Berlin

8:30pm: Travel by private motorcoach to the hotel in Berlin

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Berlin | Arnhem region | Amsterdam

6:00am: Wake-up call 7:00am: Breakfast at the hotel

8:00am: Travel by train to the Arnhem region

10:00am: Visit the Groesbeek Canadian War Cemetery

Groesbeek Canadian War Cemetery is a Commonwealth War Graves Commission cemetery containing the largest number of Canadian war dead in the Netherlands. Set amongst the soft, rolling green hills and farmland of rural Holland, Groesbeek Canadian War cemetery feels like a sacred place. Young and old, Canadian and non-Canadian alike, will find it difficult to escape the overwhelming sense of loss of life and deep pride in honouring the brave men who sacrificed their lives for us.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Guided visit of the Freedom Museum

The Freedom Museum 1944-1945 is set in one of the most beautiful locations in the Netherlands in a landscape of hills and woods. This museum, on the German border South-East of Nijmegen and Arnhem, is a place where history comes to life. The smells of the 1940's, displays and dioramas, original film footage, lectures and music enable you to experience the liberation of the Netherlands and Europe at first hand. The museum shows the real meaning of freedom, democracy and human rights to young and old alike.



Lethbridge Collegiate Institute Student Trip 2025 Proposal

Theme: History of Canada in the World Wars

Priority:

- 1) Create an engaging, memorable learning experience for students throughout Europe exploring at least four countries related to European conflicts connected to Canada
- 2) Visiting the Netherlands and Normandy a priority.
- 3) Inclusion of Germany and England as either an entry point or exit of the trip.

Proposed Dates: Wednesday April 16 – Saturday April 26, 2025

Similar Packages/Itinerary: EF Tours – From Vimy to Juno: History of Canada in the World Wars https://www.eftours.ca/educational-tour/canada-world-wars

Possible Cost \$4500 per student

Possible Fundraising: Bottle Drive and/or food sale

Possibly Itinerary – (modified based on EF link):

Day 1 16/04/25: Fly to Berlin

Day 2 17/04/25: Berlin

Meet your Tour Director at your destination

Day 3 18/04/25: Berlin

Take a guided tour of Berlin

With your expert local guide you will see:

- Brandenburg Gate
- Kurfürstendamm
- Remains of the Berlin Wall
- Reichstag

Guided Visit of the Sachsenhausen Concentration Camp Memorial Site

Day 4 19/04/25: Berlin | Amsterdam Region

Board a day train to Arnhem Region

Visit the Groesbeek Canadian War Cemetery

Visit the Freedom Museum

Day 5 20/04/25: Amsterdam Region

Guided Sightseeing Tour of Amsterdam

Visit the Anne Frank House

Day 6 21/04/25: Amsterdam Region | Ypres | Vimy Region

Travel to the Vimy Region via Ypres

Visit Essex Farm Cemetery

Visit the In Flanders Fields Museum to learn more about the West Flanders Front during the First World War

Attend the Last Post ceremony at Menin Gate

Day 7 22/04/25: Vimy Region | Normandy Region

Visit the Vimy Ridge Historic Site and stand by the Vimy Memorial

Visit the Beaumont-Hamel Newfoundland Memorial

Travel to the Normandy Region

Day 8 23/04/25: Normandy Region | Paris-London

Visit the Juno Beach Centre

Photo Stop in Arromanches

Visit the Bény-Sur-Mer Canadian War Cemetery

Travel to Paris

Take bus tour of Paris, then travel by Eurostar train to London

Day 9 24/04/25: London

Take a guided tour of London

Take a Canadian-focused walking tour of London

See Canada House

St. Paul's Cathedral

Big Ben and Houses of Parliament

Visit the British Museum

Day 10 25/04/25: Depart for home

4:00pm: Transfer to the hotel in Amsterdam

Welcome to Amsterdam, capital of the Netherlands. Known both as a center of entertainment and as a city of classic design and architecture, Amsterdam is a city of astonishing contrast.

5:00pm: Group dinner at the hotel in Amsterdam

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 5: Amsterdam

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to

central Amsterdam

10:00am: Guided Sightseeing of Amsterdam

A local guide introduces you to Amsterdam, a city where 1,200 bridges crisscross postcard-worthy canals, making it one of Europe's most charming capitals. See Westerkerk (West Church) where "Dutch Golden Age" painter Rembrandt lies buried, and then move on to Dam Square, home of the Royal Palace. Be sure to watch out for numerous bicyclists as you continue to the Flower Market and Jewish Quarter.

12:00pm: Visit the Anne Frank House

Enter through the secret staircase up to where the young girl hid with her family from 1942 to 1944-and where she penned the poignant diary that has been translated into dozens of languages worldwide. (Pending availability due to entrance capacities and limited group reservations)

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity - Guided Excursion to Volendam & Zaanse Schans

Today, enjoy an optional half-day excursion to the heart of the Dutch countryside. Visit the picturesque fishing village of Volendam and the living and working neighborhood of Zaanse Schans, re-created to look like an old Dutch village. Make your way down the winding, cobblestone streets, past windmills, charming shops and crooked houses. Also, you will enjoy a demonstration on cheese and clog making.

6:00pm: Group dinner at the hotel in Amsterdam

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 6: Amsterdam | Ypres | Vimy region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to the

Vimy region via Ypres

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Essex Farm Cemetery

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

3:30pm: Visit the In Flanders Fields Museum

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

5:00pm: Group dinner at a restaurant in Ypres

8:00pm: Attend the "Last Post Ceremony" at the Menin Gate

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

9:00pm: Travel by private motorcoach to the hotel in the Vimy region

11:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 7: Vimy region | Normandy region

6:00am: Wake-up call 7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to the Normandy region via the Vimy Ridge Historic

Site

10:00am: Visit the Vimy Ridge Historic Site

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

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Beaumont-Hamel Newfoundland Memorial

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

3:00pm: Continue by private motorcoach to the Normandy region

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

5:00pm: Arrive at the hotel in the Normandy region

6:00pm: Group dinner at the restaurant in the Normandy region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Normandy region | Paris

6:00am: Wake-up call 7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Paris

via the Juno Beach Centre

9:30am: Visit the Juno Beach Centre

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

11:00am: Visit Arromanches

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

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Arrive in Paris

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

6:00pm: Group dinner at a restaurant in Paris

8:00pm: Travel by private motorcoach to the hotel in Paris

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Paris

6:00am: Wake-up call 7:00am: Breakfast at the hotel

8:00am: Transfer from the hotel to central Paris

10:00am: Guided sightseeing of Paris

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

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Optional Activity – Guided Excursion to Versailles

Step back into le grand siècle as you experience the opulence of Versailles, the elaborate palace of Louis XIV. Built to be the envy of all Europe, France's most extravagant château continually threatened to bankrupt the national treasury. Here the Sun King held court in the most lavish style imaginable. At one point, 1,000 nobles were attended by 4,000 servants inside the palace, while 15,000 soldiers and servants inhabited the annexes. You'll also tour the State Apartments of the King himself and walk through the historic Hall of Mirrors, where France, Spain and England officially recognized the independence of the United States in 1783, and where the Treaty of Versailles, which ended WWI, was signed. You'll also witness the ornate decor of the Queen's State Apartments, furnished for Marie Antoinette. After your visit inside the palace, be sure to take some time to stroll through the elaborate gardens, designed by André Le Nôtre. Because of the extreme popularity of Versailles, guided visits of the interior cannot be guaranteed during peak seasons. In this case, your group will hear a presentation from your guide before entering the palace.

5:30pm: See Notre-Dame Cathedral

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

6:00pm: Group dinner at a restaurant in central Paris

8:00pm: Travel by private motorcoach to the

hotel in Paris

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Depart for Home

4:30am: Wake-Up Call 5:30am: Breakfast at Hotel

6:30am: Transfer to the airport for your return

flight

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

The itinerary is subject to change.

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

For an additional cost add the following 2-day extension:

Day 10: Paris | London

6:30am: Wake-Up Call 7:30am: Breakfast at Hotel

8:30am: Travel by private motorcoach to the

train station in Paris

10:00am: Transfer to London on the Eurostar In Paris, board the high-speed Eurostar that runs through the tunnel connecting continental Europe with Britain. Completed in May of 1994, the Channel Tunnel provides travelers with easy access to and from the continent. Eurostar trains reach top speeds of up to 186 mph, keeping journey times at about two hours.

12:00pm: Arrive in London

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

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

3:00pm: See the Canada House

Home of the High Commission of Canada in the UK, Canada House is an impressive structure that stands directly on central London's Trafalgar Square. A beacon to Canadians in London since 1925, Canada House was also a popular retreat for Canadian troops in the city during World War II.

5:00pm: Group dinner at a restaurant in central London

7:00pm: Travel by private motorcoach to the hotel in London

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: London

6:00am: Wake-Up Call 7:00am: Breakfast at Hotel

8:00am: Travel by private motorcoach to

central London

10:00am: Guided sightseeing of London

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

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Churchill War Rooms or HMS Belfast

5:00pm: Group dinner at a restaurant in central London

7:00pm: Travel by private motorcoach to the hotel in London

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 12: Depart for Home

4:30am: Wake-Up Call 5:30am: Breakfast at Hotel

6:30am: Transfer to the airport for your return flight

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

The itinerary is subject to change.

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



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MEMORANDUM:

May 9, 2024

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Approval of an International Trip

Background:

Jonathan Dick from Winston Churchill High School is requesting approval to take approximately 30 grade 10-12 students on an International Trip to Ireland from April 17-27, 2025. Information regarding the educational benefits of the trip and proposed itinerary are attached. The estimated cost per student is approximately \$5495 in Canadian funds.

Recommendation:

That the Winston Churchill High School trip to Ireland in April of 2025 be approved by the Board, on the condition that all Division policies and procedures are strictly followed and with the understanding that future travel advisories and/or vaccination requirements may affect the trip's ability to proceed.

Respectfully submitted,
Morag Asquith



Azorcan Global Paul Almeida

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paul@azorcan.net

2025 Rugby Tour to Ireland Winston Churchill High School

April 17-27, 2025 www.azorcan.net/rugby

This is a proposed itinerary and some tour aspects may change in the final itinerary.

PROPOSED TOUR ITINERARY

Day 1 Thursday, April 17

Meet at the airport and check in for the flight.

15:15 Depart Canada for Amsterdam on KL 678







Day 2 Friday, April 18

07:50 Arrive in Amsterdam

09:45 Depart Amsterdam for Dublin on KL 1137

10:25 Arrive in Dublin and meet your guide and bus.

Depart for the city center for a guided walking tour of Dublin.

Check in to the hotel

Dinner included at the hotel.

Meals: D Overnight: Dublin, Ireland







Day 3 Saturday, April 19

Breakfast at the hotel

Rugby 15s match # 1 vs TBA

After the match we will have a social with the Irish players.

Free time for lunch on your own.

Attend a prominent local fixture. Game to be determined.

Dinner included at a restaurant or at the hotel.

Meals: D Overnight: Dublin, Ireland







Day 4 Sunday, April 20

Breakfast at the hotel and check out.

<u>Guinness Storehouse Experience</u>

Depart for Cork







Stop along the way for a tour of the 10th century Rock of Cashel Arrive in Cork and check in to the hotel.

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Cork, Ireland







Day 5 Monday, April 21

Breakfast at the hotel.

Morning free in Cork

Free time for lunch on your own.

Training session with a guest coach.

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Cork, Ireland







Day 6 Tuesday, April 22

Breakfast at the hotel

Tour of Blarney Castle and maybe kiss the Blarney Stone.

Free time for lunch on own.







Depart for the town of Cobh to visit the to the <u>Titanic Experience</u> Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Cork, Ireland







Day 7 Wednesday, April 23

Breakfast at the hotel and check out. Morning depart for Limerick.









Visit the International Rugby Experience in Limerick the have free time for lunch.

Depart for the match. Rugby 15s match # 2 vs TBA

After the match we will have a social with the Irish players.

Depart for the hotel and check in. Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Limerick, Ireland







Day 8 Thursday, April 24

Breakfast at the hotel and check out. Depart for Galway
Stopping on the way at the Cliffs of Moher







Stop at Aillwee Cave for a guided tour.







Stop for a visit at **Dungaire Castle**

Arrive in Galway and check in to the hotel

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Galway, Ireland







Day 9 Friday, April 25

Breakfast at the hotel and check out.

On arrival in Dublin we <u>Experience Gaelic Games</u> to learn and play the ancient indigenous games of Gaelic Football and Hurling.

Check in to the hotel

Dinner included at the hotel.

Meals: B, D Overnight: Dublin, Ireland







Day 10 Saturday, April 26

Breakfast at the hotel

Depart for Croke Park for a tour of the stadium and museum.

Free time for lunch on your own.

Rugby 15s match # 3 vs TBA

After the match we will have a social with the Irish players.

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Dublin, Ireland

Day 11 Sunday, April 27

Breakfast at the hotel

Depart for the airport

08:50 Depart Dublin for Amsterdam on KL 1136

11:30 Arrive in Amsterdam

12:30 Depart Amsterdam for Calgary on KL 677

13:25 Arrive in Calgary



Tour Includes

Round trip flights from Calgary to Dublin

Bus transportation for all transfers.

Assistance of a local guide.

3 Matches against local Schools and Clubs and after match socials.

Professional Coaching session

4 night's accommodation with breakfast in a Dublin hotel.

Students in a mix of twin, triple and guad. Teachers in twin rooms.

3 night's accommodation with breakfast in a Cork hotel.

Students in a mix of twin, triple and quad. Teachers in twin rooms.

2 night's accommodation with breakfast in a Limerick hotel.

Students in a mix of twin, triple and quad. Teachers in twin rooms.

Breakfast included daily.

9 Evening meals at a restaurant or at the hotel.

Walking tour of Dublin.

Experience Gaelic Games and Croke Park stadium tour.

Tour of the Guinness Storehouse.

Tour of the Rock of Cashel

Tour of the Blarney Castle

Tour of the Titanic Museum

Visit ot the Cliffs of Moher

Tour of the Aillwee Caves

Tour of the Dunguaire Castle

Entrance to the International Rugby Museum

Tickets to a prominent sporting fixture. Confirmed nearer the time.

Tour Hoody and Souvenir Rugby Jersey

Tour Does Not Include

Travel Insurance (Medical and Trip Cancellation) – see below.

Free time activities and drinks at dinner or lunch unless otherwise indicated.

Optional free time activities.

Any visas or entry requirements.

Tour Cost

Student cost in twin, triple or quad accommodation-\$5495.00

Tour Payment Schedule

Initial deposit to guarantee your spot on the tour - \$ 500.00

Please submit a copy of your passport at the time of registration.

Passports must be valid at least 3 moths from the date of return.

Second payment of \$500 by December 1, 2024

Final Payment and final name list by January 10, 2025

Payments can be made by check, bank draft or etransfer. Contact us for etransfer details.

Azorcan does not accept credit card payments for our tours.

Azorcan is not liable for any payments made to third parties. Payments are non-refundable.

Optional Travel and Trip Cancellation Insurance

Azorcan Global offers an all-inclusive insurance policy or just a trip cancellation policy with Allianz Insurance. A copy of the insurance booklet and coverage is available on the tour webpage. It is up to each passenger to review the coverage and understand exclusions. We are not insurance agents so please call Allianz for any clarification on coverage. It is each passenger's responsibility to ensure they have proper coverage. Azorcan will get a quote for *all-inclusive insurance* and for just *trip cancellation insurance* based on your age, tour cost and length of your trip once the tour is close to being full. Passengers over 65 will need to fill out a medical questionnaire to get quotes. After we get the quotes, Azorcan will have an insurance form where passengers can select their coverage option or they can decline our insurance.



Our Tour Operator

Azorcan Tours, the leader in European custom tours since 1994, designs once-in-a-lifetime European tours that can include flights, hotels, meals, transportation, sightseeing, special events and English speaking guides. Visit our website at www.azorcan.net for information our various sport, school and sightseeing tours.

2025 WCHS Bulldog Rugby Ireland Tour

April 17-27, 2025

The Winston Churchill Bulldogs Rugby program would like to request the Lethbridge School Division Boards approval to travel to Ireland from Thursday April 17 to Sunday April 27, 2025.

Proposed Cost: \$5495 per student

Educational Benefits

As an extracurricular program at Winston Churchill, rugby is an excellent physical fitness activity. Participation in this activity also allows students to develop an understanding of the rugby culture, which parallels many of the ideals of our Physical Education program. Rugby is a sport that aims to develop the spirit of sportsmanship and lifelong participation. It is an inclusive sport where there is a place for players of every size and shape. Our program at Winston Churchill places an emphasis on dedication and commitment to excellence while finding a place for all students who wish to participate. We do not make "cuts" but work with all players who demonstrate the necessary commitment and dedication to the team.

Rugby tours are an opportunity of a lifetime, allowing students to be immersed in the rugby culture in a country that lives and breathes the sport. Taking part in games as well as postgame fellowship with students from Ireland will truly be a one-of-a-kind experience. They will have the opportunity to see how school and sport operate in a Country much different from their own as well as create long lasting friendships through sport. With technology the way that it is currently, there is a reality of continuing friendships made on a trip like this throughout their lives.

Education is a quest for self-fulfillment rather than a quest for victory over others. The educational opportunities that are provided on this tour could be viewed the same way. Each experience or exploration can lead to enlightenment and discovery. There is no way to fail the experience. The experience and experiencing becomes the goal. It may lead to improved performance, self-discovery, personal satisfaction, and greater awareness, or it may simply be an experience which is interesting in its own light. The more educational and lifelong experiences a person can obtain, the better one is able to face the global challenges of the world.

Sport is a medium, which can provide a sense of purpose and continuous challenge, as well as a range of emotion, at times difficult to experience elsewhere. It can a be rich and meaningful encounter if entered on our own terms. A team sport such as rugby allows both the opportunity for individual and group challenges – entered at both levels. An international rugby tour offers one of the few occasions where the close contact (rugged as it may be) with people and the physical environment of the game allow for personal growth to be stretched at times to the limits of human potential both physically and mentally. The international opportunity to compete in sport with another culture can provide the window of opportunity that which global understanding can truly be nurtured.

Fundraising Opportunities/Plan

The following fundraising opportunities will be offered to students to help off-set the costs of the tour. Some of the fundraising activities will be mandatory and others will be optional. These are not set in stone and some of these may not come to fruition depending on availability and feasibility.

Ireland 25' Tour Programs (September – December 2024)

All students must sell two personal sponsorship (\$100) and one business card advertisement (\$100). All remaining sales are divided on a 25/75 split with 25% going to the tour and 75% going to the individual player accounts.

T-Shirt Fundraising Drive (October 2024 – January 2025)

All students must sell 5 t-shirts at \$25-\$30 each.

Fashion show, Dinner and Auction (March 2025)

All students will be required to sell 5 tickets at \$20 each.

Hoodie Sponsorship (January - March 2025)

Students will have the opportunity to sell one \$500 sponsorship each that will go on the back of our tour hoodie.

Paradise Canyon Sandbag Fundraiser

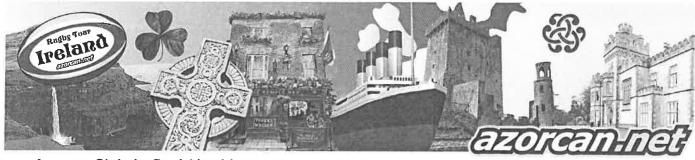
Two times a year (Fall and Spring) we will have the opportunity to place and remove sandbags for Paradise Canyon Golf course as a tour fundraiser. Money from this will go directly into the general tour account.

Bottle Drives

We will possibly organize 1-3 bottle drives throughout the year as well as contact local establishments to see if they would be willing to donate their bottles.

Beef Jerky Sales

We will look into potentially teaming up with Ben's Beef Jerky.



Azorcan Global Paul Almeida

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paul@azorcan.net

2025 Rugby Tour to Ireland Winston Churchill High School

April 17-27, 2025

www.azorcan.net/rugby

This is a proposed itinerary and some tour aspects may change in the final itinerary.

PROPOSED TOUR ITINERARY

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Meet at the airport and check in for the flight.

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07:50 Arrive in Amsterdam

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10:25 Arrive in Dublin and meet your guide and bus.

Depart for the city center for a guided walking tour of Dublin.

Check in to the hotel

Dinner included at the hotel.

Meals: D Overnight: Dublin, Ireland







Day 3 Saturday, April 19

Breakfast at the hotel

Rugby 15s match # 1 vs TBA

After the match we will have a social with the Irish players.

Free time for lunch on your own.

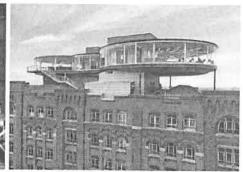
Attend a prominent local fixture. Game to be determined.

Dinner included at a restaurant or at the hotel.

Meals: D Overnight: Dublin, Ireland







Day 4 Sunday, April 20

Breakfast at the hotel and check out.

Guinness Storehouse Experience
Depart for Cork







Stop along the way for a tour of the 10th century Rock of Cashel Arrive in Cork and check in to the hotel.

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Cork, Ireland







Day 5 Monday, April 21

Breakfast at the hotel.

Morning free in Cork

Free time for lunch on your own.

Training session with a guest coach.

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Breakfast at the hotel

Tour of Blarney Castle and maybe kiss the Blarney Stone.

Free time for lunch on own.







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Meals: B, D Overnight: Cork, Ireland







Day 7 Wednesday, April 23

Breakfast at the hotel and check out.

Morning depart for Limerick.



Meals: B, D



Overnight: Limerick, Ireland





Visit the International Rugby Experience in Limerick the have free time for lunch. Depart for the match. Rugby 15s match # 2 vs TBA

After the match we will have a social with the Irish players.

Depart for the hotel and check in. Dinner included at a restaurant or at the hotel.

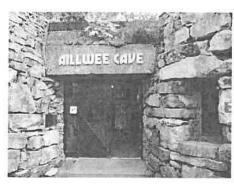






Day 8 Thursday, April 24

Breakfast at the hotel and check out. Depart for Galway
Stopping on the way at the <u>Cliffs of Moher</u>







Stop at Aillwee Cave for a guided tour.







Stop for a visit at <u>Dungaire Castle</u>
Arrive in Galway and check in to the hotel
Dinner included at a restaurant or at the hotel.
Meals: B, D Overnight: Galway, Ireland







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Breakfast at the hotel and check out.

On arrival in Dublin we Experience Gaelic Games to learn and play the ancient indigenous games of Gaelic Football and Hurling.

Check in to the hotel

Dinner included at the hotel.

Meals: B, D Overnight: Dublin, Ireland







Day 10 Saturday, April 26

Breakfast at the hotel

Depart for Croke Park for a tour of the stadium and museum.

Free time for lunch on your own.

Rugby 15s match # 3 vs TBA

After the match we will have a social with the Irish players.

Dinner included at a restaurant or at the hotel.

Meals: B, D Overnight: Dublin, Ireland

Day 11 Sunday, April 27

Breakfast at the hotel

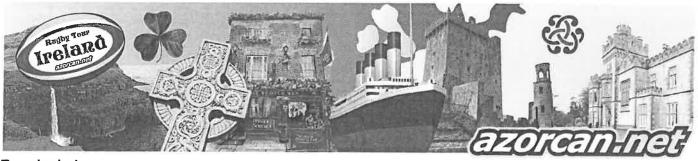
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Tour Includes

Round trip flights from Calgary to Dublin

Bus transportation for all transfers.

Assistance of a local guide.

3 Matches against local Schools and Clubs and after match socials.

Professional Coaching session

4 night's accommodation with breakfast in a Dublin hotel.

Students in a mix of twin, triple and quad. Teachers in twin rooms.

3 night's accommodation with breakfast in a Cork hotel.

Students in a mix of twin, triple and quad. Teachers in twin rooms.

2 night's accommodation with breakfast in a Limerick hotel.

Students in a mix of twin, triple and guad. Teachers in twin rooms.

Breakfast included daily.

9 Evening meals at a restaurant or at the hotel.

Walking tour of Dublin.

Experience Gaelic Games and Croke Park stadium tour.

Tour of the Guinness Storehouse.

Tour of the Rock of Cashel

Tour of the Blarney Castle

Tour of the Titanic Museum

Visit of the Cliffs of Moher

Tour of the Aillwee Caves

Tour of the Dunguaire Castle

Entrance to the International Rugby Museum

Tickets to a prominent sporting fixture. Confirmed nearer the time.

Tour Hoody and Souvenir Rugby Jersey

Tour Does Not Include

Travel Insurance (Medical and Trip Cancellation) - see below.

Free time activities and drinks at dinner or lunch unless otherwise indicated.

Optional free time activities.

Any visas or entry requirements.

Tour Cost

Student cost in twin, triple or quad accommodation-\$ 5495.00

Tour Payment Schedule

Initial deposit to guarantee your spot on the tour - \$ 500.00

Please submit a copy of your passport at the time of registration.

Passports must be valid at least 3 moths from the date of return.

Second payment of \$ 500 by December 1, 2024

Final Payment and final name list by January 10, 2025

Payments can be made by check, bank draft or etransfer. Contact us for etransfer details. Azorcan does not accept credit card payments for our tours.

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Optional Travel and Trip Cancellation Insurance

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MEMORANDUM:

May 28, 2024

To: The 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 6 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. Erin Hurkett, Director of Learning, 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.

G.S. Lakie Middle School (Grade 6, 7 & 8)

Animal Care 101 (new)
Board Games (new)
Drivers Education (continuing)
Introduction to Chess (continuing)
Media Yearbook (new)
Outdoor Education (continuing)
Strength and Conditioning (continuing)

Gilbert Paterson Middle School (Grade 6, 7 & 8)

Book Club (continuing)
Cosmetology (continuing)
Drivers Education (continuing)
Film Studies (continuing)
Outdoor Games (continuing)
Problems, Puzzles, and Games (continuing)
Soccer Development (continuing)

Lethbridge Christian (Grade 6, 7 & 8)

Bible (continuing)
Serving Community (new)

Winston Churchill High School (Grade 9)

Boardgames & Puzzles (new)

Wilson Middle School (Grade 6, 7 & 8)

Cultural Cuisine (new)
Dinosaurs & Paleontology (continuing)
Esports (new)
Sculpture (new)

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, 2024, to August 31st, 2028.

Respectfully submitted, **Morag Asquith**



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

SCHOOL: GRADE LEVEL OFFERED:

TITLE OF COURSE: ANIMAL CARE 101 SIX

IMPLEMENTATION DATE: SEPTEMBER 2024

Course Philosophy

In this class we will be exploring more about the basic steps involved in raising and caring for domestic animals. You will learn about environmental needs, basic animal first aid, nutritional care, injuries, diseases, and animal protection laws.

Rationale for the Course

Many students have animals at home or would like to learn more about the proper way to care for them. This course is a great introduction into things like basic animal first aid where students can be more confident dealing with them before visiting a vet.

This course will also give students a precursor to volunteering, working with or going to university/college in an animal related field. It is important for students to explore and gain an understanding of the diversity and significance of agriculture.

Statement of General Learner Expectations

We will be building and expanding students' knowledge from the CTS curriculum.

Description: Students learn to identify and demonstrate the basic steps involved in raising and caring for a domestic animal. Students gain an understanding of general care to ensure animal health.

Statement of Specific Learner Expectations

Specific Learner Outcomes

The student will:

- 1. demonstrate an understanding of the processes and procedures involved in caring for a domestic animal
- 1.1 differentiate among livestock, performance and companion animals; e.g., dairy cattle, horses, dogs
- 1.2 identify and describe the basic physical needs of a domestic animal, including:
- 1.2.1 water requirements
- 1.2.2 light intensity and duration
- 1.2.3 climate and temperature
- 1.2.4 air/ventilation
- 1.2.5 space variables
- 1.2.6 nutrient requirements
- 1.3 describe a strategy for protecting the health of the animal, including:
- 1.3.1 taking of vital signs and knowing what is "normal"
- 1.3.2 identification of diseases, deficiencies and ailments
- 1.3.3 treatment, control and prevention
- 1.4 describe municipal, provincial and federal laws related to the ethical and legal care of domestic animals

Anticipated Enrollment Per Year

This course will run for at least one term in the 2024-2025 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 with the possibility of field trips.

Learning Resources to be Used

VCA Canada Manuls

Alberta SPCA Online Tools

Professionals in the field of veterinary medicine

Videos

How Will Students be Assessed?

Students will be assessed through a pass/fail component. Students will complete assignments and projects which will be commented on in PowerSchool with a brief write up of students learning of that section.



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

SCHOOL: GS LAKIE MIDDLE SCHOOL	GRADE LEVEL OFFERED: 6 - 8		
TITLE OF COURSE: BOARD GAMES			
IMPLEMENTATION DATE: SEPT 2024			
Course Philosophy	An alternate structure that allows student to use game-based learning to approach and solve problems. It enables students to use hypothetical-deductive and critical thinking skills while developing a positive attitude towards others and learning to work with them.		
Rationale for the Course	Give students an effective way to use cooperative learning in the classroom and develop problem solving strategies.		
Statement of General Learner Expectations	Students will be expected to learn the rules of a game and use them to work with others to play the game		
Statement of Specific Learner Expectations	CollaborationStrategyProblem solving		
Anticipated Enrollment Per Year	25 – 30 students		
Special Facilities or Equipment Required	 Variety of board games puzzles 		
Learning Resources to be Used			
How Will Students be Assessed?	Students will sign up through their option selection.		



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

program or study.	board approvaris required to orier these courses.		
SCHOOL: GS LAKIE	GRADE LEVEL OFFERED: 8		
TITLE OF COURSE: DRIVER'S EDUCATION 8			
IMPLEMENTATION DATE: SEPT 2024			
Course Philosophy	This course was designed to give students a headstart when preparing to take their Class 7 – Driver's License exam. We will be using the "Basic License Driver's Handbook" issued by the Alberta Government as one of the primary resources with which students will study from. Within the course, students will be also be investigating how an automobile works with an internal combustion engine and how to properly maintain such a vehicle. Students will also be conducting research on automobile insurance, how to drive in adverse weather conditions, upgrading your license, and other related driving topics.		
Rationale for the Course	Many students will be turning 14 throughout the year and it would be supportive to help them understand the rules of the road prior to taking their learners test.		
Statement of General Learner Expectations	Gain further understanding of the Driver's requirements in order to take their learner's test.		
Statement of Specific Learner Expectations	Gain understanding of the various rules of the road, basic maintenance, and how signs, lanes, in-town driving, highway driving, towing, load capacity, merging, school zones, fines, forms of licensing all work.		
Anticipated Enrollment Per Year	30 per term – offered two times during the year.		
Special Facilities or Equipment Required	None		
Learning Resources to be Used	AB Drivers booklet		
How Will Students be Assessed?	Assessment will occurred through tests, quizzes, and projects. All will be based off of the material covered in class.		
	Formative assessments will occur through various online platforms. Summative		

will be hard copy or TEAMS.



This outline is to be completed for those Grade 7 - 9 option courses that <u>do not use</u> 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: September 2024

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:

- 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 Special Facilities or Equipment Required

Learning Resources to be Used

30 students

Chess boards

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.



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SCHOOL: GS LAKIE GRADE LEVEL OFFERED: COULD BE 6,7,8

TITLE OF COURSE: DIGITAL MEDIA: PRINT DESIGN (YEARBOOK)

IMPLEMENTATION DATE: SEPTEMBER 2024

Course Philosophy

Write up for option booklet: Are you interested in the way professionals create stunning print designs in magazines, newspapers, advertisements and yearbooks? In this course, you will learn all about print design and will practice producing stunning visual compositions. You will learn how to use Adobe InDesign and Photoshop software—the same software professionals using in the print media industry! You will even have the opportunity to create page layouts that will be used in the school's yearbook. If you're a creative, hard-working individual and a good team player, then this is the option for you!

Rationale for the Course

This course gives students the opportunity to learn about print design and to develop technology skills.

Statement of General Learner Expectations

Teamwork, page layout, photo selection and editing

Statement of Specific Learner Expectations

Students will demonstrate the techniques involved to effectively design elements and principles of art related to print design. In small groups, students will develop a summative project involving designing one or more spreads for the yearbook.

Anticipated Enrollment Per Year

20-30

Special Facilities or Equipment Required

Computer lab

Learning Resources to be Used

Adobe PhotoShop and InDesign software, additional resources from Friesens Yearbooks

How Will Students be Assessed?

Ongoing formative assessment with feedback specific to student in-class projects.

Summative assessment in PowerSchool will be Complete/Incomplete.



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

program or study.	board approval is required to other these courses.
SCHOOL: GS Lakie	GRADE LEVEL OFFERED:
TITLE OF COURSE: Outdoor Education	
IMPLEMENTATION DATE: September 2024	
Course Philosophy	Students will experience aspects of hunting and outdoorsmanship that they would normally not be exposed to in core courses.
Rationale for the Course	This course offers hand-on experiences to help excite students about wilderness and the outdoors.
Statement of General Learner Expectations	Students will be expected to participate and make their best effort in each unit.
Statement of Specific Learner Expectations	Students will learn the 11 steps of archery, the skill of orienteering, an introduction to scuba diving and rock climbing.
Anticipated Enrollment Per Year	30 students at each grade level in term 1 and 3. Total 180.
Special Facilities or Equipment Required	Archery equipment and room. School bus for Scuba and Rock Climbing trip
Learning Resources to be Used	National Archery in Schools teaching material and safety quiz. Professional Association of Diving Instructor material for Scuba.
How Will Students be Assessed?	

Self assessed based on a rubric that details their participation and effort.



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SCHOOL: G.S. LAKIE MIDDLE SCHOOL GRADE LEVEL OFFERED: GRADE 6,7,8

TITLE OF COURSE: STRENGTH AND CONDITIONING

IMPLEMENTATION DATE: SEPTEMBER 2024

Course Philosophy

This course is designed for students that want to improve physical fitness. Every fitness level is welcome. Every activity is presented with modifications, allowing the most elite athlete to push themselves to a new level, and the most out of shape adolescent to participate fully and be part of the group.

Rationale for the Course

There are 2 main reasons for adding this course to our options program at Lakie. Students will learn that they don't need a lot of space or special equipment to work out on their own. Students will also learn that even in 35 minutes, they can make a difference in their physical health. This course really does make a reasonable fitness program accessible to every student and it provides ideas, structure and inspiration to continue to maintain and even increase fitness levels as lifelong active learners.

Statement of General Learner Expectations

Students will be expected to participate daily, making their best effort at their own level. Students should change before coming to work out, and change again after. Students should be positive and encouraging of other students, as the group experience can be a significant positive motivation for students in the class.

Statement of Specific Learner Expectations

Students will be changed and focused for a 30 minute work out that targets general cardiovascular fitness, plyometrics, core strength. Students will be encouraging of other participants while making their best effort individually. Students will record pre-test and post test results in aerobic recovery, abdominal strength, lower body power and upper body strength.

Anticipated Enrollment Per Year

30 students per year

Special Facilities or Equipment Required

Most days we will use our foyer, fitness center, dance room, or class room. On Thursdays, we will take a bus off campus to Nicholas Sheran ice rink. Weather permitting, there may be days we bus to the stairs at Bull Trail Park instead.

Learning Resources to be Used

We will use the bus once a week. Students will record pretest and post test in a paper training diary.

How Will Students be Assessed?

Students will self-assess in areas of effort, attitude and participation. Teacher will assess students in the same area and discuss with students if there is a wide gap between the assessments.



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: GPMS GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: BOOK CLUB

IMPLEMENTATION DATE: September 2024	
Course Philosophy	This course was designed for lovers of books. This option gives them the opportunity to meet and share their love of books with others and drive their own learning opportunities through a variety of project-based learning opportunities driven by their own skills and interest.
Rationale for the Course	There is a want from students for this type of opportunity that allows them to extend their reading opportunities and connect with others in an environment geared towards growing readers.
Statement of General Learner Expectations	Students are given the opportunity to read books of their choice and share their experiences. Students are also encouraged to challenge themselves in the shape of individual reading goals.
Statement of Specific Learner Expectations	Students will have exposure to a variety of reading genres
	Students will gain appreciation for other genres
	Students will collaborate with the teacher and other students to develop their own projects with which to share their reading with each other
Anticipated Enrollment Per Year	25 per term
Special Facilities or Equipment Required	Access to books, school learning commons, public library, on line reading materials
Learning Resources to be Used	Laptops, internet, learning commons
How Will Students be Assessed?	Students can complete provided assignments or will have the opportunity to develop their own assignments. Assignments are designed to allow students to

present on the elements of story in ways that allow them to show creativity and

make learning choices based on their strengths.



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

SCHOOL: GPMS GRADE LEVEL OFFERED: 8

TITLE OF COURSE: COSMETOLOGY

IMPLEMENTATION DATE: September 2024

Course Philosophy

The purpose is to help girls work on self-esteem while learning some basic cosmetology skills.

Rationale for the Course

Students who are interested in pursuing a career in aesthetics will learn the basics to determine whether aesthetics is something that will be of interest to them.

Statement of General Learner Expectations

Students will learn a variety of techniques that are based from the Alberta Program of Studies for Cosmetology.

Statement of Specific Learner Expectations

Students will learn about the basics of hairstyle techniques, and working with hairstyle for face shapes. Students will also learn basic nail care; they will perform their own manicures, and work with nail art. We create our own facial products, and work on self-esteem and taking care of our mental health through self-care.

Anticipated Enrollment Per Year Special Facilities or Equipment Required 25 per term

Classroom, nail polish, nail polish remover, nail art supplies, ingredients to make facials. and self-care materials.

Learning Resources to be Used

Alberta Program of Studies that are adapted to meet the needs of the kids in my classroom.

How Will Students be Assessed?

Students will be assessed on their participation level, rubrics for skill development and their overall interest in trying new techniques.



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SCHOOL:	GPMS	GRADE LEVEL OFFERED:	GRADE 8

TITLE OF COURSE: DRIVERS EDUCATION

IMPLEMENTATION DATE: September 2024

Course Philosophy

This course is designed for students that are nearing the age where they can start to operate a motor vehicle. Being a licensed driver is a necessity this day in age, and this course will help our students obtain their class 7 driver's license. Within this course, students will explore many different methods of studying for tests as they prepare to write their driver's exam.

Rationale for the Course

14 years of age is when one becomes legally eligible to obtain their class 7 (learners) driver's license. During grade 8, we have a large population of students who turn 14 years of age which has created a demand to help those students prepare for their written driver's exam. Studying for these types of exams is a skill that is highly transferable and definitely related to general student education.

Statement of General Learner Expectations

Students will be expected to complete a series of chapter exams that are composed of multiple-choice questions meant to mimic those that they will find on their actual Alberta Government written driver's examination. Students will utilize the material covered in this course to not only help them on the written examination, but on the road once they get behind the wheel.

Statement of Specific Learner Expectations

Students will demonstrate their ability to read a formal text for comprehension. Students will develop a new vocabulary in order to understand the formal language of the handbook. Students will apply their skills to "read" and understand the many diagrams and charts in the handbook. Students will demonstrate their knowledge of being a responsible driver.

Anticipated Enrollment Per Year

90 students per year

Special Facilities or Equipment Required

There will be some off-campus field trips taken to observe different driving scenarios and how traffic negotiates those situations.

Learning Resources to be Used

This course will be based off of the Alberta Government's "Drivers Guide" booklet which is available to the public as a resource to specifically help new drivers prepare for their written drivers' exam. Locally developed lesson material will also be prepared by the teacher through Moodle.

How Will Students be Assessed?

Students will be assessed through various projects and assignments. They will also receive a summative mark for each chapter quiz that they complete, which will be averaged together at the end of the course to create a final grade.



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SCHOOL: GPMS GRADE LEVEL OFFERED: 8

TITLE OF COURSE: FILM STUDIES

IMPLEMENTATION DATE: September 2024

Course Philosophy

In modern Albertan society, students are exposed to the many varieties of visual media: This course is designed for:

1. Students who wish to develop an understanding of filmmaking to enhance their critical appreciation of films and how they are produced.

2. Students to develop comprehensive and analytical processes in studying film and promoting and developing a critical appreciation of film as an art but also a form of communication.

3. Students to pursue in-depth perspectives of theme, symbolism and comprehension.

Rationale for the Course

This is not a course where students passively watch films. It is an integral part of the <u>Language Arts curriculum</u>. Students will engage in a number of different activities when watching these films and participating in activities to develop intellectually, through analytical and synthesis of material (e.g., note-taking, initial written responses, class discussions, internet, and essay research, oral and visual multi-media presentations and evaluations).

Statement of General Learner Expectations
Statement of Specific Learner Expectations

See Below

- Course is designed to enhance Language skills using a different medium
- Students will participate in an in-depth analysis of a number of videos
- Students will begin to understand the ways in which images and language may be used to convey ideas, values and beliefs
- Viewing enables students to acquire information and to appreciate the ideas and experiences of others
- Comprehensive processes such as previewing, predicting and making inferences will also be used in viewing
- There will be an introductory look into filmmaking and various film features such as mood, emotion, color, action, sound, illusion, foreshadowing etc.
- Students are attempting to deduce meaning, recall information and understand the formation of characters and scene in film

Anticipated Enrollment Per Year

Special Facilities or Equipment Required

Learning Resources to be Used

30 per term

Proxima/Computer/ DVD Player/Sound System
Movies/Computer Room/Internet/Booklets/Instructional Videos

How Will Students be Assessed?

• Recalling of Information



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

SCHOOL: GPMS	GRADE LEVEL OFFERED: 6, 8		
TITLE OF COURSE: OUTDOOR GAMES			
IMPLEMENTATION DATE: September 2024			
Course Philosophy	To allows students to develop knowledge, skills, and attributes surrounding team games played outdoors.		
Rationale for the Course	To provide opportunities for students to experience team games and activities outside of the scope of regular physical education opportunities available.		
Statement of General Learner Expectations	To develop the following qualities, attributes and competencies:		
	 Understanding and sharing strategies for a wide variety of team-based games 		
	 Develop leadership qualities by allowing students to organize games and activities within the class 		
	 Encourage and develop teamwork, collaboration, and fair play through team games and activities 		
Statement of Specific Learner Expectations	Interact positively with others through communication, teamwork and leadership while playing the games and leading their own games		
Anticipated Enrollment Per Year	20-25 students per term – spring and fall term only		
Special Facilities or Equipment Required	Outdoor field, various types of PE equipment		
Learning Resources to be Used	Peers, past experience and online resources		
How Will Students be Assessed?	Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards		



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: GPMS **GRADE LEVEL OFFERED: 6** TITLE OF COURSE: PROBLEMS, PUZZLES, AND GAMES **IMPLEMENTATION DATE: September 2024 Course Philosophy** Students will have the opportunity to work on the following skills and traits **Critical Thinking Problem solving** Collaboration **Growth mindset** through exposure to a variety of math related puzzles, problems and games. Rationale for the Course In this course students will explore different problems, puzzles, and games to help develop critical thinking and problem-solving skills. Students will participate in a variety of activities that will engage them in independent and reflective thinking, as well as collaborate with their peers as they communicate about their learning. It is through this environment that I will help model and foster what it truly means to have a growth mindset. Statement of General Learner Expectations CTF is planning, creating, appraising and communicating in response to challenges. CTF is working independently and with others while exploring careers and technology. Statement of Specific Learner Expectations I solve problems in response to challenges. I communicate my learning. I collaborate to achieve common goals. **Anticipated Enrollment Per Year** 20-30 per term

Special Facilities or Equipment Required

Learning Commons - Playing Cards/Boardgames

Loarning	Resources	to ho	Head
Learnina	<i>Resources</i>	to pe	usea

<u>Shelly Wismath</u> – University of Lethbridge Professor <u>Krazydad</u> – Printable Puzzles, Mazes and More

How Will Students be Assessed?

Student Work
Student Self-Reflection



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

SCHOOL: GIILBERT PATERSON MIDDLE SCHOOL GRADE LEVEL OFFERED: 6-8

TITLE OF COURSE: PATERSON SOCCER OPTION

IMPLEMENTATION DATE: September 2024

Course Philosophy

The aim of Paterson Soccer Option is to develop each player's individual technical skills. The vision of the program focuses on students achieving their individual potential, but at the same time developing the knowledge, skills and attitudes necessary to be successful in the sport of soccer.

Rationale for the Course

Paterson Soccer Option is for students in grade 6-8 who are currently interested in the game of soccer and who would like to develop their skills further. This single term option will focus on individual skill development (technical skills) and small group play (tactical skills). In addition, participants will develop a knowledge base regarding injury prevention, the laws of the game, care of equipment and proper nutrition.

Statement of General Learner Expectations

Our program is geared towards promoting and enhancing personal soccer skill development and small-sided group play.

Statement of Specific Learner Expectations

- Rules of the game
- Care of equipment
- Sports Nutrition
- Injury Prevention- FIFA 11
- Composure and Decision making with the ball
- 1 V 1 Attacking with the ball
- 1 V 1 Defending the ball
- 2 V 1 Attacking
- Proper shooting technique
- Proper passing technique
- Goalkeeping techniques

Anticipated Enrollment Per Year	25-30 per class. Will be offered in terms one and three, at each grade level 6-8.

How Will Students be Assessed?

Special Facilities or Equipment Required Soccer balls, pinnies, goal nets, soccer cleats/trainers, shin pads, futsal balls, ladders, hurdles, pylons, exercise bands.

Learning Resources to be Used

German Football Federation, Dutch Football Federation, National Soccer
Coaches Association of America, LTAD., Ultimate Guide to Coaching U-12
Soccer Teams, Skills and Strategies for Coaching Soccer

Daily EAP marks (effort, attitude, participation) based on rubric. * see attached. Monthly one-one assessments will be done with each student

Soccer Rubric

	3	2	1	0
Effort	Completes all activities. Identifies personal soccer goals for improvement. Works to improve fitness and soccer skill levels.	Attempts all activities. Works to improve soccer skill level. Engaged in activity from beginning to end of class. Focused	Attempts all activities. Occasional reminders to participate.	Does not attempt activities even after personal reminders. Not engaged in activity from beginning to end of class.
Attitude	Displays a positive and consistent attitude Graciously accepts feedback and attempts to use it constructively Peer leader. Student is positive about the activities being learned in class and sets the example for students around him/her. Always respectful and mindful	on task at hand. Displays a positive attitude Open to positive feedback Willing to work with others Respects others' opinions	Displays inconsistent attitude Sometimes unwilling to accept feedback Finds it difficult to work with others Does not always respect others' opinions	Unwilling to display a positive attitude Resistant to positive feedback Unwilling to work with others Disrespectful of others' opinions Occasional removal from class and/or class activities
Participation	of others' opinions Student is constantly engaged in the class activity.	Student is often engaged in the activities. Student could participate more in class activity, but is never causing a distraction.	Student is often engaged in the activity. Student needs a reminder to get back on task and can be distracting to teacher and classmates	Student is not involved with the class activity. Student needs constant reminders to get back on task. Student is distracting to the class as a whole
Overall	Student always listens well, follows directions, carries out directions correctly, participates at a VERY high level daily, works hard/high intensity/sweaty/heart rate, has excellent attendance and is a leader.	The student listens well, follows directions at times, and follows the rules. Participates at a high level daily, works hard/high intensity/sweaty/heart rate, and has good attendance.	Sometimes the student listens, follows directions at times, and follows the rules, participates at a high level daily, works hard/high intensity/sweaty/heart rate, and has good attendance.	Student doesn't listen, doesn't follow directions, rules are not followed correctly. Performs at a very low level even when expectations are discussed and reviewed. Several absences and no make-ups.



Lethbridge School Division Locally Developed Course Outline

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

SCHOOL:LETHBRIDGE CHRISTIAN SCHOOL

GRADE LEVEL OFFERED:6,7,8

TITLE OF COURSE: BIBLE

IMPLEMENTATION DATE: SEPTEMBER, 2024

Course Philosophy

This course gives students an opportunity to learn more about a key historical and living document upon which their faith is founded. As a faith-based alternate school, we believe in the inerrancy of the Scriptures and that the Bible is key to our faith and its understanding to living it out completely in our lives as Christians. As a result Bible class has as its purpose to enable students to better comprehend the content of Scriptures by listening, reading, and analyzing its content as guided by the teacher. This, we believe, will enable students to more fully live in our world as believers in Christ Jesus and as good citizens who positively impact society.

Rationale for the Course

The aim of this course is to cover the foundational materials of our faith-based alternate school position and to encourage the practical application of Scripture into the daily lives of our students. This is consistent with our mission statement: "Lethbridge Christian School exists to provide students with a Christ-centered education in an interdenominational setting, challenging them to lifelong excellence as they grow in knowledge and love, and in obedience to Jesus Christ."

Statement of General Learner Expectations

The aim of this course is to enable each student to understand and appreciate the character of Jesus Christ, both as a historical figure and the Son of God and to enable them to comprehend his purpose in the Holy Scriptures and how this understanding impacts their lives in a personal, societal and global way.

Grade 6 Bible—Study of the New Testament

- New Testament Study
- > The Life of Christ
- > Evidence for Christian world-view
- Participate in presentations demonstrating knowledge of Christian world-view

Grade 7 Bible—Text: The Life of Christ: An Adventure in Learning by ACSI

- > The Life of Christ
- Daring Deliverers
- Memory Verses (Sermon on the Mount)
- Chapel Participation—participate fully and listen attentively

Grade 8

- New Testament Study
- **Bible Character assessments and their application to our lives**

>	Birth and Expansion of the Early Church
>	The Validity of Scripture
>	Application of Scripture to Lives and to World Transformation
	General Outcome 1: Biblical Foundations (doctrine)
	ts will study the Bible to understand and identify the Fall of Man tification through faith in Jesus Christ.
	General Outcome 2: Servanthood (reaching out to others)
	ts study the Bible to demonstrate how God loves others and how ions and service to others shows that we truly love them (and
	General Outcome 3: Personal Growth (discipleship)
this by	ts study the Bible in order to grow as Disciples of Christ. They do engaging in a Christ-focused faith community, communicating od through prayer, and participating in offering praise and worship.
	General Outcome 4: Apologetics (knowing what you believe and why)
other h	ts study the Bible, the writings of leading Christian apologists and istorical documents to strengthen their faith and to know how to tfully and prayerfully answer challenging questions about their in a caring, wise and gracious manner.
	General Outcome 5: Unique Faith
other f	ts study the Bible, the writings of leading Christian apologists and aiths to understand the uniqueness of Christianity and the vity of Jesus Christ's claims.

Statement of Specific Learner Expectations

Students will:

- demonstrate an understanding of the New and/or Old Testament books
- describe how one or more biblical characters grew in trusting God when faced with disappointments and/or hardships
- share the good news (gospel) of what Jesus Christ accomplished with family, friends, neighbours, and global communities
- demonstrate obedience as a key component of loving Christ because our actions validate our heart's condition
- keep their hearts right with Him (exercising confession/repentance, and offering/receiving forgiveness of their sins)
- engage in a Christ-focused faith community (e.g. one that offers home Bible study groups, Bible teaching, church services, youth groups, outreach opportunities, global mission opportunities)
- understand the historical validity of Scripture
- understand the authenticity of biblical characters

- identify archaeological findings and their place in validating biblical writings
- identify how world systems have been impacted by Jesus Christ and biblical teachings
- listen to and respond constructively and biblically to alternative ideas or opinions
- develop methods of sharing God's love that respect the different faiths and religions of the world in which they live
- determine whether or not they can live as true believers in a fallen world
- be given opportunities to participate in leading worship e.g. chapel teams
- learn and internalize Christian/biblical vocabulary e.g. resurrection, redemption
- memorize the books of the Bible and the location (chapter and verse) of significant verses
- study the geography of the Bible's setting
- piece together the timeline of Scripture
- collaborate in order to discuss and give meaning to a portion of Scripture within its context
- synthesize their own personal experiences with those of biblical characters while applying scriptural principles to their own situations

Anticipated Enrollment Per Year Special Facilities or Equipment Required 50 or more (includes grades 6-8) DVDs, projector, Internet

Learning Resources to be Used

variety of school owned multimedia resources (videos, DVDs), online websites, and personal devices (Bible apps). Textbooks will also be used (Bibles, Concordance Tools, etc.)

How Will Students be Assessed?

Students will be assessed based on specific course outlines (refer to the attachments). Evaluation will be based on tests/quizzes, assignments, Bible memory work and participation in class and chapel. In order to be successful in the course, you must be willing to work with others, participate and put time and effort into memorizing Bible passages and completing your assignments. The mark at the end of this course will be given as a percent.

Gr. 6 Bible Class

(year of study)

We use Bible 6, a resource published by the Association of Christian Schools International (ACSI). It consists of sequenced lessons that are aimed at making Christ relevant and real in the kids' lives. The lessons work through the New Testament.

Assignments:

- 1. The students have weekly assigned memory verses with a written portion. The work is graded with regard to the writing structure (conventions, sentence structure, vocabulary and spelling) as well as the quality and depth of written responses.
- 2. Students will also have work assigned from the textbook and are expected to communicate responses to questions adhering to appropriate writing structure.

Bible Memory Work:

The students are required to learn a Bible memory verse each week. The verse is related to the content from the ACSI Bible student workbook and can be recited to parents/guardians at home or to the teacher at school. These verses form a part of the student's Christian walk. In ancient times, Jews would bind pieces of scripture in a small pouch to their foreheads in an attempt to keep God's word literally at the forefront of their minds. The verses will hopefully be at the top of the student's mind when he or she leaves home or school to go out as representatives of Christ in our world. As teachers in a Christian school, we have a strong responsibility to ensure that Christ's message of love, forgiveness and salvation is written on our students' hearts and minds.

Each week's verse is sent home with the student in two ways: a verse list that includes all verses for a number of months, and a weekly sheet that includes the current verse in the NIV translation and the Message.

Grading is determined as follows:

Assignments 50% Memory Verse Work 50%

Bible 7 Outline

(year of study)

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work. 2 Timothy 3:16-17

There are three components of Bible class. They are as follows:

1) Course work -- Text: The Life of Christ: An Adventure in Learning by ACSI

This text is divided into lessons. We will explore one lesson per week, including personal responses and miniquizzes on content covered.

- 2) **Memory verses** -- Each student is expected to learn various passages chosen from the Sermon on the Mount. These will be learned a verse at a time, and compiled every five or six weeks. Students will either repeat the passage aloud or write it out for evaluation. In order to receive the year-end Scripture memory award, the student must receive 8/10 or better on each passage assigned.
- 3) **Chapel participation** -- The entire school gathers for chapel twice per week. Students are expected to participate fully and listen attentively.

Evaluation:

Course work 65%

Memory verses 20%

Chapel participation 15%

^{**}Students are expected to have a personal copy of an **NIV** (New International Version) Bible here at the school at all times.**

Bible 8 Outline

(year of study)

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Subject: Bible

Grade: 8

This year the students will be going through a series from ACSI called "**TO THE ENDS OF THE EARTH**", an in-depth study of the books of Acts.

The students will embark on a fascinating New Testament journey that will carry them to hostile cities, lofty temples, and raging seas. They will meet a wealthy soldier, a stinky tanner, a reluctant king, and a godly businesswoman, a sleepy student, a faithful martyr, and many other interesting characters.

They will be witnessing the birth and expansion of the early Christian church. Along the journey, their minds will be stretched, and the values will be challenged. They will learn about the truth of Scripture and how, by applying it, they can impact the world.

Course Evaluation:

Bible Memory	20%
Assignments	30
Class Participation	30
Test/Quizzes	20%

^{**}Students are expected to have a personal copy of an **NIV** (New International Version) Bible here at the school at all times.**



Lethbridge School Division Locally Developed Course Outline

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

SCHOOL:LETHBRIDGE CHRISTIAN SCHOOL

GRADE LEVEL OFFERED: 6,7,8

TITLE OF COURSE: SERVING COMMUNITY
IMPLEMENTATION DATE: SEPTEMBER 2024

Course Philosophy

This course is designed to build students' knowledge and desire to serve their local community. This will happen through personal experience with case studies (interactions with leaders and groups who serve our community) as well as tools and process to evaluate the needs of a community and, through critical thinking, identify those needs that students are able to meaningfully contribute to.

Rationale for the Course

The aim of this course is to cultivate students' desire to help others and increase their empathy and compassion for their communities. By doing so, students will be better equipped to help their community, develop transferable skills and knowledge, and finally to help their overall well-being.

Statement of General Learner Expectations

Students will evaluate needs in their community, how they are being addressed and how they can help

Statement of Specific Learner Expectations

Students will investigate needs in their community (school, church, neighbourhood, city, etc).

Students will use a personal inventory to explore topics of community for which they are passionate about.

Students will explore how their particular gifts and talents can be used to serve others.

Students will learn of people and groups that successfully address local challenges (My City Care, Streets Alive, Interfaith Food Bank, etc). This could include their startup story, their growth over time, how they overcome a particular obstacle or series of obstacles and/or future challenges that could impact community service.

Students will participate in some form of community service project.

Anticipated Enrollment Per Year

~80 students once every three years (all LCS students would take this in middle school, but it would only be offered once every 3 years)

Special Facilities or Equipment Required

Transportation for field trips and tours of community organizations, also transportation for their community service project.

Learning Resources to be Used

Learning will happen with collaboration with community members engaged in service, online sites to research information.

How Will Students be Assessed?

Students will be assessed on their analysis of success of community organizations including but not limited to identifying the perceived need, the scope of the need, the implemented solution, the resources of the organization, and how the organization acquired the necessary resources.

- Listening and Recording
- Comprehension Skills
- Research Skills
- Analysis and Symbolic Understanding
- Testing
- Discussion Questions
- Descriptive and Thorough Writing Skills.



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 6 - 9 option courses that <u>do not use</u> 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: BOARDGAMES & PUZZLES
IMPLEMENTATION DATE: SEPTEMBER, 2024

Course Philosophy

Boardgames & Puzzles will offer an engaging and interactive way to enhance critical thinking, problem-solving skills, and teamwork among students. This course will focus on exploring a variety of boardgames, cooperative games, puzzles, dice games, and card games. Through hands-on activities and gameplay, students will develop valuable skills while having fun and building positive relationships with their peers. This course is specifically designed to be "screen-less".

Rationale for the Course

Boardgames & Puzzles will offer a valuable educational experience that integrates academic, social, and emotional learning. By leveraging the inherent benefits of boardgames and puzzles, the course will provide students with opportunities to develop essential skills, deepen their understanding of diverse cultures, and foster a positive sense of well-being. Students will also explore strategy and gameplay away from the typical video-game world of screens and virtual opponents. Physical, daily interaction with their peers will promote enjoyment, laughter, and social connection which is essential to their growth and maturity. This course will also create an atmosphere that is inclusive to students with a variety of complex needs within our school community.

Statement of General Learner Expectations

General Learner Outcomes will be achieved using a cross-curricular range of outcomes and values from existing courses in the Alberta Program of Studies:

- Mathematics 9 develop number sense; use patterns and relations; understand shape and space; understand statistics and probability.
- Social Studies 9 value diversity, dignity, respect, and equality of all human beings; appreciate and respect multiple perspectives; honor and value the traditions of FNMI and Francophones through gameplay; engage in problem solving and conflict resolution with an awareness of ethical consequences and decision-making; apply skills of metacognition by reflecting on what they have learned and what they need to learn; communicate ideas and information in an informed, organized, and persuasive manner.
- Health 9 make responsible and informed choices to maintain the health and safety of self and others; develop effective interpersonal skills that demonstrate responsibility, respect, and caring to establish and maintain healthy interactions; use resources effectively to manage and explore opportunities and challenges.

- Statement of Specific Learner Expectations 1. Develop Critical Thinking Skills through strategic planning and decision-making in various games scenarios.
 - 2. Enhance Problem-Solving Abilities by tackling challenges presented in various types of games and puzzles.
 - 3. Foster Teamwork, Collaboration, and Effective Interpersonal Skills through cooperative gameplay and group problem-solving activities.
 - 4. Cultivate Communication Skills by discussing games strategies and collaborating with team members.
 - 5. Cultural and Historical Understanding will be achieved through exploring the gameplay from a variety of time periods, cultures, and traditions. Students will specifically explore Indigenous and Francophone games from the past.
 - 6. **Promote Creativity and Innovation** by encouraging and teaching students to develop their own game variations and puzzles.

Anticipated Enrollment Per Year

Boardgames & Puzzles will be offered as a Grade 9 Elective course, twice per quarter. With a class size of 30 per course, offered 4 times in the school year, enrollment will be 120 students.

Special Facilities or Equipment Required

This course can be conducted in a regular classroom. Desks can be rearranged to create playing surfaces that are conducive to a variety of games.

Learning Resources to be Used

An initial appeal to staff, friends, and online marketplaces will be made for donations of games, cards, puzzles, etc. A modest yearly budget will allow for purchases of second-hand and new games to build a robust collection that can be enjoyed for many years to come. Assessment tools will be created from existing school resources and supplies.

How Will Students be Assessed?

Formative Assessment

- Observation during Gameplay students will be observed as they engage in various boardgames and puzzles. The teacher will take note of their strategies, problem-solving approaches, and collaboration skills.
- Peer Assessment students will assess each other's performance during gameplay from rubrics provided by the teacher.
- Reflection Journals students will reflect on their experiences with gameplay during the course. Students will be prompted to discuss strategies, challenges faced, and lessons learned.
- Mini-Quizzes these, along with exit tickets, will assess students' understanding of game rules, mechanics, and strategies.
- **Group Discussions** the teacher will facilitate group discussions where students analyze gameplay experiences, share strategies, and discuss the outcomes of different decisions made during gameplay.

Summative Assessment

- Written Assessments these will test students' knowledge of game theory, mechanics, and historical context of various boardgames and puzzles.
- Performance Tasks students will demonstrate their gameplay skills in a competitive setting.
- **Presentations** students will be asked to give presentations to their peers about specific boardgames and puzzles covering their history, rules, strategies, and significance.

Continued on the next page...

Student Assessment continued...

- Portfolio Assessment students will compile a portfolio showcasing their experiences, reflections, achievements, and losses throughout the course. Assessment will be based on completeness, organization, and evidence of learning.
- Written Reports students will be assigned research-based written reports on topics related to boardgames and puzzles, such as psychological benefits, cultural significance, or mathematical principles involved. Reports will be evaluated on research quality, analysis, and clarity of presentation.
- Assessment Interviews individual and group interviews will be conducted where students discuss their learning experiences, insights gained, and connections made between gameplay, real-life situations, and peers.



Special Facilities or Equipment Required

Lethbridge School Division Locally Developed Course Outline

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

program of study. Board approval is required to offer these courses.				
SCHOOL: WILSON	GRADE LEVEL OFFERED: 6-8			
TITLE OF COURSE: CULTURAL CUISINE				
IMPLEMENTATION DATE: SEPTEMBER 2024				
Course Philosophy	In our Cultural Cuisine Option class, we believe that food is not just something we eat—it's a gateway to understanding different cultures and traditions. Through exploring the culinary practices of various regions around the world, we aim to broaden our students' horizons, foster appreciation for diversity, and cultivate a sense of curiosity and respect for different ways of life. By learning about the ingredients, techniques, and stories behind each dish, we hope to inspire a lifelong love for exploring new flavors and experiencing the rich tapestry of global cuisines.			
Rationale for the Course	This unique course will offer students the chance to learn about a variety of countries around the world that they normally would not have exposure to. Specifically, this course is designed to highlight traditional foods of various cultures and allow students the chance to cook these recipes for themselves.			
Statement of General Learner Expectations	Demonstrate an understanding of diverse cultural cuisines from around the world.			
,	Practice good hygiene and sanitation practices in the kitchen environment.			
	Develop an appreciation for the role of food in promoting cross-cultural understanding and communication.			
	Collaborate effectively with classmates during group cooking projects and culinary challenges.			
Statement of Specific Learner Expectations	Develop practical culinary skills through hands-on cooking and food preparation activities.			
	Demonstrate competency in following recipes, measuring ingredients, and using kitchen tools safely.			
Anticipated Enrollment Per Year	150			

Foods room & equipment

Learning Resources to be Used	Food videos, demonstrations,
How Will Students be Assessed?	Cooking demonstrations :50%
	Reflection: 25%
	Cultural food presentation: 25%



Lethbridge School Division Locally Developed Course Outline

This outline is to be completed for those Grade 7 - 9 option courses that <u>do not use</u> 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: DINOSAURS AND PALEONTOLOGY

IMPLEMENTATION DATE: September 2024

Course Philosophy

Students will participate in hands-on and interactive learning experiences that will teach them the basics of paleontology, fossilization, and the study of prehistoric species and time periods. Students will often view content through a discovery lens, finding and implementing their new understandings to play games, create projects, and share with their peers. Overall, the goal of the course is to encourage interest and show students that a love for dinosaurs is not only for elementary students.

Rationale for the Course

To develop a basic understanding of paleontology and the study of prehistoric species, and to facilitate further interest in natural history and the pursuit of scientific knowledge about the history of the planet we live on.

Statement of General Learner Expectations

Students will:

- 1. Demonstrate a basic understanding of Earth's history including the existence and death of the dinosaurs and the time periods during which they lived.
- 2. Identify traits of dinosaurs, and categorize them based on those traits
- 3. Describe the process of fossilization
- 4. Describe the role and importance of paleontology in the study of natural history

Statement of Specific Learner Expectations

Students will:

- 1.1. Describe what a dinosaur is, how they are studied, and how they died
- 1.2 Identify the 3 main prehistoric time periods in order and describe significant details about each
- 2.1 Differentiate between carnivores and herbivores based on physical characteristics
- 2.2 Identify and describe the basic organizational classes of dinosaurs
- 2.3 Name basic dinosaurs based on description and appearance
- 3.1 Demonstrate an understand of the process of fossilization and the requirements for it to occur
- 4.1 Describe the role and importance of a paleontologist, including strategies they use to excavate, investigate, and make determinations about fossils
- 4.2 Appreciate various dig sites for the discoveries that they produced

Anticipated Enrollment Per Year Special Facilities or Equipment Required ~30 students

Learning Resources to be Used

- -Hands-on fossil demonstrations (in possession of teacher)
- -Discovery Education https://app.discoveryeducation.ca/learn
- -American History Museum https://www.amnh.org/learn-teach/curriculum-collections/dinosaurs-activities-and-lesson-plans
- -Scholastic https://www.scholastic.com/teachers/lesson-plans/teaching-content/dinosaurs-teaching-guide/

How Will Students be Assessed?

Dinosaurs and Paleontology will be an exploratory offered at Wilson and will be pass/fail. Students will be expected to participate in class discussions and activities, and demonstrate sufficient engagement in course content in order to receive a passing grade.



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.

GRADE LEVEL OFFERED: 6-8 SCHOOL: WILSON MIDDLE SCHOOL

TITLE OF COURSE: ESPORTS

IMPLEMENTATION DATE: SEPTEMBER 2024

Course Philosophy

In our Esports Option class, we're diving into the world of competitive gaming in a fun and educational way. Esports is exploding in popularity, and we want to explore it together while building skills that go beyond the screen.

Through gameplay, teamwork exercises, and discussions, students will level up their gaming skills, critical thinking, and sportsmanship. It's not just about winning; it's about learning how to work together, think strategically, and be a good sport. Esports isn't just a hobby—it's a fast-growing industry with opportunities for careers and personal growth. This class is your chance to be part of it, all while having a blast and sharpening your skills for life, both in and out of the game.

Rationale for the Course

Esports Option class offers students the opportunity to delve into the world of competitive gaming in a structured and educational environment. Through a combination of gameplay, strategic analysis, teamwork exercises, and discussion, students will develop their skills, critical thinking abilities, and sportsmanship within the realm of esports.

Statement of General Learner Expectations

Students will be able to work on interpersonal skills such as collaboration, critical thinking, creativity, self reflection, teamwork.

Students will learn a new skill or interest

Students will understand the historical, cultural, and career impacts of eSports.

Statement of Specific Learner Expectations

Apply critical thinking skills to analyze gameplay situations and make strategic decisions.

Engage in discussions to explore ethical considerations and sportsmanship within the realm of esports.

Explore the history and evolution of esports as a cultural and competitive phenomenon.

Investigate career opportunities and pathways within the esports industry.

Develop proficiency in gaming mechanics and strategies through gameplay sessions.

Anticipated Enrollment Per Year | 100-150

Special Facilities or Equipment Required

Nintendo Switch

PC Computers

Learning Resources to be Used

Gaming platforms, online tutorials and guides, guest speakers (Tech department in Leth 51), Esports Game (smash bros, valence, etc)

How Will Students be Assessed?

Interpersonal Skills 50%

Strategy Analysis Assignment 25% Self Assessment & Goal Setting 25%



Lethbridge School Division Locally Developed Course Outline

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

program of study. Board approval is required to offer these courses.			
SCHOOL: WILSON	GRADE LEVEL OFFERED: 6-8		
TITLE OF COURSE: SCULPTURE			
IMPLEMENTATION DATE: SEPTEMBER 2024			
Course Philosophy	In sculpture class, students will explore the art of making forms. Using additive and subtractive methods, students will design and create sculptures using a variety of materials including clay, plasticine, and wire		
Rationale for the Course	In our sculpture course, we aim to provide students with a hands-on exploration of form-making as a fundamental aspect of artistic expression. By engaging in both additive and subtractive methods, students will develop their creativity and technical skills while discovering the unique possibilities of sculptural materials such as clay, plasticine, and wire. Through experimentation and guided practice, students will learn to translate their ideas into three-dimensional forms, gaining a deeper understanding of spatial relationships and material properties. This course offers a dynamic and immersive learning experience that encourages students to explore their artistic potential and develop a personal sculptural vocabulary.		
Statement of General Learner Expectations	Students will develop technical proficiency; they will have the opportunity to further understand their spatial awareness and creativity. They will develop an appreciation for the historical and cultural context of sculpture.		
Statement of Specific Learner Expectations	Develop proficiency in fundamental sculptural techniques, including additive and subtractive methods, to create three-dimensional forms. Cultivate creativity and imaginative expression through the exploration of various sculptural materials, such as clay, plasticine, and wire.		
	Foster an appreciation for the historical and cultural significance of sculpture, while also engaging with contemporary practices and trends in the field.		
	Explore the relationship between sculpture and its surrounding environment, considering concepts of scale, placement, and interaction with space.		
Anticipated Enrollment Per Year			

Special Facilities or Equipment Required

Art room – with kiln, clay, resin, wire, mesh, and foil.

20 per term x 5 terms = 100 kids approximately

Learning Resources to be Used	Local experts (CASA, UofL), learning videos, PD done by Art Teacher.
How Will Students be Assessed?	Field Trip to Casa 25%
	Participation: 50%

Creativity and Appreciation: 25%

MEMORANDUM:

May 28, 2024

To: The Board of Trustees

From: Morag Asquith, Associate Superintendent, Instructional Services

Re: Authorization of Locally Developed Courses

Background:

Alberta Education requires that all locally developed senior high courses be authorized for use by the Board of Trustees, including the renewal of past acquired courses set to expire on August 31st, 2024. 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	Approved Start Date	Last Approved Year	Status
Biology (Advanced) 35	3 Credits (2024-2028)	LDC3202	2024-2025		2027-2028	Continuing
Biology (Higher) 25	3 Credits (2023-2027)	LDC2428	2024-2025		2026-2027	New
Biology (Higher) 25	5 Credits (2023-2027)	LDC2428	2024-2025		2026-2027	New
Chemistry (Extension) 25	3 Credits (2023-2027)	LDC2350	2024-2025		2026-2027	New
Chemistry (Higher) 35	3 Credits (2023-2027)	LDC3350	2024-2025		2026-2027	New
Dance Performance 15	3 Credits (2024-2028)	LDC1299	2024-2025		2027-2028	Continuing
Dance Performance 15	5 Credits (2024-2028)	LDC1299	2024-2025		2027-2028	Continuing
Dance Performance 25	3 Credits (2024-2028)	LDC2299	2024-2025		2027-2028	Continuing
Dance Performance 25	5 Credits (2024-2028)	LDC2299	2024-2025		2027-2028	Continuing
Dance Performance 35	3 Credits (2024-2028)	LDC3299	2024-2025		2027-2028	Continuing
Dance Performance 35	5 Credits (2024-2028)	LDC3299	2024-2025		2027-2028	Continuing
Directing 25	5 Credits (2024-2028)	LDC2468	2024-2025		2027-2028	Continuing
Directing 35	5 Credits (2024-2028)	LDC3468	2024-2025		2027-2028	Continuing
ESL Expository English Level 1 15	5 Credits (2024-2028)	LDC1271	2024-2025		2027-2028	New
ESL Expository English Level 2 15	5 Credits (2024-2028)	LDC1276	2024-2025		2027-2028	New
ESL Introduction to Mathematics 15	5 Credits (2024-2028)	LDC1350	2024-2025		2027-2028	Continuing
English Literature 35	3 Credits (2024-2028)	LDC3169	2024-2025		2027-2028	Continuing
English Literature 35	5 Credits (2024-2028)	LDC3169	2024-2025		2027-2028	Continuing
Reading Development 15	3 Credits (2024-2028)	LDC1311	2024-2025		2027-2028	New
Reading Development 15	5 Credits (2024-2028)	LDC1311	2024-2025		2027-2028	New
Reading Foundations 15	3 Credits (2024-2028)	LDC1296	2024-2025		2027-2028	New
Reading Foundations 15	5 Credits (2024-2028)	LDC1296	2024-2025		2027-2028	New

Recommendation:

That Board of Trustees authorize the use of the following locally developed courses in all Division high schools to enhance program offerings to students for the years indicated below:

- continued use of **Biology (Advanced) 35 (LDC3202) for 3 credits until August 31, 2028**, to provide continuance of program offerings to students.
- acquisition of **Biology (Higher) 25 (LDC2428) for 3 & 5 credits until August 31, 2027**, to enhance program offerings to students.
- acquisition of Chemistry (Extension) 25 (LDC2350) for 3 credits until August 31, 2027, to enhance program offerings to students.
- acquisition of Chemistry (Higher) 35 (LDC3350) for 3 credits until August 31, 2027, to enhance program offerings to students.
- continued use of Dance Performance 15, 25, 35 (LDC1299, LDC3299) for 3 &
 5 credits until August 31, 2028, to provide continuance of program offerings to students.
- continued use of Directing 25, 35 (LDC2468, LDC3468) for 5 credits until August 31,
 2028, to provide continuance of program offerings to students.
- acquisition of ESL Expository English Level 1 15, Level 2 15 (LDC 1271, LDC 1276) for 5 credits until August 31, 2028, to enhance program offerings to students.
- continued use of ESL Introduction to Mathematics 15 (LDC1350) for 5 credits until August 31, 2028, to provide continuance of program offerings to students.
- continued use of English Literature 35 (LDC3169) for 3 & 5 credits until August 31,
 2028, to provide continuance of program offerings to students.
- acquisition of Reading Development 15 (LDC1311) for 3 & 5 credits until August 31, 2028, to provide enhance program offerings to students.
- acquisition of Reading Foundations 15 (LDC1296) for 3 & 5 credits until August 31,
 2028, to provide enhance program offerings to students.

Respectfully submitted, Morag Asquith

MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Genny Steed

Trustee

Re: Policy Review

Division policies are reviewed to ensure they reflect the position of the Board. The Policy Advisory Committee has representation from the Board, Division School Council, employee groups, and Division and school administration.

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

Policy # Policy Name Action

609.1 Assessment of Student For Approval of Amendments

Achievement

Appendix Student Code of Conduct For review

502.1

Respectfully submitted,

Genny Steed



Approved: September 23, 1998 Amended: May 11, 2004 Amended June 24, 2008 Amended: May 27, 2014

609.1 Assessment of Student Achievement

Policy

Student learning shall be assessed regularly, accurately, fairly, and in accordance with Alberta Education assessment guidelines.

Regulations

- 1. Students shall be assessed in terms of common outcomes based upon program content and standards identified in the Alberta Education Programs of Studies.
 - 1.1. Teachers shall provide students and/or parents/guardians with assessment criteria at the beginning of each course/program.
 - 1.2. Students shall be expected to complete assignments and participate in assessment activities as required by the teacher.
 - 1.3. Teachers shall incorporate a variety of instruments tools and strategies in assessing their students' progress.
 - 1.4. Teachers shall determine student_-achievement grades based on a broad sample of student work over a reporting period. Such work should demonstrate achievement in the <u>learning outcomes_knowledge</u>, <u>skills</u>, and <u>attitudes</u> identified in the Programs of Studies.
 - 1.5. Teachers shall establish criteria which <u>align with</u> are consistent with the intent of the Programs of Studies and which are constructive and non-punitive in nature.
- 2. Secondary schools shall provide final examinations assessments in the core subjects where Alberta Education does not provide a comprehensive examination. Alberta Education regulations regarding Diploma Examinations and provincial testing shall be followed.
- 3. A record of all student assessments shall be maintained.
 - 3.1. Responsibility for maintaining accurate and up-to-date records of student performance shall rest with the teacher.
 - 3.2. Records of student performance shall be the property of the school.
- 4. Results of assessments shall be communicated to the students, s' parents/quardians and school officials.
 - 4.1. The student's right to privacy shall be respected.
- 5. The Superintendent shall report the results of Alberta Education testing and diploma examinations to the Board.



Lethbridge LETHBRIDGE SCHOOL DIVISION

- . Students and/or parents/guardians shall have the right to appeal assessments_ofresults of students' performance, according to Division policy.-
 - 6.1. Appeal of single assessments shall be to the teacher.
 - 6.2. Appeal of a grade reported on a Progress Report issued by the school shall be to the school principal.
- 7. Student assessment information shall be used to make programming and placement decisions.

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

References

Alberta School Education Act: 18, 20, 123 41, 42, 196, 197

Division Policies: 609.5 Student Records, 609.2 Progress Reports, 609.6 Parent

Conferences, 505.9 Appeals Concerning Student Matters, 1003.1 Channels of Communication and Disputes Resolution

Division Procedures: 609.1 Assessment of Student Achievement

Approved: December 15, 2015 Amended: March 22, 2016 Amended: March 27, 2018 Amended May 26, 2020 Amended: May 25, 2021 Amended: May 24, 2022

502.1 Appendix A Student Code of Conduct

Purpose

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

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

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

Definitions

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

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502.1 Appendix A Student Code of Conduct, cont'd

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

Procedures

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

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502.1 Appendix A Student Code of Conduct, cont'd

- 3.4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school:
- 3.5. act in ways that honour and appropriately represent you and your school:
- 3.6. attend school regularly and punctually;
- 3.7. be ready to learn and actively engage in, and diligently pursue, your education;
- 3.8. know and comply with the rules of your school;
- 3.9. cooperate fully with everyone authorized by the Board to provide education programs and services;
- 3.10. be accountable for your behaviour to your teachers and other staff:
- 3.11. contribute positively to your school and community; and
- 3.12. be responsible digital citizens.
- 4. Examples of unacceptable behaviours include, but are not limited to:
 - 4.1. behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
 - 4.2. acts of bullying, harassment, discrimination, coercion, or intimidation;
 - 4.3. physical violence;
 - 4.4. retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
 - 4.5. illegal activity such as:
 - 4.5.1. possession and/or misuse of controlled substances;
 - 4.5.2. possession or use of weapons;
 - 4.5.3. theft or damage to property:
 - 4.6. contravention of Division policies and regulations:
 - 4.7. willful disobedience and/or open opposition to authority;
 - 4.8. use or display of improper or profane language;
 - 4.9. interfering with the orderly conduct of class(es) or the school;
 - 4.10. contravention of the Code of Conduct as set out in the Education Act, Section 12:
 - *4.11.* Contravention of the provisions of Section 27 of the *Education Act* related to trespassing, loitering, and causing a disturbance;
 - 4.12. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.

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502.1 Appendix A Student Code of Conduct, cont'd

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

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502.1 Appendix A Student Code of Conduct, cont'd

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

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502.1 Appendix A Student Code of Conduct, cont'd

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

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MEMORANDUM

May 28, 2024

To: Board of Trustees

From: Mike Nightingale, Superintendent of Schools

RE: Division Assurance Plan

Background:

The 2024-2025 Division Assurance Plan is attached.

Recommendation

It is recommended that the Board approve the 2024-2025 Division Assurance Plan as presented.

Respectfully submitted, Mike Nightingale



ASSURANCE PLAN

2024 TO 2027

Learners are innovative thinkers who are successful, confident, respectful and caring.



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Message from the Board

On behalf of the Board of Trustees, I am proud to present the 2024/2025 Assurance Plan.

This plan delivers a snapshot of the current state of Lethbridge School Division, in terms of our enrollment and staffing numbers, along with a look at some of programs designed to engage learners.

The Assurance Plan addresses the provincial assurance domains outlined by Alberta Education and is reviewed and amended on an annual basis. To our Division, the plan represents a commitment to ensure we are responsive to our stakeholders and focused on transparent decision making. This is achieved through continual community engagement through a wide variety of means, from online surveys to in-person events and meetings.

At the heart of these engagement efforts lies the Board's annual Town Hall event. A community-wide event that brings together a diverse collection of perspectives, Town Hall is a valuable tool to not only collect data but host important conversations. It brings together students, parents, educators and the Board for what has become one of the most important events on our yearly calendar.

The Assurance Plan also highlights our Division's profound commitment to the well-being of our staff, through the implementation of a range of initiatives and support systems, along with innovative professional learning opportunities, such as the Para-Bytes professional learning initiative for education assistants.

Advocacy efforts are also outlined, as the Board continues its pursuit for equitable funding for all divisions, along with emphasizing the importance of new and modernized learning facilities.

Student Achievement, and the Division's focus on Early Learning opportunities remains a critical priority, as strong brain foundations are critical to support future learning and life success. To that end, the Division is not only continuing to provide high-quality Early Childhood Services programming and Kindergarten but next year, two elementary schools will pilot optional KinderCare programming.

As always, the Board continues to strongly support career pathways education through a wide variety of Division programs and outside partnerships. Our Division's work within Zone 6 to support the Southern Alberta Collegiate Institute, which will be based out of Lethbridge College, is just another example of this commitment.

The Division also continues to be a leader in technology and hosted the successful Alberta Esports Championships 2024 earlier this year. The Board is proud of the fact our Division is a trailblazer in the field of Esports, along with a wide range of technology-related fields.

And for the 2025/2026 school year, the Division is set to open a new westside elementary, to assist in alleviating enrolment pressures on that side of the city. Board-advocacy efforts over the years drove home the importance of this much-needed school and on May 30, the new K-5 school was set to receive a name designed to pay respect to the natural beauty of the surrounding area.

The opening of the new school means our Division must create new west Lethbridge elementary school boundaries for 2025/2026. The Board and the Division have been working tirelessly on numerous in-person engagement opportunities, along with online surveys, documents and video productions, to gather valuable input from stakeholders.

Last but certainly not least, the plan includes a detailed breakdown of the Division's budget-development process. Once again, our commitment to openness and transparency is highlighted throughout the document, as the Division continues to offer engagement opportunities pertaining to budget development.

Thank you for your interest in the Division's Assurance Plan, and for your continued commitment to ensuring our students receive the best public educational experience possible in Alberta.



Allison Purcell Board Chair



Accountability Statement

The Education Plan for Lethbridge School Division, commencing the 2024/2025 school year, was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2024/2025 Education Plan on May 28, 2024.

Signed: Signed:

Allison Purcell, Board Chair

Mike Nightingale, Superintendent



Division Priorities:

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

Board of Trustees:



Allison Purcell Board Chair



Christine Light
Board Vice-Chair



Andrea Andreachuk



Tyler Demers



Kristina Larkin



Genny Steed



Craig Whitehead

Senior Administration:

Mike Nightingale
Superintendent
of Schools,
Lethbridge
School Division

Morag Asquith
Associate
Superintendent,
Instructional
Services

Christine Lee
Associate
Superintendent,
Business
and Operations

Robbie Charlebois
Associate
Superintendent,
Human
Resources



Jurisdiction Profile

Since 1886, Lethbridge School Division has offered high quality learning experiences over a broad range of programs to meet the needs of a wide variety of learners. The Division educates approximately 12,500 early learning through Grade 12 students within the city of Lethbridge and employs approximately 670 full time equivalent (FTE) certificated staff and approximately 488 FTE support staff.

Lethbridge is a growing, vibrant city with over 107,000 residents. It is home to The University of Lethbridge, Lethbridge College and the Lethbridge Research Centre, one of the largest agricultural research facilities in Canada.

Well situated in the southwestern part of Alberta, Lethbridge residents enjoy access to state-of-the-art cultural and recreational facilities. Comprehensive retail services attract consumers from southern Alberta, southeastern British Columbia and northern Montana.

All schools provide instruction in the core subjects (Language Arts, Mathematics, Social Studies and Science), Physical Education and the Fine Arts. Students at each school have access to Learning Commons that provide a blend of print materials and access to state-of-the art computers as well as digital resources. French language instruction is offered in Grade 4 through Grade 12 and a French Immersion/French Bilingual program is available for students from Kindergarten through Grade 12. A Spanish Bilingual program is in place at Coalbanks Elementary School. It currently spans Kindergarten to Grade 5. G.S. Lakie Middle school also offers a Spanish Bilingual Program to grades 6, 7 and 8 students.





Jurisdiction Profile

At the secondary level, students can experience a wide range of complementary courses or options designed to meet their unique needs and interests, including those related to career and technology studies. Information and communication technology instruction is integrated into all student programs. International Baccalaureate, Dual Credit and Knowledge and Employability courses are also offered to high school students. The Division has an active International Student program involved in recruitment of students from around the world, mainly at the high school level.

Other instructional programs include Kindergarten, offered in all elementary schools, Indigenous education and early literacy. Early Education Programs are offered in seven locations. A Montessori program is established in Grade 1 to Grade 5. Lethbridge Christian School, Immanuel Christian Elementary School and Immanuel Christian Secondary School provide Christian education as alternative schools for students from Kindergarten to Grade 12 as well as an early education program. The Division continues to enhance inclusive practices to provide all students with the most appropriate learning environments and opportunity to achieve their potential.

The instructional program is enhanced by the provision of a Wellness Team in schools including social/emotional, educational and career counselling. These services are enriched by long-standing, community partnerships with the Lethbridge Police Service, Alberta Health Services, Southwest Alberta Child and Family Services, Alberta Human Resources and Employment and other agencies. Traditionally, strong co-curricular and extra-curricular programs include a variety of athletic, fine arts and student leadership opportunities flourish.





Jurisdiction Profile

Enrollment Growth and Staff Demographics

Understanding our Division's growth and staff demographics is crucial for planning, resource allocation and promoting diversity in our workforce. In recent years, student enrollment has grown by 2-3% annually. This growth requires the Division to be flexible in allocating staff so that schools can effectively meet the changing needs of the communities they serve. Assessing recruitment, retention and professional learning ensures that we attract and keep skilled educators to serve our students. Additionally, integrating technology responsibly, engaging with the community and using data for decisions all help us meet our students diverse needs and support the ongoing development and well-being of our staff.

Student Growth

	Sept 30, 2021	Sept 30, 2022	Sept 30, 2023
Lethbridge School Division	11,725	12,007	12,295

Employee Demographics

2023-24	%Teachers	%Non Teachers	Average Age Employees	Average Age Teachers	Average Age Non- Teachers
Lethbridge School Division	55.8%	44.2%	43	40	46

ATA Age Distribution Breakdown

2023-24	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	7.9%	19.0%	18.2%	9.0%	1.6%

Non-ATA Age Distribution Breakdown

2023-24	18-29	30-39	40-49	50-59	60+
Lethbridge School Division	6.1%	7.4%	11.9%	12.5%	6.4%



Assurance Framework

The Alberta Assurance Framework is a broad and balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Guiding Principles for Assurance

The guiding principles below describe the ideals that all education partners must embrace to ensure sound and consistent decision making in all areas assurance is provided. Public assurance providers:

- Recognize that all education partners, each with unique contributions, share responsibility for student growth and achievement;
- Build professional capacity and a commitment to continuous improvement;
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action;
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating, and empowering);
- Acknowledge that communication must be a constant throughout the engagement process;
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making;
- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools, school authorities and the government;
- Recognize the unique learning needs of students and foster equitable and inclusive learning environments;
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/student outcomes;
- Provide a structure to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the Province of Alberta.





Assurance Domains

The 2024 to 2027 Lethbridge School Division Assurance Plan addresses the provincial assurance domains outlined by Alberta Education. It is reviewed and amended on an annual basis. A domain is an area of activity where education partners have specific responsibilities they are accountable for and provide assurance about. Each domain contains the following:

- o Domain Priorities are areas of intentional focus.
- o Outcomes are descriptions of the desired future.
- o Strategies are sets of actions taken to help achieve priorities and outcomes.
- o Measures are ways to measure progress towards achieving outcomes.

Alberta Education has identified five domains in which education partners engage:

- Local and Societal Context
- Governance
- Learning Supports
- Teaching and Leading
- Student Growth and Achievement

For the purposes of description, the domains are considered discrete and separate. However, in practice, they overlap and are interconnected and interdependent, as depicted in the graphic below:





Ongoing Reporting of Measures

This plan is part of a cyclical process that reflects on data on an ongoing basis. The Division completes an <u>Annual Education Results Report</u> that is posted in November. Assurance measures identified in the Annual Education Results Report are augmented with data from the Our School survey that is completed in schools each year. The Our School survey provides additional socio-emotional information that is not typically available through the assurance measures.

As well, the Division monitors enrollment and demographic trends across the jurisdiction to allocate resources to meet the changing needs of the school communities we serve. The Division also maintains up to date financial reporting that can be accessed here: FINANCIALS.

Analysis of assurance results and other jurisdiction data directly influenced the creation of the priorities, outcomes, strategies and measures identified in this plan. In particular, the focus on Division Performance Metrics - Student Academic Achievement identified in the local and societal context section are a direct result of a desire to improve results in the assurance measures reported in the Annual Education Results Report. Further, the creation of two new Kindercare pilot projects noted in the local and societal context section are a result of dialogue with parents/guardians and analysis of enrollment figures that suggest families are becoming less likely to choose Kindergarten programming. For more information on the Kindercare pilot projects, go to Page 13.

Finally, outcomes listed throughout this plan identify specific measures from the assurance framework.





Assurance Domains Summary

Below is a list of key priorities and areas of focus for each of the domains in the assurance framework.

Local and Societal Context Domain Areas of Focus

- Division Performance Measures Student Academic Achievement
- Successful Early Start for Students
- Indigenous Education
- Division Personal Device Guidelines
- Reporting of Student Progress
- Staff Wellness

Governance Domain Priorities

- Stakeholder Engagement
- Advocacy for Education
- Resource Allocation
- Effective Policy

Student Growth and Achievement Priorities

- Foundational Learning
- Diverse Learning Pathways
- Effective Assessment
- Indigenous Student Achievement

Teaching and Leading Domain Priorities

- Responding Effectively to Student Needs
- Professional Growth
- Communication and Collaboration

Learning Supports Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- Truth and Reconciliation



Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

The assurance planning process begins with the annual Town Hall event held in February, which engages, students, staff, parents/guardians and community members in dialogue related to the direction of the Division. After the Town Hall event the Division releases a follow-up survey to gather additional feedback from stakeholders. The Division considers additional information gathered from sources such as community conversations with Trustees, analysis of data from the assurance framework measures, data from Our School surveys and analysis of enrollment trends. As well, individual schools create assurance plans that are linked to the priorities identified in the Division assurance plan and engage School Council in the process. The Division has identified the following areas of focus over the course of the next three years.

Division Performance Measures - Student Academic Achievement

Feedback collected at the February, 2024 Town Hall event and the subsequent survey indicated a desire for a renewed focus on academic achievement. Over the next three years, the Division will focus on strategies to improve both qualitative and quantitative data outlined in the Assurance Framework Survey as all of these metrics impact student achievement.

There are a few key metrics outlined in the assurance measures:

- Student Learning Engagement
- Citizenship
- Three-year high school completion
- Five-year high school completion
- PAT Acceptable
- PAT Excellence
- Diploma Acceptable
- Diploma Excellence
- Education Quality
- Welcome, Caring Respectful and Safe Learning Environments
- Access to Supports and Services
- Parental Involvement

As a Division we will explore strategies to progress towards being above the provincial average in each of these categories. In addition, given limitations with the assurance survey process, we will explore opportunities to collect additional information about areas of success and areas of growth within our Division.



Successful Early Start for Students

We believe that providing our students with a successful early start to their educational journey is critical to long-term success. Early Learning programs in Lethbridge School Division are informed by current research in the field of Early Learning and development. Our programs offer opportunities for enhanced growth at an early age when physical development, brain development and social competencies respond best to targeted programming and intervention.

Analysis of enrollment trends suggests a decreasing number of families are enrolling in Kindergarten programming. Based on our belief that strong brain foundations are essential for future learning and life success, Lethbridge School Division has taken action to help support families in choosing Kindergarten programming with the Division.

Starting in the fall of 2024, the Division will offer two optional Kindercare pilot programs that provide all-day programming for students. Students will receive regular Kindergarten instruction and, when not in Kindergarten, will be enrolled in a play-based Kindercare program. The Kindercare program is designed to encourage exploration, foster creativity, develop problem solving skills and enhance language expression. This holistic approach supports future learning and well-being of students while also meeting the needs of families requiring all-day programming for their children.

The Division is committed to offering Kindercare programming for the 2024/2025 school year and the 2025/2026 school year if there is enough interest. If the pilot programs are successful, Kindercare may be offered beyond the 2025/2026 school year.

Indigenous Education

Close to 900 students (approximately eight per cent of the total student population) in Lethbridge School Division self-identify as Indigenous. The Indigenous Education team is working on updating the Indigenous Education plan for the Division. It is anticipated that process will be complete in the fall of 2024.

Division Personal Device Guidelines

Feedback from the 2024 Town Hall process indicated a desire for the Division to explore system-wide guidelines related to the use of personal devices (e.g cell phones) in schools. Central office administration will begin the process of exploring potential guidelines that may culminate in a policy or procedure related to personal device use. This will include stakeholder engagement to help determine the best course of action. It should be noted that the Government of Alberta recently surveyed stakeholders regarding cell phone use in schools and may have guidance for school divisions on personal device use in the future.



Reporting of Student Progress

Parents are essential partners in supporting student learning and achievement. Over the next three years, the Division will seek to enhance reporting practices related to student learning. The goal is to provide parents with more meaningful reporting, enabling improved collaboration with schools to support student learning and achievement.

The first step will be to revisit elementary reporting processes to align with new curriculum and offer more effective reporting and collaboration opportunities for students, parent and schools. The concepts developed at the elementary level may be used to guide reporting and engagement processes at the middle and high school level.





Staff Well-being

At the heart of Lethbridge School Division lies a profound commitment to the well-being of our staff. Recognizing that their health is not only crucial on a personal level but also instrumental in fostering vibrant and productive work environments, we have implemented a range of initiatives and support systems. Mental health resources, such as confidential counselling through our Employee Family Assistance Program (INKBLOT) and Alberta School Employee Benefit plan, stand as pillars of support alongside division-wide health and wellness programs aimed at promoting balanced lifestyles.

Open communication channels empower our staff to voice their needs and concerns, while our dedication to cultivating a positive workplace environment underscores values of respect, inclusivity and appreciation. Through various recognition events like the Spirit of 51, long-services awards and the 51/25 Club, we honour staff achievements and milestones, fostering a culture where every individual feels valued. Investing in professional development opportunities further underscores our commitment, with programs such as the Teacher Induction Program, Administrator Mentorship Program and the Para-Bytes Training Program. We are committed to evolve and enhance these efforts, ensuring the continued health and well-being of our invaluable staff members.







Governance refers to the processes by which policy leaders attend to local and societal context, determine strategic direction, evaluate policy implementation and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Governance Domain Priorities

- Stakeholder Engagement
- · Advocacy for Education
- Resource Allocation
- Effective Policy

For more detailed information related to each of these domain priorities, please see Pages 17-22.





Governance Domain Priority - Stakeholder Engagement

What is our desired outcome?

 To offer stakeholders opportunities to provide meaningful input regarding the direction of the Division.

What strategies will we implement to progress toward achieving this outcome?

- <u>Town Hall</u> The Town Hall event and survey provide students, parents/guardians, staff and community members with opportunities to engage in dialogue and provide input into the direction of the Division.
- Board Committees Board Committees with stakeholder membership, allow opportunities to share perspective and provide input on the direction of the Division in key areas.
- <u>Community Engagement Website -</u> The community engagement website helps inform stakeholders and gather feedback through surveys.
- <u>Community Conversations -</u> Community conversations allow stakeholders to share their perspective on Division matters directly with Trustees.
- <u>School Councils</u> School Councils provide an opportunity for parents/guardians, staff and students to share their perspective and provide input on school and Division matters.
- <u>Division School Council</u> Division School Council provides an opportunity for parents/guardians to share their perspective and provide input on Division matters.
- <u>Policy Feedback Website</u> A new policy feedback website provides additional opportunities for stakeholders to provide feedback on proposed changes to policies.
- <u>Liaison Schools</u>—Trustees are assigned schools that they liaise with through attendance at school events during the school year.
- Attendance at Events Trustees attend a wide range of events at schools and across the Division to support the work schools do and advocate for education.

How will we measure and monitor progress?

- Education Quality Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.
- School Improvement Supplemental Assurance Survey results and trends.
- Town Hall feedback and survey data.
- Our School Survey Students with a positive sense of belonging results and trends.
- Our School Survey Advocacy outside of school results and trends.

Governance Domain Priority - Advocacy for Education

What is our desired outcome?

To positively impact student success through advocacy related to issues impacting education.

What strategies will we implement to progress toward achieving this outcome?



- <u>ASBA</u> Participation in Alberta School Boards Association (ASBA), provides opportunities to collaborate with other school divisions to advocate on issues that impact education in the province.
- <u>PSBAA</u> Participation in Public School Boards Association of Alberta (PSBAA) provides opportunities to collaborate with other school divisions to advocate on issues that impact education in the province.
- <u>CSBA</u> Participation in the Canadian School Board Association (CSBA) provides opportunities
 to collaborate with school divisions from across the country and to advocate on issues the
 impact education nationally.
- <u>Provincial Advocacy</u> Direct communication and engagement with Provincial government officials allows the Board to advocate on matters that impact Lethbridge School Division.
- <u>Municipal Advocacy</u> Direct communication and engagement with City of Lethbridge officials allows the Board to advocate on matters that impact Lethbridge School Division.
- <u>Issue advocacy</u> Trustees engage in targeted advocacy on specific issues that impact Lethbridge School Division.
- <u>Chamber of Commerce</u> Membership in the Lethbridge Chamber of Commerce provides opportunities to advocate for K-12 education with the business community.
- <u>Economic Development Lethbridge</u> Engagement with Economic Development Lethbridge provides opportunities to advocate for K-12 education with the business community.
- <u>Team Lethbridge</u> Participation on Team Lethbridge promotes the City of Lethbridge and provides opportunities to advocate for K-12 education in Lethbridge.
- <u>Communications</u> The Division uses social media, the Division website and works with the media to share advocacy messages with stakeholders.

How will we *measure* and *monitor* progress?

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- Town Hall feedback and survey data
- Our School Survey Advocacy outside of school results and trends.
- Trustee reports during Board meetings.

Governance Domain Priority - Resource Allocation

What is our desired outcome?

 To ensure financial, human and other resources in the Division are allocated equitably and managed effectively to advance Division priorities and support student success.

What strategies will we implement to progress toward achieving this outcome?



- <u>Budget Committee</u> The Board budget committee provides oversight for the budget development process.
- <u>Public Budget Presentation</u> The Board presents, discusses, and debates the budget in public as part of the budget approval process.
- Audit Committee The Board audit committee provides oversight for the audit process.
- <u>Budget Survey</u> The annual budget survey gathers stakeholder feedback related to the budget.
- On-Going Reporting Quarterly financial reporting provides updates on implementation of the budget.
- <u>Risk Management Process</u> The enterprise risk management process identifies potential risks the Division must consider and mitigate.
- <u>Capital Planning</u> The annual Capital Plan delineates priorities for facility upgrades and the need for new facilities in the Division.
- <u>Town Hall</u> The Town Hall event and survey provides students, parents/guardians, staff and community members with opportunities to engage in dialogue and provide input into the allocation of resources across the Division.
- <u>Assurance Planning Process</u> The annual Board assurance planning process helps to determine priorities for the Division which impacts resource allocation.

How will we *measure* and *monitor* progress?

- Education Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Town Hall feedback and survey data.
- Audited financial statements.
- Quarterly financial reporting.
- Meritorious budget award process.

Governance Domain Priority – Effective Policy

What is our desired outcome?

• To ensure policies effectively guide the Division in pursuit of student success.

What strategies will we implement to progress toward achieving this outcome?

• Policy Review - Board policy is reviewed and updated through the Policy Advisory Committee.



- <u>Policy Consultant</u> The Board has engaged with a consultant to re-envision policy organization, structure and scope.
- <u>Policy Feedback Opportunities</u> Stakeholders can provide feedback on policies that are being reviewed through a policy feedback page, the Policy Advisory Committee or through School Councils.
- <u>Board Professional Learning</u> The Board and individual Trustees engage in professional learning to help guide policy review and creation.

How will we *measure* and *monitor* progress?

- Town Hall feedback and survey data.
- Education Quality Assurance Survey results and trends.
- Parental Involvement Assurance Survey results and trends.
- Update from Trustees regarding policy re-implementation.

TOWN HALL 2024





Town Hall

The Division holds an annual Town Hall event designed to provide students, parents/guardians, staff and members of the community with an opportunity to engage in dialogue related to the direction of the Division. The turnout for the 2024 Town Hall event was outstanding, with approximately 250 participants in attendance. Stakeholders dialogued on success and areas we can improve on for elementary, middle school and high school. Participants also discussed the future of education, Kindergarten and early learning, technology and governance. Feedback from the Town Hall event was used as part of the assurance planning process for the Division.

Town Hall 2024





Advocating for Learning Facilities

Each year, the Board of Trustees approves the School Division's Three-Year Capital Plan. The Capital Plan is the business case submitted to the Province of Alberta for funding and approval to construct the new and modernized learning facilities our Division needs. Through these advocacy efforts, Lethbridge School Division has received approval for Design Funding for the modernization of the Division's oldest elementary school, Galbraith Elementary School. At 113 years old, the modernization of Galbraith Elementary School is important to replace aging infrastructure and re-envision spaces to modernize them for current instructional programming and building functionality while preserving the architectural heritage of the building. Design funding is the third stage of a four-stage approval to full construction and will involve working on the schematic design and project scope.







The City of Lethbridge is experiencing significant growth in the city's westside. Due to this growth and capacity pressures at the only elementary school on the north end of west Lethbridge, a new K-5 elementary school was requested in the Capital Plan and approved for funding in 2021. The new school, which will open with 600 student capacity and can accommodate up to 900 students with the addition of 12 modular classrooms, is currently under construction in the community of Garry Station. The school is scheduled to open in September of 2025. The City of Lethbridge is also partnering in the school project by providing funding support to upsize the gymnasium by 200m2 which will support after hours community use of the school as part of the Division's and City of Lethbridge's Joint Use of Facilities Agreement.



Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Domain Priorities

- Foundational Learning
- Diverse Learning Pathways
- · Effective Assessment
- · Indigenous Student Achievement

For more detailed information related to each of these domain priorities, please see Pages 23-29.

Student Growth and Achievement Priority – Foundational Learning

What is our desired outcome?

 Students are empowered to reach their potential through building strong foundations in literacy, numeracy and critical thinking.

What strategies will we implement to progress toward achieving this outcome?

- <u>Division Literacy & Numeracy Road Maps</u> Supports the development and implementation of effective literacy and numeracy practices in schools.
- <u>Universal Assessments</u> Literacy and numeracy assessments such as Fountas & Pinnell, LeNS & CC3 Math Intervention Programming Instrument (MIPI) & Alberta Education Numeracy Screening Assessment inform instruction and guide intervention practice.
- New Curriculum Implementation Targeted professional learning and resource development to support new curriculum implementation.
- <u>Thinking Classrooms</u> Targeted professional learning to support implementation of thinking classroom strategies and concept attainment methodology that promote critical thinking.
- <u>Steering Committees</u> Elementary and Secondary School Literacy and Numeracy Steering Committees support implementation of strategies, assessment practices and resources that improve literacy across all grades and subject areas.
- <u>Early Intervention</u> Implementing tools such as University of Florida Literacy Institute (UFLI)
 Foundations, Alberta Education Reading Intervention Lessons CORE Phonics assessment that support learning in literacy and numeracy for students requiring intervention.

- Provincial Achievement Test results and trends.
- Provincial Diploma Examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.
- CORE Phonics assessment results and trends for students receiving early literacy intervention.
- Student Learning Engagement Provincial Assurance Survey.
- Our School Skills challenge results and trends.
- Our School Survey expectations for success results and trends.



Student Growth and Achievement Priority – Diverse Learning Pathways

What is our desired outcome?

 Students are inspired to be lifelong learners through diverse learning pathways that allow them to discover areas of passion and interest.

What strategies will we implement to progress toward achieving this outcome?

- <u>Fine Arts</u> Provide diverse opportunities for students to discover and cultivate their passion and interest in the Fine Arts.
- <u>Technology and STEAM</u> Provide diverse opportunities for students to discover and cultivate their passion and interest related to Science, Technology, Engineering, Arts and Math (STEAM).
- <u>Career Pathway</u>s Provide diverse opportunities for students to discover and explore potential future career pathways.
- <u>Physical and Wellness Education</u> Offer a broad range of physical education and wellness programming across the Division.
- <u>Extra Curricular Activities and Clubs</u> Offer a broad range of clubs, extra-curricular and cocurricular opportunities across the Division.
- <u>Languages</u> Offer diverse language programming, including French Immersion and Spanish Bilingual.
- <u>Programs of Study</u> Offer a broad range of courses, classes and programs of study to support student growth and achievement.

How will we measure and monitor progress?

- Programs of Study Supplemental Assurance Survey results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Education Quality Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Our School Survey Students who are interested in motivated.
- Our School Survey Students that value schooling outcomes.

Student Growth and Achievement Priority – Effective Assessment

What is our desired outcome?

 Students are provided with multiple ways to demonstrate progress, identify strengths and areas for growth through effective assessment practices.

What strategies will we implement to progress toward achieving this outcome?



- Quality Assessment Practices Emphasis on using varied quality assessment practices to accurately assess student progress and growth.
- Meaningful Reporting Emphasis on reporting practices that provide meaningful feedback to students and parents/guardians to enable improved collaboration to support student learning and achievement.
- <u>Elementary Report Card Committee</u> Focus on aligning new curriculum with reporting measures and seeking input from stakeholders about meaningful reporting.
- <u>Assessment Committee</u> Creation of learning progressions that align with new curriculum and updated report cards.
- <u>Professional Learning</u> Sustained focus on effective assessment practices for school-based leaders.
- <u>Universal Assessments</u> Literacy and numeracy assessments such as Fountas & Pinnell, LeNS & CC3 Math Intervention Programming Instrument (MIPI) & Alberta Education Numeracy Screening Assessment inform instruction and guide intervention practice.

How will we measure and monitor progress?

- Provincial Achievement Test results and trends.
- Provincial Diploma Examination results and trends.
- Lifelong Learning Supplemental Assurance Survey results and trends.
- Our School Survey Student expectations for success.
- 5 year completion rate Assurance Survey results and trends.
- Early Years Literacy and Numeracy Assessments.

Student Growth and Achievement Priority - Indigenous Student Achievement

What is our desired outcome?

• To provide learning environments that nurture and support Indigenous student achievement.

What strategies will we implement to progress toward achieving this outcome?

- <u>Universal Assessments</u> Literacy and numeracy assessments such as Fountas & Pinnell, LeNS & CC3 Math Intervention Programming Instrument (MIPI) & Alberta Education Numeracy Screening Assessment inform instruction and guide intervention practice.
- <u>Thinking Classrooms</u> Targeted professional learning to support implementation of thinking classroom strategies and concept attainment methodology that promote critical thinking.
- <u>Early Intervention</u> Implementing tools such as University of Florida Literacy Institute (UFLI)
 Foundations, Alberta Education Reading Intervention Lessons CORE Phonics assessment that support learning in literacy and numeracy for students requiring intervention.
- Quality Assessment Practices Emphasis on using varied quality assessment practices to accurately assess student progress and growth.
- Meaningful Reporting Emphasis on reporting practices that provide meaningful feedback to students and parents/guardians to enable improved collaboration to support student learning and achievement.
- <u>Indigenous Awards</u> Division wide celebration of growth and achievement for Indigenous students.
- Indigenous Graduation Division wide celebration of Indigenous student achievement.



- <u>Indigenous Education Teachers</u> Build capacity throughout the system to support incorporation of Indigenous ways of knowing in the classroom.
- <u>Indigenous Education Plan</u> Provide a Division framework to support Indigenous Education across the Division.
- <u>Graduation Coaches</u> Graduation coaches are allocated to high schools to specifically support graduation and post secondary opportunities for Indigenous students.

- 3-year High School Completion Assurance Survey results and trends for Indigenous students.
- 5-year High School Completion Assurance Survey results and trends for Indigenous students.
- Provincial Achievement Test results and trends.
- Provincial Diploma examination results and trends.
- Fountas and Pinnell, LeNS & CC3 results and trends.
- MIPI and Alberta Education Numeracy Screening Assessment results and trends.
- CORE Phonics assessment results and trends for students receiving early literacy intervention.





Early Learning

Lethbridge School Division values and promotes the best possible start to a child's learning journey by providing Early Childhood Services programming informed by current research in the field of early learning and development. We currently offer Kindergarten in all of our elementary schools and early education programs at seven school sites.

Our programs provide opportunity for enhanced growth at an early age when physical development, brain development and social competencies respond best to targeted programming and intervention.

Based on our belief that strong brain foundations are critical to support future learning and life success, Lethbridge School Division partners with University of Lethbridge neuroscientists in implementing activities that improve executive functioning in young children. Increased emphasis on executive functioning development provides children with increased resilience when facing present and future challenges.





Early Learning

In addition to Kindergarten, Lethbridge School Division plans to offer an optional KinderCare pilot program at two elementary schools, that will allow for all day programming. Early learning staff in these programs will engage children in purposeful play-based activities designed to encourage exploration, foster creativity, develop problem solving skills and language expression to support future learning and focus on well-being. For more information on KinderCare, please see Page 13.

Career Pathways

The Off-Campus Education Coordinator and their team, in collaboration with school-based teams, have been working diligently to connect students with off-campus employment opportunities. The Off Campus/Work Experience Team works to build relationships with community partners and businesses to allow for increased variety and exposure to employment during high school years. In February of 2024 Lethbridge School Division signed a partnership with Careers (NextGen) to financially support the hiring of a Student Support Worker who works at all high schools to connect students to meaningful work experiences and post-secondary opportunities. Lethbridge School Division is in a partnership with Zone 6 School Divisions supporting the initiation of the Southern Alberta Collegiate Institute housed in Lethbridge College. This Institute will provide many opportunities for our grade 7-12 students to access alternate learning related to the work world.

Careers, dual credit, work experience and post-secondary support continue to be an important part of the work our schools do at the secondary level to support families. School-based teams, comprised of health and CALM teachers, wellness teams and administration, all work to share information regarding transitioning from high school to post-secondary education. We are grateful for the partnerships formed with Careers (NextGen), Career Transitions and local business partners.

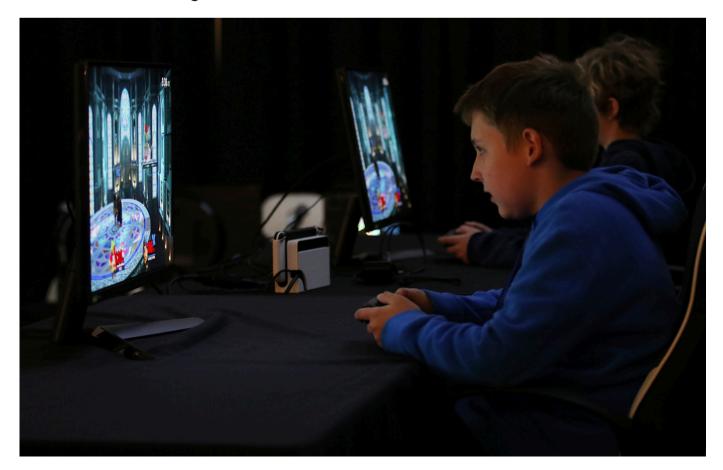


Technology

The Lethbridge School Division's commitment to a comprehensive educational experience is evident through its successful integration of esports, Science, Technology Engineering, Arts and Math (STEAM) activities and Artificial Intelligence (AI) discussions. The esports initiative has been a game changer, and has enhanced inclusivity and provided students with a platform to excel in competitive gaming. It has promoted teamwork, strategic thinking and social interaction, leading to participation in significant gaming events, travel opportunities and scholarships for higher education. The Division's esports team is ranked first in Canada, with students using top-tier gaming technology and achieving professional success. Computers used for esports competition provide additional benefits for schools as they are also used for non-esports activities.

In parallel, the Division's focus on STEAM activities, particularly 3D printing, has sparked student curiosity and interest in technology, preparing them for real-world applications. The annual Digital Wellness Day encourages balanced tech usage, promoting student mental and emotional health.

Moreover, Al discussions are preparing the community for Al's educational impact. These initiatives demonstrate the Division's dedication to a balanced education that harmonizes digital innovation with student well-being, ensuring that students are equipped for the future while maintaining a focus on their overall health.





Teaching and Leading refers to teachers and leaders analyzing the learning context, attending to local and societal considerations and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Domain Priorities

- Respond Effectively to Student Needs
- · Professional Growth
- Communication and Collaboration

For more detailed information related to each of these domain priorities, please see Pages 30-34.

Teaching and Leading Priority – Respond Effectively to Student Needs

What is our desired outcome?

· Staff respond effectively to the unique needs of all learners.

What strategies will we implement to progress toward achieving this outcome?

- <u>Educational Assistants and Teachers</u> Teachers and educational assistants work collaboratively to address student needs and support learning in the classroom.
- <u>Learning Support Teachers</u> Learning support teachers work along side classroom teachers, educational assistants, administrators and other staff to support student needs and learning.
- <u>Behaviour Support Team</u> The Behavior Support Team works closely with classroom teachers, educational assistants, administrators and other staff to help support students with regulating behaviours.
- <u>Specialized Programs</u> The Division provides specialized programming such as Parker's Place, Nikki's Den, Lethbridge Alternative Program Schools (LAPS) to meet the needs of individual students. Parker's Place and Nikki's Den provide support for students with complex needs and LAPS encompasses Victoria Park and targeted programming for students with a variety of educational needs.
- Quality Assessment Practices Emphasis on using varied quality assessment practices to accurately assess student progress and growth.
- <u>Universal Assessments</u> Literacy and numeracy assessments such as Fountas & Pinnell, LeNS & CC3 MIPI & Alberta Education Numeracy Screening Assessment inform instruction and guide intervention practice.
- <u>Early Intervention</u> Implementing tools such as University of Florida Literacy Institute (UFLI)
 Foundations, Alberta Education Reading Intervention Lessons CORE Phonics assessment that support learning in literacy and numeracy for students requiring intervention.
- <u>Intervention Strategies</u> Response to Intervention and Instruction (RTI2/Pyramid of Intervention) provides a framework of tiered interventions staff can use to support students.

- Educational Quality Assurance Survey results and trends.
- Access to Supports and Services Assurance Survey results and trends.
- Satisfaction with Program Access Supplemental Assurance Survey results and trends.
- Program of Studies Supplemental Assurance Survey results and trends.
- School Improvement Supplemental Assurance Survey results and trends.



Teaching and Leading Priority – Professional Growth

What is our desired outcome?

Staff engage in ongoing professional learning to support optimal student learning.

What strategies will we implement to progress toward achieving this outcome?

- <u>Professional Learning Days</u> The Division typically identifies 5-7 days in the school calendar for professional learning.
- <u>Para-Bytes Professional Learning</u> These professional learning activities focus on inclusion and provide educational assistants with learning opportunities that build capacity to support students.
- New Curriculum Implementation Targeted professional learning and resource development to support new curriculum implementation.
- Monthly Learning Support Newsletters Newsletters sent to learning support teachers and educational assistants highlight professional learning opportunities, and classroom practices that support student growth.
- Supporting Individuals through Valued Attachments (SIVA) Training SIVA training focuses on the importance of relationship between staff and student. The Division prioritizes this training for educational assistants.
- <u>Collaborative Communities</u> The Division provides two times during the school year where teachers create and/or join groups with other teachers to explore areas of professional learning that are relevant to their practice.
- <u>Learning Support Teacher Monthly Meetings</u> Learning support teachers from across the
 Division meet multiple times through the year to partake in targeted professional learning
 opportunities that support their practice.
- <u>Induction and Mentorship Programs</u> The Division facilitates a new teacher induction program and a beginning administrator mentorship program.

- Educational Quality Assurance Survey results and trends.
- In-Service Jurisdiction Needs Supplemental Assurance Survey results and trends.





Teaching and Leading Priority – Communication and Collaboration

What is our desired outcome?

 Staff communicate with students, parents/guardians and other stakeholders to collaboratively enhance student learning and achievement.

What strategies will we implement to progress toward achieving this outcome?

- <u>Parent-Teacher Interviews & Celebrations of Learning</u> The Division schedules time in the school year for parent-teacher interviews and celebrations of learning so teachers and parents/guardians can engage in dialogue regarding student progress.
- <u>Reporting</u> Teachers report to students, parents/guardians through report cards and progress reports regarding student achievement.
- <u>Town Hall</u> The Town Hall event provides students, parents/guardians, staff and community members with opportunities to engage in dialogue and provide feedback related to matters impacting students and school communities.
- <u>School Councils</u> School Councils provide an opportunity for parents/guardians, staff and students to share their perspective and provide input on school and Division matters.
- <u>Division School Council</u> Division School Council provides an opportunity for parents/guardians to share their perspective and provide input on Division matters.
- <u>Elementary Report Card Committee</u> Focused on aligning new curriculum with reporting measures and seeking input from stakeholders about meaningful reporting.

- Parental Involvement Assurance Survey results and trends.
- Educational Quality Assurance Survey results and trends.
- School Improvement Supplemental Assurance Survey results and trends.
- Town Hall survey results.
- Our School Survey Expectations for success results and trends.
- Our School Survey Advocacy outside of school results and trends.





Collaborative Communities

The mornings of our division-wide Professional Learning days are centered around Collaborative Communities, which are initiated and led by teachers. These Collaborative Communities emerge from identified learning needs that teachers recognize as areas to address with their students. Teachers communicate these needs by forming Collaborative Communities, where groups of teachers convene to exchange professional expertise, discuss and research strategies and resources aimed at meeting these needs effectively. The autonomy granted to teachers in this process emphasizes choice and aligns directly with the inquiry-based approach we have adopted for teacher Professional Learning in our Division.

New Curriculum Supports

Over the past several years, there has been a significant rollout of new curriculum tailored for Kindergarten through Grade 6. The subject areas covered under this implementation encompass English Language Arts and Literature, French Immersion Language Arts, Mathematics, Physical Education and Wellness and Science. To support the successful integration of the new curriculum, various measures have been undertaken, including the procurement of resources and the provision of professional development opportunities aimed at aiding teachers in effectively utilizing these resources.

Among the resources acquired are manipulatives designed for Mathematics, word study, writing manuals and decodable readers for Language Arts, as well as hands-on materials for Science. Concurrently, professional development initiatives have been conducted to equip teachers with the necessary skills and knowledge for curriculum implementation. These sessions have covered essential aspects such as the structure of the curriculum, strategies for organizing ideas, scope and sequence considerations, concept progressions, and the utilization of planning documents. Teachers have also had access to funds designated for the implementation of the new curriculum, allowing them to plan and prepare either individually or collaboratively with their teaching teams.

Lead teachers have played a pivotal role in this process by offering their expertise through residencies, thereby supporting schools in curriculum planning and resource utilization. Additionally, they have conducted workshops tailored to the specific resources procured by the Division, ensuring that teachers are proficient in leveraging these tools effectively.



Para-Bytes Training/Professional Learning

In the fall of 2022, administrators approved the inclusion of Para-Bytes professional learning for education assistants (EAs) in collaboration with regional school divisions. Dedicated administrators created eight workshops based on Para-Bytes Foundation modules for implementation in the 2023/2024 school year, aligning with Lethbridge School Division and Alberta Education contexts.

In the 2023/2024 school year, EAs attended four half-day workshops facilitated by the Division of Instructional Services team. Most EAs hired before October of 2023 completed all eight workshops, with certificates to be provided in June of 2024. Moving forward, in-person Para-bytes foundations sessions will continue in 2024/2025, with a recommendation to increase engagement of administrators and teaching staff based on EA feedback. During school-based professional learning days in 2024/2025, EAs will have the opportunity to pursue other Para-bytes modules focusing on academic, behavioural, and social support strategies.





Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Domain Priorities

- Safe and Caring Culture
- Equitable Learning Opportunities
- Active, Healthy Students
- · Truth and Reconciliation

For more detailed information related to each of these domain priorities, please see Pages 35-42.

Learning and Supports Priority - Safe and Caring Culture

What is our desired outcome?

 To ensure every person feels valued, respected, safe and welcomed in our school communities.

What strategies will we implement to progress toward achieving this outcome?

- <u>Division Policies</u> The Division has policies and procedures designed to help provide welcoming and safe school communities.
- <u>Staff Training</u> Division staff receive training in Occupational Health & Safety and in holistic student safety supports such as Supporting Individuals through Valued Attachment (SIVA) and Para-Bytes training (Para-Bytes training is specific to the role of educational assistants).
- <u>Citizenship Education</u> Through curriculum outcomes in the program of studies and school initiatives, the Division provides opportunities for students to explore and learn about concepts related to citizenship.
- <u>Inclusive Education Parent Round Table</u> Hosted by the Division Inclusive Education Team, parents will have the opportunity to discuss topics pertaining to inclusion and student needs.
- Multi Cultural Calendar and Newsletter A multi-cultural calendar and monthly newsletter raise awareness of cultural traditions and observances across the Division.
- <u>Violence Risk Threat Assessment (VTRA)</u> VTRA protocols provide a framework for multidisciplinary inquiry and response to behaviours that may pose a risk to students and/or the school community.

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.
- Our School Survey Students with a positive sense of belonging results and trends.
- Our School Survey Students feel safe attending school results and trends.



Learning Supports Priority - Equitable Learning Opportunities

What is our desired outcome?

• To foster learning environments that enable each student to achieve learning success.

What strategies will we implement to progress toward achieving this outcome?

- <u>Educational Assistants</u> Skilled educational assistants provide intensive and clustered support for students to facilitate access to learning opportunities.
- <u>Learning Support Teachers</u> Learning support teachers work along side classroom teachers, educational assistants, administrators and other staff to develop and implement strategies to support individual students.
- <u>Behaviour Support Team</u> An itinerant team comprised of a behavioural support teacher, and advanced educational assistants work with schools to develop and implement strategies to support students with complex needs.
- <u>Specialized Supports</u> The Division provides support of an occupational therapist, speech language pathologists, physical therapists, psychologists and works collaboratively with outside agencies such as Alberta Health Services to support students with complex needs.
- <u>Early Learning</u> Play based learning programs supported by early learning educators, incorporate broad based skill building and independence to provide students with a successful start to their educational journey.
- English as an Additional Language (EAL) Supports Students with limited formal school
 experiences are part of the Division English for Access Programs (EAP) which incorporate
 social, emotional and culture learning opportunities into daily activities. Students have access
 to language rich environments in multi-leveled programs that provide targeted literacy and
 numeracy interventions.
- Specialized Programs The Division provides specialized programming such as Parker's Place, Nikki's Den, Lethbridge Alternative Program Schools (LAPS) to meet the needs of individual students. Parker's Place and Nikki's Den provide support for students with complex needs and LAPS encompasses Victoria Park and targeted programming for students with a variety of educational needs.

- Access to supports and services Assurance Survey results and trends.
- Student Learning Engagement Assurance Survey results and trends.
- Education Quality Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.
- Programs of Study Supplemental Assurance Survey results and trends.
- Our School Survey students that value schooling outcomes results and trends.
- Our School Survey students who are interested and motivated results and trends.
- English as Additional Language 5-year completion rate results and trends.



Learning Supports Priority - Active, Healthy Students

What is our desired outcome?

• To foster the physical, mental and emotional wellness of students to support optimal learning.

What strategies will we implement to progress toward achieving this outcome?

- <u>School Based Wellness Supports</u> Schools are provided with counselling staff to support the mental health needs of students.
- <u>Physical and Health Education</u> The Division offers a broad range of physical education and health programming to support student wellness.
- <u>Nutrition Program –</u> Through funding from Alberta Education and donations from stakeholders, the Division provides breakfast, lunch and healthy snack programs to ensure students have food as they navigate the school day.
- <u>Extra Curricular Activities</u> The Division offers a broad range of clubs, extra-curricular and cocurricular activities that encourage students to be active and pursue areas of interest.
- Mental Health Capacity Building (MHCB) An externally funded program that works with schools communities to promote positive mental health through universal programming and targeted supports for families.
- <u>Digital Wellness</u> The Division has a two-person team that builds capacity for students, staff, parents/guardians related to digital wellness.
- <u>Land Based Learning</u> The Division promotes opportunities for land-based learning as a way for all students to connect learning, nature and Indigenous ways of knowing.
- Wellness Committee & Health Champions A Division wellness committee and health champions at each school promote a broad range of wellness initiatives in the Division for students and staff.
- <u>Safe Routes to School</u> Schools in the Division partner with the City of Lethbridge to
 encourage and enhance opportunities for students to walk or bike to school.

How will we measure and monitor progress?

- Welcoming, Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Safe and Caring Supplemental Assurance Survey results and trends.
- Citizenship Assurance Survey results and trends.
- Our School Survey Students with a positive sense of belonging results and trends.
- Our School Survey Students feel safe attending school results and trends.
- Our School Survey Students with moderate or high levels of anxiety results and trends.

Learning and Supports Priority – Truth and Reconciliation

What is our desired outcome?

School communities take action to advance Truth and Reconciliation.

What strategies will we implement to progress toward achieving this outcome?

<u>Land-Based Learning</u> – The Division promotes opportunities for land-based learning as a way
for all student to connect learning, nature and Indigenous ways of knowing.



- <u>National Day for Truth and Reconciliation</u> Activities across the Division recognize the national day for Truth and Reconciliation.
- <u>Indigenous Education Plan</u> The Division Indigenous Education plan guide strategies and practises to advance truth and reconciliation.
- <u>Community Engagement</u> Indigenous student awards night and Indigenous graduation celebrate the accomplishment of Indigenous students.
- <u>Indigenous Education Teachers</u> Division Indigenous education teachers support the
 acquisition of knowledge regarding Indigenous experiences and support the implementation
 of Indigenous perspectives, as detailed in programs of study.

How will we measure progress?

- Citizenship Assurance Survey results and trends.
- Welcoming, Safe and Caring, Respectful and Safe Learning Environments Assurance Survey results and trends.
- Our School Survey Students with a positive sense of belonging results and trends.
- Indigenous student three-year completion rate Assurance Survey results and trends.
- Indigenous student five-year completion rate Assurance Survey results and trends.





Learning For All

Through a collaborative team approach, Lethbridge School Division is committed to working with students, their families and community agencies towards success for each student. Focusing on universally designed programming and a continuum of supports and services, we strive to meet the diverse learning needs of all students within their classroom setting, allowing multiple access points to the provincial curriculum. Student learning experiences are built upon a foundation that is strength-based, flexible and responsive.

When required, a collaborative response model is used to build targeted or individualized support programs developed with the input of the school-based learning team, students, families and Division supports including speech language pathology, occupational therapy, behavioural team support, school psychology and English as an Additional Language teaching. Each school is also supported by a Learning Support Teacher (LST) who assists in accessing supports, building Instructional Support Plans (ISPs), bridging home and school connections and building capacity within school staff to implement universal strategies.





English as an Additional Language (EAL) and English for Access Programs (EAP)

Lethbridge School Division continues to welcome English as an Additional Language learners, including newcomer/refugee students, into our schools. We currently have 1,333 EAL Learners from countries all over the world with the majority of families arriving specifically from Ukraine, the Philippines and various African countries. Upon registering, our students take part in academic and social intake interviews. The information gathered through these interviews begins the process of our Provincial Benchmarking practice.

Classroom teachers complete regular benchmarking to monitor student growth and to guide instructional practices to support our EAL learners. Our EAL students receive social, academic and cultural support within their classroom settings. Middle or high school-aged students with limited formal schooling or interrupted schooling may be placed in our English for Access Programs (EAP) where they receive intensive and targeted foundational literacy, numeracy and cultural support. In addition to their school-based team, all EAL students are supported through a Division EAL Support Teacher, EAL Student Support Worker and school-based Learning Support Teacher. Clients of Lethbridge Family Services (LFS) also receive support through their family-assigned LFS Settlement Practitioner.





Health and Well-being

The Division and educational stakeholder partners have long recognized the need for a focus on the health and wellness of students and staff. Decreasing levels of activity among youth, nutritional gaps and increasing challenges with mental health continue to call for attention to programs and services that promote active living, healthy eating and positive social emotional connections. Guided by a Wellness Committee, Health Champions at each school site and Board direction, the Division has been meeting this challenge in a multitude of ways. Nutrition Programs, Wellness Grants (Self-Regulation and movement), regular Health Champ meetings and teaming with school-based Wellness Teams has developed a more holistic approach to wellness in our Division.

Breakfast, lunch or healthy snack programs have been implemented in some schools for several years, made possible with the generous support of industry, business, service clubs and volunteers. For the fifth year, the nutrition programs in some schools have expanded with the infusion of money for school nutrition programs by the province.

The Division has always provided support to children and their families. The Division's Mental Health Capacity Building (MHCB) program is an externally-funded program that provides prevention and promotion of mental health. MHCB predominantly provides universal mental health programming for all schools K-12, leading mental health and wellness initiatives for students, families and staff. Lethbridge School Division also supports families through a team of four Family Support Workers. The Family Support Workers are externally funded with a primary focus to assist in connecting families with community supports and services by responding to referrals made by school-based wellness teams throughout the school year.



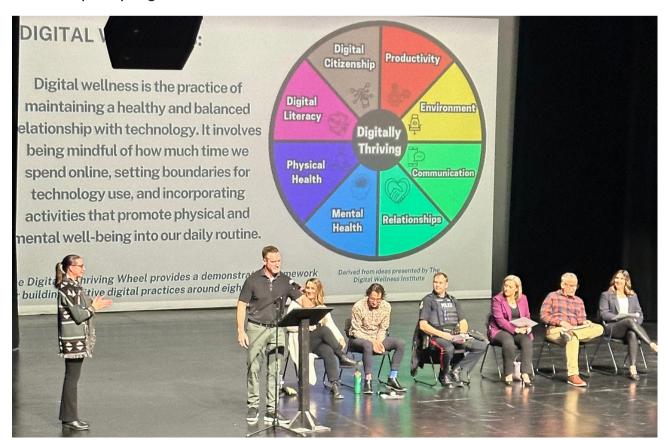


Domain: Learning Supports

Health and Well-being

Wellness grants have now been offered for seven years and were created for schools to have greater accessibility and flexibility to financially support wellness initiatives that enhance achievement. The Wellness Committee has elected to continue to offer wellness grants for the next school year and focus the grants on school identified wellness needs.

We are in the second year of our Mental Health Grant we received from Alberta Education. Digital Wellness was identified as a focus for our Division in 2022 and because of the grant, The Division hired a digital wellness teacher and a digital wellness family school liaison worker. The work they have done has shifted many staff in how they integrate technology into their classrooms. The team has developed lessons that are developmentally appropriate, provided small group interventions, team taught, hosted parent evenings and hosted educational-themed events. Our Division has come to recognize that while technology can play an important role in learning, we also recognize that public education has a strong role to play in facilitating face-to-face learning and providing meaningful learning experiences without screens. The work this team has done has educated our system on the significant connection there is to screen use and overall wellness in our staff and students. The 2024/2025 school year will be the third and final year of this pilot program.





Lethbridge School Division 2024/2025 Preliminary Budget

Board of Trustees Belief Statements for Preparation of the 2024/2025 Budget

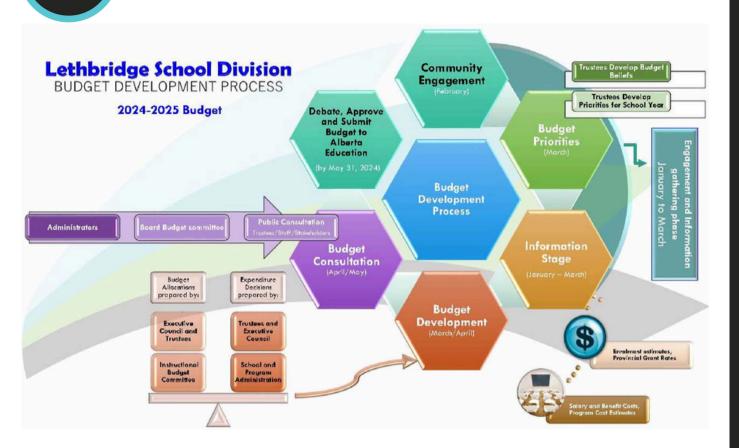
Lethbridge School Division is primarily funded by Alberta Education. The Board is legally obligated to create and approve the annual division budget and to fiscally manage the Division's funds in a responsible manner, ensuring that the educational needs of students are met within a balanced budget, as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

- 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 partnering with municipalities, other boards and community-based service agencies to effectively address the needs of all students.
- The Board believes that investment is early learning is foundational to student success.
- The Board believes funds need to be allocated to promote 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 supported by allocating funds to centralized services.
- The Board believes in providing targeted opportunities to further board priorities within schools.





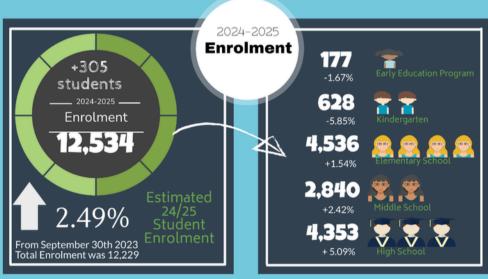
Lethbridge school division

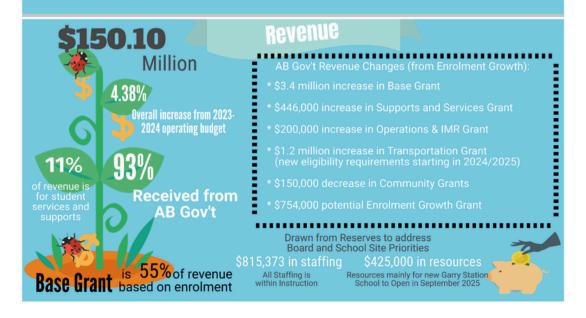




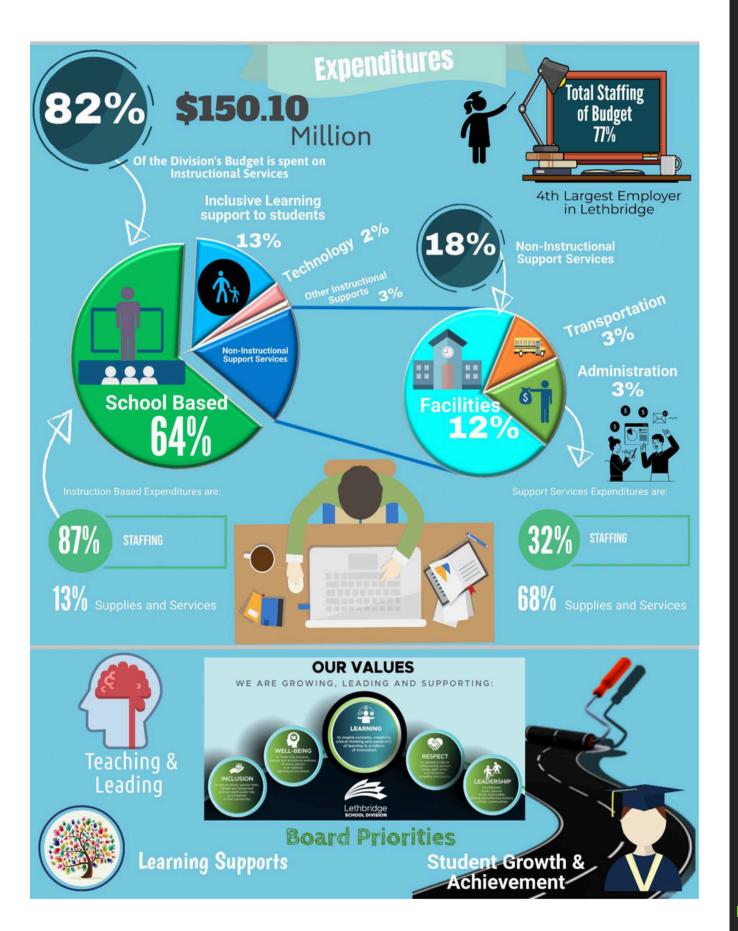














2024/2025 Preliminary Budget Summary

Lethbridge School Division has a total operating budget of \$150.10 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 has grown to over 107,000 residents. Lethbridge School Division serves approximately 12,500 students from early education (pre-school) to Grade 12. The Division provides high quality learning experiences for students through a broad range of educational programs in 24 schools and four institutional programs.

Division Priorities and Strategies

In February of 2024, the Board of Trustees held a consultation session with the education stakeholders of the community. Through both in person and online responses, 1,605 submissions were received. This feedback was reviewed by both the Board of Trustees and Division administration and helped shape priorities for the 2024/2025 school year and beyond.

Areas of Discussion Included:

- What are the successes of the elementary, middle and high school experiences in Lethbridge School Division?
- Where can we improve the elementary, middle and high school experiences in Lethbridge School Division?
- What are the impacts of technology in schools?
- What should the future of education look like?
- What feedback do you have for the Board of Trustees about how they govern Lethbridge School Division?
- What can Lethbridge School Division do to make early learning programs and Kindergarten more accessible to parents?

The link to the survey summary can be found here:

https://www.lethsd.ab.ca/town-hall-2/2024-town-hall-results



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 2024/2025 budget. The Division received its first MBA for excellence in the presentation of the 2006/2007 budget and the 18 subsequent years up to and including the 2023/2024 budget.

Once the budget is approved by the Board of Trustees, the Division develops the 2024/2025 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 2024/2025 budget. An in person Town Hall meeting was held in February of 2024 involving parents, students, staff and the community to discuss a variety of topics.

The feedback on these questions influenced the development of Board priorities. The Board of Trustees developed belief statements in March of 2024 and set priorities which guided the development of the 2024/2025 budget. The budget process and policies used to develop the budget remained relatively consistent from the development of the 2023/2024 budget.

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 the review the online presentation of the budget in May of 2024 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 27, 2024. 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 31 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 Sept. 30, 2024.





Enrolment

Lethbridge School Division has 12,534 students projected to be enrolled in early education (pre-school) through Grade 12 in the 2024/2025 school year as compared to 12,229 in 2023/2024. This is an increase of 305 students or 2.49% from the prior year count in September of 2023. These enrolment numbers are based on estimates submitted to Alberta Education in December 2023 as well as projections completed in March 2024. Actual enrolment numbers for the 2024/2025 are then submitted on Sept. 30, 2024.

Pre-K and Kindergarten are showing declines in enrolment, whereas elementary, middle and high schools are all showing increases ranging from 1.54% to 5.09%.

		Ac	tual		September	Ch	
Program	September 2020	September 2021	September 2022	September 2023	2024	Change	
Early Education	357	299	241	180	177	-3	-1.67%
Kindergarten	725	747	784	667	628	-39	-5.85%
Elementary (Grades 1 - 5)	4,111	4,279	4,398	4,467	4,536	69	1.54%
Middle School (Grades 6 - 8)	2,687	2,787	2,765	2,773	2,840	67	2.42%
High School (Grades 9 - 12)	3,369	3,568	3,769	4,142	4,353	211	5.09%
Total	11,249	11,680	11,957	12,229	12,534	305	2.49%
% Change		3.83%	2.37%	2.27%	2.49%		



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 of 2020 to September of 2023 and projected enrolment over the next four years to September of 2027. 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 2024/2025 funding:

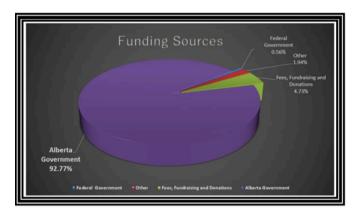
School Year	FTE	Weighting	WMA
2022-2023 Actual FTE Enrolment	11,312	20%	2,262.40
2023-2024 Estimated FTE Enrolment	11,716	30%	3,514.80
2024-2025 Projected FTE Enrolment	12,118	50%	6,059.00
Weighted Moving Average (WMA) FTE Enrolment			11,836.20

Due to the Weighted Moving Average (WMA), the Division will not be funded for 282 FTE students.

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



Funding sources

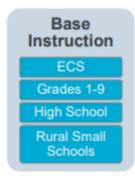


The Division is financially dependent on funding from the Province of Alberta. The Division receives approximately 92.77% of its funding from the Provincial Government. The Division has control over other revenues such as school fees, school generated funds, outside grants, investment revenues and one-time reserve funds, which comprise 7.23% of the Division's revenue.

Total budgeted revenues and allocations for 2024/2025 are \$150.10 million. Included in these revenues is \$1,240,373 of prior year's reserves. Total revenues and allocations for the Division increased by 4.38% over the operating budget for 2023/2024.

Revenues and Allocations	2024-2025 Preliminary Budget	2023-2024 Operating Budget	Variance from 2023-2024 Operating Budget	Change %	2023-2024 Preliminary Budget	Variance from 2023-2024 Preliminary Budget	Change %
Alberta Education - Base Instruction	\$83,201,135	\$78,345,038	\$4,856,097	6.20%	\$77,934,815	\$5,266,320	6.76%
Alberta Education - Services and Support	\$17,058,208	\$16,357,788	\$700,420	4.28%	\$16,227,405	\$830,803	5.12%
Alberta Education - Schools/Facilities	\$17,349,510	\$15,893,896	\$1,455,614	9.16%	\$15,885,740	\$1,463,770	9.21%
Alberta Education - Community	\$3,622,281	\$3,772,018	(\$149,737)	-3.97%	\$3,772,018	(\$149,737)	-3.97%
Alberta Education - Jurisdiction	\$4,371,026	\$4,253,325	\$117,701	2.77%	\$4,253,325	\$117,701	2.77%
Projects/Contracts	\$426,786	\$862,008	(\$435,222)	-50.49%	\$667,745	(\$240,959)	-36.09%
Other Provincial Revenue	\$727,846	\$821,346	(\$93,500)	-11.38%	\$803,279	(\$75,433)	-9.39%
Teacher Pension Costs	\$6,500,000	\$6,500,000	\$0	0.00%	\$6,500,000	\$0	0.00%
Federal Government Funding	\$845,396	\$388,944	\$456,452	117.36%	\$388,944	\$456,452	117.36%
Other Revenues	\$8,771,719	\$9,465,745	(\$694,026)	-7.33%	\$9,452,773	(\$681,054)	-7.20%
Capital and Debt Services	\$5,990,427	\$5,145,860	\$844,567	16.41%	\$5,145,860	\$844,567	16.41%
Total Operating Revenue	\$148,864,334	\$141,805,968	\$7,058,366	4.98%	\$141,031,904	\$7,832,430	5.55%
Prior Years Reserves (one-time funds)	\$1,240,373	\$1,995,731	(\$755,358)	-37.85%	\$798,399	\$441,974	55.36%
Total Revenue and Allocations	\$150,104,707	\$143,801,699	\$6,303,008	4.38%	\$141,830,303	\$8,274,404	5.83%

Alberta Education funding falls into five main targeted grants:



Supports and Services

Specialized Learning Support

PUF (pre-K)

ESL/Francisation

Refugee

FNMI

School
Operations & Maintenance
Transportation

Community
Socioeconomic
Status
Geographic
Nutrition

System Administration



Alberta Education - Base Instruction

55.43% of Division Revenues% 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 2024/2025 WMA is calculated based the following:

- 20% of actual FTE enrolments of 2022/2023,
- 30% of the estimated final FTE enrolments of 2023/2024, and
- 50% of the projected funded FTE student enrolments for 2024/2025.

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 2024/2025 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 saw an increase due to increased enrolments for the Division. However, the grant rate itself did not increase. Included in this area as well is the Teacher Salary Settlement grant of \$2.3 million (which is based off the 2022/2023 average salary costs for teachers).

Alberta Education - Services and Supports

11.36% 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 1-12), Program Unit Funding (PUF), Moderate Language Delay, English as an Additional Language (EAL), First Nations Metis and Inuit Education, Refugee, Classroom Complexity and other Institutional Programs. Most of these grants also use the WMA to determine the funding levels.

For the 2024/2025 school year, the Services and Supports grants were increased due to enrolment growth. However, the grant rates were not increased.



Alberta Education - Schools/Facilities

11.56% 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 \$190,072 increase in the Operations and Maintenance grant for the 2024/2025 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 2024/2025, the Division will receive approximately \$1,944,976 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 Sept. 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 application process was adjusted in the 2023/2024 school year resulting in an increase of approximately \$1 million during this current school year. The increase for the 2024/2025 school year is estimated to be \$150,000. Funding for 2024/2025 will be adjusted after the grant application is completed at the end of November of 2024 based on eligible riders at Sept. 30, 2024.

Alberta Education - Community

2.41% 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 2024/2025 budget, the school nutrition grant will remain the same at \$299,500. The other two grants in this area (socio-economic status and geographic) have decreased by \$149,737 due to updated census numbers being used by Alberta Education in the formula (from 2016 to 2021), which resulted in changes to the allocations to the school divisions throughout the province.



Alberta Education - Jurisdiction

2.91% 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 2024/2025 budget, the grant amount has increased by \$117,701.

Projects/Contracts

0.28% of Division Revenues

Project/contract funding is for specific one-time targeted grants that have been provided for specific projects/contracts. For the 2024/2025 budget, three Alberta Education specific grants have been included, \$165,000 for new curriculum funding (all for staffing costs), \$111,786 for the mental health in schools pilot program (known in the Division as the Digital Wellness program – this is the last year of this grant, the Division will have received \$360,000 over three years for this grant) and a new digital assessment grant of \$150,000 which is being used throughout the Division.

Other Provincial Revenues

0.48% of Division Revenues

Other provincial revenue includes the provincially funded Making Connections programs for Alberta Mental Health and the Family Resource Network and targeted OLEP funding (for French Immersion initiatives within the Division).

Teacher Pension Costs

4.33% 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.



Provincial Revenue Estimates:

(Excluding reserves and other revenue sources)

Alberta Education Operating Grants
Operations and Maintenance
Transportation
Capital and Debt Servicing
Infrastructure Maintenance Renewal (IMR)

Preliminary	Operating	Total	%
2024-2025	2023-2024	Change	Change
111,536,256	106,658,198	\$4,878,058	4.57%
11,320,757	11,077,618	\$243,139	2.19%
4,505,181	3,292,559	\$1,212,622	36.83%
5,990,427	5,145,860	\$844,567	16.41%
1,523,572	1,523,719	(\$147)	-0.01%
4,371,026	4,253,325	\$117,701	2.77%
139,247,219	131,951,279	\$7,295,940	5.53%

Federal Government

0.56% 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. New for 2024/2025 is \$456,000 from Indigenous Services Canada with an agreement with Jordan's Principle. This funding is targeted and is being used for Educational Assistants.

Other Revenues

5.85% 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. A new fee for 2024/2025 is the Kindercare pilot to be opened at two elementary schools with estimated fees of \$54.000.

Capital Block

3.99% of Division Revenues

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

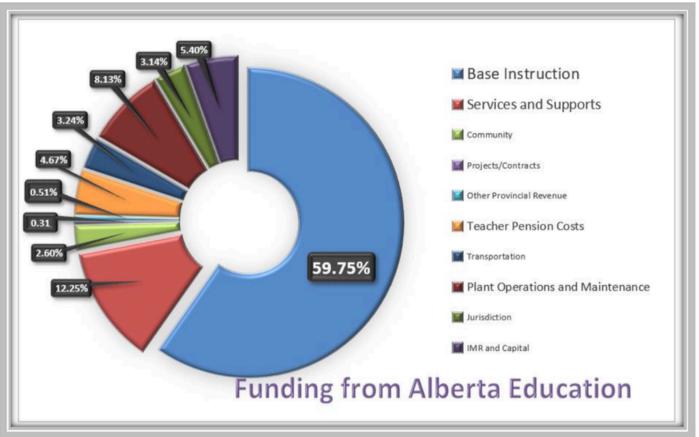
Prior Year Reserves

0.85% of Division Revenues

Prior year reserves are the amounts of one-time reserves used to address priority areas. All reserve usage for the 2024/2025 preliminary budget are within instruction.











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:

	2024-202	25 Preliminary E	Budget	2023-20	24 Operating B	Budget	Variance 1	from 2023-202	24 Operating Bu	udget
Revenues Sources	Operating Revenues	One-time Reserves	2024-2025 Preliminary Budget	Operating Revenues	One-time Reserves	2023-2024 Operating Budget	Operating Revenues	One-time Reserves	Variance from 2023-2024 Operating Budget	Change %
Alberta Government	\$139,247,219	\$0	\$139,247,219	\$131,951,279	\$0	\$131,951,279	\$7,295,940	50	\$7,295,940	5.53%
Fees, Fundraising and Donations	\$7,107,447	\$0	\$7,107,447	\$7,657,971	\$0	\$7,657,971	(\$550,524)	50	(\$550,524)	-7.19%
Other Revenues	\$1,664,272	\$0	\$1,664,272	\$1,807,774	\$0	\$1,807,774	(\$143,502)	\$0	(\$143,502)	-7.94%
Federal Government	\$845,396	\$0	\$845,396	\$388,944	\$0	\$388,944	\$456,452	\$0	\$456,452	117.36%
One-time Reserves	\$0	\$1,240,373	\$1,240,373	\$0	\$1,995,731	\$1,995,731	\$0	(\$755,358)	(\$755,358)	-37.85%
Total Allocations	\$148,864,334	\$1,240,373	\$150,104,707	\$141,805,968	\$1,995,731	\$143,801,699	\$7,058,366	(\$755,358)	\$6,303,008	4.38%

As shown above, there is a \$6.3 million increase in revenue from the 2023/2024 operating budget. This is due to increases in Alberta Education grants (mainly base grant and the transportation grant) as well as the new funding from Jordan's Principle under the Federal Government. These increases are offset by decreases in school generated fund fees, and a decrease in the use of reserves from the prior year.

	2024-202	25 Preliminary E	Budget	2023-20	24 Operating E	Budget	Variance f	from 2023-202	24 Operating B	udget
Funding Allocations	Operating Revenues	One-time Reserves	2024-2025 Preliminary Budget	Operating Revenues	One-time Reserves	2023-2024 Operating Budget	Operating Revenues	One-time Reserves	Variance from 2023-2024 Operating Budget	Change %
Instruction	\$121,438,451	\$1,240,373	\$122,678,824	\$116,715,270	\$1,995,731	\$118,711,001	\$4,723,181	(\$755,358)	\$3,967,823	3.34%
Administration	\$4,371,026	\$0	\$4,371,026	\$4,253,329	\$0	\$4,253,329	\$117,697	\$0	\$117,697	2.77%
Plant Operations and Maintenance	\$10,979,748	\$0	\$10,979,748	\$10,751,228	\$0	\$10,751,228	\$228,520	\$0	\$228,520	2.13%
Transportation	\$4,550,181	\$0	\$4,550,181	\$3,332,559	\$0	\$3,332,559	\$1,217,622	\$0	\$1,217,622	36.54%
Capital and Debt Services	\$7,524,928	\$0	\$7,524,928	\$6,753,582	\$0	\$6,753,582	\$771,346	\$0	\$771,346	11.42%
Total Allocations	\$148,864,334	\$1,240,373	\$150,104,707	\$141,805,968	\$1,995,731	\$143,801,699	\$7,058,366	(\$755,358)	\$6,303,008	4.38%

The five 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.



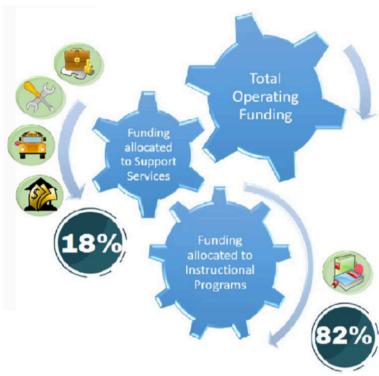


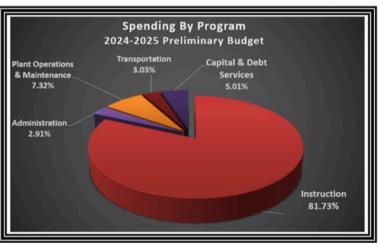
Funding Allocations and Programs:

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 and Maintenance, Transportation, and Capital and 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.





The chart below compares spending by program of the 2024/2025 Preliminary Budget, the 2023/2024 Operating Budget, and with the 2023/2024 Preliminary Budget:

Spending by Program	2024-2025 Preliminary Budget	2023-2024 Operating Budget	Variance from 2023-2024 Operating Budget	Change %	2023-2024 Preliminary Budget	Variance from 2023-2024 Preliminary Budget	Change %
Instruction	\$122,678,824	\$118,711,001	\$3,967,823	3.34%	\$116,739,605	\$5,939,219	5.09%
Administration	\$4,371,026	\$4,253,329	\$117,697	2.77%	\$4,253,329	\$117,697	2.77%
Plant Operations and Maintenance	\$10,979,748	\$10,751,228	\$228,520	2.13%	\$10,751,228	\$228,520	2.13%
Transportation	\$4,550,181	\$3,332,559	\$1,217,622	36.54%	\$3,332,559	\$1,217,622	36.54%
Capital and Debt Services	\$7,524,928	\$6,753,582	\$771,346	11.42%	\$6,753,582	\$771,346	11.42%
Total Expenditures and Transfers	\$150,104,707	\$143,801,699	\$6,303,008	4.38%	\$141,830,303	\$8,274,404	5.83%



Instructional Allocations

81.73% 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 digital wellness).

Below is a summary of certain budget items under instruction and how they align with the Board Priorities, and the Instructional Budget Committee priorities.

Budget Item	Board Priorities Informed by Town Hall & Strategic Planning	Instructional Budget Committee Priority
Inclusive Learning Supports - \$1,900,000 of funding allocated from K-12 Base Grant to support services - Increase in FTE for EA's throughout the Division (18 FTE - Kindercare, Inclusive Learning, and Jordan's Principle) - Reserves added to support staffing (Educational Assistants, \$272,000)	Student Growth and Achievement Learning Supports	Classroom Supports Addressing Classroom Complexity
-Classroom Complexity grant (\$607,899 - increase from the prior year of \$10,553) - To be allocated to: Off Campus Alternative High School Program and Educational Assistants at the Elementary and Middle School level	Learning Supports	Classroom Supports Addressing Classroom Complexity
- Continuation of Mental Health in Schools Pilot Program (Digital Wellness Initatives) - Maintaining counselling supports throughout the Division	Learning Supports	Maintain Wellness Supports
- Early Learning Programs (EEP, PUF and KG Severe) - Base Grant Supporting programs in addition to targeted PUF and KG Severe grant - Total of \$235,421 from Base Grant to maintain programming	Growing Learners and Achievement	Classroom Supports
- New Kindercare Pilot Program - 2 locations with funding from Base Grant (\$150,000) and Fee Estimates (\$54,000)	Growing Learners and Achievement	Classroom Supports
- Increased Elementary allocation to support increased enrolment and staffing	Growing Learners and Achievement	Classroom Supports
- Secondary funding allocation increased to support increased enrolment and staffing	Growing Learners and Achievement	Classroom Supports
- Maintained technology evergreening capital fund to ensure planned and equitable replacements of technology	Growing Learners and Achievement	Classroom Supports



Instructional Allocations

81.73% of Division Spending

The increase in instructional expenses of 3.34% from September of 2023 is a combination of the following:

- An increase (approximately \$2.3 million or 2.82%) in certificated staffing is due to an increase in salary and benefit costs, additional teachers hired through all grade levels as well as some currently in contingency to use to address "hot spots" in the fall once enrolment is updated.
- An increase (approximately \$2.8 million or 13.25%) in uncertificated staffing due to increases in salaries, increases in FTE for Educational Assistants and two new positions for program leads for the Kindercare pilot program.
- A decrease (approximately \$664,000 or -15.72%) in contracted and general services from a \$332,790 decrease in professional learning (in 2023/2024 there had been targeted funds from new curriculum for professional learning) and a decrease of \$272,500 in building maintenance as one of the high schools used their reserves to complete some building maintenance in 2023/2024 and this will not occur again in 2024/2025.
- A decrease (approximately \$879,405 or -7.90%) in supplies from a decrease in new curriculum funding (prior year had been \$197,575), prior year commitments (timing of expenses at year-end, prior year had been \$331,426).
- An increase (approximately \$467,375 or 88.47%) in contingency and capital purchases from reinstating the technology evergreening transfer (increase of \$400,000 from prior year to match the amount from 2022/2023).





Administration Allocations

2.91% of Division Spending

The allocation to Administration directly correlates to the specific provincial funding to the jurisdiction (covering Board and System Administration). There was a \$117,697 increase in the funding for these areas for 2024/2025 (from the 2023/2024 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, building costs, Board Governance memberships and professional learning and consultants.

Plant Operation and Maintenance (POM)

7.32% 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 2024/2025 grant funding, the POM allocation resulted in a \$190,072 increase.

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

3.03% 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 change in the 2023/2024 year as to the application process of the Transportation grant which resulted in a mid-year adjustment in 2023/2024 of approximately \$1 million. For the 2024/2025 school year, there was an increase of \$146,248 from the mid-year adjustment. A funding adjustment for 2024/2025 will be based on the grant application submitted by Nov. 30, 2024. There continues to be cost pressures in this area with increased bussing costs due to a 2% service contract increase, increased fuel charges and additional buses being added due to both enrolment and distance changes to be implemented in 2024/2025. 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).

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is provided to transport students who live a driving distance of one kilometers or greater away from their resident school (for K-6) or two kilometers away (grades 7-12).

Capital and Debt Services

5.01% 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. The Division currently does not have any long-term of debenture debt and there are no plans to incur any additional debt.

Capital and Debt Services includes the amortization of capital assets and the Infrastructure Maintenance Renewal Program (IMR). For the 2024/2025 school year, the Division saw a \$10,929 increase in its IMR funding.

Expenditures by Program and Object	Instruction	Administration	Plant Operations and Maintenance	Transportation	Capital and Debt Services	Total
Certificated Staffing	\$83,401,856	\$754,934	\$0	\$0	\$0	\$84,156,790
Uncertificated Staffing	\$23,584,653	\$2,417,716	\$5,503,864	\$133,544	\$0	\$31,639,777
Contracted and General Services	\$3,559,892	\$1,033,263	\$2,294,651	\$4,354,037	\$0	\$11,241,843
Supplies	\$11,136,789	\$81,213	\$364,174	\$10,000	\$0	\$11,592,176
Utilities	\$0	\$52,600	\$2,817,059	\$0	\$0	\$2,869,659
Capital and Debt Services	\$0	\$0	\$0	\$0	\$7,524,928	\$7,524,928
Transfers - Contingency/Other	\$134,792	\$31,300	\$0	\$52,600	\$0	\$218,692
Total Operating Expenditures	\$121,817,982	\$4,371,026	\$10,979,748	\$4,550,181	\$7,524,928	\$149,243,865
Transfers - Reserve Allocations	\$860,842	\$0	\$0	\$0	\$0	\$860,842
Transfers - Board Funded Capital	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures and Transfers	\$122,678,824	\$4,371,026	\$10,979,748	\$4,550,181	\$7,524,928	\$150,104,707



Expenditures by Object

Lethbridge School Division will spend approximately \$115.80 million on staffing, which is about 77% of the Division's \$150.10 million budget.

The chart below compares the expenditures of the 2024/2025 Preliminary Budget, the 2023/2024 Operating Budget and with the 2023/2024 Preliminary Budget:

Expenditures by Program and Object	Instruction	Administration	Plant Operations and Maintenance	Transportation	Capital and Debt Services	Total
Certificated Staffing	\$83,401,856	\$754,934	\$0	\$0	\$0	\$84,156,790
Uncertificated Staffing	\$23,584,653	\$2,417,716	\$5,503,864	\$133,544	\$0	\$31,639,777
Contracted and General Services	\$3,559,892	\$1,033,263	\$2,294,651	\$4,354,037	\$0	\$11,241,84
Supplies	\$11,136,789	\$81,213	\$364,174	\$10,000	\$0	\$11,592,176
Utilities	\$0	\$52,600	\$2,817,059	\$0	\$0	\$2,869,659
Capital and Debt Services	\$0	\$0	\$0	\$0	\$7,524,928	\$7,524,928
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Total Operating Expenditures	\$121,817,982	\$4,371,026	\$10,979,748	\$4,550,181	\$7,524,928	\$149,243,865
Transfers - Reserve Allocations	\$860,842	\$0	\$0	\$0	\$0	\$860,842
Transfers - Board Funded Capital	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures and Transfers	\$122,678,824	\$4,371,026	\$10,979,748	\$4,550,181	\$7,524,928	\$150,104,70

Certified Staffing

56.07% of Division Spending

Approximately \$84.16 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 \$2.29 million increase (or 2.80%) to certificated staffing costs from the 2023/2024 operating budget. Average teacher costs are projected to increase about 1% from 2023/2024 operating budget due to grid movement and benefit costs (no grid increases).

Uncertified Staffing

21.08% of Division Spending

Approximately \$31.64 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 has settled current collective agreements with both CUPE 290 and CUPE 2843 during the 2023/2024 school year. Both agreements resulted in salary increases which have been reflected in the average salary costs for 2024/2025 as well as increased benefit costs.



Contracted and General Services

7.49% of Division Spending

Contracted and General Services are expected to increase from 2023/2024 by \$405,807 (or 3.74%). The majority of this increase is from higher contractor bussing costs due to the changes within the eligibility rules for transportation.

Supplies

7.72% of Division Spending

Supplies are expected to decrease from 2023/2024 by \$931,634 (or 7.44%). The majority of the decrease (\$549,524) is due to the decrease in School Generated Funds (SGF) activity costs (which correlates directly with the increased SGF fee revenue) and in the prior year there had been a targeted grant for resources for the new curriculum (\$197,575) that was to be spent in the 2023/2024 year (at this time, there have been no announcements for any new curriculum funds for 2024/2025).

Utilities

1.91% of Division Spending

Utilities are expected to increase from 2023/2024 by \$132,059 (or 4.82%). 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

5.01% of Division Spending

Capital and Debt Services expenses directly corelate to the revenue allocation which includes amortization, and the Infrastructure Maintenance and Renewal (IMR) grant for the 2024/2025 year. This area has increased due to more IMR funding received (approximately \$10,000) and more budgeted amortization.

Transfers - Contingency/Other

0.15% of Division Spending

Contingencies and Commitments are projected to be similar to the 2023/2024 operating budget.

Transfers - Reserve Allocations

0.57% of Division Spending

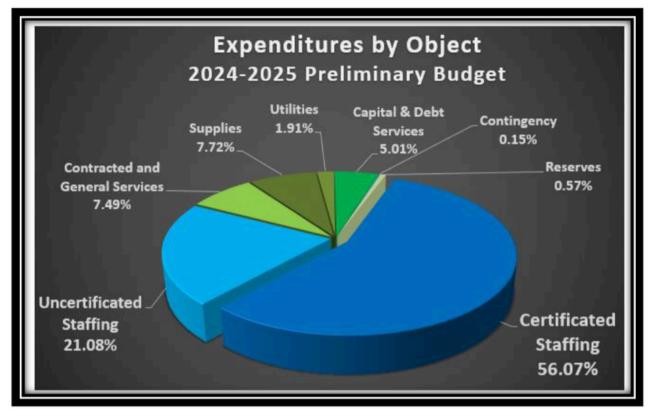
Reserve Allocations includes the operating funding to be set aside for future use, including the \$750,000 funding saved for the technology evergreening capital reserves (saved for future large evergreening cycles). The Division is able to obtain significant cost savings by replacing technology in large evergreening cycles (economies of scale) compared to replacing technology on an annual basis.

In 2021/2022, the cost was approximately \$11,486 to educate a full-time equivalent (FTE) student in Lethbridge School Division as compared to the provincial average of all public school authorities of \$11,260 per FTE student (most recent provincial information available from 2021/2022).

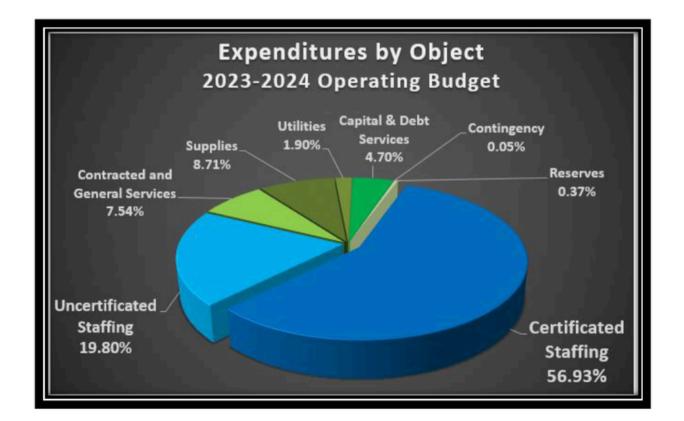
In 2023/2024 this cost is estimated to be \$11,715 per FTE student (know the actual cost once the year-end is completed). For 2024/2025, the cost is estimated to be \$11,907 for FTE student.

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 2024-2025 budget are compared with budgeted expenditures from 2023-2024 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.

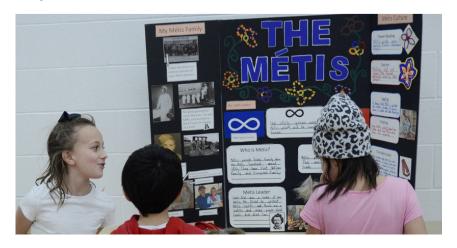
The province had declared a limit on reserves with a maximum Adjusted ASO of 3.20% at the end of Aug. 31, 2024. This maximum was increased by the province to 6% for the end of Aug. 31, 2025.

	Actual	Actual	Actual	Projected	Projected
School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Adjusted ASO ratio	7.07%	5.29%	2.70%	1.98%	1.21%

In budget 2023/2024, there was a total of \$1,664,305 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.

In budget 2024/2025, there was a total of \$1,240,373 reserves allocated with \$815,373 (or 65.74%) used for staffing and \$425,000 (or 34.26%) used for supplies (\$400,000 being used to outfit the new Garry Station elementary school for it's opening in September 2025).

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 676 full-time equivalent (FTE) teachers and 488 full-time equivalents (FTE) support staff in 2024/2025.

The Division spends 56% of the budget on teaching staff. The majority of the staffing is determined in the preliminary budget. However, the Division has held back \$754,000 of enrolment growth funding to be allocated in September of 2024 if the Division meets its enrolment targets. This is the increase of 5.75 FTE on the instructional and contingency line below (this funding in the fall if enrolment is met can be used for either certificated or uncertificated staffing, however for simplicity has been included in one spot in the preliminary budget). Included in the Elementary school allocations below is the principal position at Garry Station (the Division's newest elementary school to open in September 2025). A decrease of enrolment at one of the middle schools has resulted in a decrease of 1.0 FTE at the middle school level. The largest growth in the Division is being seen at the High School level and as a result there is the largest increase of teaching FTE.

Teacher Staffing (Certificated):	Preliminary	Operating	Preliminary				
	2024/2025	2023/2024	FTE Change	% Change	2023/2024	FTE Change	% Change
Elementary Schools	292.60	290.40	2.20	0.75%	288.40	4.20	1.46%
Middle Schools	130.43	131.41	(0.98)	(0.75%)	128.08	2.35	1.83%
High Schools	197.00	191.00	6.00	3.05%	190.14	6.86	3.61%
Inclusive Learning, Counselling and Early Learning	24.00	24.00	0.00	0.00%	24.00	0.00	0.00%
Other Instructional (Plus Contingency)	18.00	12.25	5.75	31.94%	11.25	6.75	60.00%
Classroom Teachers	662.03	649.06	12.97	1.96%	641.87	20.16	3.14%
Other Certificated Staffing	14.000	14.000	0.00	0.00%	14.000	0.00	0.00%
Total Teacher Staffing	676.03	663.06	12.97	1.92%	655.87	20.16	3.07%

The Division spends 21% of the budget on support staff. This is an increase from the prior year due to both salary and benefit costs increases as well as additional positions being added. Within the Educational Assistants section in the chart below, the Grade 1-12 has increased due new external Jordan's Principle funding (tied to specific children), as well as the majority of the Classroom Complexity grant being allocated to Educational Assistants mainly at the elementary and middle school levels. The 1.68 FTE in Kindercare is also new for the 2024/2025 school year. Lastly, the other support staffing includes increases throughout the Division for administrative support at the schools (allocations based on enrolment increases) as well as a 1.0 FTE student support worker for the OCAH program (funded from Distance Learning) and adding an allocation for the new administrative assistant for the new Garry Station elementary school (allocation is from February 2025 to June 2025).

Support Staffing (Uncertificated):	Preliminary	Operating	Preliminary				
	2024/2025	2023/2024	FTE Change	% Change	2023/2024	FTE Change	% Change
Grade 1 - Grade 12	205.72	189.51	16.21	7.88%	183.59	22.13	12.05%
Kindercare Pilot	1.68	0.00	1.68	100.00%	0.00	1.68	100.00%
Specialized Learning Supports - Severe KG	17.20	17.20	0.00	0.00%	17.25	(0.05)	(0.29%)
Program Unit Funding (PUF)	16.72	16.72	0.00	0.00%	11.62	5.10	43.89%
Early Education Program (EEP)	4.00	4.00	0.00	0.00%	3.60	0.40	11.11%
Educational Assistants	245.32	227.43	17.89	107.88%	216.06	29.26	13.54%
Other Support Staffing	242.68	237.31	5.37	2.21%	238.05	4.63	1.94%
Total Support Staffing	488.00	464.74	23.26	110.09%	454.11	33.89	7.46%



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 Year Capital Plan (2024/2025 to 2026/2027) 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 has been underway since 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.



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 design funds for the upcoming school year.

The Division's Capital Maintenance and Renewal (CMR) funding will be used to continue 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 3-4 year period in phases as CMR and IMR funding is available. The project will cost approximately \$8.5 million. Priority areas for the upgrade include ventilation, air conditioning and accessibility to all learning spaces.

Whistleblower Protection

There were no disclosures of wrongdoing nor complaints of reprisal during the 2023/2024 school year.

Fraud Prevention, Identification and Reporting

There were no disclosures of identified or potential frauds during the 2023/2024 school year.

Web Links

Lethbridge School Division - Budget Report:

https://www.lethsd.ab.ca/our-district/plans-reports/financial-reporting

Lethbridge School Division Assurance Plan 2024/2025:

https://www.lethsd.ab.ca/our-district/plans-reports/assurance-plan

Lethbridge School Division Capital Plan:

https://www.lethsd.ab.ca/our-district/plans-reports/capital-plan

For More Information

More detailed information regarding any component of Lethbridge School Division operations can be obtained by contacting the following:

Allison Purcell, Chair - Board of Trustees 433 – 15th Street South Lethbridge, AB. T1J 2Z5 Phone 403-329-3747

Mike Nightingale, Superintendent 433 – 15th Street South Lethbridge, AB. T1J 2Z5 Phone 403-380-5301

Christine Lee, Associate Superintendent Business and Operations 433 – 15th Street South Lethbridge, AB. T1J 2Z5 Phone 403-380-5307

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.

MEMORANDUM

Date May 28, 2024

To: Board of Trustees

From: Allison Purcell, Board Chair

RE: Social Studies Curriculum – Piloting

Background

With the release of the new social studies curriculum, the decision to pilot the curriculum this fall is up to school divisions to determine. The new social studies curriculum is slated for **required** implementation in the 2025/26 school year. In recent news articles it is stated that "of the 61 Alberta school boards using the province's curriculum, 35 will take part in the pilot, including 27 public boards, six Catholic and two francophone boards." (CBC News)

Many questions have been asked if Lethbridge School Division will be piloting in the 2024/25 school year. Teachers have brought forward the question on a few occasions as they prepare for the new school year, as well some staff wanting to know prior to them applying for potential positions within the division. Parents are wanting to know if their students will be using the new curriculum as they look ahead to the new school year.

Recommendation

It is recommended that the Board be provided with information regarding steps taken to decide if Lethbridge School Division will pilot the new social studies curriculum in the 2024/25 school year. It is further recommended that information regarding the piloting be made publicly available and provided to staff within the division.

Respectfully submitted, Allison Purcell

MEMORANDUM

Date May 28, 2024

To: Board of Trustees

From: Allison Purcell, Board Chair

RE: Alberta School Councils' Association Conference and AGM/ASCA Membership

Background

The Alberta School Councils' Conference and AGM was held April 26-28. The Minister of Education spoke and held a Q&A. There were keynote speakers such as Barbara Coloroso and Justice David Hancock and plenty of break out sessions for parents and trustees to attend. There was many great opportunities for networking as well as trade show booths on many topics.

On the Sunday, the AGM occurred with many resolutions debated, amended and decided on. The Advocacy Resolution results are attached. The day was long, ending 13 hours after being called to order with approximately 140 voting school councils (both present in person, on virtually and by proxy votes)

In addition, a reminder to school councils in Lethbridge School Division that in January of 2024, the Board moved "That the Board allow the decision regarding ASCA membership to continue to be made by school councils on an individual basis each year." As school councils wrap up this year and consider their upcoming agendas, to ensure to have the discussion of ASCA membership at your school council tables.

Recommendation

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

Respectfully submitted, Allison Purcell



A24-01 – Maintain five (5) existing ASCA Advocacy Policies

Sponsor: ASCA Board of Directors

Motion: That the Alberta School Councils' Association (ASCA) maintains ASCA Advocacy Policies 94-8 (Funding of Evening and Summer Schools), 02-15 (Textbook Fees and Workbooks), 03-09 (Field Trip Safety for Alberta Students), 04-15 (Recognition of School Completion / Opportunities for Post-Secondary Opportunities), and 14-3 (Accountability – Parent Right to Quality of Service).

Adopted with unanimous consent.

A24-02 – Amend three (3) and revise two (2) ASCA Advocacy Policies

Sponsor: ASCA Board of Directors

Motion: To amend ASCA Advocacy Policies 02-13 (Input on Selection of School Staff), 02-12 (Input on Selection of Principal), and 02-4 (School Nutrition Programs), and to revise ASCA Advocacy Policies 03-07 (Sharing Responsibility for Appropriate Use of Standardized Testing) and 06-6 (Capital Project Approval Criteria), as presented.

Adopted with 92.74%

P24-01 – Integrate Climate & Biodiversity Education Throughout the Curriculum from K-12 Sponsor: Colonel Irvine School Council

Motion: That the Alberta School Council's Association (ASCA) advocates to the Minister of Education for a framework for embedding climate & biodiversity throughout the K-12 curriculum that incorporates hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.

Adopted with 52.70%

P24-02 – Funding for More Assessments of Learning Disabilities

Sponsor: Kensington School Council

1st Amendment: Adopted with 75.36%

2nd Amendment: Defeated with 40.52%

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Minister of Health for new and targeted funding for increased availability of professionals to help diagnose learning disabilities and support neurodivergent children.

Main Motion as Amended: Adopted with 88.36%



P24-03 – Improving Indoor Air Quality (IAQ) in Alberta Classrooms & Shared EnvironmentsSponsor: Kensington School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for increased funding for modern HVAC systems for health & learning (with air filtration and cooling systems) not only in new schools but retrofitted in older school buildings as well.

Adopted with 77.86%

P24-03 - Improving Indoor Air Quality (IAQ) in Alberta Classrooms & Shared Environments

Sponsor: Kensington School Council Amendment: Adopted with 87.02%

2nd **Motion:** That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to require school boards to provide frequent and regular information on indoor air quality (IAQ) and improvements made to IAQ in schools to parents, including specific air quality improvements and IAQ specifications and monitoring in schools, including classrooms, gymnasiums, cafeterias, bathrooms, and all shared environments, and that they release this information publicly to afford all students and staff a safer environment in which to work, learn and thrive.

Main motion as Amended: Defeated with 48.89%

P24-04 – Equity in Playground Funding

Sponsor: Forest Heights School Council

1st **Motion:** That the Alberta School Councils' Association (ASCA) advocates to the Ministers of Education and Infrastructure to correct the inequities caused by the Playground grant funding available to new schools by:

- 1) Creating an equitable grant program targeted for the life cycle replacement of existing playgrounds at older schools, especially where the school has no access to any other government funding; and
- 2) Allow schools where no playground currently exists to access the same grant funding as brand-new schools (\$250,000 in 2023-2024).

Adopted with unanimous consent.



P24-04 – Equity in Playground Funding

Sponsor: Forest Heights School Council

2nd **Motion:** That the Alberta School Councils' Association (ASCA) Advocacy Policy 05-02 Funding for Playground Facilities (2021) be amended:

1) By inserting "life cycle replacement" and "including removal of existing structure" before "maintenance" and by inserting "at older schools" before "based on established criteria" in the first paragraph;

Amendment: Adopted with 87.02%

2) And by adding "That funding priority is targeted to schools with playground footprints located on school land, and which are ineligible to receive funding from other levels of government. Funding should be prioritized based on an assessment of need and factors such as existing playgrounds age/condition, social vulnerability, access to other funding sources, school population, and location of adjacent public playgrounds accessible to the school" as a second paragraph.

Adopted with unanimous consent.

P24-05 - Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQI+ students, 2SLGBTQI+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.

Adopted with 74.81%

P24-05 - Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

2nd **Motion:** That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to maintain the current legislation for one notification with an opt-out option for sexual education.

Adopted with 83.94%



P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

3rd Motion: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs. These protections should continue to allow students to participate in GSAs without fear of their families or others being notified.

Adopted with 76.69%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

4th **Motion:** That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.

Adopted with 73.68%

P24-05 – Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

5th **Motion:** That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.

Adopted with 83.48%

P24-05 - Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

6th **Motion:** That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behavior and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.

Adopted with 81.25%



P24-05 - Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

7th **Motion:** That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.

Adopted with 70.97%

P24-06 – Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)

Sponsor: École Broxton Park School Council

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for French Immersion resources to be developed and available at the same time as English resources prior to the implementation of curriculum.

Adopted with unanimous consent.

P24-07 – Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

1st Motion: That the Alberta School Councils' Association advocates to the Minister of Education to:

- 1) Annually report class sizes while actively enacting initiatives aimed at reducing class sizes to levels that facilitate effective teaching and learning;
- Allocate funding and resources for ongoing professional development for educators, ensuring they have the skills and strategies needed to navigate complex classrooms effectively;
- 3) Increase funding to hire additional qualified educators and support staff, recognizing their pivotal roles in addressing the complex needs of students;
- 4) Commit to engaging in meaningful collaboration with relevant stakeholders, including parents, educators, and community members, to develop and implement strategies that promote educational equity through thoughtful consideration of class size and complexity.

Adopted with unanimous consent.



P24-07 – Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

2nd Motion: That the Alberta School Councils' Association (ASCA) Advocacy Policy 20-05

Support for Addressing Class Size and Complexity be archived.

Adopted with unanimous consent.

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to stop further development and implementation of the proposed policy "Preserving Choice for Children and Youth".

WITHDRAWN

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

2nd **Motion:** That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to increase support of 2SLGBTQIA+ students to protect them from discrimination and bullying in the classroom.

Adopted with 70%

ER24-01 – Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"

Sponsor: Bisset School Council

Amendment Adopted with 87.13%

3rd **Motion:** That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Premier of Alberta to dedicate funding, resources, and programming that serve to better educate parents, caregivers, and peers on gender diversity and the importance of acceptance and inclusion.

Main motion as Amended: Adopted with 59.80%



ER24-02 – Preserve Non-Partisan Elections for Alberta School Board Trustees

Sponsor: ASCA Board of Directors

Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education, and the Government of Alberta for the preservation of non-partisan elections for school board trustees.

Adopted with unanimous consent.

ER24-03 – Request for Emergency, Multi-Tiered Task Force to Ensure Public School Space for All Students

Sponsor: Rutherford Elementary School Council **Amendment: Adopted with unanimous consent.**

Motion: That the Alberta School Councils' Association (ASCA) advocate for the Minister of Education to establish a Task Force with the following objectives and mandates:

- 1) To develop an Emergency Provincial strategic, province-wide plan for school infrastructure that aligns with ASCA's existing advocacy policies while introducing innovative approaches such as but not limited to new funding models, and cost-effective solutions.
- 2) To collaborate closely with the Alberta Government, school districts, and other relevant stakeholders to gather data, assess needs, and prioritize infrastructure projects based on educational necessity rather than political influence.
- 3) To implement a comprehensive public engagement strategy that includes regular updates via social media, press releases, and public forums, allowing for parent and community input into the planning and prioritization processes.
- 4) To ensure that the task force's findings and recommendations are presented in a timely manner with a detailed progress report that is shared publicly.
- 5) To establish mechanisms for ongoing review and adaptation of the infrastructure strategy to respond to new challenges and opportunities as they arise.
- 6) To advocate for amendments to the Alberta Education Act to make the prioritization of school builds transparent, providing clear criteria and timelines accessible to all parents and communities, ensuring that decisions on when and where schools are built are made public, regardless of the school board.
- 7) To ensure that no school exceeds 100% capacity a situation where students do not have access to a school in their area.

Main motion as Amended: Adopted with unanimous consent.

MEMORANDUM

Date May 28, 2024

To: Board of Trustees

From: Allison Purcell, Board Chair

RE: Spanish Bilingual Program – High School

Background

Lethbridge School Division has offered a Spanish Bilingual program at Coalbanks Elementary School for the past 8 years and at GS Lakie Middle School for the past 2 years (including current year). It is a program that has been important to our community, our division and our Board. It has proven successful over the years but there remains many questions from families as they progress through the years.

Families have approached some trustees with questions around the future years of Spanish Bilingual programming at the High School level. The first group of students that entered the program 8 years ago, (currently grade 7), will be entering high school in 1 year (Sept 2025). Students and their families are inquiring what the high school Spanish Bilingual programming will look like, what will be offered and which high school would house the program.

As well families want to ensure the sustainability of the program at the Middle school level, with questions arising around why does Spanish Bilingual programming not go the same direction of the other students from Coalbanks to Senator Joyce Fairbairn Middle School, families unsure of what to expect as they enter middle school and wanting to ensure the continuity/commitment of the Spanish Bilingual programming in middle school if numbers reduce as seen in the first cohort.

Recommendation

It is recommended that information be shared with the Board on the future years of Spanish Bilingual programming.

Respectfully submitted, Allison Purcell

Lethbridge School Division Board of Trustees

433 -15 Street South Lethbridge, AB T1J 2Z4 Phone: 403.380.5300 | Fax: 403.327.4387 www.lethsd.ab.ca



May 24, 2024

Amber Murray

Sent via Email

Good day Amber,

Thank you for joining the regular Board meeting on April 23, 2024 and speaking during public forum. Trustees take public forum statements seriously and take them into consideration when engaged in decision making. You followed up on concerns you shared at the March 26, 2024 Board meeting regarding the Town Hall survey summary. The section you raised concern about is part of the Governance feedback and can be found on page 28 of the document. We have changed this part of the summary to the following:

Sexual Orientation, Gender Identity and Gender Expression

- · Support gender-diverse students and determine how schools can support these students
- · Less focus on sexual orientation and gender identity as these are parent conversations

We thank you for bringing this to our attention. We believe the changes more accurately reflect the feedback we received. As you are aware, this information was collected through an online survey that was active from February 6, 2024 to February 17, 2024. The Governance question asked stakeholders: What feedback do you have for the Board of Trustees about how they govern the Division? The information you referenced was part of a summary of the responses we received through the survey and is intended to reflect information provided by stakeholders.

In addition, you expressed concern that the Division and schools were not prepared for the potential reaction to pending policy changes announced by the Alberta Government related to gender identity and gender expression in Alberta schools. As Alberta Education works towards implementation of the announced policy changes, the Board will continue to consult and engage with Alberta Education. We are committed to building and providing safe, welcoming and inclusive learning communities where every person feels valued, respected.

Thank you for sharing your perspective with us.

Sincerely,

Allison Purcell

Board Chair

Lethbridge School Division

cc: Board of Trustees, Superintendent